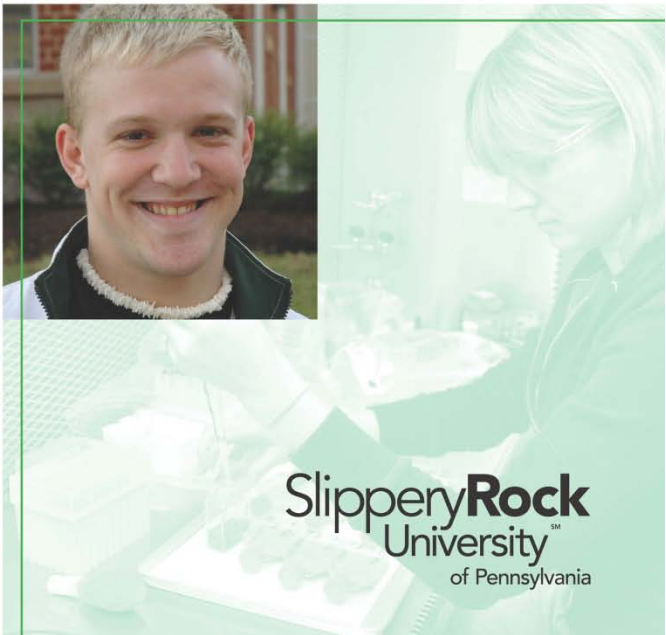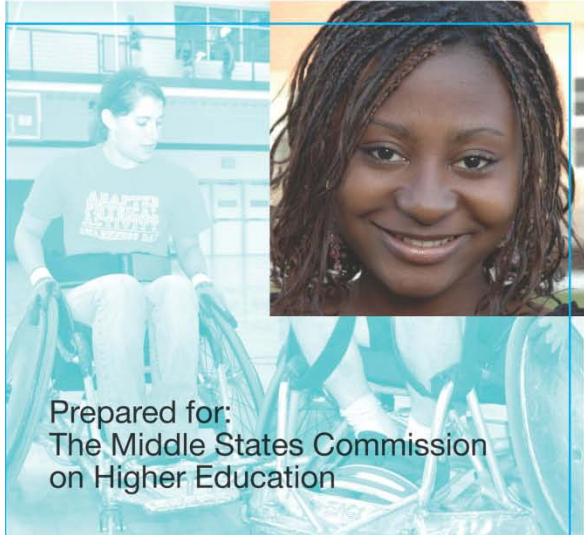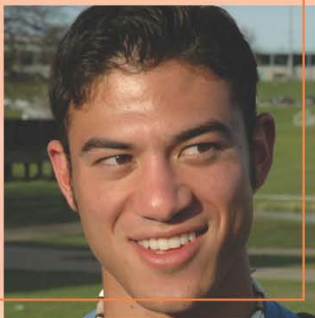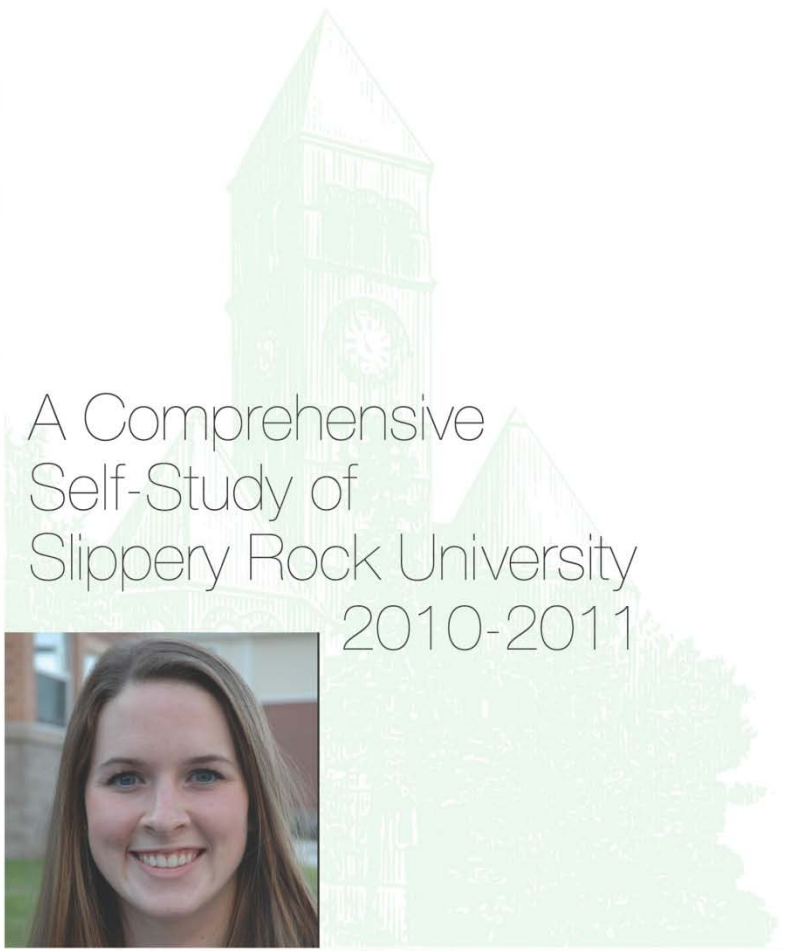A Comprehensive
Self-Study of
Slippery Rock University
2010-2011

Prepared for:
The Middle States Commission
on Higher Education

Slippery Rock
University SM
of Pennsylvania

Middle States Commission on Higher Education

Certification Statement:
Compliance with MSCHE Eligibility Requirements of Affiliation
& Federal Title IV Requirements
(Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certificate statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement should be attached to the executive summary of the institution's self-study report.
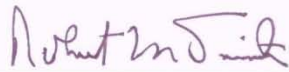
If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Slippery Rock University of Pennsylvania_____is seeking:
(Name of Institution)

(Check one)   _____Initial Accreditation   ____X___Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."
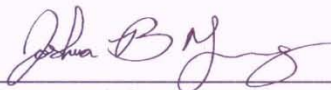
_____Exceptions are noted in the attached memorandum (Check if applicable.)

