



EAST STROUDSBURG UNIVERSITY

**East Stroudsburg University of Pennsylvania
Self-Study Design
Spring 2024**



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Self-Study Design
Spring 2024

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I. INSTITUTIONAL OVERVIEW

Brief History

Since its humble beginnings in 1893 as a private Normal School offering two-year programs in elementary and science education, delivered by 15 faculty to 320 students, East Stroudsburg University has been committed to the study of teaching and learning. In 1920, ownership was transferred to the Commonwealth of Pennsylvania, at which time the institution became East Stroudsburg State Normal School. Seven years later, it became the State Teachers College at East Stroudsburg with all rights to confer the degrees of Bachelor of Science in Education and Bachelor of Science in Health Education. In 1960, the institution's name was changed to East Stroudsburg State College (ESSC), reflecting the addition of liberal arts and science curricula. Then, in November 1982, with the creation of the Pennsylvania State System of Higher Education through Act 188, ESSC became a member of PASSHE. On July 1, 1983, it officially became East Stroudsburg University (ESU).

Location

ESU has become a regional public comprehensive university, occupying approximately 258 acres in the foothills of the Pocono Mountains. The quiet woodlands, mountain streams, and refreshing, clean air have made the Poconos famous as a resort area for more than 100 years. Because of the University's location in the Poconos, students take advantage of the many scenic, historic, and recreational sites, including the Delaware Water Gap National Recreation Area, Bushkill Falls, and the Pocono ski areas. Others have found that the resorts and restaurants offer an excellent opportunity for employment. In addition, the area offers fine restaurants, high-quality entertainment, and excellent shopping. Situated on a hill facing Prospect Street in the community of East Stroudsburg, the University is characterized by large areas of grassy expanses comfortably shaded by a variety of towering trees.

The campus is about 75 miles west of New York City and Newark, 85 miles northeast of Philadelphia, 40 miles southeast of the Wilkes-Barre/Scranton area, and 40 miles northeast of the Allentown/Bethlehem/Easton area. Students and faculty enjoy the opportunities and advantages of visits to the metropolitan areas. The University, about one-quarter mile from off Interstate 80, is within easy reach of major highway systems and commercial air services.

Key Institutional Metrics

Classified as a Carnegie Master's Larger Programs university, ESU offers 51 undergraduate and more than 21 graduate degrees and certification programs, enrolling 5,460 students as of fall 2023. Table 1 below depicts an unduplicated summary of headcount enrollment by fall terms. Post-pandemic, since fall 2021, ESU's enrollment of both graduate and undergraduate students has grown steadily. From fall 2021 through fall 2023, the percentage of part-time students decreased from 11.2% to 8.3%. However, during the same period, the percentage of full-time students increased to 91.7%. The ratio of full-time to part-time graduate students has remained at an average of 3:1 (fall 2021 = 3.2:1; fall 2022 = 3.0:1; fall 2023 = 2.8:1). The student full-time equivalent (FTE) by fall term is shown in Table 2.

Table 1. Unduplicated Headcount by Fall Term

| CAREER LEVEL | FULL OR PART-TIME | FALL 2021 | | FALL 2022 | | FALL 2023 | |
|---------------|-------------------|-----------|-------|-----------|-------|-----------|-------|
| | | HEADCOUNT | % | HEADCOUNT | % | HEADCOUNT | % |
| UNDERGRADUATE | FULL-TIME | 3,844 | 88.98 | 3,947 | 89.87 | 4,307 | 91.7 |
| | PART-TIME | 476 | 11.02 | 445 | 10.13 | 390 | 8.3 |
| | ALL | 4,320 | 100 | 4,392 | 100 | 4,697 | 100 |
| GRADUATE | FULL-TIME | 252 | 31.15 | 248 | 33.02 | 265 | 34.73 |
| | PART-TIME | 557 | 68.85 | 503 | 66.98 | 498 | 65.27 |
| | ALL | 809 | 100 | 751 | 100 | 763 | 100 |
| ALL | | 5,129 | 100 | 5,143 | 100 | 5,460 | 100 |

Table 2. Full-Time Equivalent Students by Fall Term

| | FALL 2021 | FALL 2022 | FALL 2023 |
|-------------------|-----------|-----------|-----------|
| UNDERGRADUATE FTE | 3,950.4 | 4,068.4 | 4,402.1 |
| GRADUATE FTE | 437.5 | 409.1 | 430.0 |
| TOTAL FTE | 4,387.9 | 4,477.5 | 4,832.1 |

ESU's academic programs are divided into four academic colleges: Arts and Sciences, Business and Management, Education, and Health Sciences. As of fall 2023, the highest-enrolled undergraduate programs are in: Business Management, Biological Sciences, Psychology, Sociology, Social Work and Criminal Justice, Early Childhood and Elementary Education, Exercise Science, Computer Science, and Nursing. For the current academic year, graduate programs in Education continue to yield the highest enrollments.

