

Monitoring Report to the  
Middle States Commission on Higher Education  
from  
EAST STROUDSBURG UNIVERSITY  
OF PENNSYLVANIA  
East Stroudsburg, PA 18310

Dr. Marcia G. Welsh  
President

April 1, 2019

Subject of the Follow-Up Report:

*To reaffirm accreditation. To request a monitoring report, due April 1, 2019, documenting further steps taken to (1) develop a campus-wide grievance policy that is documented and disseminated to address complaints or grievances raised by students (Standard II); (2) ensure that faculty are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures (Standard III); (3) periodically assess the effectiveness of a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals (Standard IV); and, (4) implement an assessment process with institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation (Standard VI). The next evaluation visit is scheduled for 2025-2026.*

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## INTRODUCTION

### **Middle States Commission on Higher Education Request of East Stroudsburg University**

At its session on June 22, 2017, the Middle States Commission on Higher Education acted:

“To reaffirm **accreditation**. To request a monitoring report, due April 1, 2019, documenting further steps taken to

- (1) develop a campus-wide grievance policy that is documented and disseminated to address complaints or grievances raised by students (Standard II);
- (2) ensure that faculty are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures (Standard III);
- (3) periodically assess the effectiveness of a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals (Standard IV); and,
- (4) implement an assessment process with institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation (Standard VI).

The next evaluation visit is scheduled for 2025-2026.”

### **OVERVIEW OF THE UNIVERSITY**

East Stroudsburg University (ESU) is a Carnegie Comprehensive Master's-Larger Programs university in Northeast Pennsylvania offering 57 undergraduate, 22 master's, and 2 doctoral degree programs. ESU 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.

## APPROACH TO PREPARING THE REPORT

The University's Follow-Up Report Work Groups began their work just after receiving the Self-Study Visiting Team's final report in July of 2017. Because the report was due by April 1, 2019, and to have the time necessary to complete the work by the submission deadline, the University formed four working groups. Essentially, a working group for each recommendation. This working group structure strengthened the members understanding of the institution's efforts to address the recommendations of the Middle States visitation team.

In fall 2017, as part of the preparation of this report, the follow-up report working groups composed of faculty and staff identified major themes and initiatives important to the recommendations. By far, the primary issue that emerged from the work groups was the breath of development needed for recommendations two and four. The work groups believed the University should make greater efforts to draft and begin to implement practices that go beyond standard promotion, tenure, and institutional assessment.

In preparing this report, the work groups gathered information and narratives from offices and departments throughout the campus. In addition, members of the groups met with faculty and staff involved in many of the programs and initiatives discussed in this report. An initial draft of this report was completed in February 2019, in order to create opportunities for members of the campus community to offer comments, suggestions, and concerns about the report.

Meetings of the work groups mirrored the results of the final report. East Stroudsburg's faculty and staff participating in these groups said they want their university to be recognized as a superior institution, where the education they delivered prepared students to work in an increasingly demanding global environment. They want ESU to be student-centered, where they know their students well, where they can create a learning atmosphere that promotes and demands the best from them, and where the strategic plan "Students First: Empowering Innovation through Collaboration 2017-2020" is aligned with these core beliefs. The table below displays the University's strategic planning goals by divisional alignment.

Institutional Goals by Divisional Alignment	Academic Affairs	Administration & Finance	Student Affairs	Enrollment Management	Economic Development & Entrepreneurship
<b>GOAL 1:</b> Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation Rates	X	X	X	X	X
<b>GOAL 2:</b> Innovative Faculty: Developing a Culture of Research, Scholarship, and Continuous Learning and Rethinking the Preparation of Successful Graduates	X	X	X	X	X
<b>GOAL 3:</b> A Reputation for Innovation and Entrepreneurship: Creating a Curious, Inventive, and Risk-taking Community	X	X	X	X	X
<b>GOAL 4:</b> A Strong Sense of Community: Understanding and Living ESU's Mission and Values and Building a Commitment to Our Community and Region	X	X	X	X	X

The other issues that garnered the most support from the working groups include: (1) the importance of student-centered learning at East Stroudsburg as a core University value; (2)

the need to continue efforts to deliver higher quality faculty advising; (2) the need for ESU programs to prepare students to live, work, and lead in a global environment; (3) the importance of augmenting experiential learning, and extracurricular activities to better distinguish the University's curriculum; and (4) the need for the University to continue to build upon its student success conceptual framework of all faculty and staff are educators.

## **ORGANIZATIONAL OF THE REPORT**

This report provides documented evidence of the progress made by East Stroudsburg University toward the development of solutions to the noted recommendations in the University's Statement of Accreditation Status. This Follow-Up Report is organized into four chapters, beginning with Chapter One, Student Complaint Process; Chapter Two, Faculty Tenure and Promotion Processes; Chapter 3, Students Attaining Appropriate Educational Goals; and Chapter 4, Assessment Process with Institutional Objectives with an introduction and conclusion. Appendices at the end of this report display selected accomplishments to date.

## CHAPTER 1

### PROGRESS MADE SINCE THE SELF STUDY

*Middle States Recommendation Number One: Develop a campus-wide grievance policy that is documented and disseminated to address complaints or grievances raised by students (Standard II).*

One of the new initiatives developed since the Evaluation Team's visit in 2017, is the recommended development of the student complaint and grievance guideline. The student complaint and grievance guideline was produced by Work Group #1. The guideline and form can be found on the University's Student Consumer website at [https://www.esu.edu/about/consumer\\_information.cfm](https://www.esu.edu/about/consumer_information.cfm). The guideline clearly demonstrates the expectation and process for the submission of a student complaint that is not related to incidents of racial harassment, sexual harassment or Title IX. Below is the meeting timeline that was utilized during the formation of the guideline.

**Table 1 – Work Group 1 Timeline of Progress Made since June 2017**

Date(s)	Action Items
Fall 2017	Beginning in September of 2017, Work Group #1 met monthly throughout the semester.
Fall 2017	Prioritized an initial set of action items and collected sample guidelines and policies from other institutions.
Fall 2017	Completed a policy review of the State System, MSCHE, and the U.S. Dept. of Education.
Fall 2017	Drafted the student complaint guideline and determine administrative responsibilities.
Spring 2018	Beginning in January of 2018, Work Group #1 again met monthly throughout the semester.
Spring 2018	Determined scope and framework -- Students with a framework within which they may raise complaints or grievances in relation to decisions of or advice provided by the University.
Spring 2018	Reviewed guideline draft with the department chair of the University's Sociology, Social Work, and Criminal Justice program.
Spring 2018	Reviewed guideline draft with the Provost, Vice President for Student Affairs, Assistant to the Provost, and Dean of Students.
Spring 2018	Developed form and procedures.
Fall 2018	Published on the University's Website: <a href="https://www.esu.edu/about/consumer_information.cfm">https://www.esu.edu/about/consumer_information.cfm</a> .

The student complaint guideline is designed for any student with a complaint who feels they have been treated unfairly by the University's faculty and/or staff. Each complainant will have the right to be heard fairly and promptly. East Stroudsburg recognizes that complaints may

sometimes arise among faculty, staff, and students that require resolution of conflict both formally and/or informally. The University expects that most complaints are to be resolved informally. However, if a resolution cannot be reached, a formal complaint process has been established to provide a procedure that assures impartial and equitable resolution for those conflicts.

The Student Complaint and Grievance Process is divided into an informal and formal process. This process is initiated by the student who will receive support and information during each of the steps that may be involved. A complaint may be resolved at various stages of the process.

The basic procedure for handling student complaints and grievances is outlined in Appendix A: *Student Complaint and Grievance Process*<sup>1</sup>. The guideline is aligned with the State System's Student Complaint<sup>2</sup>. The process is a basic hierarchy that allows for appeals. It begins with a session between the student and faculty and/or staff. If an agreeable solution is not possible, the student may appeal up the chain of command through the appropriate vice presidential division. The process ends with the University's President.

Any student wishing to appeal a grade or 'protected against prejudice, arbitrary or capricious academic evaluation' may do so following the "Protection Against Improper Academic Evaluation" process is outlined in the Student\_Handbook\_2018-2019 (Page 20). The grade grievance procedure consists of a four-step process displayed below.

#### "Protection Against Improper Academic Evaluation

Students are protected against prejudice, arbitrary or capricious academic evaluation of their courses through faculty contracted responsibilities and standards of ethical and professional conduct. Students are responsible for maintaining standards of academic performance established for courses in which they are enrolled. Students alleging a prejudice, arbitrary or capricious academic evaluation may appeal their course evaluation in the following manner, and if an understanding is not reached at one level, the student may continue to appeal to the next level in the following order:

- The faculty member involved
- The department chair
- The academic dean of their college
- The Provost/Vice President for Academic Affairs -- Appeals to the Provost/Vice President for Academic Affairs must be made in writing. The decision of the Provost/Vice President for Academic Affairs is final. Students of a protected class alleging discrimination or sexual harassment after exhausting the remedies noted above should express their concerns to the Vice President, Student Affairs and Title IX Coordinator. Students with disabilities should bring their concerns to the Office of Accessible Services Individualized for Students."

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<sup>1</sup> Student Complaint and Grievance Process: [https://www.esu.edu/about/consumer\\_information.cfm](https://www.esu.edu/about/consumer_information.cfm)

<sup>2</sup> PASSHE Student Complaint: at <http://www.passhe.edu/StudentComplaints/Pages/default.aspx>



Because the process often starts and ends with individual faculty or employee, it is difficult to get a total of grade grievances for the University. However, the Assistant to the Provost reported, on average, getting limited grade grievances a year. At the Assistant to the Provost level, grievances number less than 10 a year. Further, the Assistant to the Provost confirmed, that most complaints are resolved informally with no need for formal action.

The University does not tolerate incidents of racial or sexual harassment. Any student having complaints concerning these perceived actions are guided by procedures outlined on the following University websites:

- **Title IX** > <https://www.esu.edu/titleix/howis2.cfm>
- **Discrimination and Harassment Prevention and Response** > <https://www.esu.edu/diversity/discrimination.cfm>
- **Student Resources** > [https://www.esu.edu/diversity/student\\_resources.cfm](https://www.esu.edu/diversity/student_resources.cfm)
- **Campus Assessment Response and Evaluation** > [https://www.esu.edu/student\\_affairs/care/index.cfm](https://www.esu.edu/student_affairs/care/index.cfm)
- **Student Handbook** > Discrimination Policy (Page 16) [https://www.esu.edu/students/documents/pdf/student\\_handbook1819.pdf](https://www.esu.edu/students/documents/pdf/student_handbook1819.pdf)
- **Student Handbook** > Student Conduct Process and Regulations (page 27) [https://www.esu.edu/students/documents/pdf/student\\_handbook1819.pdf](https://www.esu.edu/students/documents/pdf/student_handbook1819.pdf)

Alleged violations of and student appeals concerning the Student Conduct Process and Regulations and procedures for the disciplinary process are found in both the Student Handbook (Page 27) and in East Stroudsburg's Policy Procedure Discrimination and Harassment & Sexual Harassment<sup>3</sup> (ESU-PO-2011-002, ESU-PO-2011-004).

## LESSON LEARNED

In ESU's Self-Study, it was noted that student grievances, complaints, or concerns, are submitted directly to the University. However, it was not clearly documented as to who was responsible for initiating action on behalf of the student. In addition, the process was not clearly delineated as required by policy. These two challenges have been addressed, yet more work needs to be done. Because of the decentralized nature of the informal resolution process, many student complaints are resolved by the Assistant to the Provost and Associate Provosts. ESU has learned that a more centralized process is required for tracking and closing each complaint.

## NEXT STEPS

In collaboration with the Division of Student Affairs, Academic Affairs will work to develop a solution beyond Excel to track complaints and resolutions unrelated to racial harassment, sexual harassment or Title IX. The solution will seek to provide a sustainable process through

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<sup>3</sup> Policy Procedure Discrimination and Harassment & Sexual Harassment  
[https://www.esu.edu/about/offices/diversity\\_equal\\_opportunity/procedures/PO2011004P.cfm](https://www.esu.edu/about/offices/diversity_equal_opportunity/procedures/PO2011004P.cfm)

the University's ongoing commitment to provide students with a resolution to their concerns. Lastly, an annual assessment report will be included as part of the Division of Academic Affairs' annual effectiveness report and will inform improvements to be in place for the upcoming 2019-2020 cycle.

## CHAPTER 2

### PROGRESS MADE SINCE THE SELF STUDY

***Middle States Recommendation Number Two:*** Ensure that faculty are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures (Standard III).

Chapter 2 provides evidence of the University's ongoing commitment to developing and maintaining a faculty review culture that is written and disseminated with clear and fair criteria, expectations, policies, and procedures.

Regarding the faculty, the self-study recommended developing interdisciplinary and cross-cultural programs to encourage collaboration, collegiality, and inclusion. The self-study also called for a review and revision where necessary of university retention, tenure, and promotion policies. Noting the University's commitment to diversity among its faculty, the self-study discussed the institution's efforts to both recruit and retain minority faculty and staff, and improve the racial diversity of the faculty.

The Evaluation Team described East Stroudsburg's faculty as "appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately." The team supported the self-study recommendations regarding revising and communicating all aspect of the review, tenure and promotion process.

The University's faculty consists of instructional, non-instructional, and coaches. Faculty are organized into departments and colleges, and within two divisions; Academic Affairs and Student Affairs. The faculty's collective bargaining agreement (CBA) is between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education (State System). As discussed in the 2017 Self-Study, the University's senior leadership meets regularly with the elected faculty representatives through a contractual process known as Meet and Discuss. Often, as documented on the Provost website<sup>4</sup>, local Meet and Discuss meetings lead to additionally refined and negotiated local agreements that provide further exacting details for review, tenure, promotion, and material support.

Meet and Discuss as defined in the Public Employee Relations Act ("Act 195")<sup>5</sup> states:

*"... (17) "Meet and discuss" means the obligation of a public employer upon request to meet at reasonable times and discuss recommendations submitted by representatives of public employees: Provided, That any decisions or determinations on matters so discussed shall remain with the public employer and be deemed final on any issue or issues raised. ..."*

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<sup>4</sup> [https://www.esu.edu/provost/faculty\\_resources.cfm](https://www.esu.edu/provost/faculty_resources.cfm)

<sup>5</sup> <https://www.legis.state.pa.us/CFDOCS/LEGIS/LI/uconsCheck.cfm?txtType=HTM&yr=1970&sessInd=0&smthLwInd=0&act=0195.&CFID=341789689&CFTOKEN=68930824>

Meet and Discuss meeting occurs at the state and local (campus) levels. The purpose of Meet and Discuss meetings is to listen and work collaboratively to address the concerns of the faculty and Administration in an effort to reduce or illuminate more costly actions such as a grievance. The Provost and her team meet monthly with locally elected APSCUF faculty leadership. More refined criteria for determining expected and preferred credentials, for evaluating faculty performance, for establishing local guidelines for tenure and promotion, and for providing material support occur at the local Meet and Discuss.

The performance of faculty – instructional and non-instructional – are reviewed formally through different processes. While the Association of Pennsylvania State College and University Faculty requirements are outlined in the *Collective Bargaining Agreement* and the locally negotiated guidelines, the University disseminates clearly articulated expectation for review, tenure, and promotion within the Guidelines For Application For Tenure (2013)<sup>6</sup>, 2005 Promotion Guidelines (2005)<sup>7</sup>, and the Faculty Mentor Program Handbook (2016)<sup>8</sup>. Additional requirements may be contained in departmental documents. All instructional and non-instructional faculty are supplied with copies of the state and local documents. The Institution adheres strictly to the guidelines contained in these documents.

The faculty are formally reviewed through the process defined on page 26 of the *Collective Bargaining Agreement* between the Association of Pennsylvania State College and University Faculties and the Pennsylvania State System of Higher Educations in Article 12. Also, the requirements for Tenure and Promotion are outlined in two documents published on the Provost website<sup>9</sup>. The review process for building the tenure dossier during faculty's probationary period of employment is "prescribed in the Agreement: Articles XV (Tenure), XII (Performance Review and Evaluation of Faculty), and XIV (Renewals and Non-Renewals). That document is available in the APSCUF Office. It is the official document of the contract between the Probationer and the University. All faculty are supplied with copies of these documents during the new faculty orientation offered by the University's Committee for Excellence in Teaching and Learning (CETL). These onboarding efforts are designed to foster equitable treatment and working conditions for all faculty members and to incorporate these individuals more fully into the intellectual and professional life of the institution. Onboarding efforts address issues such as credentials, hiring, faculty review, faculty tenure, faculty rank, and general work conditions. For example, the Provost's conducts a panel discussion for faculty concerning "**information related to evaluation, tenure, and promotion.**" Selected text is below and in Appendix B.

*"The purpose of this session is to provide you with information related to Faculty Evaluation, Tenure and Promotion. In an effort to review this information, a panel of experts will share information with you. **Comprehensive information related to evaluation, tenure and promotion is included as Appendix A and should serve as a***

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<sup>6</sup> Guidelines For Application For Tenure [https://www.esu.edu/provost/tenure\\_promotion.cfm](https://www.esu.edu/provost/tenure_promotion.cfm)

<sup>7</sup> Promotion Policies and Procedures [https://www.esu.edu/provost/tenure\\_promotion.cfm](https://www.esu.edu/provost/tenure_promotion.cfm)

<sup>8</sup> Faculty Mentor Program Handbook: [https://www.esu.edu/provost/documents/16-17/Faculty\\_Mentor\\_Program\\_Handbook\\_final\\_8.18.16.pdf](https://www.esu.edu/provost/documents/16-17/Faculty_Mentor_Program_Handbook_final_8.18.16.pdf)

<sup>9</sup> Tenure and Promotion: [https://www.esu.edu/about/administration/provost/tenure\\_promotion.cfm](https://www.esu.edu/about/administration/provost/tenure_promotion.cfm)

*reference for you during this session and as you progress through these milestones. Please note, however, that the information contained in **Appendix A** was retrieved on May 19, 2016; as you progress, it is important to ensure that you are using the most updated information possible. As such, it is important to continually meet with your mentor as you progress professionally.*

***Panel Discussion – Evaluation, Tenure and Promotion***

***Facilitator: Dr. Jo Bruno***

In addition to its onboarding work, the University's Committee for Excellence in Teaching and Learning promotes and fosters student learning to the greatest extent possible through instructional development of the faculty. The CETL facilitates faculty instructional development by increasing the understanding of the teaching/learning process, by promoting scholarly teaching and the scholarship of teaching, by encouraging collaboration among the faculty as well as students, and by creating an environment on campus that fosters dialogue among campus constituents: administration, faculty, and students. The Center encourages the professional growth of faculty through open sharing of theory, research, and best practices.

Scholarship, Innovation, Teaching and Entrepreneurship (S.I.T.E.) encompasses three cross-disciplinary spaces that consolidate the efforts of all ESU constituents to make scholarship, innovation, teaching, application of new technology, and entrepreneurship easier, more efficient, and cost-effective. ESU sought to reimagine teaching, scholarship, and learning by engaging faculty, students, staff, and the larger community in the dynamic exchange of innovative ideas and ways to advance S.I.T.E. through cross-disciplinary interactions. Faculty have been active participants in S.I.T.E. events and workshops that focus on various scholarly activities.

Through these mechanisms, ESU made significant progress in the design of the faculty onboarding process and alerting new faculty to the process for building the tenure dossier and the tenure and promotion policies found in Articles XV (Tenure), XII (Performance Review and Evaluation of Faculty), XIV (Renewals and Non-Renewals), Guidelines For Application For Tenure (2013)<sup>10</sup>, and 2005 Promotion Guidelines (2005)<sup>11</sup>.

To further this work, Work Group 2 was formed to redesign and communicate internal processes relating to the recommendation. The work was conducted and curated by a cross-functional group of faculty and staff. Work Group 2 or Group #2 was comprised of six (6) faculty members, three (3) administrators and the Asst. VP for Institutional Effectiveness, Planning and Assessment first assembled on October 12, 2017. Dr. Mary Ann Matras and Dr. William Bajor serve as Group #2 Co-Chairs. Group #2 is the body tasked with ensuring consistent progress, through regular meetings and the documentation of concrete actions, is made to addressing the abovementioned charge. The six (6) faculty members on Work Group #2 are divided into two (2) sub-groups of three (3) members each; promotion and tenure, respectively. Minutes were kept of each meeting. Sub-groups were tasked with furthering the discussion with their faculty peers through the CBA communication structure, as appropriate.

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<sup>10</sup> Guidelines For Application For Tenure [https://www.esu.edu/provost/tenure\\_promotion.cfm](https://www.esu.edu/provost/tenure_promotion.cfm)

<sup>11</sup> Promotion Policies and Procedures [https://www.esu.edu/provost/tenure\\_promotion.cfm](https://www.esu.edu/provost/tenure_promotion.cfm)

The table below provides a board glimpse of the Group #2 meeting pattern. An example of the group's agenda and minutes and screenshots from the Faculty Follow up Survey can be found in Appendix C.