_____   January 21, 2011
                                                 _____
(Chief Executive Officer)   (Date)

_____   January 21, 2011
                                                 _____
(Chair, Council of Trustees or Directors)   (Date)

The faculty, staff, students and trustees of Slippery Rock University are pleased to present this self-study document to the Middle States Commission on Higher Education (MSCHE) and to the members of the 2011 Visitation Team. Our community is excited about your visit and the opportunity it provides for us to present our accomplishments and the commitment to achieve our mission. Our mission is:

> *Slippery Rock University is to provide high quality undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally related economic, health, environmental, social, cultural, and recreational needs of the region served by the university. In accomplishing these missions, Slippery Rock University primarily focuses its efforts on the academic areas of: the arts and sciences, business, communication, computer and information sciences, environmental sciences and studies, health and human services, and teacher education.*

> *The perspectives of Slippery Rock University are contemporary and futuristic, national and international. The university provides experiences and opportunities for students to demonstrate leadership and to develop confidence and self-reliance; it promotes their intellectual, social, and physical development; and it accomplishes these in an open, caring, nurturing, and friendly environment. Slippery Rock University is committed to serving and empowering all segments of the population that can benefit from its offerings.*

> *The individual and collective excellence for which Slippery Rock University stands will continue to be measured by the quality of its graduates and their successes in serving society.*

The faculty and staff fulfill this mission by providing students with a comprehensive learning experience that intentionally combines academic instruction and resources with hands-on learning opportunities - such as community service, internships, student-faculty research and student self-governance - that support intellectual and personal development.   Our commitment to students extends well beyond the classroom. Since our inception in 1889, we've taken seriously our responsibility to produce competent, civil and caring citizens who will make their communities and our world a better place for all people to live and work.

The Slippery Rock University community has seen the self-study process as an opportunity to not only demonstrate to MSCHE that the institution meets the fourteen standards contained in the Characteristics of Excellence in Higher Education, but also to conduct a thorough analysis of the college in order to set the stage for continued strategic planning that will guide the institution over the next ten years. The research that served as the foundation for the study has invigorated the campus in self-reflection, discussion and debate. The product of our inclusive process is a document that our faculty, staff, students, administrators and trustees believe accurately reflects what we have achieved and what we feel we need to improve.

I extend my sincere appreciation to the campus community for their willingness to be actively engaged in this, our own learning experience. Many members of the community contributed to the effort. Special thanks go to Dr. Neil Cosgrove and Ms. Cindi Dillon for their efforts in writing and coordinating this project and to the members of the Self-Study Steering Committee and workgroups. Their efforts, along with the numerous contributions of other members of the college community, have resulted in this comprehensive document that will serve as a valued resource for Slippery Rock University.

We look forward to your visit for the opportunity it presents to collaborate with our colleagues on the continued development of our institution. We are eager to receive your comments about our efforts to fulfill this mission, strengthen our University, and provide the best possible education for our students.

 Best wishes,

Robert M. Smith
President

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Introduction:
The Process of Studying Slippery Rock University

Background

The most recent Middle States Commission on Higher Education (MSCHE) self-study decennial site visit occurred in spring 2001. At that time Slippery Rock University (SRU) was in the first two years of significant enrollment growth, following an eight-year decline from 1991 to 1999, and had completed a campus-wide institutional renewal and planning project known as Future Watch. In 2004 the university submitted a significant change request to MSCHE concerning the opening of an additional location for classes in the North Hills of Pittsburgh, a unique collaborative venture with other institutions of higher learning known as the Regional Learning Alliance (RLA). Following the University's 2006 Periodic Review Report, the Commission reaffirmed Slippery Rock University's accreditation but asked for a 2008 follow-up letter that would report:

> (1) the development and implementation of a comprehensive strategic plan which involves effective and inclusive campus-wide planning advisory mechanisms and includes five-year projections for critical indicators such as enrollment and finances,

> (2) the development and implementation of a comprehensive enrollment management plan, and

> (3) the development and implementation of organized and sustainable processes for institutional assessment and the assessment of student learning and evidence of the use of assessment results to inform institutional planning, resource allocation, and the improvement of teaching.

In April 2008, a follow-up letter was submitted to the Commission. In response, Middle States Commission on Higher Education accepted the letter submitted by the institution and requested that the self-study, in preparation for the next evaluation visit scheduled for 2010-2011, document:

> (1) implementation of an organized and sustained process to evaluate achievement of institutional mission and strategic goals (Standard 7), and

> (2) direct evidence of student achievement of general education learning outcomes (Standard 12).

Purpose

Since the fall of 2004 a Professor of English and the Assistant to the Provost have functioned as the coordinators of university efforts to strengthen the institution's compliance with the Middle States Commission on Higher Education (MSCHE) *Characteristics of Excellence* standards. In fall 2008 a self-study steering committee was organized to help draft the 2010-11 Self-Study Design. During the 2008-2009 academic year steering committee members met with all elements of the University community, eventually deciding to adopt the Comprehensive Self-Study Model with the emphasis that Slippery Rock University is a premier public residential university and a caring community of students, faculty, and staff*.* Slippery Rock University provides students with a comprehensive learning experience that intentionally combines academic instruction with enhanced educational and learning opportunities that make a positive difference in their lives*.* Significant changes have occurred during the past decade: new administrators have been hired, student enrollment has increased, academic colleges have been restructured, academic programs have been established and/or revised, and new and renovated facilities exist. Nevertheless, the emphasis of the self-study stemmed from the historical character of the institution, as outlined in *Chapter 1* of the following report.