The student body is diverse. For fall 2023, 56% of undergraduate students were female while 44% were male, and 73% of graduate students were female while 27% were male. 40.3% of undergraduate and 20.4% of graduate students identified with underrepresented racial minority groups. Approximately 41% of fall 2023 enrolled students received the federal Pell grant. As of 2022, the 2-year retention rate for undergraduate students was 71%, the 6-year graduation rate for the 2017 undergraduate cohort was 44%, and the 4-year graduation rate for the 2019 undergraduate cohort was 25%.

As of fall 2023, ESU employs a faculty FTE of 259.76 and staff FTE of 354. Faculty are divided into four ranks as follows: Professor (90; 35%), Associate Professor (60; 23%), Assistant Professor (45; 16%), and Instructor (123; 26%). Approximately 22% of faculty and 30% of staff identified with underrepresented racial minority groups.

Leadership and remaining on track with the Mission, Vision, and Values

The University community is committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us. ESU continues to thrive as an institution that values innovation and entrepreneurship — educationally, socially, organizationally, and culturally—with an emphasis on quality and collaboration in everything we provide. As a scholarly community, ESU’s faculty, students, staff, administrators, and affiliates are encouraged to innovate and explore opportunities that will fulfill its mission as a learning community of the 21st century. As a “university without walls,” ESU continues to forge relationships well beyond campus boundaries to embrace ESU’s surrounding communities and region to become a model that other organizations will want to emulate.

At the core of our institutional belief is that we are Warriors, and each member of our Warrior community is:

- Strong for social justice
- Committed to personal growth
- Willing to sacrifice for the greater good
- Positive, honest, and loyal
- Respectful of the environment and community
- Dedicated to empowering others
- Accountable for their actions

One of the more significant recent changes at ESU is the new chief executive officer. Kenneth Long was appointed president by PASSHE’s Board of Governors (BOG), effective November 2, 2022, after serving more than two years as the interim president. Long brings more than 35 years of progressive experience in higher education to the position. Prior to the interim appointment, which began July 31, 2020, Long served as the university’s Chief Administrative, Financial, and Operations Officer. Among his many accomplishments at ESU are: stabilizing the University’s financial condition; increasing the University’s cash reserves and reducing capital debt; lowering costs and increasing availability and access to student health services by partnering with a regional medical center; initiating the University’s first academic space utilization study; enhancing campus accessibility; coordinating the development of an athletic master plan and upgrading athletic facilities, including adding air conditioning and a generator in Koehler Fieldhouse, painting and branding Eiler-Martin Stadium, replacing the turf for all outdoor sports, and partnering with the local municipality and little league for baseball and softball facilities; coordinating the construction of a new student housing structure which includes new counseling and testing centers and the offices of the Dean of Students, Student Conduct, Accessibility Services and Title IX; and facilitating the land development plans for a new student center.

Prior to joining ESU, Long held leadership positions at two other PASSHE institutions, Kutztown and Cheyney Universities. He served five years as Assistant Vice President of Administration and Finance at Kutztown University, and during that time, he served for six months as Interim Vice President for Finance and Administration at Cheyney University, in a loaned executive capacity. Long has served on several task forces, committees, and workgroups over his 14 years in the State System, including: Tuition Alignment Committee, System Appropriation Funding Review Committee, State of PA 529 Advisory Board, State System Budget and ESU Sports Alignment Taskforces (which he co-chaired), and Kutztown University General Education Committee.

Prior to coming to the Pennsylvania State System, Long held multiple leadership positions at the University of Toledo and University of Toledo Physician Practice Group and played an instrumental role

in the merger of the University of Toledo with the Medical University of Ohio. Long started his career in higher education at DeVry University – New Jersey where he worked for 18 years beginning as Assistant Director of the Office of Student Accounts, working his way to the chief administrative and financial position of the New Jersey campus. As one of the most senior administrative and financial officers in the northeast region, Long assisted with the opening and staffing of DeVry locations in New York, Florida, Pennsylvania, and Virginia.

Long earned his bachelor's degree in Math and Political Science from Drew University in Madison, N.J., and an M.B.A. from Monmouth University in West Long Branch, N.J. He has experience teaching college courses in Business Administration, Financial Accounting, and Managerial Accounting and Statistics, and has made numerous presentations at regional and national meetings and conferences. In 2013, Long was selected to serve on the Board of Directors for the Eastern Association of College and University Business Officers (EACUBO), and in 2017, he was selected as the Association's treasurer, a position he continued to hold until he was appointed ESU's President in 2022. While serving as Interim President of ESU, Long was selected to serve as the chairperson of the PASSHE Freedom of Speech and Title VI Task Group and President Liaison for the PASSHE BBOG's Governance Committee, a position he continues to hold.