**Table 2 – Work Group 2 Timeline of Progress Made since June 2017**

<b>Date(s)</b>	<b>Action Items</b>
Fall 2017	Beginning on October 12, 2017, Work Group #2 met monthly throughout the semester.
Fall 2017	December 12, 2017, Interfolio was discussed together by Tenure & Promotion committees. Rubric Changes were discussed
Spring 2018	February 1, 2018, Discuss of digital dossier
Spring 2018	Reviewed guideline draft with the department chair of the University's Sociology, Social Work, and Criminal Justice program.
Spring 2018	Reviewed guideline draft with the Provost, Vice President for Student Affairs, Assistant to the Provost, and Dean of Students.
Spring 2018	Interfolio visited ESU to make a presentation on the use of electronic dossiers for promotion and tenure review processes
Summer 2018	Faculty Follow up Survey
Fall 2018	October 10, 2018, November 14, 2018, December 5, 2018, implement an electronic dossier process at ESU. Following-up on that, Interfolio makes a second presentation, this time via Zoom, on October 16, 2018.

Resulting from the work of Group #2, the University immediately began laying the groundwork to remediate the recommendation regarding the faculty promotion and tenure process by connecting the faculty to the tenure and promotion process through an online tool. Members of the ESU community reviewed a software platform that provides a solution to annual review and tenure evaluation. The faculty, Group #2, and the Provost recommended an online repository where each member of the faculty, for evaluation<sup>12</sup>, can create a digital dossier of their academic work for submission within the review, tenure, promotion processes. In addition, the online faculty review, tenure, and promotion tool must be customizable to accommodate the *Collective Bargaining Agreement* between the Association of Pennsylvania State College and University Faculties and The Pennsylvania State System of Higher Education. The tool, Interfolio, provides a paperless online system that will streamline the review, tenure, and promotion process for the faculty. In addition, the tool must have the capability to accommodate any local agreement. The online platform is to be utilized for review, tenure, and promotion process.

Interfolio is planned to benefit the faculty with automated workflows for review, tenure, and promotion, which satisfies criteria noted above. This review, tenure, and promotion digital 'Software-as-a-Solution' tool is a comprehensive approach to reviewing and evaluating the activities of faculty members within their roles. While it is not possible to identify all the

<sup>12</sup> [http://www.passhe.edu/inside/hr/syshr/Bargaining\\_Agreements/apscuf\\_agr.pdf](http://www.passhe.edu/inside/hr/syshr/Bargaining_Agreements/apscuf_agr.pdf)

components of a faculty member dossier for evaluation purposes, the solution incorporated within Interfolio can include those identified in the CAB and be reviewed efficiently and effectively. The dossier may include such items as “student evaluations, peer evaluations, classroom visitations, quality of syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and any other data deemed appropriate and agreed to by the Faculty and Administration at a local meet and discuss.”<sup>13</sup>

The tool provides a medium for the dissemination of policies, procedures, and expectation. The review, tenure, and promotion digital ‘Software-as-a-Solution’ tool is designed to be submitted and tracked online for evaluation purposes. Individual accounts are owned by the faculty, unique to Interfolio. The dossier itself is the property of the faculty and is portable. Interfolio has the ability to house an online space for the collection of lifelong academic work while providing Faculty with the flexibility to select and submit the works appropriate for evaluation. The evaluation workflow keeps users aware at each point of the process. Interfolio Review, Promotion, and Tenure modules provide efficiency, transparency, and consistency of promotion and tenure reviews.

The review, tenure, and promotion dossier will be online and the workflow must provide committees and individuals with a dynamic review and evaluation solution to view the activities of faculty members within their roles. In addition to the review, promotion and tenure modules, the application must provide a medium for the dissemination of policies, procedures, and expectation.

#### **LESSON LEARNED**

- On February 1, 2018, the promotion and tenure policies and procedures at ten (10) other schools were reviewed together at the Work Group #2 meeting.
- At February 1, 2018 meeting, it was suggested that Full-time tenured and tenure track faculty members be surveyed to understand the extent better their questions, concerns, and ideas. Surveying of faculty members commenced on April 29, 2018. The response rate exceeded 50%.
- On May 11, 2018, Interfolio visited ESU to make a presentation on the use of electronic dossiers for promotion and tenure review processes.
- On June 6, 2018, Conversation included an Interfolio visited ESU to make a presentation on the use of electronic dossiers for promotion and tenure review processes as well as the visit by Interfolio. Group unanimously agreed to support a move to electronic promotion and tenure evaluation processes and unanimously supported further talks with Interfolio.

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<sup>13</sup> [http://www.passhe.edu/inside/hr/syshr/Bargaining\\_Agreements/apscuf\\_agr.pdf](http://www.passhe.edu/inside/hr/syshr/Bargaining_Agreements/apscuf_agr.pdf)

- On July 19, 2018, Dr. Andrew Whitehead stepped in to replace Dr. Mary Ann Matras as Co-Chair. The group works on constructing an update for local “Meet & Discuss,” ESU’s faculty-led monthly discussion group with administrators, consistent with CBA protocols.
- In May and June of 2018, Group #2 conducted a survey of the faculty to determine the level understanding relating to the process and performance criteria for tenure and promotion. The survey was administered in May 2018, with the results compiled by the Office of Institutional Effectiveness, Planning, and Assessment during June 2018. A total of 95 faculty completed the survey, a response rate of 47.5% for full-time, tenure-track faculty. In responding to the statement on the faculty survey, “I understand the process and performance criteria for tenure.” 87.37% of the respondents indicated that they agreed “Yes.” In responding to the statement on the faculty survey, “I understand the process and performance criteria for promotion for my rank in my department.” 84.04% of the respondents indicated that they agree “Yes.” (See Appendix C)
- On August 30 and October 10, 2018, discussion revolved around how to implement an electronic dossier process at ESU. Following-up on that, Interfolio makes a second presentation, this time via Zoom, on October 16, 2018.
- By November 14, 2018, it had already become clear that a public bid or RFP process would need to take place in order to secure a partner for transitioning to the electronic promotion and tenure review processes.
- On December 5, 2018, discussion revolved around preparing progress reports for review by the Provost, Council of Trustees and MSCHE.
- In preparations for the MSCHE report, separate meetings were held with the two sub-groups.
- On December 11, 2018, the Tenure Sub-Group shared concerns that the current guidelines for tenure review may not be consistent with the CBA; and in fact, the “statement of expectations” given to new faculty members may erroneously be interpreted to supersede the CBA.
- On December 14, 2018, the Promotion Sub-Group shared that the evaluation rubric needs to be improved and better explained to faculty members. The Sub-Group will prepare a chronological table of its activities. The recommendation is to work together with the University-Wide Promotions committee and Academic Council of Chairs to better clarify expectations within and across disciplines.
- By February of 2019, ESU’s Statement of Expectations for Probationary Non-Tenured Faculty was adopted. Beginning in the fall 2019, all new probationary non-tenured



faculty will acknowledge the Statement of Expectations for Probationary Non-Tenured Faculty by signature. (See Appendix D)

## NEXT STEPS

The Request for Proposal for the review, tenure, and promotion digital ‘Software-as-a-Solution’ tool was completed on January 17, 2019, with an award letter sent to the selected vendor, Interfolio. The University has received notification of the signed contractual documentation, Interfolio is expected to start its work with ESU in May 2019. The expectation is that all new faculty members hired starting in Fall 2019, will be onboarded to Interfolio’s electronic dossier management system. Current ESU faculty members will be transitioned over so that by Fall 2020, all ESU faculty members in the promotion and tenure review process are constructing their portfolios/dossiers in electronic digital formats.

In addition, ESU plans to strengthen its new faculty by ensuring each participates in the **Faculty Mentor Program**. This program provides the knowledge, skills, and resources necessary to succeed at ESU and meet the needs of ESU’s diverse student population. The goal of the program is “to introduce you to the key policies, procedures, and services that will make your new life at ESU easier and hopefully, meaningful, productive, and enjoyable. The journey you are embarking upon, as a new tenure track faculty member, is one that your colleagues and I will be sharing with you as members of the academic team committed to academic excellence for our students.”

Increasing faculty awareness of the promotion process and the techniques for self-assessing is essential for this recommendation to be met. Initial the group discussed communication principles for making the promotion more transparent in terms of the expectations, rubrics for evaluations, and potential changes to the weight of the areas of evaluation.

Specifically, the group will work on these items for the Periodic Review:

1. The need for a clearer local rubric and discussion of revising the local rubric used by the University-Wide Promotion Committee to align with the CBA more precisely.
2. To consider a process that streamlines the promotion dossier process.
3. To work with the tenure revision committee on possible implementation of an electronic dossier system that would help us guide faculty with what to submit for evaluation.
4. To begin conversations about possible changes to the evaluations in terms of the weight of teaching, research, and service.
5. To acknowledge the current formula of 60-20-20 for promotion purposes may not reflect what is being expected of faculty and gathering information from other campuses to determine the possibility of revising the weights contain the three key areas.

## CHAPTER 3

### PROGRESS MADE SINCE THE SELF STUDY

***Middle States Recommendation Number Three:** Periodically assess the effectiveness of a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals (Standard IV).*

During the MSCHE site visit in April 2017, the visiting team reviewed underprepared students programs, which included the following: Early Start; Students in Transition to Academic Realization (STAR); ACHIEVE; Remedial Mathematics (Math 090); and, Remedial English (ENGL 090). While the Visitation Team found the programs to be in compliance with Middle States Standards, the team did express the need for a strengthening of the programs' assessment practices and the need for improvements in the placement and tracking of students within the programs. ESU's administration and faculty were in agreement with the findings and were in the process of implementing an improved assessment process and reviewing the placement and tracking processes. This section of the Follow-up Report provides a summary of the assessments on the Institution's remedial programs since April 2017, the changes made based on those assessments, and current action plans concerning those programs. Table 3 describes the meeting pattern of Group #3.

**Table 3 – Work Group 3 Timeline of Progress Made since June 2017**

Date(s)	Actions
Fall 2017	Beginning in September of 2017, Work Group 3 met monthly throughout the semester.
Fall 2017	Prioritized an initial set of action items and collected sample guidelines and policies from other institutions.
Spring 2018	Beginning in January of 2018, Work Group 3 again met monthly throughout the semester.
Spring 2018	Worked with departments responsible for each program to optimize the assessment and continuous improvement process.
Summer 2018	Implemented the redesign of Early Start.
Fall 2018	Worked with the Department of English and Mathematics to redesign both 090 courses.
Spring 2019	Worked with the Department of English on the development and implementation of a new development English course.

East Stroudsburg University has five programs for underprepared students: Early Start, STAR, ACHIEVE, Remedial English (ENGL 090), and Remedial Mathematics (Math 090). A description of each program is contained in Appendix E. Since April 2017, at least two assessments have been made of each program, which in turn has resulted in changes within each of the programs. Additionally, revisions to the processes for identifying underprepared students, timely placement of students in the proper remedial program, and tracking of those

students to ensure student success. ESU's Student Success Network formed a workgroup specifically focused on improving the remedial process based on the implementation of Starfish by Hobsons throughout the University.

### Assessments of Underprepared Students

Assessment of each remediation program was conducted by the coordinator for each effort, in coordination with the Office of Institutional Effectiveness, Assessment, and Planning, the University Assessment Committee, and the University's Student Success Network. See Appendix F for selected examples of assessments. Results of the assessments were presented at the University Student Success Network, University Senate, President's Council, and Council of Trustees. Table 4 displays the major assessment results in each of the remedial programs.

**Table 4 – Remedial Programs: Assessments and Actions Taken**

<b>PROGRAM</b>	<b>ASSESSMENT RESULTS</b>	<b>ACTIONS TAKEN</b>
<b>Early Start</b>	<ul style="list-style-type: none"> <li>• Courses selection was inconsistent to prepare students adequately.</li> <li>• Students were not properly being placed in follow-up remedial courses in the Fall semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardization of Early Start courses: FYE 100 and READ 191 for all students.</li> <li>• Implementation of workshops in financial literacy, behavior, and emotional health</li> <li>• Dedicated English 090 sections for Early Start students to ensure timely placement.</li> <li>• Addition of peer mentors in each FYE section.</li> </ul>
<b>STAR</b>	<ul style="list-style-type: none"> <li>• Students are not accessing tutors early enough in the process.</li> <li>• Interventions are reactive and often too late to assist with the current semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors are assigned initially for the historically difficult courses, such as math and in areas where the student is weak.</li> <li>• Increase follow-up with students to ensure they receive timely assists.</li> </ul>
<b>ACHIEVE</b>	<ul style="list-style-type: none"> <li>• Students are identified too late during the semester to prevent negative academic results.</li> <li>• Inadequate tracking of students and analysis of outcomes to properly assess methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Working on a plan to use <b>WARRIORfish</b> to identify the students prior to mid-terms and as they work through the success plan.</li> <li>• Improved connections with tutoring to ensure students are successful when they retake a course.</li> </ul>

<b>English 090</b>	<ul style="list-style-type: none"> <li>• Identification of underprepared students is complex and burdensome leading to students not being identified in a timely manner and errors being made.</li> <li>• Delay in underprepared students receiving 090 and also delay in taking the required composition course.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved banner coding and developed code for COGNOS to improve the identification and tracking of students that require remedial English.</li> <li>• English formed a remedial committee to form the curriculum work of a possible 4 to 5 credit blended course that would enable the student to do remedial and English 103 at the same time.</li> </ul>
<b>Math 090</b>	<ul style="list-style-type: none"> <li>• Identification of underprepared students is complex and burdensome leading to students not being identified in a timely manner and errors being made.</li> <li>• Delay in the underprepared student receiving remedial action through a placement exam or 090 and delaying next math courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Placement exam is given at orientation sessions and will be automatically scheduling those that fail for the second exam at the start of the semester. Also automatic enrollment in an online math tutorial program to help prepare for the exam.</li> <li>• Students who failed the exam again at the start of the semester are automatically enrolled in a Math 090 section in the 2<sup>nd</sup> quarter or Spring semester.</li> </ul>

### Early Start

The University's "Early Start Program" is a six week summer bridge program designed to provide selected students -- identified during the admissions process -- with additional support for the development of comprehension, critical thinking, problem-solving, reading, writing, communication (orally, written, technology, and other formats), and academic skills that is needed to succeed at the University. Students identified for the program are applicants who would not normally be accepted, but the application file displays a potential or grit for success. Those applicants are offered an opportunity to attend the Early Start summer bridge program. Upon successful completion of the program, participants are subsequently enrolled as a new student.

The Early Start summer bridge program began in Summer 2013, with students enrolling in six (6) credits of course work. Assessments conducted in Summer 2017 (see Appendix F), explained that the Early Start summer course selections were too varied and often the selected course failed to prepare the Early Start students for their first semester. As a result, more than 50% of the Early Start students failed during their first semester, leading to a first-year

retention rate of only 52%. Also, Early Start students were not being placed in the remedial English or Mathematics courses, which impacted the retention rate.

As noted in Table 4 *Remedial Programs: Assessments and Actions Taken* above, several changes were made to the Early Start program. First, course enrollment through the Early Start program was standardized. Each Early Start student enrolls for a pre-determined First Year Experience (FYE 100 - 3 credits) and Reading Comprehension (READ 191 - 3 credits). Second, peer mentors are assigned to each selected First Year Experience course section. The peer mentor also serves as a tutor within the section. Next, Early Start students must complete the Math competency exam at the beginning of the term. Should the enrolled Early Start student not pass the Math competency exam, the student is subsequently enrolled in an online remedial math course, at no cost, and retakes the Math Competency exam at its conclusion of the course. If a second non-pass occurs, the student is then enrolled in remedial math for the subsequent fall term. Additionally, for students not meeting standard on the Accuplacer placement exam for English, each was enrolled in remedial English for the fall term. Assessment results are displayed in Appendix F Summer 2018.

**Table – 5 Retention of Early Start Cohorts**



**Early Start Undergraduate Bridge Program**

**Table 1. Retention and Graduation Rate By Summer Cohort and Number of Falls Returned**

Cohort	N	Retained								Retained				Graduated	
		First Fall		Second Fall		Third Fall		Fourth Fall		Fifth Fall					
		N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Summer 2013	98	93	94.9%	68	69.4%	55	56.1%	54	55.1%	17	17.3%	24	24.5%		
Summer 2014	95	89	93.7%	50	52.6%	43	45.3%	37	38.9%						
Summer 2015	73	70	95.9%	46	63.0%	34	46.6%								
Summer 2016	98	90	91.8%	51	52.0%										
Summer 2017	99	94	94.9%												

Data Source: Early Start Enrolled Student Research File

**Table 2. Retention and Graduation Rate By Summer Cohort and Fall Terms**

Cohort	N	Retained								Retained				Graduated	
		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017					
		N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Summer 2013	98	93	94.9%	68	69.4%	55	56.1%	54	55.1%	17	17.3%	24	24.5%		
Summer 2014	95			89	93.7%	50	52.6%	43	45.3%	37	38.9%	0	0.0%		
Summer 2015	73					70	95.9%	46	63.0%	34	46.6%	0	0.0%		
Summer 2016	98							90	91.8%	51	52.0%	0	0.0%		
Summer 2017	99									94	94.9%	0	0.0%		

Data Source: Early Start Enrolled Student Research File

Finally, Early Start students must attend workshops on financial literacy; financial aid and FASFA; classroom etiquette; mental health and well-being; community standards; academic conduct standards; academic preparation; and diversity.

### STAR (Students in Transition to Academic Realization) Program

The STAR (Students in Transition to Academic Realization) program is designed to assist in the academic transition of students with targeted intervention through academic, social, and personal counseling and advising, career exploration, tutoring and program activities that enhance their academic potential for persistence and graduation from East Stroudsburg University. An assessment of the STAR program is below.

#### Findings

1. Descriptive data were available for the STAR program. However, there was a lack of thorough outcomes analysis to determine if the stated goals were being met.
2. Tutor selection was often late in the term and had little impact on student grades.
3. Interventions are reactive and often too late to be of any assistance within the current semester.

#### Actions

1. Assignment of an academic success coach to each participating student.
2. Participating students were required to secure a tutor for a second-course section.
3. Academic Success Coaches met regularly with the participants to review progress in the identified course section.
4. Intervention was required of the Academic Success Coaches upon identifying additional difficulties.

### Math Remediation

The percentage of the first-time students required to complete the math placement exam averaged 42% over the last five academic years. New undergraduate students to the University are required to complete the examination if the SAT Math score was below 500 or no SAT Math score was submitted during the admission process. Of the first-time freshman required to complete the math placement exam, approximately 50% repeated the exam because of a below standard score. Only 1% of the first-time freshman repeating the exam actually need to enroll in remedial math. An average of 40 students enroll in remedial math each semester with pass rates varying from a low of 61.5% to a high of 75.6%. The table below displays the retention rates of students that successfully complete remedial math.

<b>Fall 2013</b>	100%
<b>Spring 2014</b>	62%
<b>Fall 2014</b>	86%
<b>Spring 2015</b>	63%
<b>Fall 2015</b>	100%
<b>Spring 2016</b>	94%
<b>Fall 2016</b>	75%
<b>Spring 2017</b>	78%
<b>Fall 2017</b>	77%

Below are the assessment findings from the University's remedial math placement exam and course placement review.

#### Findings

1. Responsibility fell to the student for scheduling a second placement exam upon receipt of a non-pass score or to enroll in a remedial math section.
2. Remedial math placement was not sufficiently monitored to ensure early and correct placement.
3. Transfer students were not sufficiently monitored.

#### Actions

1. Mathematics Department formed a remedial committee to study alternate instructional modalities for delivering remedial math content.
2. New coding schemes were implemented within the University's ERP (BANNER) system to ensure accurate student tracking.
3. COGNOS reports were remediated to improve the effectiveness and efficiency of students tracking.
4. Student orientation now requires the math placement exam for new undergraduate students.
5. New students not passing the exam were automatically enrolled in a free online remedial math program and are rescheduled for the placement exam at the start of the semester.
6. Second attempt exam failure automatically placed the new student in remedial Math.

#### English Remediation

The number of first-time freshmen enrolling in remedial English has significantly increased since the review period (Fall 2013 to Fall 2017) from 177 to 308, with the greatest number (394) in 2016. These numbers vary according to the number of faculty available to teach the University's remedial English course (ENGL 090) as well the number of students placed in remediation. To place students in remedial English or Composition, ESU uses SAT (or ACT with Essay) scores when available. Of those who submitted scores during the Admission process, in 2013, 31.6% placed in remedial English; in 2014, 41.4%; in 2015, 48.0%; in 2016, 38.8%.

The initial 2017 percentage (18.5% placed in remedial English) is unusually low but is more difficult to interpret because of a high number of students who did not submit scores due to the new SAT-optional admissions policy. Starting with the first-time student cohort in 2017, the Accuplacer exam was administered to students without SAT scores. Of the 77 students who completed the Accuplacer, 55.8% were placed into remedial English section. An additional 106 students submitted scoresheets or took a paper test. Of these, 36% placed in remedial English. Thus, those who submitted scores during the admission process were less likely to require remediation in English.

The number of students who passed remedial English increased from 74.6% in 2013 to 79.9%

in 2014. It decreased slightly to 76.8% in 2015, increased again to 78.7% in 2016, and decreased to 70.5% in 2017. The retention rate of the students has increased slightly from 60.7% in 2013 to 64.7% in 2016. (No retention data is available on the 2017 cohort.) These numbers were below the University average of 72%, as was also true of students needing remedial math, whose retention rate was 66.7%.