Slippery Rock University has grown significantly in the past ten years, and the self-study provides the University with an occasion to take stock of its accomplishments regarding enrollment, academic programs, quality of students, and new facilities. Those accomplishments, plus the significant revisions to the *Characteristics of Excellence in Higher Education*, led the self-study steering committee to decide that a comprehensive self-study would provide the University with the greatest opportunity to evaluate its strengths and weaknesses as it develops its current and future strategic plans.   The University's participation in the Foundations of Excellence (FOE), a comprehensive, externally guided self-study and means of improvement for the first-year student experience was further preparation for the current self-study. The FOE involved over 100 students, faculty, staff, and administrators who made assessments and recommended many actions subsequently implemented.

Discussion of important issues confronting the University continuously occurs across the Slippery Rock University campus, particularly during established assessment, strategic planning, and other self-government processes. The Middle States comprehensive self-study has provided an additional opportunity for the campus community to explore how the institution can realize more fully its potential. The main goals and objectives of the self-study are:

- To use the self-study process to bring together the University community by enhancing a commitment to, as well as an understanding and sense of ownership of, the vision and mission of the University;

- To review and reflect upon the Institution's identity as a premier public residential university that meets its goals and objectives and to identify the University's strengths and weaknesses as guided by the framework of the *MSCHE-Characteristics of Excellence in Higher Education*;

- To reveal the University as a caring community of students, faculty and staff;

- To provide a useful, comprehensive and concise document that illustrates the University's fulfillment of the Commission's standards for accreditation.

Process

The self-study steering committee undertook composing and evaluating the research questions to facilitate a fair yet critical look at how well the University was meeting its mission, fulfilling its promises to its region and to the Commonwealth of Pennsylvania, and preparing for its future. Following a visit by the Middle States Commission on Higher Education liaison to Slippery Rock University in May, 2009, the steering committee decided to focus its research questions primarily on the report's themes that Slippery Rock University is a premier public residential university and a caring community of students, faculty, and staff. Eight working groups chaired by members of the steering committee were organized to seek answers to research questions connecting the report's themes to Commission standards and to gather evidence to demonstrate institutional compliance with those same standards. These activities occupied both the self-study steering committee and the working groups for almost all of the 2009-10 academic year. The working groups submitted their reports to the steering committee in April, 2010.

A draft of the self-study report was completed by the co-authors during the summer of 2010, and then distributed for comments and suggestions for revisions to various campus constituencies—first to the self-study steering committee, next to President's cabinet, and then to the University's Council of Trustees. In mid-October a revised draft was released to the Slippery Rock community as a whole. Subsequently, the co-authors have modified the report based on suggestions and information supplied by members of the campus community. Throughout the development of this self-study the project has enjoyed the support of the entire University community, including the Council of Trustees, community members, the Chancellor of the Pennsylvania State System of Higher Education (PASSHE), and the members of the PASSHE Board of Governors. Each member of the steering committee brought special knowledge of a particular aspect of the community and a desire to learn how that aspect is integrated into the University as a whole. By sharing this collective knowledge and the information gained through this study, the steering committee arrived at a candid and comprehensive view of the state of the University.

Acknowledgement

Slippery Rock University's self-study was developed as a collaborative campus project. While the report itself was compiled and crafted by the co-authors, the Steering Committee developed the overall concept and approach while serving as editors for the project. The campus constituents defined below each participated in the project development.

Steering Committee

Dr. Cornelius Cosgrove	Professor, English, *Co-Chair and Co-Author*
Cynthia Dillon	Assistant to the Provost for Academic Affairs, *Co-Chair and Co-Author*
Dixie Hogue	Secretary, Office of the Provost, *Steering Committee Recorder*
Samantha Kelly	Graduate Student English-Professional Writing, *Self-Study Graduate Assistant*
Carrie Birckbichler	Director, Institutional Research, *Group B: Standards 2 and 3*
Dr. Christopher Cole	Director, University Union, *Group F: Standards 9 and 13*
Dr. Thomas Daddesio	Associate Professor, Modern Languages and Cultures, *Group D: Standards 6 and 10*
Dr. Diana Dreyer	Professor Emeritus, English, *Group C: Standards 4 and 5*
Dr. Thomas Flynn	Professor, Communication, *Group H: Standard 14*
Dr. Susan Hannam	Dean, College of Health, Environment and Science, *Group H: Standard 14*
Dr. John Hicks	Professor Emeritus, *Council of Trustees Representative*
Holly McCoy	Assist. VP, Diversity and Equal Opportunity, *Group A: Standards 1 and 7*
Dr. Christine Pease-Hernandez	Assistant Professor, Communication, *Group C: Standards 4 and 5*
Dr. Mark Shotwell	Associate Professor, Biology, *Group E: Standard 8*
Jane Smith	Assistant Professor, Library, *Group A: Standards 1 and 7*
Dr. Julie Snow	Associate Professor, Geography, Geology, & the Environment, *Group B: Standards 2 and 3*
James Stubert	Junior History Major, *Student Representative*
Philip Tramdack	Director, Library, *Group D: Standards 6 and 10*
Dr. Eva Tsuquiashi-Daddesio	Dean, College of Humanities, Fine and Performing Arts, *Group G: Standards 11 and 12*
Dr. Theresa Wajda	Associate Professor, School of Business, *Group F: Standards 9 and 13*
Dr. Carlis White	Assistant Professor, History, *Group G: Standards 11 and 12*
Dr. Amanda Yale	Associate Provost, Enrollment Services, *Group E: Standard 8*

Campus Committee Membership*

Simeon Ananou (d)
Sharon Ash (st)
Connie Bell (s)
Carrie Birckbichler (s)
Cathy Brinjak (f)
Dr. Ed Bucha (s)
Dr. Mark Campbell (f)
Kristina Benkeser Chiprean (s)
Dr. Jerry Chmielewski (f)
Dr. Chris Cole (s)
Nancy Cruikshank (s)
Dr. Thomas Daddesio (f)
Brian Danielson (s)
Dr. Diana Dreyer (e)
Pam Frigot (s)

Dr. Thomas Flynn (f)
Justin Griffith (s)
Dr. Susan Hannam (s)
Kristen Hasychak (st)
Ed Hess (s)
Dr. John Hicks (t)
Justin Kleemook (s)
Nichole Klingensmith (st)
Marcia Kotek (s)
Brad Kovaleski (s)
Connie Laughner (f)
Victoria Lightfoot (st)
Tony Linnan (s)
April Longwell (f)