President Long has a new cabinet, including the Provost and Vice President for Academic Affairs, Vice President for Campus Life and Inclusive Excellence, Vice President for Economic Development and Entrepreneurship, Vice President for Enrollment Management, Vice President for Administration and Accreditation, Chief of Staff and Vice President for University Relations, Chief Financial Officer, and Chief Information and Technology Officer. Along with President Long, each division leader has a history of effective management in their respective areas and a strong commitment to the success of all members of the ESU community. This current administration believes that ESU's purpose has not changed substantively since the previous accreditation self-study. Therefore, the University's mission will remain the same for at least the next two years.

Our mission is to provide:

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

During the fall 2022 and spring 2023 semesters, to continue fulfilling our mission and vision, ESU formed a Strategic Planning Committee of faculty, staff, and students. The committee was charged with evaluating ESU's strategic direction based on the changing challenges in higher education impacting students, policies, and operational practices. Initially, the strategic planning committee focused on fulfilling the promise of opportunity for current and future students, faculty, staff, and community stakeholders. To this end, it identified four focus areas: creating a culture of student success, fostering a community of belonging, innovating through information technology and the alignment of state-of-the-art campus facilities, and creating an engaged and motivated workplace.

The new strategic plan continues to be developed through a more extensive and inclusive participatory process. Additional committees were established to draft goals, action items and key performance indicators under each of the four focus areas. Each committee is led by a division vice president and member of the President's Council. The University is concluding its final iteration of the new strategic plan, ESU: Creating Opportunities for the Future through Community, Engagement, and Belonging, and plans to begin implementation for the 2024-2025 academic year. The strategic plan period will cover 2024 through 2027.

One important early result of the strategic planning process was that we discovered the need to collectively outline the University’s long-term enrollment management and retention activities. Two additional groups were created to address each of these clusters. The Enrollment Management group would be led by that division and include tactical leaders in academics, admissions, financial aid, housing and residential life, institutional research, and records and registration while the Retention group would be led by Academic Affairs and Campus Life and Inclusive Excellence with faculty, staff, and student representatives from the different units on campus.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

During the Self-Study Institute in October 2023, the Executive Team concluded that the four priorities identified through strategic planning would be the appropriate priorities for the self-study. The Steering Committee developed language for those priorities in its January 2024 meeting, along with the intended outcomes of the self-study. The President’s Council, which is finalizing the Strategic Plan, confirmed these priorities. The Executive Team then shared them with the wider University community for feedback, after which they were approved and presented to the Council of Trustees (COT) for acknowledgment.

The four institutional priorities are:

1. **Student Success:** Synthesize campus’ best practices to enhance a comprehensive student success model to promote positive outcomes for students.
2. **Belonging and Inclusion:** Foster a community of belonging for each student, faculty, and staff member.
3. **Technology Innovation:** Utilize technology to enable innovation and growth with our service delivery, information security, and end user’s teaching and learning experiences.
4. **Motivated Workforce:** Cultivate a valued, supported, engaged, and motivated workforce among faculty and staff.

Institutional Priorities and the University’s Mission

East Stroudsburg University’s mission states that the University will provide:

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

The table below shows how the institutional priorities align with the four components of the University’s mission.

| Mission Bullets | Student Success | Belonging and Inclusion | Technology Innovation | Motivated Workforce |
|-----------------|-----------------|-------------------------|-----------------------|---------------------|
| 1 | x | | | |
| 2 | | x | | |
| 3 | x | | x | x |
| 4 | | x | | x |

Institutional Priorities and the MSCHE Standards

In spring 2024 the Steering Committee and the seven working groups identified alignments between the priorities and each of the standards for accreditation. To help each working group develop their lines of inquiry, they prioritized these alignments as primary or secondary whereby primary would signify the leading focus area and secondary would highlight other area(s) that relate to the standard.

| | Student Success | Belonging and Inclusion | Technology Innovation | Motivated Workforce |
|---------------------|------------------------|--------------------------------|------------------------------|----------------------------|
| Standard I | Primary | Secondary | Secondary | Secondary |
| Standard II | | Primary | | Secondary |
| Standard III | Primary | Secondary | Secondary | |
| Standard IV | Primary | Secondary | | |
| Standard V | Primary | | | |
| Standard VI | Primary | | Secondary | Secondary |
| Standard VII | Primary | Secondary | | Primary |

III. INTENDED OUTCOMES OF THE SELF-STUDY

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements for Affiliation and provides evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
4. Catalog and communicate common understandings across campus of key concepts and definitions.
5. Identify institutional resources to facilitate and support student, faculty, and staff success.