Students who take remedial English are succeeding in regular Composition (ENGL 103) at a rate equal to or slightly better than students who do not. While more students who did not take of the remedial English made an A, A-, or B+ in English 103 than did those who did (47.8% vs. 32.8%), fewer students who had taken remedial English failed ENGL 103 (5.4% vs. 7.4%). Slightly more students who had taken remedial English made the C or better in ENGL 103 needed to satisfy the Composition requirement (82.7% vs. 82.3%). The English Department has a multifaceted approach to “closing the loop” in terms of the current assessment measures in place and new assessment models to be implemented during the next review period.

Based on assessment data from remedial English (fall 2017), English 103 (fall 2017), English 163 (fall 2014), English 491, Senior Seminar, Professional Writing (spring 2013-spring 2017), and English 495, Senior Seminar, Literature (spring 2013-spring 2017), the English Department has identified two areas of concern: grammar competency and research skills.

In English 499, based on 2013 data, two areas to address are interdisciplinary awareness and media literacy; however, the most recent data for 2017 indicates a high competency pass rate for English 499.

To elaborate, in a Fall 2017 assessment of writing competencies in English 090 and English 103 courses, two areas identified for additional improvement on student learning outcomes are grammar improvement for remedial English and improvement in the use of outside sources for English 103. The rubric sample that the department used covered 75 papers from English 090 courses and 187 papers from English 103. In fall 2017, there were 308 English 090 students, so this sample captured about 24% of enrolled English 090 students. Likewise, in fall 2017, there were 682 students enrolled in English 103, so this sample captured approximately 27% of ESU’s English 103 students. The grammar assessment for English 163 and English 491 and English 495 also indicated a need for improvement.

To address grammar concerns, the English Department Composition Committee is, as noted, pursuing the adoption of a department-wide grammar handbook and/or the development of a core curricular requirement in grammar in English 090 and English 103 courses, which would be monitored in English course sections at the 100-, 200-, and 300-levels. For fall 2018 and spring 2019, the Department will also administer a new grammar test for English 163 and the senior-senior capstones, and the grammar test will include a usability study before implementation to assess the quality and reliability of the test itself.

The English Department Composition Committee is also reviewing the student course outcomes for English 103 in order to update them and developing a list of core objectives for



English 090. Both of these updates should help address concerns about research and use of sources in English Department courses. In addition, for the 2018-2019 academic year, the Department plans to implement a new 200-level assessment (one focused on direct assessment of writing skills and a second on indirect of assessment students' perceptions of these courses) for the next review period to provide data about mid-tier required courses within the tracks. This review will be followed by a 300-level assessment. Results will then dictate the next steps.

Overall, data from the senior capstone courses and surveys indicate competencies and success in the core areas for the major and the individual tracks. The data identifying interdisciplinary awareness and media literacy as areas of concern from the 2013-capstone assessments has led the department, coupled with the General Education revision, to identify English 163 and English 203 as courses to focus specifically on information literacy.

## **LESSONS LEARNED**

All first-time and transfer students who do not transfer freshman composition and/or a college-level mathematics course must take tests in the three basic skill areas of reading, writing, and mathematics prior to enrollment. English 090 is a preparatory course designed for students who placed into the course based on their writing and verbal SAT scores. Students required to take remediation may not enter English Composition 103 until they have passed remedial English. Students scoring below college level on the mathematics placement test are required to enroll in remedial Mathematics. There are a number of ways for a student to satisfy the math requirement.

1. Have a Mathematics SAT score of 500 or higher.
2. Have a rating of Proficient or Advanced on the Grade 11 PSSA test.
3. Have passed, with a grade of C or higher, a college mathematics course that transfers to the University. This mathematics course must be completed within five years of your entrance to East Stroudsburg University
4. Achieving a score of 3 or higher on an AP Mathematics course or a passing score (50th percentile) on a General Education Mathematics CLEP exam.
5. Achieve a passing score on the Basic Mathematical Skills test that will be administered as part of Summer Orientation and which will be offered again at least twice each semester.
6. Take and pass MATH 090 Intermediate Algebra.

Nearly half of each first-time student cohort over the last three academic years has been identified as Pell Eligible. These students not only require financial aid to support their cost of attending the University but also need support from across the University to improve basic academic skills because they generally come from higher need school districts. Many of these students require developmental instruction in Mathematics and English, as well as tutoring. The Department of Academic Enrichment and Learning (DAEL) administers the tutoring program that includes both individual and group tutoring. The DAEL staff provides professional tutoring in a wide variety of academic areas specifically to all students.

## NEXT STEPS

The English Department has formed two additional committees, which began their work in fall 2018.

1. The Remedial Education Committee is designed to analyze the remedial English course ENGL 090 and potential for a hybrid, remedial/college credit-bearing course
2. The English Department Retention/Outreach Committee is designed to analyze the degree pathways for English majors in terms of progression and completion and to work to recruit English majors from the local community.

The Remedial Education Committee originated out of the Department's and the University Administration's longstanding shared interest in improving the remedial English course and strengthening overall retention from year one to year two. The Department is researching the possibility of a four (4) to five (5) credit blended course, combining college composition and developmental curricula into one class.

The English Department Retention/Outreach Committee will focus first on new majors entering the program, with a mid-year review of their academic performance and then a program of outreach and mentoring to students who are struggling academically. The intent of the Retention/Outreach Committee corresponds with a university-wide interest concern in improving retention and persistence to degree, particularly in year one and year two.

Student needs encompass academic, social, financial, and disability-related concerns among the enrolled student population. The University's diverse student body reflects the larger multicultural society. Such diversity requires support services that meet the ethnic, academic, social, and disability-related needs of students. ESU programs address the needs of minority students, low income/first-generation college students, students with disabilities, international students, and students with academic deficiencies. Listed below are initiatives or programs developed to scaffold student during and beyond their matriculation to higher education that supports attainment of educational goals.

1. **The Student Success Network** was established on September 4, 2017, with the purpose of bringing together a wide array of campus stakeholders to focus on student success, and processes to better serve ESU's students. The Student Success Network is aligned with Strategy 3: Academic Success Pathways, of ESU's Strategic Plan: Innovation through Collaboration 2017-2020. The Strategic Plan Initiative 3.1 First Year Experience and General Education Pathways, and Initiative 3.2 Academic-Aspiration Advisement are areas addressed by the Student Success Network. During fall 2017, the Student Success Network developed a definition for "Student Success" and the metrics to measure it. The network also developed 25 recommendations for Improving Student Success. A major recommendation was the adoption of Starfish, which is a student success solution consisting of early alerts, advising case management, degree planning, and analytics. The Platform supports the University's efforts in advancing academic success pathways, strengthening "academic aspirational" advisement, and student success. Also, results can be easily integrated into the

Institution's strategic plan metrics, student learning outcomes, accreditation reports, and program review measures.

2. **WARRIORfish** (Starfish by Hobsons) is a comprehensive student advising and early alert cloud-based software that integrates data from Banner and D2L to provide a platform for student advising, early alerts, and student performance analytics. The University adopted Starfish by Hobsons in July 2018, with its campus-wide launch on February 4, 2019. The Institution reviewed retention platforms for more than an academic year in an effort to align student need, success, and retention with the best-fit solution. The University selected Starfish because of its easy to use features, the integration with Banner and D2L, and its user-friendly interface. The deployment of the Starfish technology campus-wide aligns with the University's strategic plan, *Students First: Empowering Students through Collaboration*, as well as its mission to "to explore opportunities that will constantly energize and improve its mission as a learning community of the 21st Century." The first objective is to establish a comprehensive advising system by fall 2019. The second objective is to have an early alert system that helps the campus community to serve students by spring 2020. Finally, by fall 2020, the campus community hopes to fully utilize the Starfish analytics module and connect students to resources early.
3. **Reorganization of tutoring into the Warrior Tutoring Center--** The tutoring program was reorganized into a university-wide tutorial program called the Warrior Tutoring Center with peer tutoring, drop-in tutoring sessions, individual tutoring, and small group tutoring sessions. Also, supplemental instruction was initiated for specific courses that are historically difficult for students. At the conclusion of the 2017-2018 academic year, 967 undergraduate students received tutoring via the WTC. With an overall undergraduate enrollment slightly above 6,000, nearly 1/6 of ESU's undergraduate population took advantage of the WTC this past academic year. At the time of this report, those who took advantage of the WTC were retained (i.e., scheduled for the fall 2018 semester) at 78%.
4. **Academic Advisory Group** launched an Academic Advising website, which contains all the information students and faculty would need pertaining to advising. The group is now focused on collaborating with the student success network on implementing Starfish, the updating and development of new academic pathways.
5. The newly developed **Warrior Mentor program** sought to provide support for returning ESU student leaders passionate about service to others while engaging them in the support and development of incoming students. Student protégés were identified as any new student who was not enrolled in a First Year Experience course; 154 protégés were supported by 50 Student mentors during Fall 2017; 86.3% of protégés were retained from first to second semester as compared with 85.6% enrolled in the FYE program.
6. **1st Gen ESU** launched its "1st Gen" project in September of 2017. Faculty and staff

who identify as a first-generation college student were invited to wear buttons that say “1ST GEN”. This effort was implemented to raise awareness as to the number first-generation faculty and staff and for current first-generation students who have questions or just want to talk to someone who was once in their shoes.

7. In collaboration with 15 academic departments, Student Affairs restructured **Fall Welcome Weekend** into the Warrior Induction for new students to the University. The program is designed to foster relationship building and a seamless transition into the ESU community. Results from the follow-up assessment show 74% of the student participants indicated that the Warrior Induction was a valuable use of their time, 58% identified the Block Party, and 40% identified the Walk of the Warrior as the best aspects of the program.

## CHAPTER 4

### PROGRESS MADE SINCE THE SELF STUDY

*Implement an assessment process with institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation (Standard VI).*

East Stroudsburg University (ESU) is pleased to report on the implementation of a sustainable institutional effectiveness system that links goals and strategies to mission achievement. This institutional effectiveness system is designed to evaluate and improve the full range of services and programs at ESU, and to support the collective achievement of the University's educational mission statement<sup>14</sup> and its strategic plan *STUDENTS FIRST Empowering Innovation through Collaboration 2017-2020*<sup>15</sup>. The effectiveness system as a conceptual framework across the University seeks to formalized linkages between assessment results and resource allocations.

At ESU assessment of institutional effectiveness is an ongoing process that evaluates the attainment of University goals and strategies at different levels of the institution. This chapter discusses the assessment of key University goals and strategies found in the University's Mission Statement and strategic plan. The chapter also presents an overview of assessments taking place at the divisional level-involving academic and student services programs and initiatives.

In August of 2017, Work Group #4 was charged with the development of a solution to the fourth recommendation resulting from the Self-Study. Work Group #4 was composed of the collective body of faculty and staff formed to assist in the development of a sustainable process that integrates mission and goals to conclusions drawn from assessment result that monitors its progress based on Middle States standards and measures of effectiveness. In addition, Work Group #4 was charged with ensuring all segments of the University are included in the review of the effectiveness process and the strategic use of institutional resources.

Tasks assigned to the Work Group #4 are as follows:

- a. Establish as necessary the process for ensuring that the University meets Middle States accreditation standards.
- b. Ensure an integrated planning model in which the strategic plan drives planning across all the divisions and planning units of the University.
- c. Promote, monitor, and evaluate progress on ongoing institutional renewal and effectiveness.
- d. Provide, with the strategic planning process, a focal point for working with planning units to develop annual planning goals and budget priorities.

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<sup>14</sup> Mission Statement: [https://www.esu.edu/about/history\\_beliefs/mission\\_statement.cfm](https://www.esu.edu/about/history_beliefs/mission_statement.cfm)

<sup>15</sup> STUDENTS FIRST Empowering Innovation through Collaboration 2017-2020:  
<https://www.esu.edu/president/documents/17-18/final-strategic-plan120717.pdf>

Using data from the Office of Institution Effectiveness, Planning, and Assessment and other sources on campus to provide additional insight over the course of the solution development phase, the workgroup solutions were evidence-based and analytical. In addition, interpretive analysis of data was used rather than anecdotal narratives.

Work Group #4 had the following goals:

- Develop a solution to the recommendation.
- Align an implementation plan with ESU's Strategic Plan and the MSCHE Standards of Excellence.
- Make recommendations for improvement.

Effectiveness at East Stroudsburg University is intended to promote systematic self-reflection, an improvement-oriented culture, and positive restlessness across the campus. Positive restlessness implies that the University should never be satisfied with its performance and is constantly reworking practices and policies to improve. To accomplish this, assessment takes place at all levels of the institution. All results and decisions based on those outcomes, directly or indirectly, may influence institutional planning, policies, and practices across all units of the University.

Key to this process is the design and implementation of a thoughtful approach to assessment planning, the design and implementation of data collection approaches, and the examination, sharing, and implementing of assessment findings. ESU's effectiveness process illustrates the dynamic and ongoing nature of institutional assessment. The integration of value-added data collections and accountability continues to complement ESU's ongoing assessment work and resource allocation. As discussed in the 2017 Self-Study, the planning and budgeting process at the Institution focuses on the mission, resources, established goals, and coordination of the administrative divisions of the University.

Effective planning and institutional renewal require a constant evaluation of results. To ensure the constant and consistent evaluation, as discussed the 2017 Self-Study, the University identified the following essentials for its effectiveness model: quantitative and qualitative measures, data collected on assessed performance, evidence that assessment influenced decision-making, and communication of assessment results to constituents. To further enhance current practices, Group #4 developed the formal plans displayed in Appendix G and H. The plans displayed in Appendix G and H seek to expand on the University's existing processes of student learning outcomes, program reviews, accreditation reports, and divisional annual reports to a university-wide institutional assessment/planning process that demonstrates a clear linkage between assessment, planning, and resource allocation. The assessment process involves fully developing a standard tool for reporting through Nuventive's online services and hardcopies through Microsoft's Word/SharePoint (see Appendix H). Additionally, the process involves collecting annual reports, and developing an annual report for constituents which includes measured outcomes, established institutional goals, and how assessment led to more effective resource allocation and institutional improvement. For this effort to be successful, University personnel must be appropriately trained and engaged with the process.

Strategic actions and resources allocation is structured within the five functional divisions of the University, and linkages are displayed, connecting goals among all organizational levels and then with the Institution's mission. Conceptually, the effectiveness process (see Figure 1), which is an operationalized view is displayed below.

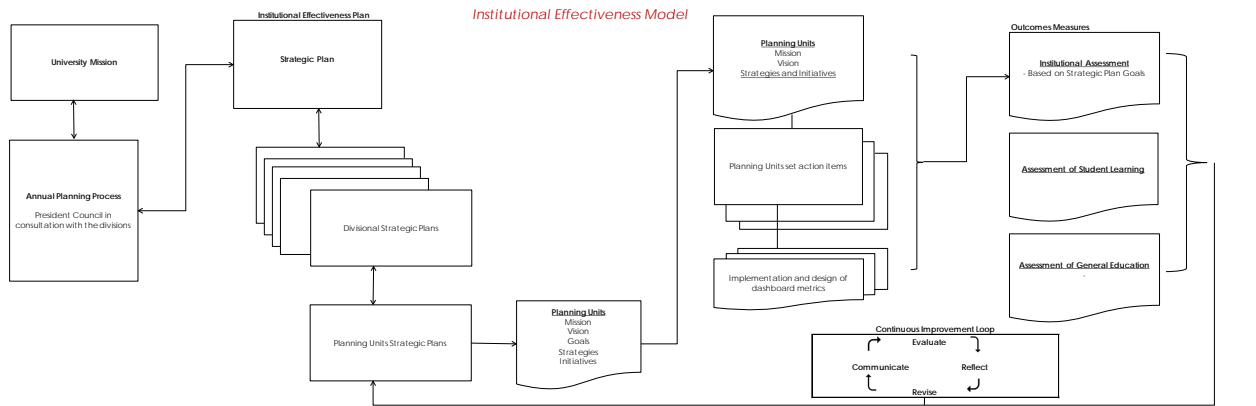


Figure 1. Effectiveness Model

The revised models continue to complement the University's budgeting processes and the continuing assessment work of the divisions. Figure 2 below displays the University's budget planning cycle.

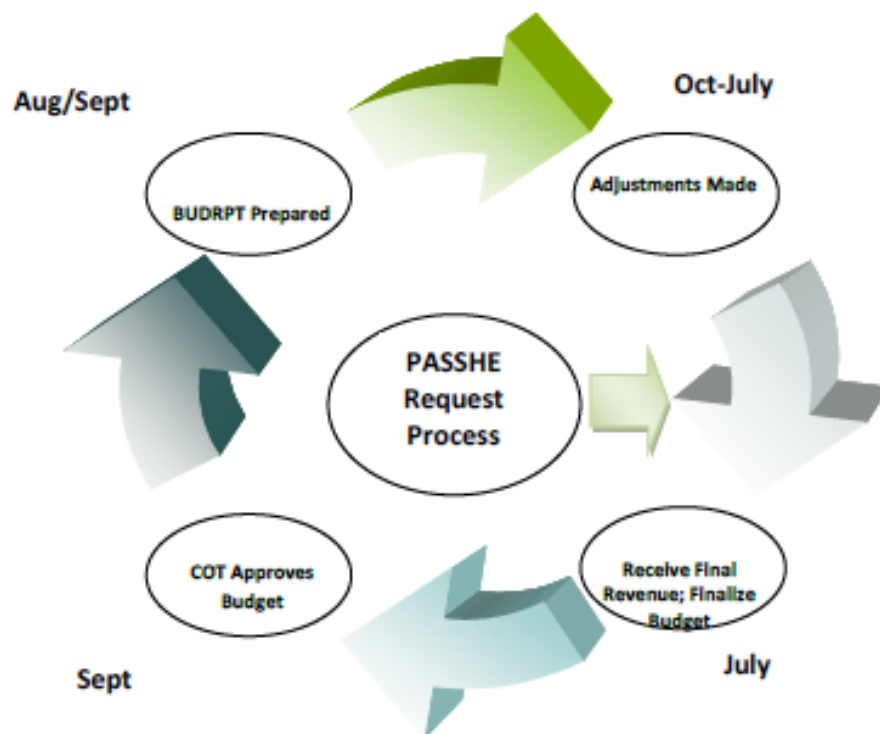


Figure 2. East Stroudsburg University's Annual Budget Planning Cycle

Each administrative division within the University prepares an annual plan [Priorities section within the divisional annual report] demonstrating how goals tied to and cross-referenced to the Institution's Strategic Plan. These are coordinated by the Vice Presidents working with their departments and are shared with the President's Council. Progress throughout the year is reported to the President's Council at its weekly meeting. A monthly President's Council meeting with Deans and Provost's staff provide the Colleges with an opportunity to report on accomplishments.

In the case of Academic Affairs, the divisional plan is produced by the Office of the Provost and reviewed by the Provost's Leadership Council, the chief advisory body to the Provost. Likewise, the divisions of Administration and Finance, Student Affairs, Enrollment Management, and Economic Development and Entrepreneurship divisions have developed collaborative divisional plans for the past several years. In addition, Academic Affairs under relatively new leadership connects learning outcomes and administrative goals to the mission within its divisional plan. In addition to the major strategic planning documents for divisions and departments, separate planning documents establish goals for important efforts, such as the Student Success Network, Academic Advisory Committee -- Advise the Provost on the implementation of academic initiatives and issues as they pertain to, and in congruence with, the University Strategic Plan.--, Diversity & Inclusion Committee operates under the joint leadership of Student Affairs and Academic Affairs. Figure 3 displays the integration and linkages among institutional goals and strategies and divisional goals and strategies.

Institutional Goals and Strategies	Academic Affairs	Administration & Finance	Student Affairs	Enrollment Management	Economic Development & Entrepreneurship
<b>GOAL 1:</b> Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation Rates	X	X	X	X	X
<b>GOAL 2:</b> Innovative Faculty: Developing a Culture of Research, Scholarship, and Continuous	X	X	X	X	X
<b>GOAL 3:</b> A Reputation for Innovation and Entrepreneurship: Creating a Curious, Inventive, and Risk-	X	X	X	X	X
<b>GOAL 4:</b> A Strong Sense of Community: Understanding and Living ESU's Mission and Values and	X	X	X	X	X
<b>STRATEGY 1: Financial Sustainability</b>					
Initiative 1.1: Add New Revenue Streams	X	X		X	X
Initiative 1.2 Focus on Retention of Current Students	X	X	X	X	X
<b>STRATEGY 2: A Physical and Virtual Environment</b>					
Initiative 2.1 SITE: A Physical Center for Scholarship, Innovation, Teaching, and Entrepreneurship	X				
Initiative 2.2 Campus and Regional SITE Satellites (Physical and On-line)	X	X		X	
Initiative 2.3 New Ways of Working	X	X	X	X	X
<b>STRATEGY 3: Academic Success Pathways</b>					
Initiative 3.1 Expansion of FYE and General Education Pathways	X			X	
Initiative 3.2 Augmented Academic-Aspiration Advisement	X		X		
Initiative 3.3 Make ESU's Education Accessible to a Broader Range of Students	X	X	X	X	X
<b>STRATEGY 4: Inclusion and Diversity</b>					
Initiative 4.1 Inclusion and Diversity Pathways	X		X		X
Initiative 4.2 Expansion of the Diversity Dialogue Project	X		X		
Initiative 4.3 An Intentional Framework for Faculty and Staff Recruitment	X	X	X		X
Initiative 4.4 Community Engagement in Societal Issues	X	X	X	X	X

Figure 3. 2018-2019 Institutional Goals and Strategies Integrations

This integration is documented in the **Priorities** section of each annual report. The annual reports were uploaded to MSCHE's Additional Documentation sections on the Follow-Up



Report site. An abridged version of Academic Affairs Annual Report can be found in Appendix I.