Dr. Catherine Massey (f)
Michael Maurer (st)
Holly McCoy (d)
Dr. Betsy McKinley (f)
Dr. Jessamine Montero (f)
Linda Moore (s)
Tina Moser (s)
Deb Pincek (s)
Dr. Christine Pease-Hernandez (f)
Sydney Potter (st)
Margie Riddell (s)
Jamie Russell (s)
Jane Smith (f)

Dr. Mark Shotwell (f)
Lorraine Stubbs (s)
Dr. Julie Snow (f)
Dr. Wendy Stuhldreher (f)
Philip Tramdack (s)
Dr. Eva Tsquiashi-Daddesio (d)
Dr. Theresa Wajda (f)
Dr. Carlis White (f)
Michael White (s)
Dr. Deborah Whitfield (f)
Dr. Deborah Wolf (f)
Dr. Amanda Yale (d)
Dr. Junko Yamamoto (f)
Charles Holden (st)

* Campus Committee members include those who served on sub-committees, review and edit teams. Those in bold indicate chairs. (d) indicates dean/associate provost/assistant vice president, (e) indicates professor emeritus, (f) indicates faculty, (s) indicates staff, (st) indicates students and (t) indicates Council of Trustees.

Self-Study Timeline

Spring 2009

Establish Working Groups

Develop Research Questions

Submit Self-Study Design for Approval

Fall 2009

Fall Kick-off of Self-Study

Review of Self-Study Committee Tasks

Assess and Review Data/Evidence

Spring 2010

Weekly Meetings with Self-Study Subcommittees

Committee Drafts Submitted March 18

Final Sub-committee Reports submitted April 22

Summer to Fall 2010

Write 1st Self-Study Draft

Presented to Campus Community

Approved by Council of Trustees and President's Cabinet

Slippery Rock University Executive Summary

Institutional Overview

Slippery Rock University (SRU) embraces a compelling vision that emerged from a campus-wide Future Watch strategic planning effort more than a decade ago: *Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.* The University seeks to fulfill this vision by its commitment to functioning as a premier residential public university for this region. A sustained immersion in the intellectual community made possible by SRU's capable, committed faculty and staff members in the living laboratory of our campus provides our students with noteworthy opportunities for educational and personal growth.

Since Slippery Rock University's last self-study report in 2001, the institution has gone through substantial change. Beginning in fall 2000 and continuing to the present, enrollment has risen steadily, accompanied by University emphasis on providing students with a high quality, affordable education. Enrollment growth occurred through the academic strengths of students attracted to SRU. The average composite SAT score for incoming students, well under 1000 at the beginning of the decade, rose to 1018 in fall, 2010, and the percentage of incoming students in the top half of their high school graduating class rose from 56% in 2001 to 82% in 2010. As a result, retention rates for first to second year students have been around 80% the past several years while voluntary withdrawals have dropped by 36.8% in the past five years and involuntary withdrawals by 29.8% over the same time period. Slippery Rock University's focus on the strategies that ensure sustaining enrollment growth earns our label of premier public residential university (Appendix G and Exhibit 7).

Slippery Rock University provides a dynamic living-learning community featuring the largest construction project on campus since our last Middle States Self-Study. Six new suite-style, LEED (Leadership in Energy and Environmental Design) Certified residence buildings have replaced several antiquated long hall dormitories. Suite-style living offer students cable, phone and internet services, along with additional building amenities such as computer labs and laundry facilities.   Renovations of the two main dining halls allow for fresh menu items, more personalized service, service hour expansion, and other operational changes. Slippery Rock University recognizes that facilities like residence and dining halls must accommodate the needs of contemporary students with an emphasis on the importance of health, safety and comfort to enhance learning. Expectations for student unions have been undergoing a similar transformation in recent years. In response, a new student center will be completed by 2012, costing $34 million and completely funded and financed by a student approved fee. The new LEED certified student center will include support spaces for student organizations and

leadership development, as well as dining, retail and meeting facilities. The old student union will become a student success center that provides the space needed to consolidate such student support services as:

- Academic Support
- Career Services
- Office for Students with Disabilities
- Academic Records
- Student Accounts
- University Police
- Office of Student Conflict Resolution

The University's pedagogical approach continues to rely on personal engagement with students as residents of our community. The focus of our pedagogy is not only to have students earn a diploma, but also to develop individuals capable of making positive differences in the lives of others. Graduates understand the problems of a global society and have gained the skills and values to address the issues and concerns of that society throughout their lives. Specifically, the University's strategic plan identifies five global imperatives relating to the educational needs of every student. These imperatives are:

- Adapting to global population dynamics,
- Advancing our preeminence in the use of science and technology,
- Understanding and embracing the contributions of other cultures,
- Responding to environmental stewardship and intelligent resource utilization, and
- Putting into practice our commitment to social mobility and the achievement of social justice.

Employees serve as models of the values and civic responsibilities to which our students aspire. Everyone is a potential teacher. Our faculty members are exemplary teachers first and foremost. They are fully credentialed and committed to continuing professional development in their areas of academic responsibility. Our student life and support service employees actively engage in helping our students become better citizens and develop their leadership talents. Our facilities and grounds staff members demonstrate innovative stewardship of our resources and respect for our environment. Members of our administration see themselves as campus' servant-leaders, continuously assessing University goals and providing the support necessary to achieve our vision.

Slippery Rock University has a responsibility for transparency in its claims of quality and value to its constituents. Therefore, the University has taken the step of publicly posting understandable and comparable measures of educational outcomes, costs, and the results of the institution's educational practices. As a public university, SRU also must provide for the betterment of the Commonwealth by creating new knowledge, generating economic growth, and elevating the cultural experiences of our citizens. Most ennobling of all is our public responsibility to produce competent, civil and caring citizens who will make their communities and our world a better place for all people to live and work.