IV. SELF-STUDY APPROACH

The Executive Team, in consultation with members of the President's Council, determined that a standards-based approach is the best choice for ESU. Especially considering the revisions in the new fourteenth edition, this seemed the most efficient approach to facilitate our self-study and ensure we comply with the standards. In addition, a working group has been assigned to address each standard through focused lines of inquiry.

V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Three connected groups will carry out and oversee the self-study:

- The Executive Team, consisting of the Steering Committee co-chairs and the Accreditation Liaison Officer, will oversee the process.
- The Steering Committee, comprising the two co-chairs, the co-chairs of each working group, and a few additional members with specific roles in the process, will facilitate and guide the efforts of the working groups.
- Seven Working Groups, one per standard, made up of representatives from all areas of the University community, will gather, analyze, and summarize evidence to demonstrate compliance and address the lines of inquiry.

Self-Study Steering Committee

| | |
|-------------------------------|--|
| Co-Chair | Chris Dudley, <i>Associate Professor, History and Geography</i> |
| Co-Chair | Kizzy Morris, <i>Associate Provost of Student Success</i> |
| Accreditation Liaison Officer | Michael Sachs, <i>Vice President, Administration and Accreditation</i> |
| Co-Chair, Working Group 1 | Deena Dailey, <i>Assistant Professor, Psychology</i> |
| Co-Chair, Working Group 1 | John Kraybill-Greggo, <i>Professor, Sociology, Social Work, & Criminal Justice</i> |
| Co-Chair, Working Group 2 | Tim Connolly, <i>Professor, Modern Languages, Philosophy, and Religion</i> |
| Co-Chair, Working Group 2 | Michelle Donlin, <i>Assistant Professor and Scholarly Communication & Research Librarian, Kemp Library</i> |
| Co-Chair, Working Group 3 | Laurene Clossey, <i>Professor, Sociology, Social Work, & Criminal Justice</i> |
| Co-Chair, Working Group 3 | Peng Zhang, <i>Professor, Physical Education Teacher Certification</i> |
| Co-Chair, Working Group 4 | Joe Akob, <i>Executive Director, Student Activity Association</i> |
| Co-Chair, Working Group 4 | Sarah Goodrich, <i>Assistant Director, Financial Aid</i> |
| Co-Chair, Working Group 5 | Caroline DiPipi-Hoy, <i>Associate Professor, Special Education and Rehabilitative and Human Services</i> |
| Co-Chair, Working Group 5 | Laura Waters, <i>Associate Professor, Nursing</i> |
| Co-Chair, Working Group 6 | Greg Bleakley, <i>Director, Budget & Special Accounting</i> |
| Co-Chair, Working Group 6 | Jennifer Keat, <i>Controller, Business Office</i> |
| Co-Chair, Working Group 6 | Widad Said, <i>Facilities Project Manager</i> |
| Co-Chair, Working Group 7 | Marcy Cetnar, <i>Executive Associate to the President</i> |
| Co-Chair, Working Group 7 | John Elwood, <i>Professor, Physics</i> |
| Institutional Research | Joseline Kraemer, <i>Executive Director, Institutional Research</i> |
| Evidence Inventory | Elizabeth Scott, <i>Associate Professor and University Archivist, Kemp Library</i> |
| Editor | Leigh Smith, <i>Professor and Chair, English</i> |

The University President appointed the Steering Committee co-chairs in summer 2023. The co-chairs, Accreditation Liaison Officer, and Provost recruited the working group co-chairs based on their leadership capacity and expertise in the content specific to their attached standard. The working-group co-chairs filled out their group's membership by drawing from a pool of volunteers and by recruiting individuals based on expertise, availability, and ability to represent the diversity of the University community. The President's Council gave final approval to the composition of the Steering Committee and working groups.

The Steering Committee meets at least once a month during the academic year to guide the self-study process. Additional meetings will take place as needed to ensure that the institution remains on track with fulfilling the timeline and deliverables of the self-study. They developed the institutional priorities and outcomes, mapped them onto the Middle States standards, and established the self-study timeline.

They reconciled the lines of inquiry put forward by each working group to eliminate overlap and ensure a robust and comprehensive self-study.

As the self-study continues, the Steering Committee will receive regular updates from the working groups. This will allow them to identify and resolve duplication of effort or gaps in the evidence. The steering committee co-chairs will meet with each working group as liaisons.

General Charge to All Working Groups

The primary responsibilities of each working group are to develop lines of inquiry related to their standard and the relevant institutional priorities and outcomes, to collect evidence addressing those lines of inquiry and the specific criteria for their standard (using the Evidence Expectations by Standard Guidelines provided by MSCHE), to analyze and summarize that evidence for inclusion in the Self-Study Report, and to make recommendations for continuous improvement.