The practice of establishing goals and objectives is ineffective if the success or failure of their achievement is not adequately evaluated in a timely and consistent process. As in most organizations, annual reports are the most common form of reporting tool used internally throughout the University. The smaller administrative departments evaluate and report the success or failure to fulfill staff and departmental objectives in their annual reports to their supervisors. Subsequently, the vice presidents of the divisions are responsible for producing annual reports which review the completion of relevant goals stated in the Strategic Plan, as well as their own divisions' plans.

The planning and budgeting process at East Stroudsburg University focuses on the mission, resources, established goals, and coordination of the administrative divisions of the University. The process is conducted by the President's Council, University Senate, and the Council of Trustees, and involves several decision-making stages. The President Council — composed of the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, Vice President for Enrollment Management, and the Vice President for Economic Development and Entrepreneurship — is the University's senior administrative team, and as such is ultimately responsible for planning and budgeting within the parameters established by the Governor's budget, the legislature, and Pennsylvania's State System of Higher Education priorities, in addition to the institution's mission and goals. The President's Council uses the Strategic Plan as a guide in recommending the allocation of fiscal resources. Other parties may be asked to contribute information, opinions, data, etc., to augment information already collected. The University's faculty are represented on the President's Council by the Deans and by a department chair representative on the Provost's Leadership Team.

All managerial level staff members are encouraged to identify professional goals and objectives annually. For administrative and clerical staff, objectives are established with their supervisors each spring, at the beginning of the periodic review cycle and evaluated for completion in the following March, at the end of the review cycle. Ideally, an individual's objectives should be tied to the department's or unit's objectives and could ultimately be traced back to the division's and University's objectives as outlined in the Strategic Plan.

The resource allocation process involves a great deal of Executive decision-making that can be connected to faculty and mid-administrative staff input. In periods of fiscal austerity, the planning and allocation process is often budget-driven rather than mission-driven. During recent years of flat budgeting, there is little discretionary funding to provide additional support to specific programs or priorities. For example, procedures related to allocating and hiring human resources differ depending on the type of position. Decisions to hire non-teaching faculty and staff ultimately reside with the President and the President's Council. When hiring teaching faculty, the Provost and President make the final decision as to the number of faculty to be hired.

The President's Council also invests considerable time in environmental scanning, identifying those external influences (e.g., changes to local and regional high school graduation rates, changes in the revenue streams for the Commonwealth) that may shape University planning and resource allocation. Each spring, specific strategies and actions are identified by the President's Council as priorities for the coming year (from among those identified in the longer-range plan, e.g., **WARRIORfish**, Interfolio), and, where appropriate, budget allocations are made to support the priorities.

## **THE ASSESSMENT OF INSTITUTION GOALS AND STRATEGIES**

ESU's efforts since the Self-Study have focused on a process that provides evidence of the linkage between mission and goal achievement to assessment results used in planning and resource allocation. The assessment of the institutional goals and strategies as set forth in the University's mission statement and its strategic plan is conducted through the work of the University Assessment Committee, Student Affairs Assessment Committee, programmatic accrediting work groups and work groups preparing the Divisional Annual Report. These mechanisms allow for ongoing evaluation of the University's progress in attaining the desired outcomes of its strategic plan.

The development of evidence for how to clearly state and reflect on assessment conclusion that is used in *planning and resource allocation* was approached with the following assumptions: (1) the primary use of assessment should be for institutional improvement; and (2) to determine if the level of assessment is appropriate for making suggestions for improvement. As noted earlier, the University's strategic plan goals and strategies are aligned to the mission statement. In addition, the plan specifies strategies to accomplish these its initiatives.

### Evidence Shared and Discussed

The planning process at East Stroudsburg is designed to complement the institution's budget cycle. The University's strategic planning process addresses the implementation of current action initiatives, as well as the strategic thinking and planning of the subsequent year's budget and action initiatives. Effective, thoughtful data-informed decision-making connects East Stroudsburg's hierarchical strategic planning process by focusing on areas of collaboration, academic success, and diversity. With the help of the Strategic Plan Innovation, Renewal and Implementation Team, (SPIRIT), ESU's leadership formulates the strategic plan and sets budget priorities supporting the University's four goals. The aim of the SPIRIT group is to be "distinguished in the region as a community of innovators who recognize that a complex world requires learning that embraces working together and problem-solving from different perspectives." East Stroudsburg's strategic planning process includes elements that are essential for all divisions. The institution's planning units must be in alignment with the broader plan.

Because of the connection to the annual budget cycle, ESU reports student learning assessment in May and October (See Appendix H). Divisional assessments are collected in

May and June in preparation for the annual report. Any identified disconnection between goals and strategy to the mission are robustly discussed in the Challenges section of the annual report. Recognizing this opportunity, each annual report shares collaborations with cross-divisional partners in order to develop a more comprehensive institutional picture.

As noted earlier, the University is accustomed to incorporating assessment data into its resource decisions. For example, the University keenly monitors its revenue. Results from a review of financial aid packaging and student billing deadlines culminated in the revised billing process. This will lead to the distribution of undergraduate student bills 30 days earlier than previous fall semesters. Another example of assessment results tied to resource allocation is the University's implementation of Starfish by Hobsons. Assessment results stemming from the development of the university's strategic plan, *Students First: Empowering Students through Collaboration* noted that often the various areas of campus work to help students in isolation of each other, which in the end, did not help to retain students.

At the end of a lengthy search process, the University selected Starfish by Hobsons; because it provides all the features ESU was looking for, integrates with current systems, and is very user-friendly. Starfish by Hobsons – named **WARRIORfish** at ESU-- is a comprehensive student advising and early alert, cloud-based software platform, that pulls together data from Banner and D2L to provide a platform for student advising, early alerts, and student performance analytics. Below, Table 6 displays the usage rate of ESU's **WARRIORfish**. Appendix J shows the results of the academic department assessment survey concerning the purchase and implementation of Starfish by Hobsons.

**Table 6 – Warrior Fish Productivity Report**

	Office Hours Created (Duplicates removed)	Appointments Created	Profiles Created (Duplicates removed)	Flags Raised	Flags Cleared	Referrals Made	Referrals Cleared	Kudos Raised	To-Dos Raised	Comments/Notes Added to Tracking Items
Faculty & Staff	126	57	222	32	8	11	8	72	6	118
Students	0	0	360	2	2	0	0	0	0	0
Totals	126	57	582	34	10	11	8	72	6	118

Improving communication, utilizing a more systematic approach to assessment, and better connecting department goals to the institution's strategic plan were suggestions made by the Team.

As a result, the following table lists some of the communications to the campus and its constituents.

**Table 7 – Work Group 4 Timeline of Progress Made since June 2017**

<b>Date(s)</b>	<b>Actions</b>
Monthly	University Assessment Council
Monthly	Work Group 4
Fall 2017	President's Monday Morning Message October 2017 – <i>Middle States and Accreditation</i>
Fall 2017	Presentation to Academic Chairs
Fall 2017	Administrative Council
Fall 2017	All University Meeting
Fall 2017	Council of Trustees
Fall 2017	Strategic Planning Town Hall -- <a href="https://www.esu.edu/president/strategic_plan/index.cfm">https://www.esu.edu/president/strategic_plan/index.cfm</a>
Spring 2018	Presentation to Academic Chairs
Spring 2018	Student Affairs Assessment Committee
Spring 2018	Administrative Council
Spring 2018	All University Meeting
Spring 2018	Council of Trustees
Fall 2018	President's Council
Fall 2018	Council of Trustees
Fall 2018	Presentation to Academic Chairs

#### **INTEGRATION OF STUDENT LEARNING ASSESSMENT**

**The assessment of academic programming** involves the evaluation of both campus-wide curricular offerings as well as the University's undergraduate academic programs. The assessment of the First Year Experience for first-year students and the University's general

education courses are examples of assessment of campus-wide curricular offerings and are intended to improve the quality of these important programs. Undergraduate academic programs are assessed through the Periodic Program Review process, which is required by the Pennsylvania State System of Higher Education and obligates programs to evaluate the learning outcomes of their students and the relationship between their programs and the University's mission. External program accreditation for a number of ESU's programs also involves an extensive review of curriculum, faculty, budget, facilities, library, and student learning outcomes.

**The assessment of student learning outcomes** takes place within each of the University's colleges. Student learning assessment processes are initiated by each academic program and collected on May 30<sup>th</sup> and October 30<sup>th</sup> each year. Results and reports thereof are reviewed by each College and the Office of Institutional Effectiveness, Planning, and Assessment. Each academic program is responsible for developing, implementing, and executing a student learning assessment plan. Program-level assessment efforts are directly supported and monitored by college-level student learning assessment committees as well as by the University Assessment Committee (UAC), which also serves this purpose for the assessment of the General Education Program (GEP). These student learning assessment committees review annual reports provided by academic programs and in turn report a summary to the Office of the Provost and the President's Council. To evaluate student learning across the University members of the UAC meet and review the assessment reports collect each May 30<sup>th</sup> and October 30<sup>th</sup>. Members include representatives from the College assessment committees reporting to it as well as a representative from the Office of Institutional Effectiveness, Planning, and Assessment.

The Institutional Effectiveness Plan (IEP) is the framework in which the University establishes its commitment to using assessment results at the institutional, divisional, and departmental levels to measure effectiveness in achieving its mission and goals and to inform planning processes. The purpose of the plan is to:

- Guide the University in developing activities to best measure effectiveness in meeting its mission, goals, and priorities
- Assist the University in identifying priorities for improvement
- Serve as a guide for planning, decision-making, and allocation of resources

The IEP provides departments and units with a framework for assessing and reporting progress toward identified goals. It improves the systematic gathering and analysis of data to guide resource allocation; support decision-making; and facilitate improvements to programs, services, and student learning.

To ensure that all departments have priorities and data are used to inform decisions and improve institutional effectiveness, the UAC and the President's Council support a culture of assessment by regularly reinforcing the elements of the IEP to the campus community. This support is established by transparency in budgeting and allocation of resources for publicly

available budget data<sup>16</sup>, regular communication about institutional data, professional development opportunities, and continued outreach to experts and consultants in situations where external perspectives and expertise are necessary.

One of East Stroudsburg University's strengths is the framework within which institutional assessment for effectiveness operates. This framework, as articulated by the Institutional Effectiveness Cycle, includes the process and timelines for the University's planning and assessment efforts and is expressed systematically at the departmental, divisional, and institutional levels. Divisional/department/unit-level priorities provide guidance to ensure that timelines and expectations are clear and transparent to the campus community.

The reporting cycle is based on the following established strategic planning cycle:

- (1) April 30<sup>th</sup>: Planning units complete their annual assessments and evaluations.
- (2) May 30<sup>th</sup>: Planning units submit their annual report.
  - a. Each planning unit submits its annual report using a standard template.
  - b. Each annual report will receive a written response regarding content, goals, etc.
- (3) June 15<sup>th</sup>: Annual meeting, planning process, and strategic action priority development.
  - a. Reports on the condition of Institutional Effectiveness for the cycle.
  - b. Set action priorities activities for the next assessment and planning cycle.
- (4) July 15<sup>th</sup>: President's Council sets new strategic priorities.
- (5) Adjust strategic action priorities based on budget.
- (6) August 1<sup>st</sup>: Planning units' metrics due to OIEPA.
- (7) September 1<sup>st</sup>: OIEPA prepares the Institutional Dashboards.
- (8) December 15<sup>th</sup>: Mid-year report is submitted by planning units Nuventive. The report is then distributed via Nuventive.
- (9) February 1<sup>st</sup>: OIEPA reviews Dashboards and prepares the Mid-Year Institutional Progress Report for the President.

Planning and assessment are complementary processes. Divisions/departments/units use the fall semester to review the previous year's goals and assessment activities. For academic units, this is often wrapped around the previous academic year with the summer used to complete any unfinished assessment activities. For support units, the analysis period may include the fiscal year, which concludes on June 30. Departments and units use the fall semester to discuss the findings and implications related to their respective plans and develop a plan for the upcoming year.

East Stroudsburg closes the loop each July when all planning units are required to submit an annual report to the Office of the President. The annual planning cycle is completed when

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<sup>16</sup>Budget Office [https://www.esu.edu/about/administration/finance\\_administration/business\\_office/budget-office/budget-documents.cfm](https://www.esu.edu/about/administration/finance_administration/business_office/budget-office/budget-documents.cfm)

these results are used for institutional renewal. Once these reports are submitted to the Office of the President, they are reviewed for completeness and operationalized for the coming academic year.

As an example of the process, during the fall semester, each program submitted a student learning outcomes update report based upon assessment plan goals to the UAC. Assessment plans contain information about the program's student learning outcomes assessment results, analysis of the results, how the department intends to address the results in terms of possible programmatic and curricular change, and any changes the program faculty determine may improve their plan or the assessment process itself. When changes are deemed necessary, this information is documented as part of the decision-making process.

East Stroudsburg University has a 20-year history of assessment efforts and has made substantial gains toward expanding and institutionalizing assessment. With the University's long tradition of external program accreditation, demonstrates how the Institution values and encourages external accreditation as an indicator of program excellence. Equally valued by the University is the required an extensive review of the budget, curriculum, facilities, faculty, and student learning outcomes. The following University programs presently have earned external accreditation recognized by the U.S. Secretary of Education:

- The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
- All education programs offered by East Stroudsburg University are accredited by the National Council for Accreditation of Teacher Education and approved by the Pennsylvania Department of Education.
- The Exercise Science program is accredited by the Commission of Allied Health Education Programs.
- The Hotel, Restaurant, and Tourism Management program is accredited by the Accreditation Commission for Programs in Hospitality Management.
- The Nursing program is accredited by the Accreditation Commission for Education in Nursing. In addition, the program is approved by the Pennsylvania State Board of Nursing.
- The Public Health program is accredited by the Council on Education for Public Health (CEPH).
- The Recreation and Leisure Services program is accredited by the National Recreation and Park Association/American Association for Leisure and Recreation (NRPA/AALR), a specialized accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation.
- The Speech-Language Pathology program is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The following programs were launched because of institutionalizing assessment:

### **University-Wide**

- ✓ **WARRIORfish** – Starfish Retention Platform
- ✓ The Student Success Network
- ✓ The Warrior Tutoring Program – with the specific Math Tutoring Center
- ✓ Changes to Early Start and FYE
- ✓ Changes to Orientation
- ✓ Bloomberg Lab
- ✓ Faculty Mentor Program
- ✓ Warrior Food Pantry
- ✓ Monroe County Economic Summit
- ✓ Neighborhood Visit Program (beginning of each academic year) Administrators and some faculty go visit the surrounding community to check to see if there are any issues – if there is an issue there is a follow-up.
- ✓ The Way of the Warrior
- ✓ Entrepreneurial Lecture Series
- ✓ Provost Colloquium
- ✓ CREATE Lab
- ✓ Wildlife DNA Lab project
- ✓ Inclusive Art project
- ✓ New Mind Design
- ✓ S.I.T.E.
- ✓ Green Initiative – just starting – the Rodale Institute agreement

### **LESSON LEARNED**

#### **Connection with Strategic Priorities**

The creation of our current strategic plan, Empowering Innovation through Collaboration 2017-2020, preceded the development of the process. However, the University's Leadership has companion committees to the current Plan, the contents of which have since been translated into the effectiveness framework. ESU's ongoing plan references connections to the revised Middle States Standards and summarizes the various actions associated with each area of activity.

The campus' work to develop a more manageable strategic plan culminated in the summer of 2017 with a daylong planning workshop facilitated by an external consultant. For this workshop, the president brought together the President's Council, key administrators, the deans, and selected faculty. At the workshop, it was suggested that a greater institutional focus was needed in the areas of GOAL 1 Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation Rates; GOAL 2 Innovative Faculty: Developing a Culture of Research, Scholarship, and Continuous Learning and Rethinking the Preparation of Successful Graduates; GOAL 3 A Reputation for Innovation and Entrepreneurship: Creating a Curious, Inventive, and RiskTaking Community; GOAL 4 A Strong Sense of Community:



## Understanding and Living ESU's Mission and Values and Building a Commitment to Our Community and Region.

As a result of the discussions held at the workshop, and informed by the results of self-study, a revised strategic plan was developed for review and discussion by members of the University community. The strategic planning process at the University was also revised and now involves a number of important university-wide groups. As detailed above, it is in this framework that the planning process takes place and links to the budgetary process are made.

### Connection to Resource Allocation

Institutional improvement often requires the allocation of incremental resources (funding, time, technology, etc.) to priorities, whether at the strategic (institutional) or tactical (departmental) level. Both the articulation of institutional priorities early each fall and the results of the effectiveness process over the summer precede the initiation of the budget development process in the fall.

Most units conduct assessment activities and there is evidence that some decisions are based upon those assessments. The assessment methodologies used are mixed, however, ranging from those fully in accord with the formal assessment model (i.e., they “complete the loop of assessment”) to a variety of partial efforts or works in progress. There is also evidence that some faculty and staff feel they neither have little input into assessment, nor see a relationship between resource allocation and assessment; this attitude may create a challenge for those working toward the creation of a culture of assessment at ESU.

### **NEXT STEPS**

The first cycle of full effectiveness reporting will occur later this spring/summer, which will inform budget development for FY 2021 (or reallocation within FY 2020). As noted, pre-existing mechanisms of assessment have long been part of how ESU's does business, and the University is well accustomed to incorporating assessment data into its deliberations and strategic decisions.

At the institutional level, the University has developed a formal assessment plan. However, this is not to say that effective assessment is in place across the Institution. Almost every unit, from the President's Council to the individual employee, assesses performance and measures goals and objectives on a regular basis. The problem is that these efforts are uneven.

East Stroudsburg believes that student learning outcomes extend beyond academic programs. Evaluation of non-academic programs helps to increase understanding of how administrative initiatives are contributing to student learning, growth, and development. The central tenet for non-academic program review is to assess and evaluate quality, productivity, needs, and demand. Each non-academic program review requires an assessment and evaluation of current quality to identify where strengths exist and where improvements are warranted. The aim for the assessment and evaluation process of each non-academic program review will include improvement of the quality of services, programming, and effectiveness. Non-academic

program review will be a process of assessing and evaluating the extent to which a service or program has been successful in achieving its intended goals and outcomes through a systematic collection and analysis of information relevant to that aim improvement.

The non-academic program review timeline will be predicated on a five-year self-study cycle with a two-and-a-half-year review; i.e., planning units will report the results of their assessment and evaluation efforts every two-and-a-half-years using a format that builds upon the existing schedule of the five-year non-academic program review. By employing such a cycle, non-academic services and programs will be able to assess their offerings, analyze the results, and implement change, thus reporting on the completion of an entire assessment cycle. As such, ESU recognizes the integral connection of non-academic program review and student success, as follows:

- ✓ Student success is reflected in the major functions of the services and programs within the non-academic planning unit;
- ✓ Performance of the non-academic planning unit is measured using the professional standard promulgated by professional associations, regional/professional accrediting agencies, and others;
- ✓ Non-academic program review documents will include specific expectations regarding services and programs' goals and formative and summative evaluations undertaken to assess student success; and
- ✓ Identify and recognize departments for exemplary assessment practices and analysis.

Many departments follow federal, state, PASSHE, accrediting agency mandates, and guidelines that require effective, formal assessment or data upon which critical decisions are made. In general, these areas have the most fully developed assessment efforts. Other areas set internal goals only. In short, assessment, albeit uneven, does occur and in the best cases, departmental strategies and resource allocations are based upon the results of the assessment process. Although formal efforts have not been completed in all areas to educate the University on the intrinsic benefits of assessment, the success of strong assessment practices in certain areas should set an example for areas with less effective assessment efforts. When combined with the requirements for assessment mandated by the PASSHE and federal, state, and accrediting agencies, this success encourages the development of more formal assessment models across the University.

In sum, there is clear evidence that assessment, planning, and resource allocation activities are an important part of University practice and are performed on an on-going basis. As discussed above, the planning cycle would be strengthened by more consistently including elements that are identified as essential to an effective planning model: quantitative and qualitative measures, data collected to evaluate performance, evidence of data-driven decision-making or communication of assessment results to constituents. Including such items will assist in more deeply embedding assessment into the culture of the institution. The focus of efforts at the institutional level needs to shift from having a list of tasks to be accomplished to being able to articulate how the successful implementation of these strategies has made a difference in the lives of students, faculty, and staff.