Nature and Scope of Slippery Rock University's Self-Study

The decade between the previous Middle States Commission Self-Study and the current one has been a time of considerable change for Slippery Rock University but also one of recognition of the institution's traditional strengths. The self-study has sought to link the University's notable past to a future both full of promise and fraught with uncertainty. Much of that uncertainty derives from the difficult financial challenges currently confronting public institutions of higher learning. Much of the promise builds upon the University's caring nature and its position as a primarily residential university with well-established undergraduate and graduate programs, a highly qualified and committed faculty and staff, and a strategically developed physical plant.

This self-study encapsulates Slippery Rock University's efforts over the last decade to attract quality students and to strengthen the educational opportunities for such students through closely related processes of institutional and learning assessment, planning, and resource allocation. It describes and analyzes those processes and suggests how they may be strengthened; the same approach is taken in discussions of the University's academic programs, student support, non-academic, and related educational programs, governance, and institutional policies. The self-study has sought never to lose sight of Slippery Rock University's mission, its vision of a caring community of lifelong learners, and its historically refined self-identification as a premier residential university.

The six chapters that follow attend closely to the standards of the MSCHE within the context of Slippery Rock University's particular circumstances, mission and vision. Each chapter has a theme that fits snugly into the overall themes of the self-study itself: that is, the University's current successes and struggles as a regional, accessible residential university. Each chapter analyzes the University's efforts in regard to the standards and concludes with a set of observations and recommendations for strengthening and improving those efforts.

Chapter One focuses on Slippery Rock University's position as a public residential university and its ongoing aspirations to be premier in all its programs, faculty, staff, students, and facilities. This chapter explains the University within the framework of its history, traditions, and ambitions. Enrollment, academic quality, student life, and facilities are all considered in relation to a working definition of a premier public residential university. The recommendations address such concerns as maintaining access, creating a welcoming culture for all students, faculty, and staff, and accommodating the needs of every student who aspires to a Slippery Rock University degree.

Chapter Two chronicles the processes the University has put in place to ensure that decision making is based on sound planning and clear, documented evidence. It examines the budgeting process and considers Slippery Rock University's ongoing efforts to sustain itself in an era when state funding as a percentage of the University's operating budget has continuously decreased. Under such circumstances, effective communication with various campus constituencies and with state-level

administrators, legislators, and state system board of governors becomes crucial and is thus emphasized within the recommendations section.

Chapter Three focuses on institutional and student learning assessment in keeping with the emphasis placed on those activities by MSCHE standards. Slippery Rock University has often been a leader within the Pennsylvania State System of Higher Education in developing and executing assessment practices; this chapter chronicles the University's recent efforts and successes in "closing the loop" and having those practices directly influence curriculum, teaching, and program development. Assessment of degree programs, general education, student life programs, and other University divisions and offices are examined. The extensive observations and recommendations that conclude the chapter drive home the importance of institutional assessment.

Chapter Four considers both the strengths of Slippery Rock University's academic programs and recent efforts to enhance those programs further through faculty recruitment and development, accreditation, technology and research, and increased opportunities to apply knowledge. The particular challenges facing the University's general education program and graduate programs are examined. Again, the importance of academic quality is revealed by the extensive observations and recommendations regarding faculty development, program renewal, and library resources.

Chapter Five traces the contribution student support services make to Slippery Rock University's students as they progress towards their degrees, highlighting the efforts made by the admissions, financial aid, residence life, orientation and retention, athletics, and career services offices. A wide range of educational offerings that address the environmental, economic, social, and cultural needs of the surrounding region is also reviewed. The observations and recommendations discuss further steps that might be taken regarding orientation and retention activities and addressing issues related to current facilities.

Chapter Six addresses organizational changes during the past decade, their relationship to strategic planning, and their role in strengthening the academic offerings that define Slippery Rock University's mission and vision. The institution's unique culture of cooperation among the various constituencies and the development of campus leaders are discussed as are recent efforts to develop appropriate policies for protection of academic freedom and intellectual property within an evolving informational landscape. Observations and recommendations focus on improving communication among all the University's components and upon ways to assess leadership and gather important information.

Chapter One:
Slippery Rock University as a Premier Public Residential University

Slippery Rock University has worked to identify, build upon, and strengthen its unique role within the firmament of American higher education since 1983, when the formulation of Pennsylvania State System of Higher Education (PASSHE) resulted in Slippery Rock State College's reconstitution as a university. The University's fundamental mission, as articulated in 1987, is "to provide high quality undergraduate and graduate instruction" as a masters-level comprehensive university. Scholarly research, promotion of professional performance, and meeting the "education-related economic, health, environmental, social, cultural, and recreational needs" of the region served are complementary missions (Figure 1.1). Slightly more than a decade after gaining university status, in December, 1998, the university stated a vision that would drive and guide the fulfillment of our mission: "Slippery Rock University will excel as a caring community of lifelong learners connecting with the world." _Standard 1 – A, D, E, and F_

The university community had a mission and a vision but, as our Middle States self-study came to a conclusion in the spring of 2001, we found ourselves still in a state of transition, still not quite connecting institutional history and traditions to a newly acquired status as a public comprehensive university. We had goals and aspirations; we had generations of institutional experience and a set of evolved practices. How might the latter be put in service to the former? What were we as an institution of higher learning and how might that grounded identity serve as the foundation for what we could be? _Standard 1 - J_

Slippery Rock University's beginnings in 1889 are similar to those of our fellow institutions within the state system: state normal schools charged with training the elementary and secondary teachers to staff Pennsylvania's public schools. When, in 1926, the institution began granting four-year

Figure 1.1

Our Mission (Reaffirmed 2007)
The fundamental mission of Slippery Rock University is to provide high quality undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally-related economic, health, environmental, social, cultural, and recreational needs of the region served by the university. In accomplishing these missions, Slippery Rock University primarily focuses its efforts on the academic areas of:

- the arts and sciences,
- business,
- communication,
- computer and information sciences,
- environmental sciences and studies,
- health and human services, and
- teacher education.