Specifically, all working groups will:

1. Familiarize themselves with the MSCHE criteria and evidence expectation for their standard.
2. Develop lines of inquiry linked to their standard and congruent with the institutional priorities.
3. Organize themselves as appropriate to collect and analyze evidence addressing their standard and lines of inquiry.
4. Provide regular updates to the Steering Committee, using the reporting templates.
5. Upload evidence in accordance with the evidence inventory strategy.
6. Produce “fat bullets” for each line of inquiry to the steering committee and editor for inclusion in the Self-Study Report, according to the timeline.
7. Make recommendations for improvement based on the evidence and data they have collected.

Working Group 1: Mission and Goals

| | |
|---------------------------------|---|
| Deena Dailey (Co-Chair) | Assistant Professor, Psychology |
| John Kraybill-Greggo (Co-Chair) | Professor, Sociology, Social Work, & Criminal Justice |
| Diana Badillo | Operations Supervisor, Student Enrollment Center |
| Jessica Diaz | Assistant to the Chief of Staff |
| Sierra DiCoupe | Student Government Association Vice President |
| Tony Drago | Professor, Psychology |
| Patrice Dume | Director, Business Accelerator & Entrepreneurship |
| Lyesha Fleming | Director, Center for Multicultural Affairs & Inclusive Excellence |
| Brooke Langan | Dean, College of Education |
| Bailey Higgins | Case Manager, Health & Wellness |
| Elizabeth Richardson | Director, Marketing & Communications |

Group 1 Lines of Inquiry:

1. How has the mission guided decision making in terms of:
 - a) Planning and resource allocation?
 - b) Program and curricular development?
 - c) The definition of institutional and educational outcomes?
 - d) Making members of the campus community feel safe and seen?
2. In what ways have we operationalized the following key terms used in the mission and strategic plan?
 - a) "Success" in terms of student success?
 - b) "Motivated" in terms of motivated workforce?
 - c) "Challenging and contemporary" in terms of curriculum?

Working Group 2: Ethics and Integrity

| | |
|----------------------------|--|
| Tim Connolly (Co-Chair) | Professor, Modern Languages, Philosophy, and Religion |
| Michelle Donlin (Co-Chair) | Assistant Professor and Scholarly Communication & Research Librarian, Kemp Library |
| Christopher Bean | Equal Opportunity & Title IX Coordinator |
| Yvonne Catino | Director, Human Resources |
| Jeyaprakash Chelladurai | Assistant Professor, Computer Science |
| Erika Davis | Director, Admissions |
| Kelly Varcoe | Assistant Professor, Nursing |
| Samantha Werkheiser | Administrative Assistant, College of Health Sciences |
| Xuemao Zhang | Associate Professor, Mathematics |
| Xiachen Zhou | Assistant Professor, Sport Management |

Group 2 Lines of Inquiry:

1. How does our university demonstrate a commitment to academic freedom, intellectual freedom, and freedom of expression?
2. How does our university foster respectfulness of the environment and community among students, faculty and staff?
3. How effective are our university's employment practices in creating and sustaining a motivated workforce?
4. How accurate and transparent is our marketing to prospective and current students?

Working Group 3: Design and Delivery of the Student Learning Experience

| | |
|----------------------------|--|
| Laurene Clossey (Co-Chair) | Professor, Sociology, Social Work, & Criminal Justice Co-Chair, University Wide Curriculum Committee Co-Chair |
| Peng Zheng (Co-Chair) | Professor, Physical Education Teacher Certification Co-Chair, University Wide Curriculum Committee Co-Chair |
| Nurun Begum | Professor, Early Childhood & Elementary Education |
| Michelle DiLauro | Associate Professor, Sociology, Social Work, & Criminal Justice |
| Christopher Domanski | Interim Associate Provost |
| Devin Feighan | Manager, Instructional Support |
| Kelly Harrison | Associate Professor, Athletic Training |
| Eric Lee | Student Success Coach |
| Kim Razzano | Professor, Health Studies |
| Jan Selving | Associate Professor, English Chair, General Education Curriculum Sub-Committee |

Group 3 Lines of Inquiry:

1. How inclusive is the design of the curriculum in meeting the changing and diverse needs of the learner?
2. To what extent does the GE program complement the overall goals of an ESU degree?
3. How effective is the university at using technology to enhance student learning?

Working Group 4: Support of the Student Experience

| | |
|---------------------------|---|
| Joe Akob (Co-Chair) | Executive Director, Student Activity Association |
| Sarah Goodrich (Co-Chair) | Assistant Director, Financial Aid |
| Ed Arner | Assistant Professor, Sport Management |
| Peyton Butler | Student, Orientation Leader |
| Aida Garcia-Cole | Assistant Registrar for Graduation Services |
| Erica Greer | Instructor, Early Childhood Education |
| Clarissa Maldonado | Assistant Director, Admissions |
| Gerard Morgan | Director, Campus Recreation and Wellness |
| Michael Quigley | Student Success Coach |
| Sarah Ross | Associate Director, Intercollegiate Athletics |
| Eric Rusiewicz | Career Advisor, Career and Workforce Development |
| Laurie Schaller | Senior Accountant and Scholarship Manager, ESU Foundation |

Group 4 Lines of Inquiry:

1. How does ESU establish a sense of belonging and inclusion within the campus community as it impacts the student experience?
2. To what extent does the University execute equitable and consistent processes to support new ESU students?
3. How does ESU integrate holistic advising and utilize engagement touch points to promote student persistence and enhance student success?
4. By what means does the institution collect, analyze, and infuse data into student support services to mold successful ESU graduates?