## APPENDIX A

### East Stroudsburg University of Pennsylvania



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### Student Complaint and Grievance Process

**Effective Date:** January 1, 2019

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## PROCESS STATEMENT:

### THE AIM OF THIS POLICY IS TO PROVIDE:

Students with a framework within which they may raise complaints or grievances in relation to decisions of or advice provided by the University. This includes but is not limited to:

- A. decisions by faculty and staff members affecting individuals or groups of students;
- B. the content or structure of academic programs, including the nature and quality of teaching and assessment;
- C. supervision of students undertaking research projects;
- D. authorship and intellectual property; and
- E. quality of student services.

The University's framework to ensure there are transparent, fair and timely procedures for addressing complaints and grievances in accordance with Commission Policy and 34 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b), ensuring that all parties are treated equally and fairly.

### SCOPE

This policy applies to all current, former, and prospective students regardless of their residency at the University<sup>17</sup>.

This policy covers issues arising from a student's involvement with the University, except where the matter relates to decisions based solely on academic or general misconduct, academic judgment, unlawful discrimination, sexual harassment or bullying, or to matters covered by the Student Conduct and Community Standards.

Complaints of unlawful discrimination, sexual harassment, and bullying by or of staff or students are addressed by the Discrimination and Harassment

[<https://www.esu.edu/about/policies/list/policies/po2011002.cfm>] and Student Conduct and Community Standards [<https://www.esu.edu/students/conduct/index.cfm>] respectively.

### PROCESS

The University is committed to providing students with an education of the highest possible quality. As part of its commitment to quality, the University recognizes that, from time to time, students may raise complaints or grievances about matters or issues relating to their experiences at the University.

#### Nature of Complaints

1. Students may raise complaints or grievances in relation to administrative decisions, including but not limited to:
  - a. Decisions by faculty and staff affecting individuals or groups of students.
  - b. Administration of policies, procedures, and rules of the University.
  - c. Standard of service received through the University.
  - d. Access to resources or facilities.

---

<sup>17</sup> Pennsylvania's State System of Higher Education - Procedures and Standards for University Operations  
[http://www.pasche.edu/inside/policies/Policies\\_Procedures\\_Standards/Student%20Complaint%20Process%202016-26.pdf](http://www.pasche.edu/inside/policies/Policies_Procedures_Standards/Student%20Complaint%20Process%202016-26.pdf)

2. Students may raise complaints or grievances in relation to misconduct by a University staff member, which will be managed under the [Human Resources Policies and Procedures](#).
3. Students may raise complaints or grievances in relation to misconduct by another student, which will be managed under the [Student Conduct and Community Standards](#).
4. Students may raise joint complaints or grievances where more than one student has been affected, in which case the matter will be considered as one issue. If two or more complaints or grievances about the same matter are submitted independently, they may be considered jointly by agreement of all parties concerned.
5. The University investigates anonymous complaints at the discretion of the appropriate Vice President, taking into account:
  - a. The nature and seriousness of the complaint,
  - b. Whether there is sufficient information for an investigation to be conducted, and
  - c. Whether there is a statutory requirement for investigation.

#### Grounds for Complaints

Grounds for complaint or grievance include, but are not limited to the following:

1. A student being affected by a decision made without sufficient consideration of facts, evidence or circumstances;
2. A student being affected by a failure to adhere to appropriate or relevant published policies and procedures;
3. A penalty applied to the student being unduly harsh or inappropriate;
4. A student being affected by improper or negligent conduct, or
5. A student being affected by unfair treatment, prejudice or bias.

#### Communication and Approach

1. The University recognizes that effective communication is of paramount importance when attempting to resolve difficulties experienced by students and is committed to a culture of openness, fairness and continuous improvement.
2. All parties to a complaint or grievance must act in good faith and seek to achieve an amicable resolution. Intimidating, harassing, threatening or offensive behaviors are not tolerated from any parties.
3. All parties to a complaint or grievance must respect privacy and confidentiality, except where the release of particular information is required by law.
4. The University gives students who raise complaints or grievances the opportunity to present their cases.
5. University staff with a role in resolving complaints and grievances will reach conclusions based on a fair hearing of each point of view.
6. The University keeps all parties to a complaint or grievance informed of the progress of the matter and gives all parties reasonable opportunity to respond to outcomes.
7. A student making a complaint or grievance is not to be disadvantaged simply by virtue of having made the complaint, unless the complaint is found to be factious. In particular:

- a. The complainant must not be hindered or prevented from continuing to use University facilities and attend lectures, classes, laboratories, and tutorials and to submit assessment as required, simply by virtue of having made the complaint.
- b. A student who is also:
  - i. the subject of an action by the University under the relevant Regulation, or
  - ii. subject to exclusion for reasons of safety, or
  - iii. subject to a cancellation of enrollment due to unpaid fees, where fees are unrelated to the substance of the complaint, or
  - iv. the subject of any relevant court order or action precluding them from attending a campus
- c. May be excluded or prevented from attending classes on that basis, unrelated to their status as a complainant.

### Timeliness

1. The University must consider complaints and grievances in a timely manner, within specified and achievable timeframes.
2. Students should raise complaints and grievance within 1 month and as soon as possible after the event, decision or action which is the subject of the complaint or grievance. The University may be unable to investigate a complaint where, due to the length of time elapsed since the event, decision or action, there is insufficient information available to enable investigation of the complaint or grievance.

### **Procedural Principles**

1. Students wishing to raise a complaint or grievance should first seek advice from an independent person knowledgeable about the process and aware of potential outcomes, such as:
  - a. An institutional advocate;
  - b. An academic adviser;
  - c. An appropriate staff member who is not involved in the matter in question; or
  - d. A staff member from a student support service.
2. The student and the independent person will work together to:
  - a. Consider whether the complaint is reasonable;
  - b. Clarify the details of the matter, including the events that occurred, the basis for the complaint and the resolution sought; and
  - c. Where appropriate, identify the most appropriate process under which the matter may be pursued.
3. The student may, on the basis of this discussion:
  - a. Take no further action;
  - b. Make an informal approach to the person concerned (the respondent); or
  - c. Proceed directly to the complaint or grievance process.

### Informal Resolution of Complaints

1. Students may attempt an informal resolution by raising their concern with the person concerned or another appropriate person. Appropriate people to contact include:
  - a. An academic adviser;
  - b. The relevant program director or academic coordinator;
  - c. The relevant department chair, associate dean; or dean
  - d. The chair of the committee if the issue relates to a committee decision; or
  - e. A supervisor, graduate research coordinator, department chair, associate dean, or dean.
2. Staff members who are contacted by students seeking informal resolution of a complaint must, within five working days:
  - a. Acknowledge receipt of the complaint;
  - b. Arrange to discuss the matter with the student or indicate when an initial response will be provided and in what form;
  - c. Attempt to clarify with relevant parties what is agreed and where opinions differ;
  - d. Attempt to clarify the relevant policies, procedures or processes underpinning the action to which the complaint relates;
  - e. Identify the appropriate manner of resolving the complaint, including seeking advice or a decision from other relevant parties;
  - f. Advise the student of a proposed process for resolving the complaint; and
  - g. Notify the student of his or her right to be accompanied by a support person at any meetings or discussions during the attempt at informal resolution.

### Complaints

1. Students who are not satisfied with the outcome of informal processes may, within five working days of receiving advice on the outcome:
  - a. Proceed to the complaint or grievance process, which may involve mediation, or an independent investigation, or
  - b. Lodge a complaint under another University process or with an external agency where appropriate and available.
  - c. Students who decide to pursue the matter further are strongly encouraged to seek the continued assistance of an advocate from the Dean of Student Life.
  - d. The Dean of Student Life may make a judgment about whether mediation is practicable and appropriate and secure the agreement of all parties to the complaint to the use of mediation (noting that the use of mediation does not necessarily imply there is a case to answer).
  - e. The Dean of Student Life will advise students of their right to lodge a grievance if mediation is deemed not to be an appropriate course of action, or the agreement of all parties is not forthcoming.

### Grievances

1. Where a complaint is not able to be resolved through informal processes, and the matter includes allegations of misconduct where disciplinary action against a student



- or staff member may be an outcome of the investigation, a student may lodge a grievance.
2. Grievances are formal matters that will be investigated by an independent investigator.
  3. The investigator must:
    - a. Acknowledge receipt of the complaint or grievance in writing within five working days and indicate when a resolution of the matter should be expected;
    - b. Recommend any immediate corrective action that needs to be taken before the complaint or grievance is investigated;
    - c. Independently review the complaint or grievance including hearing from all parties who wish to partake in the process and attempt to resolve the problem;
    - d. Within 15 working days of receipt of the complaint or grievance, notify the student and the Dean of Student Life in writing of the nature of the investigation process
    - e. Provide the Dean of Student Life with a report of the investigation for review prior to its release;
    - f. Provide the student with the outcome of the review process, including a resolution or why a resolution could not be reached; and
    - g. Notify the student and the Dean of Student Life if they conclude that the grievance is frivolous, or if no grounds could be adducted to support it.

#### Investigations

1. The Dean of Student Life must undertake a quality check of all investigation reports to ensure that:
  - a. All issues raised in the student complaint or grievance are investigated;
  - b. All key stakeholders are interviewed;
  - c. The report is fair and balanced;
  - d. All relevant circumstances have been considered; and
  - e. The findings and recommendations are evidence-based and defensible.
2. The Dean of Student Life may determine that a single investigation will take place into multiple complaints or grievances that relate to the same issue or respondent where the student or students lodging the complaint(s) or grievance(s) agree to this approach.
3. On consideration of the details of the complaint, grievance or outcome of an investigation, the Dean of Student Life may:
  - a. Recommend reconsideration of the original decision, or
  - b. Direct the decision maker to change the original decision or outcome, noting that they may not impose a harsher outcome than initially decided, or
  - c. Override the original decision.
4. The Dean of Student Life may contact a student who repeatedly submits unreasonably persistent or vexatious complaints or grievances on a particular matter, and the person who is the subject of the complaints or grievances, to ascertain that there is prima facie evidence to support the complaint or grievance before initiating an investigation.

#### Right to Withdraw

1. Students may withdraw complaints and grievances at any time during the resolution process, and the matter will be deemed to be resolved. Notwithstanding this, the

University reserves the right to continue to investigate a complaint if required to do so to satisfy other requirements or protect its own interests.

#### Recordkeeping

1. Student complaints and grievances must be registered on the University's Complaints and Grievances roster, maintained by the Office of the Provost and must include data collected on student complaints and grievances submitted at faculties, student central, graduate schools and other student service delivery points.
2. Officers and mediators receiving complaints or grievances must keep appropriate, confidential records of informal discussions and outcomes.
3. Investigators must report findings and outcomes to the Dean of Student Life, who must ensure appropriate, confidential records are kept.
4. The Dean of Student Life must ensure that reporting of complaints and grievances and their resolution is undertaken in such a way as to address problems and improve existing policies, procedures, and processes.
5. The Dean of Student Life must analyze data relating to complaints and grievances on an annual basis to identify trends.
6. The Dean of Student Life must provide an annual report on student complaints and grievances to the Presidents Council, including quantitative and qualitative data and analysis.

#### Appeals

1. Students may appeal the outcome of the complaints and grievances process in accordance with the student appeals processes.

#### **REASON FOR POLICY:**

In order to be compliant with federal laws and regulation, Middle States Commission on Higher Education policies and recommendations, and Pennsylvania's State System of Higher Education Procedures and Standards for University Operations [Procedure/Standard Number 2016-26--Student Complaint Process](#) **ESU must have an independent for students to seek a resolution to grievances and complaints.**

#### **AUTHORITY**

This process is made under the Commission Policy the United States Code: Title 20 – Education, [CFR](#) > [Title 34](#) > [Subtitle B](#) > [Chapter VI](#) > [Part 602](#) > [Subpart B](#) > Section 602.16 34 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b) and supports compliance with the:

1. § 602.16 [Accreditation](#) and [pre-accreditation](#) standards (34 CFR 602.16(a)(1)(ix));
2. § 668.43 Institutional information 34 CFR 668.43(b);
3. Middle States Commission on Higher Education, Verification of Compliance with Accreditation-Relevant Federal Regulations, Implementation for 2017; Institutional Record of Student Complaints; and
4. *Pennsylvania's State System of Higher Education Procedures/Standard Number 2016-26 Student Complaint Process.*

#### **Verification of Compliance with Accreditation-Relevant Federal Regulations**

## **Implementation for 2018-19**

### **Institutional Record of Student Complaints**

In accordance with Commission Policy and 34 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b), the Commission must confirm that institutions have effective policies and procedures for tracking and resolving student complaints within a reasonable time frame. Further, the institution must also show evidence of a process for making modifications and improvements to the institution as a result of information obtained in handling student complaints.

Examples of Evidence:

1. Policy/policies on student complaints;
2. Procedures for timely handling of student complaints;
3. Public location of student complaints policy/policies and process;
4. If pattern(s) of complaints exist, description of process of resolving relevant issues.

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**OFFICE OF THE CHANCELLOR  
PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION  
PROCEDURES AND STANDARDS FOR UNIVERSITY OPERATIONS  
PROCEDURE/STANDARD NUMBER 2016-26  
STUDENT COMPLAINT PROCESS**

**History:** For an institution to participate in federal Revised: student aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, the state must have a process to review and act on concerning the institution, including the enforcement of applicable state and federal laws.

#### **APPEAL STATEMENT/PROCESS:**

1. Students may appeal the outcome of the complaints and grievances process in accordance with the student appeals processes.

#### **DEFINITIONS:**

**Student Advocate:** means an independent person, who can provide a student with advice

about the complaints and grievances process and the steps towards resolution, and assist the student with the submission and presentation of their complaint or grievance.

**Appeal:** means a request in writing to the [Dean of Student Life] to be heard in relation to a decision of or penalty applied by the University

**Complaint:** means an issue or concern raised by a student who considers they have been wronged because of an action, decision or omission within the control or responsibility of the University.

**Complaints:** “Grievances, Complaints, or concerns (hereinafter ‘complaints’) must first be submitted directly to the university in accordance with university procedures and policies as outlined, for example, in undergraduate and graduate catalogs. Complaints should be described as specifically as possible.” Retrieved from:  
{[http://www.passhe.edu/inside/policies/Policies\\_Procedures\\_Standards/Student%20Complaint%20Process%202016-26.pdf](http://www.passhe.edu/inside/policies/Policies_Procedures_Standards/Student%20Complaint%20Process%202016-26.pdf)}

**Grievance:** means a matter to be investigated according to formal processes. This includes complaints which are not able to be resolved through informal processes or mediation, and matters relating to allegations of misconduct where disciplinary action against a student or staff member may be an outcome of the investigation.

**Student:** in this process has the meaning given to it in PASSHE Procedure/Standard Number 2016-26 Student Complaint Process.

#### **KEYWORDS:**

Complaints, Grievance, Compliance, Student Right to Know, Sexual Misconduct, Harassment, Violence, Discrimination, Appeal

#### **RELATED POLICIES:**

Discrimination and Harassment -- ESU-PO-2011-002, Sexual Harassment -- ESU-PO-2011-004, Sexual Harassment & Title IX Compliance -- ESU-PO-2013-002, PASSHE Student Complaint Process -- [Procedure/Standard Number 2016-26](#), Middle States Commission on Higher Education -- Verification of Compliance with Accreditation-Relevant Federal Regulations

## **APPENDIX B**

### **East Stroudsburg University of Pennsylvania**



### **Faculty Mentor Program**

**2016-2017**

## **PRESIDENT’S WELCOME**

### **WELCOME TO EAST STROUDSBURG UNIVERSITY!**

Allow me to be among the first to greet you to campus and the amazing ESU family. As you become familiar with your new surroundings and meet colleagues and students, I hope you’ll feel inspired to share your expertise inside the classroom and stimulated to get involved in many of the exciting life experiences on our campus and in our regional community. Please take some time to explore, ask questions and get involved!

Consider this handbook to be your directional roadmap, your guide, to help you best understand the programs, departments, guidelines and people that can help you to maximize your success. It was created specifically for you by a small committee of your peers who remember what it was like to be in new and unfamiliar surroundings.

This handbook is also a link to ESU’s strategic plan, *Students First: Innovate ESU*, and our commitment to “building a strong campus community that is a positive space for learners, and collaborative and respectful for all.” I encourage you to embrace the goals and community principles of the plan and grasp that same sense of dedication to our campus, our students, and our community because that deep loyalty and genuine interest in ESU will be the cornerstone of your success and, ultimately, ours.

Beyond these pages, I invite you to attend as many campus events and to get involved in as many campus initiatives as you can. In doing so, you’ll quickly find connections and recognize ESU as a place where you belong.

Best wishes to you in all of your endeavors. I look forward to meeting you and having opportunities to speak with you about your campus experiences. I am also very open to hearing your suggestions on how we can make ESU the best institution of higher education in Pennsylvania and beyond.

**SINCERELY,**

A handwritten signature in black ink, appearing to read "Marcia G. Welsh". The signature is fluid and cursive, with a large initial "M" and "W".

**Marcia G. Welsh, Ph.D., President  
East Stroudsburg University of Pennsylvania**

## **Provost's Welcome**

### **Welcome new faculty!**

On behalf of the Division of Academic Affairs and your faculty colleagues, I warmly welcome you to East Stroudsburg University nestled amidst the beautiful Pocono Mountains of Pennsylvania.

As a new faculty member, we hope to provide you with consistent support and access to resources and mentors so as to ensure your success at the University and to achieve our Mission. Simply said, your success is our students' success. The *Faculty Mentor Program*, outlined in this document, is intended to introduce you to the key policies, procedures, and services that will make your new life at ESU easier and hopefully, meaningful, productive, and enjoyable. The journey you are embarking upon, as a new tenure track faculty member, is one that your colleagues and I will be sharing with you as members of the academic team committed to academic excellence for our students.

You were recruited and hired for your demonstrated strengths and achievements in teaching and scholarly accomplishments as well as your potential to contribute to our academic goals and campus climate. Our *University Strategic Plan* and the Division's *Academic Plan* stress the multiple roles in which we ask and encourage our faculty to serve for our students – educator, scholar, and contributing/responsible citizen. In the days ahead, I invite you to offer new ideas, engage in intellectual dialogue with students and colleagues, and contribute to a culture/community of caring and excellence.

Collectively and individually, please join me in a commitment to making a positive difference in the lives of our students and each other through a dynamic and challenging educational experience in and out of the classroom. I am confident that with the support and guidance of your colleagues, you will contribute and benefit from a dynamic academic environment that promotes life-long curiosity /inquiry, purposeful action, and thoughtful reflection.

Once again, welcome to ESU, and I look forward to seeing you on campus and hearing about your “journey.”

Yours,

Jo Bruno

## **ASSOCIATION OF PENNSYLVANIA STATE COLLEGE AND UNIVERSITY FACULTIES WELCOME**

### **DEAR FACULTY MEMBER:**

Welcome to East Stroudsburg University of Pennsylvania. The faculty and coaches of our university have the good fortune of being represented by APSCUF, the Association of Pennsylvania State College and University Faculty. Indeed, APSCUF represents more than 5,500 faculty and coaches who teach and work at the 14 public universities in Pennsylvania. The State APSCUF office is located in Harrisburg.

Some of the information within this manual has been taken from the Collective Bargaining Agreement, the document negotiated by the Pennsylvania State System of Higher Education and APSCUF. The Collective Bargaining Agreement establishes many of the policies, rules, and regulations related to the working conditions and expectations for faculty and coaches.

In addition to orientation meetings sponsored by the university, you will also be invited to attend APSCUF meetings and to learn more about the Collective Bargaining Agreement, your rights including grievance rights, your benefits, work expectations and standards, and the negotiations process.

Ms. Toni Heller is the ESU APSCUF Office Manager. Our local campus office is in the Trio Building (across from Dansbury Commons), and Toni's email address is [theller@esu.edu](mailto:theller@esu.edu). Her phone extension is x3278. Please make a point to stop by and meet her during your first weeks at ESU. She has important orientation information to share with new faculty about APSCUF.

We are proud to be APSCUF members who are dedicated to excellence in public higher education at ESU and in Pennsylvania. The members of the APSCUF Executive Council and the elected officers look forward to meeting you, too.

**SINCERELY,**

**Nancy VanArsdale**

**DR. NANCY VANARSDALE  
PRESIDENT, ESU-  
APSCUF**



## **Introduction**

Welcome to East Stroudsburg University of Pennsylvania where students come first and innovation is an expectation. The Faculty Mentor Program was initially developed and run by the Committee on Excellence in Teaching and Learning (CETL) at ESU, chaired by Drs. Clossey and Eliasson, and has been expanded and supplemented by the Goal 2 Strategic Plan Implementation Committee: Dr. Terry Barry (Chair), Dr. Margaret Ball, Dr. Laurene Clossey, Christopher Davis, Dr. Gregory Dwyer, Dr. Seven Godin, Dr. Chin Hu, Dr. John Kraybill-Greggo, Dr. Robert McKenzie, Dr. Thomas O'Connor, Dr. Laurel Pierangeli, Karen Raptakis, Kelly Weaber, Caryn Fogel.

The goal of this committee was to expand on the established mentor program that provides new faculty members with the skills and resources needed to excel on our campus. As such, the program takes advantage of the collective expertise of our campus community.

Each new faculty member is assigned a mentor from within their college. The mentor is assigned by the department chair and approved by the dean of the respective college. While the mentor program consists of the formal sessions outlined below, more frequent informal meetings conducted with one's mentor (and one's colleagues) are strongly encouraged.