degrees as Slippery Rock State Teachers College, the Pennsylvania Department of Education decided that the College would focus on health and physical education. This decision, perhaps more than any other, has had a lasting influence on our identity, even after 1960, when Slippery Rock State College began granting undergraduate and graduate degrees in the liberal arts and professions. The popularity and strength of our current programs in dance, exercise science, elementary and special education, health and physical education, physical therapy, sport management, and athletic training are the legacy of that assignment given to the institution more than eighty years ago. _Standard 1 - F_

Another significant influence has been the tradition of educating service professionals, a tradition beginning with education but branching out into such diverse fields as safety and environmental management, nursing, psychology, social work and criminology. An awareness of social stewardship and the need for understanding across diverse cultures permeates programs in the liberal arts, communication, business and the sciences, as well as other learning activities across the campus. That awareness is incorporated in both our vision and mission statements. _Standard 1 - A_

One last influence has been Slippery Rock University University's rural location in Butler County, Western Pennsylvania. When students come to the Slippery Rock University campus, that campus has to be a microcosm of the much larger worlds they will encounter upon graduation, worlds they will be educated to serve. (In 2010, 85% of SRU's traditional students are at the age of 18 to 25.) The great majority of students, even those who originate in relatively nearby counties and in Butler County itself, prefer to establish residence on campus or in the surrounding borough or township during their enrollment. SRU has never been a commuter school, and its faculty and administration have always recognized that the education of its students required activities, programs, and facilities beyond the classrooms.

More so than any vision statement, historical experience and a deeply engrained tradition of service make Slippery Rock University a caring and predominantly residential community of learners. This institutional character was not a marketing decision but could provide a competitive advantage; it _was and remains_ Slippery Rock University and, consequently, the way forward as we worked to reverse a steady decline in enrollment that characterized the 1990s and to thrive during the steady decline in public financial support that characterized the decade just completed**.** _Standard 1 - A_

What is a Premier Public Residential University?

That we are a University both public and residential in nature is an historical given. What this self-study will identify are the steps we have taken and the steps remaining for Slippery Rock University to sustain itself as premier. Each division within the university defines that word through its own functional lens. For academic departments, a premier university has well taught, scholarly current, and carefully sequenced degree programs. For enrollment services, a premier university attracts and retains those quality students who will thrive in our particular living and learning environment. For the student life division a premier university provides programs, activities and services that coordinate with and expand upon the academic experiences of the students. _Standard 1 - A_

In a 2008 vision statement, the University's president sought to define a premier residential university as one in which the campus is viewed as a "living laboratory," where students experience a "sustained immersion in the intellectual community." Teaching relies on "personal engagement with students as residents" of that community; faculty and staff "serve as models of the values and civic responsibilities to which our students aspire." Moreover, our rural campus must not function as an enclave for dominant group mores and cultural perspectives, but as a community in which diverse intellectual viewpoints and cultural experiences thrive and continually interact.   (Appendix A) *Standard 1–E and H*, *Standard 5–A*, and *Standard 12-C*

Enrollment

The decline in enrollments occurring during the 1990s has been well-documented in the 2000-01 institutional self-study and in other submissions to Middle States; the steady rise in enrollments beginning in fall 2000 and continuing to the present is readily observable in the figures and tables supplied in this chapter and in a walk around campus on any day during our fall or spring terms. Our focus here is on the strategies that ensure sustaining enrollment growth in a manner deserving the label of premier public residential university. *Standard 1 – I, and Standard 8-A, I and O*

- Enrollment growth occurs through the academic strengths of students attracted to Slippery Rock University, rather than through continual increases in the size of incoming first-year classes. More effectively prepared students are less likely to withdraw from the University after a year or two, and more likely to stay through graduation.   The average composite SAT score for incoming students, well under 1000 at the beginning of the decade, rose to 1018 in fall, 2010, and the percentage of incoming students in the top half of their high school graduating class rose from 69% in 2004 to 82% in 2010 (Table 1.1).

Table 1.1: Quality Measures of First-time Full-time Students at Slippery Rock University, Fall Terms 2004-2010

Cohort Year	Headcount	AVG total SAT Score	AVG HS GPA	Percent of First-time Students in Top 10% of HS Class	Percent of First-time Students in Top 25% of HS Class	Percent of First-time Students in Top 50% of HS Class	Orientation Participation Percentage
2004	1540	983	3.23	9%	29%	69%	99%
2005	1464	1001	3.24	8%	28%	70%	99%
2006	1429	1004	3.24	10%	33%	70%	98%
2007	1506	1002	3.26	10%	35%	72%	99.5%
2008	1546	1031	3.39	12%	40%	80%	99.3%
2009	1545	1026	3.39	12%	42%	84%	99.7%
2010	1575	1018	3.39	13%	43%	82%	99.8%

As a result, retention rates for first to second year students have been around 80% the past several years (Table 1.2) and voluntary withdrawals have dropped by 36.8% in the past five years and involuntary withdrawals have gone down by 29.8% over the same time period.

Table 1.2. Retention Rates for First-time, Full-time Students at SRU, Fall Terms 2005-2009

Cohort Year	Head Count	Continued to 2nd Year
2004	1530	77.6%
2005	1457	75.8%
2006	1416	77.9%
2007	1499	78.8%
2008	1530	80.6%
2009	1540	81.43%

Table 1.3 shows that the six-year graduate rates rose from 47.5% for the 1995 cohort to 60.6% for the 2004 cohort. _Standard 8-A, B, and I_

Table 1.3: Graduation Rates for First Time, Full Time Students at SRU, Fall Terms 1995 - 2004

Cohort Year	Head Count	Graduated in 4 Years	Graduated in 5 Years	Graduated in 6 Years
1995	1277	19.9%	43%	47.5%
1996	1195	20.6%	45.2%	49.0%
1997	1193	20.7%	46.4%	50.1%
1998	1259	23.5%	45.5%	49.75
1999	1301	25.6%	47.7%	51.8%
2000	1346	27.6%	47.6%	51.8%
2001	1314	28.7%	48.9%	53.2%
2002	1421	29.3%	54.6%	59.2%
2003	1465	30.9%	52.8%	57.7%
2004	1530	36.0%	57.6%	60.6%