Working Group 5: Educational Effectiveness Assessment

| | |
|--------------------------------|---|
| Caroline DiPipi-Hoy (Co-Chair) | Associate Professor, Special Education and Rehabilitative and Human Services Co-Chair, University Assessment Committee (UAC) |
| Laura Waters (Co-Chair) | Associate Professor, Nursing Co-Chair, University Assessment Committee (UAC) |
| Valerie Braddock | Associate Professor, Nursing |
| Marguerite Carver | Instructor, Athletic Training |
| Paul Creamer | Professor, Modern Languages, Philosophy, and Religion |
| Karen Danna | Associate Dean, College of Arts and Sciences Co-chair, Academic Success Retention Action Team |
| Caroline Dimopoulous | Assistant Professor, Business Management |
| Jeffrey Hotz | Professor, English |
| Heather Knickerbocker | Counselor/Instructor, Counseling & Psychological Services |
| Clare Lenhart | Professor, Health Studies |
| Maria Mackey | Associate Professor, Nursing |
| Scott Mathers | Assistant Professor, Sociology, Social Work, & Criminal Justice |
| Adam McGlynn | Professor, Political Science & Economics |
| Matthew Miltenberger | Associate Professor, Exercise Science |
| Colleen Shotwell | Associate Professor, Athletic Training |
| Megan Smith | Associate Professor and Interim Director, Kemp Library |
| Cornelia Sewell-Allen | Counselor/Instructor, Counseling & Psychological Services |
| Daisy Wang | Associate Professor, Business Management |

Group 5 Lines of Inquiry:

1. How is the General Education program assessed?
2. How effective and consistent are our educational assessment practices across academic programs?
3. How effective are we at using assessment data to inform continuous improvement?
4. How are SLO's measured and communicated to students and key stakeholders?

Working Group 6: Planning, Resources, and Institutional Improvement

| | |
|--------------------------|---|
| Greg Bleakley (Co-Chair) | Director, Budget & Special Accounting |
| Jennifer Keat (Co-Chair) | Controller, Business Office |
| Widad Said (Co-Chair) | Facilities Project Manager |
| Nicole Chinnici | Director, Dr. Jane Huffman Wildlife Genetics Institute |
| Jan Dalton | Director of Business Services, Student Activity Association |
| Melissa Davis | Senior Director of Finance & Administration, ESU Foundation |
| Shala Davis | Professor, Exercise Science |
| Curtis Dugar | Special Assistant to the VP of Campus Life and Inclusive Excellence |
| Leo Hertling | Director, Financial Aid |
| Catherine Klinger | Events Manager, Museum and Planetarium |
| Greg Knowlden | Assistant Director, Marketing & Communications |
| Nawaf Al Nofi | Information Security Manager, Computing & Communication Services |
| Lynn Ozgur | Assistant Director, Office of Sponsored Projects & Research |
| Allen Snook | Director, Intercollegiate Athletics |

Group 6 Lines of Inquiry:

1. How has ESU's planning, resources and institutional improvement assessed and responded to:
 - a) Post-pandemic adjustments to program delivery?
 - b) Changing enrollment (High School & Transfer enrollment cliff)?
 - c) Decisions in the ever-evolving environment of PASSHE and ongoing initiatives from Chancellor's office, including stabilizing finances while providing access and affordability?
2. How does ESU align its budget with mission and strategic plan?
3. How are ESU's stakeholders, facilities, infrastructure, and technology linked to strategic and financial planning processes and resource allocation?