## SCHEDULE & CONTENTS

Date	Topic	Location	Time	Page
August 25	Faculty Orientation	Sci. Tech Rm. 352	8:00 a.m. – 1:00 p.m.	1
August 25	Human Resources	Sci. Tech Rm. 352	3:00 p.m. – 5:00 p.m.	1
September 1	Evaluation, Tenure & Promotion	Lower Dansbury	2:00 p.m. – 4:00 p.m.	4
September TBA	Faculty Reception	President's Residence	TBA	N/A
October 6	Instructional Technology (IT) Resources	Sci. Tech. 138	2:00 p.m. – 4:00 p.m.	6
November 3	Student Advising	Innovation 334	2:00 p.m. – 4:00 p.m.	9
December 1	Student Support Services	Innovation 334	2:00 p.m. – 4:00 p.m.	11
February 2	Sponsored Projects, Research, and Economic Development	Innovation 334	2:00 p.m. – 4:00 p.m.	21
March 2	Library Resources	Kemp Library	2:00 p.m. – 4:00 p.m.	33
April 6	University Relations ESU Foundation	Innovation 336	2:00 p.m. – 4:00 p.m.	37
May 4	Student Activities Association Bookstore	Stroud 117	2:00 p.m. – 3:00 p.m.	43
May 4	Round-Table Evaluation	Stroud 117	3:00 p.m. – 4:00 p.m.	N/A
-----	Appendix A – Evaluation, Tenure, and Promotion	-----	-----	46

\*Location Subject to Change

## **APPENDIX C**

### **Monitoring Report Work Group #2**

**December 5, 2018 – 3 PM**

#### **Agenda**

**Call to Order – Bill Bajor and Andy Whitehead, Co-Chairs**

**Review of Minutes**

**RFP Update**

**Promotion and Tenure Sub-Committees - Status Reports**

**MSCHE Reporting Timelines and Expected Next Steps**

**Next meeting date**

**Adjourn**

## **MSCHE MEETING**

December 5, 2018 @ 3:00 pm (start time 3:25 pm)

Provost's Conference Room – Reibman 210

## **MINUTES**

### **Attendance:**

William Bajor, Director of Graduate & Extended Studies

Terry Barry, Dean, College of Education

Christina McDonald, Director OSPR, Assistant to Provost for Research

Pattabiraman Neelakantan, Professor of Political Science & Economics\*

Robert Smith, Assistant Vice President of Institutional Effectiveness, Planning & Assessment

Andrew Whitehead, Professor, Department Chair-Early Childhood & Early Elementary Education

### **Absent:**

Don Cummings, Professor-Exercise Science

Michelle T. Jones-Wilson, Associate Professor of Chemistry & Biochemistry

Andrea McClanahan, Professor of Communication

Jan Selving, Associate Professor of English

\*Unable to stay for the meeting. The meeting began 25 minutes late due to the PLT meeting running over time.

### **Discussion:**

Rob mentioned we need to submit a draft by February 1<sup>st</sup>.

The plan is to map out an outline, include a copy of the minutes from all of the meetings as exhibits, and provide the information by a specific date to the Provost for review

The RFP will be included as an exhibit

We must show transparency

Subgroups having meetings demonstrates they are meeting transparency

Need a one-page outline of what has been accomplished

We have to show progression for each year

We don't need to have a fix, but we need to have a conclusion

Close assessment loop and take action

### **To do:**

Review the minutes for 11/14/2018 meeting

Robert Smith, William Bajor and Andrew Whitehead need to set up an individual meeting with each subgroup (promotion and tenure) before the end of the semester to get an update of their progress

Rob Smith will provide bullet points to each subgroup so they can they can provide evidence of the work that is being done and what has been accomplished

### **Suggestion:**

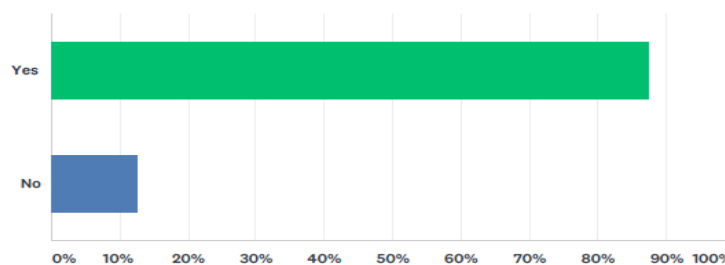
Andrew Whitehead may contact Mary Ann Matras

Meeting Notes were taken by Aida Garcia-Cole

2018 Follow-up Survey of ESU Faculty

Q6 I understand the process and performance criteria for tenure.

Answered: 95 Skipped: 15

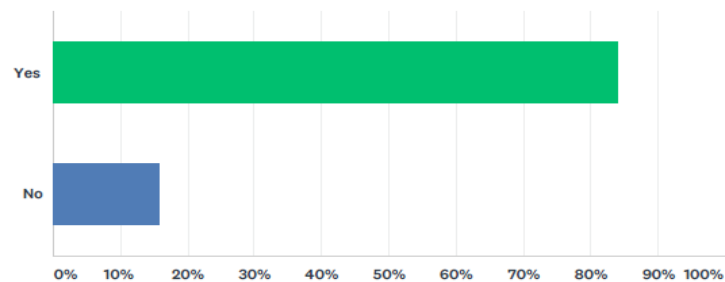


ANSWER CHOICES	RESPONSES	
Yes	87.37%	83
No	12.63%	12
TOTAL		95

2018 Follow-up Survey of ESU Faculty

Q7 I understand the process and performance criteria for promotion for my rank in my department.

Answered: 94 Skipped: 16



ANSWER CHOICES	RESPONSES	
Yes	84.04%	79
No	15.96%	15
TOTAL		94

## APPENDIX D

### STATEMENT OF EXPECTATIONS FOR PROBATIONARY NON-TENURED FACULTY

#### Statement of Expectations for Probationary Non-Tenured Faculty

The following describes expectations for probationary, non-tenured, teaching faculty hired at ESU. Faculty are expected to provide evidence of progress in fulfillment of these expectations at the time of annual renewal and at the time of application for tenure. A full description of the "Duties and Responsibilities of Faculty Members" and "Performance Review and Evaluation of Faculty" can be found in Article 4 and 12 of the Collective Bargaining Agreement (CBA).

#### Effective Performance of Teaching & Fulfillment of Professional Responsibilities:

- To effectively teach courses and/or fulfill non-instructional job responsibilities as assigned through the department and college.
- To confer with and advise students and advisees; to apprise advisees of their academic progress using current university resources, such as, but not limited to, Degree Works, four-year completion maps, the Academic Advising Website, and Starfish/Warrior-fish.
- To make positive contributions to the assessment of student learning outcomes and to accreditation needs, specialized and regional, as appropriate.
- To enforce and abide by approved university academic policies and procedures, such as filing roster verifications, midterm grades, and final grade reports in a timely fashion.
- To maintain 5 campus office hours per week on no fewer than 3 different days.
- To render service to the University that would include participating in group deliberations, which contribute to the growth and development of the students and the university.
- To contribute to the development and refinement of the department's curricular offerings as needed.

#### Scholarly & Professional Growth:

- To develop a program of scholarship or creative work, consistent with the CBA, that contributes to the faculty member's discipline.
- To pursue professional development opportunities, when and where appropriate, that directly enhance the faculty member's scholarship and teaching and/or fulfillment of non-instructional job responsibilities.

#### Service through Contributions to the University and Community:

- To participate in program, department, college, and university committees and activities that are consistent with the CBA.
- To provide meaningful external service, appropriate to the faculty member's area of expertise, to his/her profession, discipline, or community.

I have read and agree with these expectations. It is understood that I am expected to demonstrate fulfillment of the Statement of Expectations responsibly and competently, attempting to contribute to the University's mission and its goals, and that I must adhere to all provisions of the Collective Bargaining Agreement. I further understand that evaluation of my performance will be conducted in accordance with the Collective Bargaining Agreement and will be based, in part, on the extent to which I meet these expectations. This Statement of Expectations becomes effective on the date of your appointment in the faculty position.

Faculty Member: \_\_\_\_\_

Date: \_\_\_\_\_

Dean: \_\_\_\_\_

Date: \_\_\_\_\_

Date: February 14, 2019

## APPENDIX E

### PROGRAMS FOR UNDERPREPARED STUDENTS

#### Early Start Program

##### **What is the East Stroudsburg University (ESU) Early Start Program?**

- ✓ The ESU “Early Start Program” is designed to provide incoming students with a summer bridge experience that will help them to get a head start on their academic goals and become accustomed to the lifelong learning experiences available on a college campus.
- ✓ Every Early Start Student will have the guidance of faculty, Academic Coaches, staff, mentors and tutors who are available to assist them with a positive transition to life at ESU. In just six weeks, Early Start participants will experience intensive academic coursework resulting in seven credits.

Early Start Student Exit Survey

Early Start Parent Information Session - June 22nd

##### **What Early Start courses are offered?**

- ✓ Students will develop the skills in comprehension, critical thinking, problem-solving, reading, writing, communication (orally, written, technology and other formats) and academic skills that they will need to succeed in college.

##### **When is Early Start offered?**

- ✓ The program is a six-week summer bridge program. Classes meet Monday through Friday.

##### **Why participate in Early Start courses?**

- ✓ Get a head start on first-year classes
- ✓ Receive academic support such as mentoring, coaching and tutoring
- ✓ Meet peers, mentors and form relationships
- ✓ Meet with faculty, staff, tutors and academic success coach
- ✓ Receive academic support
- ✓ Participate in structured student activities
- ✓ Academic Services Offered

DAEL and University Partners will provide a number of services to new and returning students during both the summer and academic year. These include:

- ✓ **Academic Success Coach (ASC):** Academic Coaching is an important working partnership that focuses on the ‘process of learning.’ Students and ASC will work together to examine students learning styles, habits of working and current difficulties or barriers to success. We will also work to create and put into place more effective strategies. The aim is to heighten awareness of what it takes to achieve academic success and anchor this with new strategies, supportive relationships, and personal accountability.
- ✓ **Academic Advising:** Academic advising is one of the most important influences on students' collegiate experience. Through regular contact with students--whether face-to-

face, through email, on the telephone, or through the computer-supported system, advisers gain meaningful insights into students' academic, social, and personal experiences. Advisers use these insights to help students become part of the academic community, develop sound academic and career goals, and, ultimately, to be successful learners.

- ✓ **Peer Mentoring:** Peer Mentoring component of the program matches incoming students with academically successful upperclassmen who will mentor and guide freshmen through their academic and social adjustment to college. The upperclassmen serve as role models, as people with answers to questions about the campus, the community, career, job opportunities, financial aid concerns, and academic scheduling. Peer Mentors are students who care about helping freshmen to get through the first year
- ✓ **Structured Social Activities:** Throughout Early Start, the program, along with Student Affairs, provides social and cultural activities.
- ✓ **Tutoring:** Warrior Tutoring Center (WTC) provides content-based tutoring, supplemental instruction, group tutoring, and individual tutoring as needed.

### **STAR: A Program for Excellence at ESU** ***(Students in Transition to Academic Realization)***

The **STAR** Program at ESU provides comprehensive support services to incoming freshmen. The mission of the **STAR** Program is to assist in the academic transition for students with targeted intervention through academic, social, and personal counseling and advising, career exploration, tutoring and program activities that enhance their academic potential for persistence and graduation from East Stroudsburg University. The **STAR** Program provides access to a variety of academic resources that have been shown to assist students in achieving academic success and graduation from college.

These specialized services include:

- ✓ **Mentoring** - Regular access to a trained peer mentor who can provide assistance with basic college survival skills, adjusting to college life, advice on studying and balancing academic and extra-curricular activities, and assistance in developing academic and career goals.
- ✓ **Tutoring** - Priority access to peer tutoring services and drop-in tutoring labs that reinforce effective study skills and classroom learning that are strongly linked to academic success.
- ✓ **Advising** - Regular contact with an academic professional who can provide assistance with academic, social, career, and personal issues, course selection, study skills and provide with referrals to campus resources.
- ✓ **Academic Coaching** - Regular contact with an Academic Success Coach that aims to heighten student awareness of what it takes to achieve academic success and anchor new strategies, supportive relationships, and personal accountability.
- ✓ **Chi Alpha Epsilon Honor Society** - The Epsilon Chapter of Chi Alpha Epsilon National Honor Society was chartered on campus in 1993 to recognize the academic achievements of students who have demonstrated outstanding academic progress.



## **ACHIEVE**

### **Mission**

To empower and propel degree-seeking undergraduate students on academic warning towards personal, academic & life achievement. Faculty advisers, academic success coaches, and specially-trained peer academic coaches will utilize appreciative, strengths-based academic coaching strategies to encourage self-awareness, develop action-steps to goal attainment and the establishment of positive life habits.

ACHIEVE's advising philosophy centers on "appreciative advising." Appreciative advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development. Academic Coaching as an ACHIEVE Cornerstone.

Academic Coaching goes beyond the university, university services, and academics. Academic coaching is helping students understand how best to learn at school, be proactive, and develop and exercise personal leadership. The skills introduced are intended to influence the character and impact current life beyond academics with the intent to impact their future. Academic Coaching helps students avoid common pitfalls, by changing thought patterns and identify and change current poor habits, which influences the upward trajectory of personal and academic success.

### **Program Requirements**

- ✓ ***First-time students*** on academic warning (primarily freshmen and sophomores) and/ or students receiving financial aid appeals will have a choice of three support options:
  - Attend 3 sessions with an academic success coach
  - Complete 3 D2L exercises with reflection statement written on each D2L activity.
  - Attend a 2 session Appreciative Inquiry Workshop
- ✓ ***Students will choose their option and sign a learning agreement.***

### **Remedial English (English 090)**

This preparatory course is designed for students who placed into the course based on their writing and verbal SAT scores. Students required to take 090 may not enter English Composition 103 until they have passed Composition Skills 090. This course is offered each semester. Credits granted for the course are not included within the minimum 120 semester hours required for graduation.

### **Remedial Mathematics (Math 090)**

A Basic Mathematical Skills Competency requirement is one of the requirements for an undergraduate degree from East Stroudsburg University.

This requirement applies to all students, first-year or transfer, who have been admitted to ESU, beginning with those students admitted during Summer 1999. There are a number of different ways that a student can satisfy this requirement. Please consult the current Undergraduate Catalog for a full description of this requirement.

7. Have a Mathematics SAT score of 500 or higher.
8. Have a rating of Proficient or Advanced on the Grade 11 PSSA test.
9. Have passed, with a grade of C or higher, a college mathematics course that transfers to East. This mathematics course must be completed within five years of your entrance to East Stroudsburg University
10. Achieving a score of 3 or higher on an AP Mathematics course or a passing score (50th percentile) on a General Education Mathematics CLEP exam.
11. Achieve a passing score on the Basic Mathematical Skills test that will be administered as part of Summer Orientation and which will be offered again at least twice each semester.
12. Take and pass MATH 090 Intermediate Algebra.

It is expected that a student will satisfy this requirement at an early stage their studies at ESU. For most students, if this requirement is not satisfied by the beginning of the third semester at ESU restrictions on future registrations may apply. For transfer students with 60 or more transfer credits, these restrictions will be applied in the second semester. This requirement must be satisfied before enrolling in any mathematics courses numbered 100 or higher.

The Basic Mathematical Skills Competency Exam is offered to the participants of the Summer Orientation program and at various other dates. The test is a 32 question multiple-choice test of basic mathematical skills covering topics that address basic computational skills, quantitative reasoning, and introductory algebra and elementary geometry. A score of 19 or higher is required to satisfy the competency requirement.

Two versions of the test are available. One requires the use of a scientific calculator (one that has keys for taking roots and computing powers) and one that does not allow for the use of a calculator. If a student wishes to take the calculator version of this test, it is the student's responsibility to bring a calculator.

A partial list of topics from which questions may be drawn include:

- |                                |   |
|--------------------------------|---|
| 1. Basic Arithmetic            | 9. Interpretation of Graphic Data                         |
| 2. Signed Numbers              | 10. Mean and Median of a Data Set                         |
| 3. Fractions and Mixed Numbers | 11. Perimeter and Area of Simple Geometric Shapes         |
| 4. Decimal Numbers             | 12. Pythagorean Theorem                                   |
| 5. Order of Operations         | 13. Writing and Interpreting Simple Algebraic Expressions |
| 6. Percents                    | 14. Solving Linear Equations                              |
| 7. Ratios and Proportions      |   |
| 8. Basic Probability           |   |

## APPENDIX F

### **MSCHE Follow-Up Review: Material Related to English Remediation**

Submitted to Associate Provost, Dr. Jeffrey Weber, on December 18, 2018, following Meeting on Wednesday, Dec. 12)

#### **Document 1: Material Taken from the English Department's 5-Year Review, 2013-2018**

**This section on Remedial Information, Taken from Item 18 in the 5-Year Review (pp. 53-54)**

#### **Remedial Information (ENGL 090)**

The number of first-time freshmen taking ENGL 090 has significantly increased from the review period (Fall 2013 to Fall 2017) from 177 to 308, with the greatest number (394) in 2016. These numbers vary according to the number of faculty available to teach ENGL 090 as well the number of students placed in ENGL 090. To place students in ENGL 090 or ENGL 103 (regular Composition), ESU uses SAT (or ACT with Essay) scores when available. Of those who submitted scores during the Admission process in 2013, 31.6% placed in ENGL 090; in 2014, 41.4%; in 2015, 48.0%; in 2016, 38.8%.

The initial 2017 number (18.5% placed in ENGL 090) is unusually low but is more difficult to interpret because of a high number of students who did not submit scores due to the new SAT-optional admissions policy. Starting with the entering class of 2017, the Accuplacer exam was administered to students without SAT scores. Of the 77 students who took the Accuplacer, 55.8% placed in ENGL 090. An additional 106 students submitted scoresheets or took a paper test. Of these, 36% placed in ENGL 090. Thus, those who submitted scores during the Admission process were less likely to require remediation in English.

The number of students who passed ENGL 090 increased from 74.6% in 2013 to 79.9% in 2014. It decreased slightly to 76.8% in 2015, increased again to 78.7% in 2016, and decreased to 70.5% in 2017. The retention rate of the students has increased slightly from 60.7% in 2013 to 64.7% in 2016. (No retention data is available on the 2017 cohort.) These numbers were below the University average of 72%, as was also true of students needing remediation in Mathematics, with a retention rate of 66.7%.

Students who take ENGL 090 are succeeding in regular Composition (ENGL 103) at a rate equal to or slightly better than students who do not. While more students who did not take ENGL 090 made an A, A-, or B+ in 103 than did those who did (47.8% vs. 32.8%), fewer students who had taken ENGL 090 failed ENGL 103 (5.4% vs. 7.4%). Slightly more students who had taken ENGL 090 made the C or better in ENGL 103 needed to satisfy the Composition requirement (82.7% 82.3%).

## **Section on Assessment, Taken from Item 11 in the 5-Year Review (pp. 36-38)**

**Overview of the plan for assessing student learning and the result. Detail how the department has incorporated the results of assessment into the curriculum or department (i.e., closing the loop). At a minimum: Are students meeting program learning outcomes at the planned level? If not, what should be changed to achieve the desired results? If the learning outcomes are met, are there specific efforts that can be attributed to the students' success?**

The English Department has a multifaceted approach to “closing the loop” in terms of the current assessment measures in place and new assessment models to be implemented during the next review period.

Based on assessment data from English 090 (Fall 2017), English 103 (Fall 2017), English 163 (Fall 2014), English 491, Senior Seminar, Professional Writing (Spring 2013-Spring 2017), and English 495, Senior Seminar, Literature (Spring 2013-Spring 2017), the English Department has identified two areas of concern: grammar competency and research skills.

In English 499, based on 2013 data, two areas to address are interdisciplinary awareness and media literacy; however, our most recent data for 2017 indicates a high competency pass rate for English 499.

To elaborate, in a Fall 2017 assessment of writing competencies in English 090 and English 103 courses, two areas identified for additional improvement on student learning outcomes are grammar improvement for English 090 and improvement in the use of outside sources for English 103. The rubric sample that the department used covered 75 papers from English 090 courses and 187 papers from English 103. In fall 2017, there were 308 English 090 students, so this sample captured about 24% of enrolled English 090 students. Likewise, in fall 2017, there were 682 students enrolled in English 103, so this sample captured approximately 27% of our English 103 students. Our grammar assessment for English 163 and English 491 and English 495 also indicated a need for improvement.

To address grammar concerns, the English Department Composition Committee is, as noted, pursuing the adoption of a department-wide grammar handbook and/or the development of a core curricular requirements in grammar in English 090 and English 103 courses, which would be monitored in English course sections at the 100-, 200-, and 300-levels. For Fall 2018 and Spring 2019, we will also administer a new grammar test for English 163 and the senior capstones, and the grammar test will include a usability study before implementation to assess the quality and reliability of the test itself.

The English Department Composition Committee is also reviewing the student course outcomes for English 103 in order to update them and develop a list of core objectives for English 090. Both of these updates should help address concerns about research and use of sources in English Department courses. In addition, for the 2018-2019 academic year, the Department plans to implement a new 200-level assessment (one focused on assessment of writing skills and a second

on students' perceptions of these courses) for the next review period to provide data about mid-tier required courses within the tracks. This review will be followed by a 300-level assessment. Results will then dictate the next steps.