- Slippery Rock University attracts its quality students through scholarship programs based on both merit and need. The SRU Merit Scholarship Program, initiated in 2004, offers renewable scholarships valued at $1250 per year to students with an SAT composite score of 1150 or higher, a high school grade point of 3.5 or higher, and a rank in the top quarter of the high school class. Table 1.4 below shows the increase in the number of Merit-Based scholarship dollars over the last five years. The number of students attending on such scholarships rose from 81 in 2005-06 to 406 in 2009-10. Non-athletic scholarships rose in total from 545 in 2004-05 to 1000 in 2008-09. _Standard 8-F_

Table 1.4: Merit Scholarships through the SRU Foundation 2004-05 to 2009-10

Scholarship	2005-06	2006-07	2007-08	2008-09	2009-10
Merit Scholarship Dollars Awarded	$98,760	$228.750	$335,875	$453,125	$498,125

- Slippery Rock University retains incoming students at all levels of preparation through an emphasis on and strengthening of first-year experience programs and critical interventions. Students in particular majors are usually scheduled in learning community clusters their first semester, clusters that include a FYRST seminar course, a course in the student's major, and a general education course. Other programs include orientation, Week of Welcome activities, tutoring (including a writing center) and early intervention services, living-learning communities (of which there are nine, with 900 students participating), and leadership community service learning opportunities. _Standard 8-C and H_, _Standard 11–E, and _Standard 13-A and B_

- Slippery Rock University attracts and retains a greater number of transfer students through:

  o Personal counseling by admissions staff members and off-campus appointments at community colleges.

  o The Pennsylvania Transfer and Articulation Center (PATRAC.org). As a member SRU actively strives to transfer and use towards graduation requirements, those courses completed in accordance with the -Credit Transfer Framework.

  o The Academic Passport transfer program that is designed to facilitate the transfer of students from Pennsylvania community colleges to Pennsylvania State System of Higher Education (PASSHE) universities, and to support the transfer of undergraduate credits earned by PASSHE students to other PASSHE universities. Students who meet the established criteria will be granted an *Academic Passport*, which will guarantee admission to the university and the fullest consideration of transfer credits.

Clear and comprehensive information including policies and procedures regarding transfer credit is also available on the transfer student . *6-J and P*, *8–G, and* *11-I*

- Transfer enrollments have increased by nearly 8% in the past four years; new transfer student enrollment was 610 in fall 2010, or 7.60% of all new undergraduate enrollments for fall, 2010. (Table 1.5) *Standard 8-G*

Slippery Rock University offsets a decline in Pennsylvania's high school graduates beginning in 2008, particularly acute in the state's western half, by increasing its enrollments from Allegheny County, the most populous county in the region, and from bordering states such as Ohio. This strategy has the added benefit of increasing the presence of underrepresented groups on campus.

> **Table 1.5: Total Number of New Transfer Students:**
> Fall 2005 – 605 (8.16%) of Total Undergrad (7414)
> Fall 2006 – 593 (7.86%) of Total Undergrad (7545)
> Fall 2007 – 574 (7.57%) of Total Undergrad (7585)
> Fall 2008 – 637 (8.28%) of Total Undergrad (7691)
> Fall 2009 – 689 (8.81%) of Total Undergrad (7825)
> Fall 2010 – 610 (7.60%) of Total Undergrad (8026)

With the aid of a tuition waiver program instituted by the PASSHE Board of Governors, undergraduate enrollment of students of color increased 32% (from 450 to 592) between 2005 and 2010, with the number of African-American students increasing by 35% and the number of Hispanics by 84% (Table 1.6). *Standard 8-F and N*, and *Standard 9-A*

Table 1.6: Number of Students of Color, Fall Semesters 2005-2010	2005	2006	2007	2008	2009	2010
Black, Non-Hispanic	311	359	380	402	409	419
American Indian, Alaskan Native	26	24	17	10	22	9
Asian	49	58	49	54	55	46
Hispanic	64	75	85	88	93	118
Total	450	516	531	554	579	592

Table 1.7 shows the first-to-second year persistence rate for African American and Hispanic students has improved.

Table 1.7: First-to-second year persistence for African American and Hispanic Students		
2004 Cohort	67.2%	71 Students
2005 Cohort	74.3%	68 Students
2006 Cohort	67.5%	83 Students
2007 Cohort	77.6%	97 Students
2008 Cohort	77.6%	76 Students
2009 Cohort	77.1%	74 Students

The university has been able to reverse a decline in out-of-state enrollments (Table 1.8), which have increased 125% since 2003 through implementation of a Non-resident Tuition Differential that allows such students to pay tuition at a rate of 150% the in-state charge if they graduate from high school with a 3.0 overall grade and can maintain that level of performance while at Slippery Rock. *Standard 9-A*

Table 1.8: Out-of-State Enrollment	
Fall 2003	357 Students
Fall 2004	431 Students
Fall 2005	508 Students
Fall 2006	570 Students
Fall 2007	607 Students
Fall 2008	719 Students
Fall 2009	773 Students
Fall 2010	865 Students

Exhibit 7: Slippery Rock University's Strategic Enrollment Management (SEM) Plan represents the collaborative initiatives, communications, energies and efforts of the Enrollment Services personnel as well as many constituencies across departments and divisions on campus.

Figure 1.2 shows the distribution of total enrollment from the seven state regions.

Figure 1.3 presents the Total Fall Enrollment at the university from 2001 to 2010. Total enrollment increased each year during this period.