Working Group 7: Governance, Leadership, and Administration

| | |
|-------------------------|---|
| Marcy Cetnar (Co-Chair) | Executive Associate to the President |
| John Elwood (Co-Chair) | Professor, Physics |
| Miguel Barbosa | Chief of Staff & Vice President of University Relations |
| Donna Bulzoni | Chief Financial Officer |
| Robert Cohen | Professor, Physics Chair, Academic Chairs Council |
| Susan Dilmuth-Miller | Associate Professor, Communication Sciences and Disorders President, University Senate |
| Nieves Gruneiro-Roadcap | Dean, College of Arts and Sciences Co-chair, Gardner Retention Study |
| Mathew Ingram | Director of Student Organizations and Commuter Services, Student Activity Association |
| Chris Kavanau | Assistant Professor, Biological Sciences |
| Cayden Johnson | Student Senator, Student Government Association |
| Geryl Kinsel | Registrar Chair, University Operations Committee |
| Jennie Smith | Dean of Student Life Co-chair, Gardner Retention Study |
| Robert Smith | Chief Information and Technology Officer |

Group 7 Lines of Inquiry:

1. To what extent does the University's current governance structure succeed in fostering a motivated workforce of staff and faculty?
2. To what degree do current governance practices at the University create a sense of belonging and inclusion among its constituents?
3. In what ways does University leadership support students' success while balancing the University's role as a regional public institution with its need to maintain the quality of both teaching and learning?

VI. GUIDELINES FOR REPORTING

The Executive Team and Steering Committee have provided each working group with a template to record meeting minutes and their evidence collection process. Each working group has a dedicated channel in Microsoft Teams with folders to upload these progress reports and their evidence documents as they collect them. The templates list the criteria within their standard with space to identify the relevant ESU document and a checklist to confirm when the document has been uploaded. These periodic reports will allow the working groups and Steering Committee to identify gaps in evidence as they emerge.

Besides the evidence they upload to demonstrate compliance with each part of their standard, each working group's final product will be "fat bullets" addressing each of their lines of inquiry. The fat bullets will summarize the evidence the working group collected relevant to the line of inquiry, their conclusions, and their recommendations. Working groups will not need to worry about crafting a cohesive narrative or about style in the fat bullets. After the Steering Committee approves them, the fat bullets will go to the Editor, who will use them to write the self-study report in a single authorial voice.

Timeline for Working Group Reporting

| | |
|--|---|
| Summer 2024 – Spring 2025 periodic reports | Working groups submit meeting minute templates to Steering Committee via Teams |
| March 2025 | Working groups submit draft final bullets to Steering Committee for review |
| May 2025 | Working groups submit final fat bullets to Steering Committee for approval and then to Editor |

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The bulk of the self-study report will consist of one chapter for each of the seven standards, supplemented by an introduction and conclusion highlighting the institutional priorities, outcomes, and opportunities for improvement we identify during the self-study.

1. Executive Summary
2. Introduction (institutional overview, discussion of priorities and outcomes)
3. Chapters by Standard
 - a. Standard I: Mission and Goals
 - b. Standard II: Ethics and Integrity
 - c. Standard III: Design and Delivery of the Student Learning Experience
 - d. Standard IV: Support of the Student Experience
 - e. Standard V: Educational Effectiveness Assessment
 - f. Standard VI: Planning, Resources, and Institutional Improvement
 - g. Standard VII: Governance, Leadership, and Administration
4. Conclusion (summary of findings, opportunities for improvement, plans for improvement)

VIII. SELF-STUDY TIMELINE

See the timeline for intermediate Working Group products in section VI (Guidelines for Reporting). The timeline will expand as necessary and gain more precise dates as the process unfolds. We chose a spring date for the evaluation visit because campus resources will be taken up with the final implementation of new enrollment management software scheduled for fall 2025.

| | |
|------------------------|--|
| Summer 2023 | Recruit Co-Chairs |
| August–September 2023 | Recruit Working Group Co-Chairs |
| September–October 2023 | Co-Chairs, ALO, and select Working Group Co-Chairs attend the Self-Study Institute |
| November–December 2023 | First Steering Committee meetings Recruit Working Group members Develop self-study outcomes and priorities Begin communication through email and campus forums |
| January–March 2024 | Remote meeting with MSCHE VP Liaison Co-Chairs hold orientations for Working Group members Develop Self-Study Design |
| April 2024 | Complete Self-Study Design draft (April 15) MSCHE VP Liaison visit (April 29) |
| Summer 2024 | Submit final Self-Study Design |
| August 2024–May 2025 | Carry out self-study <ul style="list-style-type: none"> • Working Groups collect evidence and provide updates to Steering Committee • Steering Committee coordinates and assists • Steering Committee shares findings with campus and collects feedback |
| May 2025 | Working Groups deliver fat bullets to Editor |
| Summer 2025 | Editor produces first draft of Self-Study Report |
| Fall 2025 | Draft Self-Study Report reviewed by Steering Committee and shared with campus Self-Study Report revised using feedback from campus Self-Study Report sent to Evaluation Team Chair Evaluation Team Chair preliminary campus visit Final draft of Self-Study Report distributed to campus |
| 18 January 2026 | Self-Study Report and Evidence Inventory submitted |
| 1-4 March 2026 | Evaluation Team visit |

IX. COMMUNICATION PLAN

Ongoing communication with various parts of the University community has already begun and will continue throughout the self-study process. The most important media for keeping the campus updated are:

- The Self-Study website https://www.esu.edu/administration-accreditation/middle-states/self_study.cfm
- Regular campus forums, most notably All-University Meetings, the Council of Trustees, the University Senate, the Council of Chairs, Administrative Council, and affiliated union meetings.
- University email to faculty, staff, and students.