Overall, data from our senior capstone courses and surveys indicate competencies and success in the core areas for the major and the individual tracks. The data identifying interdisciplinary awareness and media literacy as areas of concern from the 2013-capstone assessments has led the department, coupled with the General Education revision, to identify English 163 and English 203 as courses that will focus specifically on information literacy.

The English Department has also formed two additional committees, which will begin their work in fall 2018: a Remedial Education Committee designed to analyze the English 090 course and potentially propose a hybrid, remedial/college credit-bearing course, and an English Department Retention/Outreach Committee, both to analyze the degree paths of our English majors in terms of progression and completion, and to work to recruit English majors from the local community.

The Remedial Education Committee originated out of the Department's and the University Administration's longstanding shared interest in improving the English 090 course and strengthening overall retention from year one to year two. Over the summer, the department will research the possibility of 4 to 5 credit blended course, combining college composition and developmental curricula in one class.

The English Department Retention/Outreach Committee will focus first on new majors entering the program, with a mid-year review of their academic performance and then a program of outreach and mentoring to students who are struggling academically. The intent of the Retention/Outreach Committee corresponds with a university-wide interest in improving retention and persistence to degree, particularly in year one and year two.

## **ACHIEVE PROGRAM MISSION**

To empower degree-seeking undergraduate students on academic warning toward academic achievement, faculty advisers, academic success coaches, and specially-trained peer academic coaches will utilize academic coaching strategies to encourage self-awareness, and develop action-steps to support academic success.

The program consists of four action points:

- **IDENTIFICATION** - As part of a collaborative effort with Enrollment Management, DAEL identifies students in poor academic standing.
- **OUTREACH** - Once students are identified, DAEL informs the students of their status and the academic support offered to assist their academic standing
- **SUPPORT** - Access to academic support
  - ACHIEVE OPENING SEMINAR to familiarize students to the ACHIEVE program, introduce them to their academic coach and advisor and review the steps and strategies to get back to good academic standing
  - ACHIEVEWEEK/ STRATEGIC SCHEDULING students meet with their academic coach during the first week of class to adjust schedules, discuss a success plan and set goals
  - Students are encouraged to attend **MySuccess Workshops** for academic success
  - Tutoring - ACHIEVE students are encouraged to seek tutoring for classes that are deemed as potential academic stressors
  - Personal counseling via CAPS and/or OASIS is referred based on the discretion of the academic coach
  - Intentional advisement - during the registration period, ACHIEVE students receive additional course advisement on GENERAL EDUCATION requirements and strategic scheduling to increase their GPA (regardless of major).
  - Academic Coaching - is provided throughout the semester to assist students with the action steps to their established goals, address academic concerns and advise on course management as well as a major selection
- **ASSESS** - Address student needs through timely assessment and action.

For the Fall semester, students are first engaged at the Academic Success opening seminar which takes place on the Tuesday of convocation. These students are given agreements which outline expectations for the next semester and an action plan to complete. The action plan consists of the student's perceived factors that are affecting their academic performance, student support services that they previously used and actions / strategies they will take to achieve academic success. Of those factors cited as affecting their academic performance, class attendance, time management, note taking, test taking strategies, no academic goals and uncompleted Coursework were noted as significant.

## **ACHIEVE PROGRAM RESULTS**

For the 2018 academic year, there were 180 students who participated in the ACHIEVE program. Of those, there were 28 freshmen, 82 sophomores, 56 juniors, and 14 seniors. There were 82 females and 98 males.

## **SUGGESTED IMPROVEMENTS**

- More analytics will be used in the future to discern program results better.
- Many students who sign agreements do not follow through on program requirements. To aid this, there will be an immediate and active follow-up on all “no-show” appointments as well as active participation reminders.
- The program (beginning Fall 2018) will focus on the first year student.

## **Early Start Summer Program**

**Summer 2017**

**June 24, 2017 – August 4, 2017**

Submitted by DAEL

Beverlyn Grace-Odeleye Ph.D., Director

Jessica Santiago Ph.D., Academic Success Coach

### **Executive Summary**

#### **Early Start Summer Bridge Program:**

Designed to provide new first-time students with a summer bridge experience, the Early Start program provides the student with an opportunity to advance academic goals and become accustomed to the learning experiences available at East Stroudsburg University (ESU). During the six (6) week program, Early Start students experience intensive academic coursework while earning 7 transcriptable course credits. Additionally, students engage in numerous co-curricular activities designed to create a safe environment. Early Start students live on campus, with a small percent commuting to campus. Faculty, academic coaches, staff, mentors, and tutors are available to assist with the matriculation ESU.

New first-time students and parents are invited to campus for a 1-day information session that provides a program description, details expectations, discuss motivation needed to meet academic goals, and developing curiosity for lifelong learning experiences available at ESU.

#### **Students Profile:**

The summer 2017 cohort enrolled 98 students. In turn, 96 students of the 2017 cohort full-filled the requirements of the Early Start program. The summer 2017 cohort included 55 (56%) females and 41 (42%) males. The cohort's diversity profile included 39 (39%) Caucasian, 38 (38%) African American, 7 (7%) Hispanics, 1(1%) Asian American, 14 (14%) Multi-racial (bi-racial).

#### **Academic Classes:**

The summer 2017 cohort enrolled in the following courses Communication (CMST 111), University Studies (FYE 100), Reading (REED191), and Personal Fitness (FIT 111). Submitted SAT verbal and math scores determined course section placement. Each student in the cohort completed a required 1 credit fitness class and a first-year experience class section. In addition student complete course work in communication and reading

#### **Tutoring/Supplemental Instructions:**

Supplemental Instructions (SI) was provided to students enrolled in FYE 100, and Speech Communications 111 classes. A graduate student in English was available to help with writing in all classes. Two graduate students and one doctoral intern were assigned SI tutors to the FYE



100 class, and two graduate students were assigned to the Communications 111 class. SI sessions were scheduled on Monday and Wednesday afternoons, with individual and small group tutoring after SI. All students were required to attend SI for the entire program and attended as needed all scheduled small group and individual tutoring. A total of six student tutors worked with students during the program.

### **Peer Mentors:**

During the summer of 2017, six peer mentors worked with the Early Start students. The peer mentors worked diligently to help the students become better adjusted both academically and socially to the ESU community. This was the second year that the mentors lived in the same residence hall as the students. This provided for additional support to our Early Start Students. The mentors worked to help integration and model appropriate behaviors as incoming first-year students. The mentors supported the students by monitoring their attendance in classes as well as provided SI and tutoring sessions. Mentors had weekly supervision with Academic Success Coach to discuss progress or concerns and were given suggestions on approaching student situations. Mentors also assisted and supported residence hall staff and financial aid staff to further provide students with the necessary resources on campus. Peer mentors were involved in helping the students initially move into the residence hall and move out as well as provide late night discussions in the residence hall commons area.

Peer mentors along with the Academic Success Coach and the Director of the program met with all students in the program. The peer mentors communicated with students face to face, group meetings, email, text, and phone. Peer mentors participated in continuous training throughout the program on how to engage and motivate first-year students.

### **Director of Early Start & Academic Success Coach:**

The Director of Early Start and the Academic Success Coach met with all students in the program. In each session with individual students, the discussions focused on the program overall expectations, and specifically on tutoring, grades, housing, ESU resources, need for communication with family and narrating positive and negative high school experiences. Also, included in these meetings, the Director and Academic Success Coach discussed class schedules, grades, course selections, changing needed for Fall schedules by the Director, expectations for Fall as well as the importance of meeting with peer mentors in the STAR Program. The Academic Success Coach and Director also communicated with students and parents via email, texting and phone calls.

### **Final Grades:**

- ✓ students completed the program:
  - 4 (4.2%) students had a 4.0 GPA
  - 58 (60.4%) students had a 3.0 – 3.99 GPA
  - 23 (23.9%) students had a 2.0 – 2.99 GPA
  - 11 (11.5%) students had below a 2.0 GPA

### **University-wide Student Learning Outcomes:**

The Early Start Program met Student Learning Outcome number 3 “Communicate orally, in

writing, and through other formats.” Students were enrolled in a comprehensive Reading as well as Speech Communications classes that taught oral, written and visual forms of communications. Students in the Reading classes worked in small facilitated groups on group projects. Students enrolled in the FYE 100; Communications classes were also involved in problem-solving, critical thinking, and writing.

**The program met the following Performance Outcomes:**

- 70% of students achieved a 2.0 or better
  - o 85 (88%) students final GPA of 2.0 or better
- 90% of students met once with Academic Success Coach and Director
  - o The Director and Academic Success Coach met all students (100%)
- 80% of students met with peer mentors
  - o Peer mentors met with all students (100%)
- 60% of students participated in tutoring – Dr. Perez’s Early Start Tutoring Report
- 70% of students registered for the following Fall 2017 Semester
  - o 93 (97%) students returned for the Fall Semester
  - o

**Evaluation of Program:**

Students– A Student Self- Assessment Survey (Pre & Post) was administered during the program to provide feedback on the effectiveness and impact of the program on individual behavior. The feedback was very positive on the impact of the program on students’ readiness for and their adjustment to ESU academic and social environment. 80 students (83%) completed the survey.

**Overall results indicated the following:**

Academic Efficacy

62% and 48% respectively rated their competency in Academic Efficacy as excellent in the pre- and post-Academic Efficacy test. This is because students realized deficiencies areas and identified the need to utilize academic resources and interactions available on campus to improve their academic efficacy.

Motivation to Avoid Academic Failure

46% of students reported avoidance or engagement in behaviors that undermine their academic performance in the pre-survey as opposed to 49% in the post-survey. This attests to the Students’ better understanding of individual behaviors and its contributions to undermining enhanced academic performance.

Self-Regulation – Ability to Understand and Control their Learning

63% versus 70% in the pre and posttest of reported that they have a better understanding of self-regulation and expectations of class assignments, control their learning environments and apportioning time to complete and submit assignments timely.

The present survey questions and methodology was designed to and to better understand students’ behaviors that enhance academic success. This survey is an expansion on previous program surveys in the Summer 2015 and 2016 that focused on programmatic design and academic content for the Summer Programs.

**Recommendations:**

First Year Experience (FYE 100) –

1. Moving forward consistency in instruction is a major program goal. Program evaluations from students and some parents indicated style differences created misunderstandings of the content.
2. Early Start students that are most at-risk students require a full semester of engagement and interaction with other first-year students in the classes to appreciate differences in materials presentation by different faculty, staff and students not available during the summer.

**Early Start Summer Program**  
**Summer 2018**  
June 23, 2018 – August 3, 2018

Submitted by DAEL  
Beverlyn Grace-Odeleye Ph.D., Director  
Dominique Washington M.S., Academic Success Coach

**Early Start Summer Bridge Program:**

Designed to provide new first-time students with a summer bridge experience, the Early Start program provides the student with an opportunity to advance academic goals and become accustomed to the learning experiences available at East Stroudsburg University (ESU). During the six (6) week program, Early Start students experience intensive academic coursework while earning six transcriptable course credits. Additionally, the student engages in numerous co-curricular activities designed to create a safe environment. Early Start students live on campus, with a small percent commuting to campus. Faculty, academic coaches, staff, mentors, and tutors are available to assist with the matriculation ESU.

**Students Profile:**

The summer 2018 cohort enrolled 70 students. In turn, 69 students of the 2018 cohort full-filled the requirements of the Early Start program. The summer 2018 cohort included 27 (39%) of the students were females and 43 (61%) males. The cohort's diversity profile included 18 (26%) Caucasian, 28 (40%) African American, 2 (3%) Hispanics, 2(3%) Asian American, 20 (29%) Multi-racial (bi-racial)

**Workshops:**

Early Start workshops were held every Monday and Wednesday

**Monday, June 25: Coming to ESU**

- 1:00 pm: Dean Terry Barry
- 2:00 pm: Ms. Kelly O'Donnell (D2L)
- 2:30 pm: Pre-Survey

**Tuesday, June 26: Classroom Etiquette**

- 1:00 pm: Skits (Peer Mentors, Dr. Jessica Santiago, and Jose Nunez)

**Wednesday, June 27: (QPR) Question, Persuade, Refer: Suicide Gatekeeper Training Role Play**

- 1:00 pm: Mental Health Presentation (Dr. Linda Van Meter)
- 2:00 pm: Mr. Billy Staples

**Tuesday, July 3: Excelling @ ESU**

- App for Your Success (Dr. Truschel)
- Brand Yourself (Mr. Washington)

**Thursday, July 5: Community Standards**

- 1:00 pm: Rules and Regulation Presentation (Ms. Mackenzie Strunk)

**Monday, July 9: Health Education**

- 1:00pm: Health and Wellness Presentation (Ms. Laura Suits)

**Wednesday, July 11: Are You An Ally?**

- 1:00 pm: LGBTQA Presentation (Mr. Matthew Simmons)

**Monday, July 16: How Much A Dollar Cost**

- 1:00 pm: Where is your money going presentation? (Mrs. Jan Hoffman & Ms. Joanne Gaita)
- 2:00 pm: Mr. Billy Staples

**Wednesday, July 18: Diversity Means What To You?**

- 1:00pm Diversity Presentation. (Ms. Jenkins and Mr. Washington)
- 2:00pm: Mr. Billy Staples

**Monday, July 23: PSECU Presentation**

**Wednesday, July 25: Finals Rush**

- How to Study for Finals Presentation (Peer Mentors)
- 

**Peer Mentors:**

During the summer of 2018, six peer mentors, and a graduate student worker worked with the Early Start students. The peer mentors worked diligently with students to support their transition from high school to college both academically and socially. This was the third year that the mentors lived in the residence hall with students. This provided additional support for student engagement, integration and modeling the appropriate behaviors for first-year students. The mentors monitored class attendance, workshops, and individual and group study sessions.

**Final Grades:**

69 students completed the program:

- 65 (94%) students had above a 2.0 GPA
- 4 (6%) students had below a 2.0 GPA

**Performance Outcomes:**

- 70% of students achieved a 2.0 or better
  - o 64 (93%) students final GPA of 2.0 or better
- 90% of students met once with Academic Success Coach and Director
  - o The Director and Academic Success Coach met nearly all students (94%)
- 80% of students met with peer mentors
  - o Peer mentors met with all students (100%)
- 70% of students registered for the following Fall 2018 Semester
  - o 65 (94%) students returned for the Fall Semester

**The Early Start Director and DAEL faculty support and endorse the following plan for**

**Early Start:**

1. The two courses recommended for the Early Start program are FYE (University Studies) and REED 191.
2. The director of the Early Start Program will organize and select the faculty who teach the FYE course and will work with the Reading Department Chairperson for the selection of the faculty who will teach REED 191. Faculty will be notified that students are to turn

their work in on time and that due to the conditions of admission, grades should not be altered once final grades are submitted.

3. There is an admission program cut off to include the 2<sup>nd</sup> day of the program. No student will be accepted to the program after the second day.
4. Students are not approved to take any time off from the program once it begins.
5. All programmatic actions must be approved by the director. If other members of the campus community wish to interact with a program student, they must first notify and receive approval from the program director. Note: there are students who are minors admitted to the program.
6. The director will notify and seek approval from the appropriate deans for the selected faculty.
7. The student placement tests will be given to all students (who do not have test scores on file), during the first week of the program. If an Early Start student has not taken, nor pass, the math placement exam, they will be afforded a second opportunity to retake the examination in the 6<sup>th</sup> week of the program.
8. Once a student begins the Early Start program, the student will be supported and advised by the Department of Academic Enrichment and Learning. If changes are made to the students' Fall schedule, these changes will be communicated to their home department for review.
9. Advising notes and rationale for actions taken with the student will be documented in the appropriate university electronic notes system being used.

## **APPENDIX G**



### **Annual Report – 2017-18 GUIDELINES for the 2017-18 ACADEMIC YEAR**

**Office of the President**

**Updated May 2018**

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**Departmental Annual Report**  
**Template**



- Maximum of 10 pages
- Photos limited to the report cover only
- Charts acceptable within the report as long as they are appropriate and properly referenced
- Font to be used: Calibri
- Font size: Headlines – 14, Body copy – 11
- Margins – 1” top, bottom, left and right
- Material to be included:
  - Mission
  - Vision Statement
  - Executive Summary
  - Organizational/Division Chart (*if changed from last year*)
  - Departmental Overviews
  - Cross Division/Department Collaboration
  - Collaboration with External Community
  - Major Accomplishments
  - Major Challenges
  - Retention Initiatives
  - **Priorities for 2017-2017 (Objectives, Action Plan, Outcomes – Please be sure to tie each to ESU’s Strategic Plan – Students First: Innovate ESU)**



## **APPENDIX H**



**Undergraduate Program-Specific Student Learning Outcome Assessment  
Annual Report – 2017-18  
GUIDELINES  
for the  
2017-18 ACADEMIC YEAR**

**Office of Institutional Effectiveness, Planning, and Assessment**

**Updated May 17, 2018**

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For more information, please contact:

Robert E. Smith, Ed.D. Email: [rsmith91@esu.edu](mailto:rsmith91@esu.edu) | Phone: #3080

# Undergraduate Program-Specific Student Learning Outcome Assessment Annual Report – 2017-18

## I. Program Information

Program/Department:

Department Chair:

E-mail:

Phone:

Department Assessment Coordinator:

E-mail:

Phone:

## II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Last Academic Year

*List ALL Program-Specific SLOs first, their direct alignment to University SLOs, and the assessment timeline (annual or bi-annual) for assessing each program SLO.*

\* Numbers are derived from October 2018 counts.

Program SLO:	UNIVERSITY SLO	TIMELINE for ASSESSMENT (annual, semester, bi-annual, etc.)

## III. Direct Measures Used

*Using the table below, list and briefly describe the direct methods used to collect information assessing (If applicable).*

Dept. SLO #	Direct Assessment Measure(s) Used	Assessment description (exam, observation, national standardized exam, oral presentation with a rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)

#### **IV. Indirect Measures Used**

*Using the table below, list and briefly describe the indirect methods used to collect information assessing (If applicable).*

<b>Dept. SLO #</b>	<b>Indirect Assessment Measure(s) Used</b>	<b>Assessment description (Exit and other interviews, focus groups, written surveys, and questionnaires, etc.)</b>	<b>Assessment completed by (student, supervisor, faculty, etc.)</b>	<b>When assessment was administered in student program (internship, 4<sup>th</sup> year, 1<sup>st</sup> year, etc.)</b>	<b>To which students were assessments administered (all, only a sample, etc.)</b>

#### **V. Student Performance Outcomes**

*How did the student perform on each assessment, compared to the department/program goal?  
What is the target/goal/score for each assessment? Then briefly summarize the results.*

<b>Assessment number/name</b>	<b>Target/Acceptable score</b>	<b>Number assessed in 2017-2018 (N)</b>	<b>Number &amp; % meeting target/ Number and % not meeting target</b>

**VI. Key Findings:** *Briefly summarize the results of the assessments and how do these compare to the goals you have set?*

#### **VII. Describe Process Used by Program Faculty to Discuss and Interpret Key Findings**

*Through what modes were assessment results shared with program faculty? What process was used by program faculty to discuss and interpret the key findings? What hypotheses do program faculty have for why these are the results?*

#### **VIII. Changes Made as a Result of the Key Findings / Actions Taken**

*What changes or actions were taken or are planned for 2018-2019 and in the future in response to your key findings?*

#### **IX. Adjustments to/Deviation from the Department Assessment Plan**

*Describe any disparity from the submitted assessment plan and why it occurred.*

# Assessment: Assessment Unit Planning

## CoAS-Art and Design-SLO-(BA)

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### Program Specific Student Learning Outcome: Bi-Annual Program Assessment Report

List all Program-Specific SLOs first, their direct alignment to University SLOs, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

\*Numbers are derived from October 30th each year.

Program SLO Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

#### *Assessment Descriptions*

Direct - Exam (Active)

Target/Acceptable Score: Example: 70%, C

When will assessment be administered?: internship, 4th year, 1st year, etc.

Direct - Observation (Active)

Target/Acceptable Score: Example: 70%, C

When will assessment be administered?: internship, 4th year, 1st year, etc.

Direct - Oral Presentation with rubric (Active)

Target/Acceptable Score: Example: 70%, C

When will assessment be administered?: internship, 4th year, 1st year, etc.

Direct - Course-Embedded Assessment (Active)

Target/Acceptable Score: Example: 70%, C

When will assessment be administered?: internship, 4th year, 1st year, etc.

Indirect - Course Evaluation (Active)

When will assessment be administered?: Each academic year

Indirect - Focus Group (Active)

When will assessment be administered?: Each term

Indirect - Surveys/Questionnaires (Active)

When will assessment be administered?: Each term

## **APPENDIX I**

### **Title Page and Table of Contents are Not Shown**

#### **MISSION STATEMENT**

The Division of Academic Affairs of East Stroudsburg University is committed to creating an inclusive scholarly community for students, faculty, and staff. The community is grounded in a culture of inquiry and evidence that values excellent teaching, scholarly and creative activity, service, and lifelong learning in the context of promoting social responsibility and cultural competence. The Division supports the mission of the University by providing a distinctive undergraduate and graduate experiences in and out of the classroom through innovative and creative avenues for the pursuit and application of knowledge.

#### **VISION STATEMENT**

The Division of Academic Affairs will lead East Stroudsburg University in collaboration with the other university divisions in becoming a recognized leader in innovative and entrepreneurial learning that values diversity and strengthens the intellectual and caring potential of tomorrow's educated citizens.

#### **EXECUTIVE SUMMARY**

Academic year 2017-2018 is best described as productive, effective, and efficient. The fall 2017 freeze (census) data showed 6,742 students enrolled at East Stroudsburg University (ESU). These data displayed 6,051 (90%) undergraduate and 691 (10%) graduate students. The faculty instructed more than 180,000 course credit hours in 57 undergraduate, 21 masters, and 1 doctoral program. The University draws its students from 50 counties in Pennsylvania, as well as from numerous other states and foreign countries, with minorities comprising 36% percent of the undergraduate student population. The University's student-centered atmosphere is enhanced with a student-to-faculty ratio of 19 to 1. The academic experience of undergraduate students includes a rigorous interdisciplinary general education program in the liberal arts and sciences and the development of core skills. Major areas of undergraduate specialization are offered in business; education, health, science and technology (STEM) disciplines, the creative and performing arts, and selected programs in the humanities and social sciences.

Graduate programs provide specialized instruction for students involved in or preparing for professional careers. Previously, graduate-level programs have been limited to the master's level. The University now offers its own Ed.D. in Educational Leadership and Administration (ALS), which supports the Institution's goal to provide in-demand professional doctoral level programs.

The Division of Academic Affairs is strongly committed to the sustainability of the campus and the health and wellness of faculty, staff, and students. Through its wellness programs, ESU is preparing students, faculty, staff, and community members to better address environmental and healthy living issues. Through its programs and policies, the Division promotes overall good health by promoting nutrition, exercise, and active lifestyles.

Not only is the Division fully aware of the importance of developing a highly educated and

technologically competent student for today's knowledge economy, its keenly cognizant of opportunities for economic, educational, and cultural engagement. Departments from the College of Arts and Sciences offer a number of cultural and artistic programming events throughout the academic year. These departments present multiple performances per year at little cost to the community. These performances consist of a wide variety of art gallery displays, theatre offerings, and holiday productions. Additionally, several departments within the College of Arts and Sciences host guest lecturers in science, history, political science, and philosophy throughout the academic year. The Office of the Provost sponsors the "Provost's Colloquium" series presented monthly lectures with a total of 13 (a baker's dozen) presentations featuring Nancy Van Arsdale, Tim Connolly, Annie Mendoza, Anthony Drago, Christopher Warburton, Maria Kitchen-Kintz, James Hunt, Jonathan Weber, Ko Mishima, Lori Pierangeli, Rob McKenzie, Kelly McKenzie, Johan Eliasson, Olivia Carducci, LuAnn Batson-Magnuson, Laurene Clossey, Beth Sockman, Brigitte Cypress, Jyh Hann Chang, Richard Otto, and Jason Engerman on diverse topics featuring the expertise in our academic community.

In her third year as Provost and Vice President for the Division of Academic Affairs, Joanne Z. Bruno, J.D. provided the academic leadership for 200 full-time tenure and tenure track teaching faculty, 134 instructional full and part-time adjunct faculty, and 20 administrative (non-teaching) faculty across four (4) colleges, two (2) administrative units, and seven (7) support offices. The four colleges housed in the Division of Academic Affairs are Arts and Sciences, Business and Management, Education, and Health Sciences. In addition to the colleges, the Office of the Provost includes the Office of Graduate and Extended Studies, Kemp Library, Academic Enrichment and Learning, Honors Programs, Upward Bound, Distance Education, International Programs, the Office of Research and Sponsored Projects, and the Office of Institutional Effectiveness, Planning, and Assessment. Under the Provost leadership, Academic Affairs began its strategic focus in the 2018 academic year by hiring new faculty, developing new programs, focusing on student success, reorganizing selected units, and accomplishing many items identified as priorities in its academic year 2017 Annual Report.

In June of 2017, the University was notified that the Middle States Commission on Higher Education (MSCHE) reaffirmed the University's accreditation after an Academic Affairs led Decennial Self-study. The University met all Fourteen Standards with the requirement that the University submit a monitoring report by April 1, 2019.

The University's faculty can be best described as well qualified, dedicated, and committed to the education of its students. The faculty has a growing record of research and scholarly activities, solid history of professional development, and an improving portfolio of grant acquisition. Academic Affairs welcomed twelve (12) new tenure track faculty in fall 2017 and completed searches for an additional twelve (12) new tenure track faculty for fall 2018. Each strategically focused search enacted the Provost's vision to hiring a diverse faculty that aligned a research or scholarship agenda with key undergraduate and graduate programs to meet employer and student demands.

Since arriving at the University, the Provost has been a driving force behind ESU's strategic planning and implementation of its initiatives. In January of 2017, the President and Provost

convened a group of faculty, administrators, staff, and students to review the progress made in the Students First: Innovate ESU plan and to consider how best to integrate and innovatively address the next three-year plan. This cross-campus group adopted the name SPIRIT, the Strategic Planning Integration, Review, and Innovation Team, and set about developing Students First: Empowering Innovation through Collaboration 2017-2020. In November of 2017, a draft strategic plan was distributed to the University community, with the final version to be published in 2018. To help move the new strategic plan forward in Academic Affairs and ensure full campus participation in its further development and implementation, the Provost established the Academic Advisory Committee (formerly the Academic Planning Committee). The committee was charged with ensuring that all segments of Academic Affairs is focused on areas of experiential and applied learning opportunities, academic pathways, the “adult learner,” and improved student persistence to graduation.

The Division continued its strategic focus of maximizing budget effectiveness and efficiencies with the dissemination the University College’s functions by transferring the Department of Academic Enrichment and Learning (DAEL) and Upward Bound to the College of Education and repositioning the interdisciplinary studies and Honors programs within the new combined department of Modern Languages, Philosophy, and Religion. Additionally, the Office of the Associate Provost created the Student Success Network (SSN) and collaborated with First-Year Experience (FYE) Coordinating Committee to provide a central strategic vision for student retention, progression, and graduation. In addition to the work being done at the University level, the Division of Academic Affairs is committed to a comprehensive and collaborative enrollment management process that results in stable growth and the recruitment of qualified undergraduate and graduate students.

Over the past five years, ESU has experienced a four-year period of total enrollment growth with a slight decline in year five. Through the period, undergraduate enrollment declined while graduate education showed steady increases. Overall headcount decreased by .5%, from 6,778 in fall 2013 to 6,742 in fall 2017. The headcount of undergraduate students decreased by 2.2% in fall 2017 from 6,186 in fall 2013 to 6,051. Over the same period, graduate enrollment increased by 16.7% from 592 in fall 2013 to 691 in fall 2017.

Over the last five years, the four colleges have strengthened new student recruitment strategies, including developing strong relationships with high schools, community colleges, and regional employers. The College of Arts and Sciences (CAS) continues to support its students by preparing them for an era of complexity and globalization. CAS’s STEM (Science, Technology, Engineering, and Mathematics) programs increased by .5% over the reporting period: from 1,027 in 2016 to 1,033 in 2017. While CAS remains the largest of the four colleges, total undergraduate enrollment declined 2.3% from 2,746 undergraduates in fall 2016 to 2,684 in fall 2017. However, the College anticipates that its ‘holistic approach to retention’ will lead to more stable enrollments.

Responsive to evolving workforce demands, ESU’s College of Education (COE) embraces its responsibility to strengthen public schools through the preparation of certified teacher education graduates and pre-K-16 partnerships. Increased opportunities for the continuing education of

teachers are achieved through the expansion of outreach and clinical partnerships with the Professional Development Schools in collaboration with the Pennsylvania Department of Education (PDE) and National Board Certification. Over the reporting period, the COE experienced an increase in the number of initial certification students enrolled in teacher education (from 430 in fall 2016 to 437 in fall 2017). Also, the number of graduate students increased by 20.3% (from 231 in 2016 to 278 in 2017).

Reflecting upon the activities and accomplishments of the College of Business and Management, the College continued in a period of challenging transitions. The College has begun a search for a new dean and expects to fill the role by spring 2018. Throughout this transition process, the College of Business and Management kept the focus on its strategic priorities and gained approval to offer two new bachelors programs in the fall of 2018. During the reporting period, undergraduate enrollment in the College of Business and Management (CBM) programs declined slightly (from 1,199 in 2016 to 1,158 in 2017). However, the College's Digital Media Technology program increased by 7% (from 143 in 2016 to 153 in 2017). The CBM successfully completed the program proposal for processes to offer bachelors' programs in accounting and marketing. These programs will enroll students beginning in fall 2018.

Additionally, the College is in its third year of ACBSP (Accreditation Council for Business Schools and Programs) candidacy. Changes made this year in preparation for ACBSP accreditation included moving the Department of Economics to College of Arts and Sciences and ensuring current full-time faculty provide the base upon which to build an academically qualified department according to the standards.

Under the leadership of its new dean, the 2017-2018 academic year has been a year of transition for the College of Health Sciences (CHS). With the appointment of Dr. Denise Seigart, CHS completed an academic year of rigorous strategic initiatives that included: creating new programs (e.g., D.H.Sc.); repackaging existing course sequences (e.g., Public Health Certificates, dual enrollment programs with NCC); and enhancing industry collaboration and community development impact (e.g., Patterson-Kelly Collaboration). In addition, CHS's undergraduate enrollment increased 1.8% (from 1,193 in 2016 to 1,215 in 2017). During this time, graduate enrollment in CHS increased by two students (from 210 in 2016 to 212 in 2017).

In the spring of 2018, the President's Council reviewed the Starfish Retention Platform and decided to invest in the platform. The University's investment in an early alert system and advising support platform will help students who are struggling to reach their academic potential. This cloud-based solution focuses on a variety of factors that are the strongest predictors of student success, including academic performance, social skills, confidence levels, and attitude toward learning. Starfish evaluates students' probability for academic success, produces predictive metrics for students and advisors, and connects campus-wide resources for at-risk students. The platform also serves as a critical retention tool by enhancing the University's understanding of students' learning styles and their campus engagement.

Academic Affairs demonstrated success across many dimensions, but it is not without challenges (See page 22). Fiscal years 2014 to 2018 have been a period of state-mandated operating budget



reductions, fund balance reversions, and stagnant departmental budgets. While the University's financial status remains strong due to prudent fiscal management and stable enrollment, continued reduction in state funding has made it difficult for the Division to achieve all its strategic directions. Instead, increasing cost-cutting measures continue to be necessary. Nonetheless, faculty and staff perspectives within the Division played a major in the 2018 successes.

**Pages 7 to 24 are not shown.**

### **PRIORITIES FOR 2018-2019 (Objectives, Action Plans, Outcomes)**

The Division's new mission statement clearly sets the future direction of the colleges and offices. In addition, the following goals and objectives are relevant to one or more Middle States accreditation standards.

#### **Goal: Student Retention**

(Connections: Goal 1, Strategy 1, Initiative 1.2; Strategy 3, Initiatives 3.2 & 3.3)

- ✓ DAEL – Tutoring and FYE Mentoring
- ✓ Revamping Early Start
- ✓ Revising of Academic Standing Policy

#### **Goal: Academic Pathways**

(Connections: Goal 1, Strategy 3, Initiative 3.1 & 3.3)

- ✓ Academic Advisory Group
- ✓ Four-Year Plan based on the calendar year and 15 credits per semester
- ✓ Accelerated Pathways
- ✓ Seamless Transfer

#### **Goal: Program Revitalization**

(Connections: Goal 1, 2, & 3; Strategy 1, Initiative 1.1; Strategy 3; Initiative 3.1 & 3.3)

- ✓ New Program Development
  - D.H.Sc.
  - MBA/MPH
  - Data Analytics
- ✓ Academic Program Reviews
- ✓ Reorganizations DMET, Art + Design, and Education (PSED)
- ✓ Business-Innovation, Leadership, and Entrepreneurship
- ✓ Robust Interdisciplinary Degree

#### **Goal: Spheres of Distinction**

(Connections: Goals 1, 2, & 4; Strategy 1, Initiative 1.1; Strategy 2, Initiative 2.3; Strategy 3, Initiative 3.2 & 3.3; Strategy 4, Initiative 4.1)

- ✓ Create and sustain a “green” campus
- ✓ Engage in collaborations with the Delaware Tribes
- ✓ Institute “research centers,” e.g., Science of Student Success
- ✓ Explore programs in digital communication and media arts

- ✓ Create a summer online campus – “Sunline”

### **Goal: Strategic Hiring**

(Connections: Goals 2, 3, & 4; Strategy 1, Initiative 1.1; Strategy 2, Initiative 2.3; Strategy 3, Initiative 3.3, & Strategy 4, Initiative 4.4)

- ✓ Attract and retain diverse faculty
- ✓ Attract and retain a diverse staff
- ✓ Strengthen interdisciplinary, collaborative teaching and research
- ✓ Promote faculty and staff wellbeing, growth, and development
- ✓ Focus on developing a community of scholars
- ✓ Conduct ongoing and proactive analysis of future needs
- ✓ Specify relevant skill sets and talents

### **Goal: Diversifying Student Populations (High School to Adult Learners)**

(Connections: Goals 1 & 4, Strategy 1, Initiative 1.2, Strategy 3, Initiative 3.3; Strategy 4, Initiative 4.4)

- ✓ Create more pathways for dual high school enrollment
- ✓ Build a robust non-traditional student population
- ✓ Create pathways for returning students to complete degrees
- ✓ Promote intergenerational learning and collaborations
- ✓ Create more online learning options
- ✓ Consider affiliation and collaborations for non-credit bearing courses

## APPENDIX J

### Academic Chairs Feedback on Starfish Retention Solutions


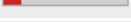
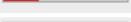
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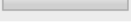
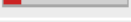
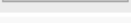
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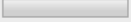

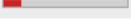
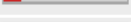
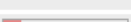
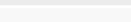
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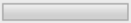

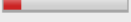
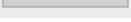
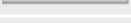
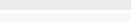
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Q1. I would like to use Starfish frequently.				
Count	Percent			
0	0.00%	<div></div>	Strongly Agree = 5	
4	57.14%	<div></div>	Somewhat Agree = 4	
2	28.57%	<div></div>	Neither Agree nor Disagree = 3	
1	14.29%	<div></div>	Somewhat Disagree = 2	
0	0.00%	<div></div>	Strongly Disagree = 1	
0	0.00%	<div></div>	Not Applicable = 0	
7 Respondents				
Q2. Starfish would help me be more effective.				
Count	Percent			
0	0.00%	<div></div>	Strongly Agree = 5	
6	85.71%	<div></div>	Somewhat Agree = 4	
0	0.00%	<div></div>	Neither Agree nor Disagree = 3	
0	0.00%	<div></div>	Somewhat Disagree = 2	
0	0.00%	<div></div>	Strongly Disagree = 1	
1	14.29%	<div></div>	Not Applicable = 0	
7 Respondents				
Q3. Starfish would help me be more productive.				
Count	Percent			
0	0.00%	<div></div>	Strongly Agree = 5	
4	57.14%	<div></div>	Somewhat Agree = 4	
1	14.29%	<div></div>	Neither Agree nor Disagree = 3	
1	14.29%	<div></div>	Somewhat Disagree = 2	
0	0.00%	<div></div>	Strongly Disagree = 1	
1	14.29%	<div></div>	Not Applicable = 0	
7 Respondents				
Q4. Starfish is useful.				
Count	Percent			
0	0.00%	<div></div>	Strongly Agree = 5	
6	85.71%	<div></div>	Somewhat Agree = 4	
0	0.00%	<div></div>	Neither Agree nor Disagree = 3	
1	14.29%	<div></div>	Somewhat Disagree = 2	
0	0.00%	<div></div>	Strongly Disagree = 1	
0	0.00%	<div></div>	Not Applicable = 0	
7 Respondents				

Q5. I think that I would need the support of a technical person to be able to use this tool.			
Count	Percent		
0	0.00%		Strongly Agree = 5
2	28.57%		Somewhat Agree = 4
2	28.57%		Neither Agree nor Disagree = 3
1	14.29%		Somewhat Disagree = 2
2	28.57%		Strongly Disagree = 1
0	0.00%		Not Applicable = 0
7 Respondents			

Q6. I found the various functions in Starfish to be well integrated.			
Count	Percent		
0	0.00%		Strongly Agree = 5
3	42.86%		Somewhat Agree = 4
3	42.86%		Neither Agree nor Disagree = 3
0	0.00%		Somewhat Disagree = 2
1	14.29%		Strongly Disagree = 1
0	0.00%		Not Applicable = 0
7 Respondents			

Q7. This would help me prepare for meeting with my students.			
Count	Percent		
0	0.00%		Strongly Agree = 5
4	57.14%		Somewhat Agree = 4
1	14.29%		Neither Agree nor Disagree = 3
1	14.29%		Somewhat Disagree = 2
0	0.00%		Strongly Disagree = 1
1	14.29%		Not Applicable = 0
7 Respondents			

Q8. I would find the Starfish Retention Solutions to be useful in my job.			
Count	Percent		
0	0.00%		Strongly Agree = 5
5	71.43%		Somewhat Agree = 4
1	14.29%		Neither Agree nor Disagree = 3
0	0.00%		Somewhat Disagree = 2
0	0.00%		Strongly Disagree = 1
1	14.29%		Not Applicable = 0
7 Respondents			



## DOCUMENT INVENTORY: UPLOAD SUPPORTING EVIDENCE



### Review and Monitoring: Upload Supporting Evidence

Chapter	Title	File Name
<b>Chapter 1</b>	Student Complaint and Grievance Process	ESU_ StudCompPol_Proc_20181201.pdf
<b>Chapter 2</b>	Guidelines For Application For Tenure	Tenure Document - revisions 11-3-13.pdf
	Promotion Policies and Procedures	Promotion_Policies_Procedures.pdf
	Faculty Mentor Program	ESU_Faculty_Mentor_Program_Handbook_final_8.18.16.pdf
	2018 Follow-up Survey of ESU Faculty	2018FollowUpSurveyofESUFaculty_20180604.pdf
<b>Chapter 3</b>	ACHIEVE Program Assessment Report	ACHIEVE PROGRAM RESULTS 2018.pdf
	Early Start Annual Assessment Report 2017	Early Start Report Summer 2017.pdf
	Early Start Annual Assessment Report 2018	Early Start Report Summer 2018.pdf
	MSCHE Follow-Up Review: Material Related to English Remediation	English Remedial, Middle States Review 2018.pdf
	FYE Assessment Power Point	FYE Assessment Power Point.pdf
<b>Chapter 4</b>	Annual Reports	
	Academic Affairs	Academic Affairs_Annual_Report_17-18.pdf
	Administration and Finance	Administration _Finance_Divisional_Annual Report_2018.pdf
	Enrollment Management	Enrollment Management_Annual_Report_2017-2018.pdf
	Student Affairs	Student_Affairs_Annual_Report_17-18.pdf

Student Activity Association, Inc.	SAA AR 2017-2018.pdf
Economic Development & Entrepreneurship	EDE FY 17-18 Annual Report.pdf
University Relations	University Relations_Annual_Report 2017-2018.pdf
Strategic Plan: STUDENTS FIRST: Empowering Innovation through Collaboration 2017-2020	final-strategic-plan120717.pdf Rsmith_InstitutionalEffectivenessPlan_2018_final.pdf ESU_InstitutionalEffectivenessModel_2019.pdf Rsmith_PlanAssessmentStudentLearningPlan_2018.pdf Organization of Institutional Assessment at ESU.pdf
Selected Departmental Assessment Plans and Reports	Art + Design Plan 9-21-18.pdf ATEP DEPT PLAN 9-17-18.pdf BIOL DEPT PLAN 9-17-18.pdf CMST DEPT PLAN 9-12-18.pdf CPSC DEPT PLAN 9-17-18.pdf DMET DEPT PLAN 9-21-18.pdf English DEPT PLAN 20180927.pdf EXSC DEPT PLAN 8-18-18.pdf HIST and GEOG DEPT PLAN 8-27-18.pdf HRTM DEPT PLAN 9-13-18.pdf MATH DEPT PLAN 9-21-18.pdf NURS DEPT PLAN 8-20-18.pdf PHIL DEPT PLAN 9-14-18.pdf PHYS DEPT PLAN 8-17-18.pdf POLS-ECON DEPT PLAN 9-21-18.pdf PSY DEPT PLAN 8-20-18.pdf

SLO SPANISH 2018 bw.pdf  
SMGT DEPT PLAN 8-17-18.pdf  
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2016-17 SLO Report Psych Dept\_Final.doc  
Art + Dsn\_assessmnt tracking map.xlsx  
ART\_DSN\_Bi-Annual Program Assessment Preport 2018.doc  
Assessment Measures (SOC-SW-CJ--May 2018).docx  
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Assessment\_ATM\_AY2018\_Form\_Chairs -Theatre.xlsx  
Bi-Annual Program Assessment Report 2018 History BA.docx  
Bi-Annual Program Assessment Preport 2018-BIOL.doc  
ESU\_Academic Program Review Summary Form\_Psychology\_2018.pdf  
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