As of April 2024, the self-study website is live. It includes an overview of accreditation and the self-study process, membership of the steering committee and working groups, and (once completed) documents including the Self-Study Design and the final Self-Study Report.

The MSCHE Self-Study has been a recurring agenda item for the COT since October 2023 and for All-University Meetings since November 2023. In these meetings, the Executive Team provides updates and solicits feedback on the self-study process. On April 29, 2024, when our MSCHE VP Liaison Sean McKittrick visited ESU, the entire campus was invited to a special information forum. Starting in the 2024-2025 academic year, the Executive Team will attend the University Senate, Council of Chairs, and other meetings to provide updates as the working groups are collecting evidence.

Campus-wide emails keep the University community informed and solicit feedback and assistance. In early fall 2023, the Provost sent an email to all faculty and staff to solicit volunteers for the working groups. The Executive Team and Steering Committee will continue to communicate with the campus by that means. The Steering Committee co-chairs will also have access to an email account, middlestates@esu.edu, allowing them to receive feedback from members of the University community.

X. EVALUATION TEAM PROFILE

It will be helpful for the team chair and members to have experience at institutions with a similar profile: a mid-sized public regional comprehensive university that is part of a state system. Experience with any of these specific institutional characteristics relevant to ESU would provide additional benefit:

- An institution that has demonstrated success with similar priorities: promoting student success; a sense of belonging among students, faculty, and staff; technology and innovation; and workforce motivation.
- An institution with strong ties to the surrounding community and a diverse student body.
- An institution with multiple faculty and staff unions.

In terms of desirable qualities for specific members of the evaluation team, a team chair who is a President or Chief Academic Officer would be ideal. In addition to evaluators with the usual range of backgrounds (academic affairs, assessment, student affairs, and finance), a strong evaluation team would include faculty with experience designing and delivering distance education degree programs and developing teaching and learning techniques to promote student success.

Peer Institutions

- Bowie State University
- California University of Pennsylvania*
- New Jersey City University
- Ramapo College of New Jersey
- Shippensburg University of Pennsylvania*

**Members of the Pennsylvania State System of Higher Education (PASSHE)*

Aspirant Peer Institutions

- Montclair State University
- Ramapo College of New Jersey
- Salem State University

Competitor Institutions

- Penn State Hazleton
- Penn State Lehigh Valley
- Penn State Schuylkill
- Penn State Scranton
- Penn State Wilkes-Barre

We also draw a similar pool of students as our PASSHE colleague institutions, who should be considered as having a conflict of interest.

Top Enrolled Degree Programs by Student Level (Fall 2023 enrollments)

- Business Management B.S. (397 students)
- Psychology B.S. (367 students)
- Exercise Science B.S. (275 students)
- Biology B.S. (242 students)
- Early Childhood Education B.S. (242 students)
- Criminal Justice B.S. (230 students)
- Nursing B.S. (217 students)
- Sports Management B.S. (182 students)
- Athletic Training B.S. (166 students)
- Computer Science B.S. (164 students)
- Physical Education Teacher Education B.S. (164 students)

XI. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

Individual working groups will use and analyze data from the Annual Institutional Updates as relevant to their standard. Working Group 1, for example, will consider the enrollment, graduation, and demographic data in addressing Criterion 3 of Standard 1 (Outcomes and Student Achievement). Similarly, Working Group 6 will consider the financial data.

Working groups can request Annual Institutional Updates and other data from Institutional Research (IR). In addition to the online Data Request Form that IR provides for the entire University community, the Executive Director of Institutional Research is a member of the Steering Committee and will help the working groups gain access to data they require as needed.

XII. EVIDENCE INVENTORY STRATEGY

Each working group will collect evidence for their standard, using MSCHE's Evidence Expectations by Standard document as a guideline. They will upload and store evidence to their designated standards folder in Microsoft Teams. Working groups may have several folders coinciding with criteria within their standard.

The University Archivist is a member of the Steering Committee charged with overseeing the evidence inventory. She will develop a system and naming convention in the coming months to catalog documents. A sample naming convention could be:

II.7.a. Diversity, Equity, and Inclusion Report, 2024

Or

II_7_a_Diversity, Equity, and Inclusion Report, 2024

This naming convention signifies Standard II (Ethics and Integrity), Criterion 7, Sub-Criterion "a," which is about diversity, equity, and inclusion, followed by the name of the document.

Evidence will be footnoted in the self-study report, describing the type of evidence attached in the Evidence Inventory. An Evidence Inventory table will be included in the report.



EAST STROUDSBURG UNIVERSITY