Figure 1.3

Ten Year Comparison of Fall Total Headcount Enrollment

2.36% increase in total headcount as compared to last year
23% increase in total headcount since 2001
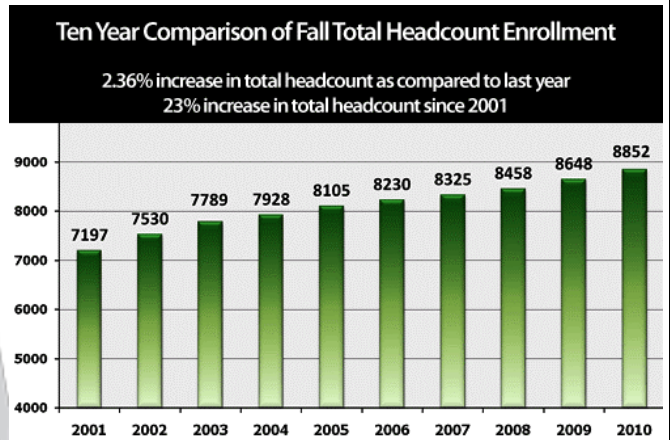
Figure 1.2

Distribution of total enrollment from the seven state regions

| 66% | 22% | 2% | 4% | 3% | 3% |
| 50 Miles | 100 Miles | 150 Miles | 200 Miles | 250 Miles | Over 250 Miles |
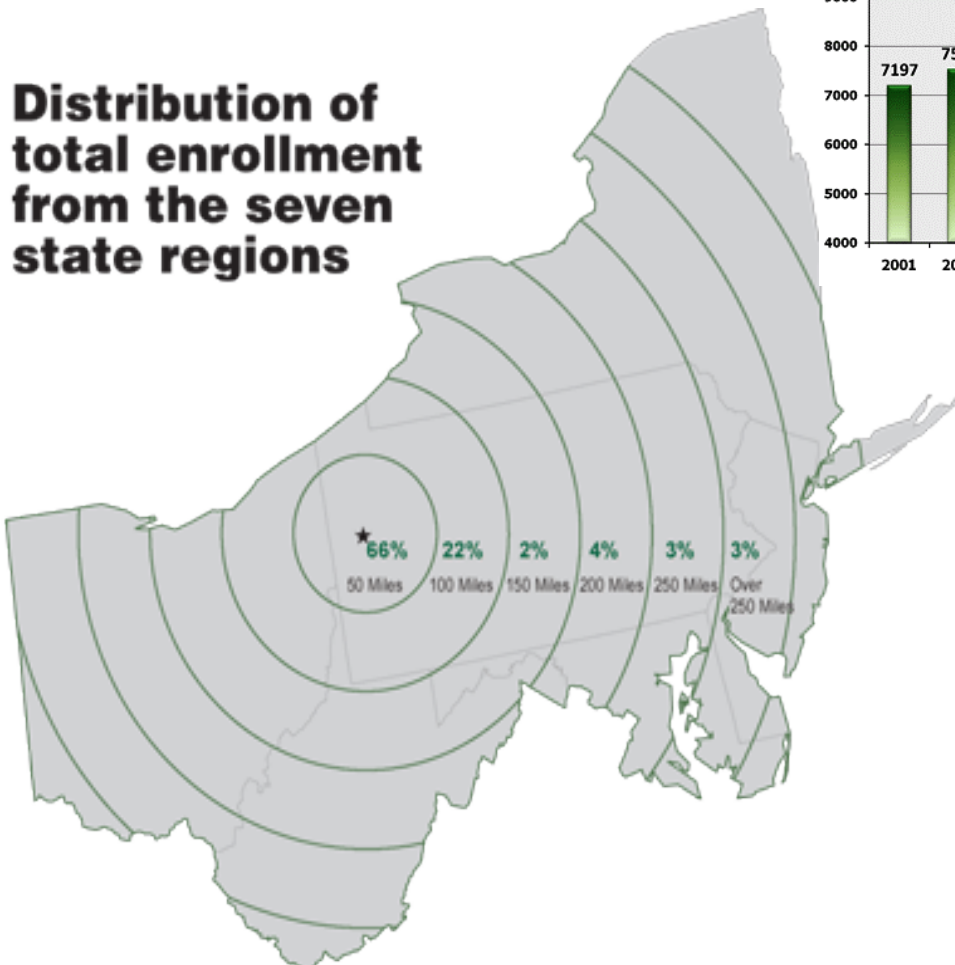
Academic Quality

The enrollment and retention strategies described above notwithstanding, attracting and retaining students at a public residential university that aspires to be premier depends primarily on that university's academic programs. Since our last Middle States Self-Study in 2000-01, Slippery Rock University has sought to enhance the quality of its academic offerings in the following ways:

- by recognizing that recruiting and developing quality faculty is essential to excellence;
- by engaging students in their learning through opportunities to apply their knowledge; and
- by constant renewal of curriculum and teaching practices through assessment of student learning. *Standard 2-B*, *Standard 10-A and E*, and *Standard 14-C and OO*

Certain established practices regarding the characteristics of faculty within PASSHE contribute to a high quality residential experience for our students. The great majority of credit-bearing courses offered at Slippery Rock University, including general education courses, are taught by full-time tenured or tenure-track faculty members. There are no graduate teaching assistants and only 12.8% of faculty members are part-time instructors. Ninety-two percent of those full-time tenured or tenure track instructors have terminal degrees in their fields of study. In addition to those established practices, Slippery Rock University has made a concerted effort in recent years to increase the diversity of its faculty, in order to have its faculty members reflect the world in which students will find themselves following graduation. All searches are national, advertised widely, and guided by the Office of Diversity and Equal Opportunity. As a result, 64 of the 335 tenured and tenure-track faculty in fall, 2010 were from previously underrepresented groups (African-American, Hispanic, Native American, and Asian descent). *Standard 1-A*, *Standard 6-B*, and *Standard 10-A and K*

Within programs, student opportunities for research, both with faculty members and independently, and for experiential learning in the form of internships (Table 1.9), service activities and international travel have been expanded considerably since the last self-study. A specific budgetary line, supported by student academic enhancement fees, has funded travel costs to attend and present at conferences and other scholarly and educational venues. The institution supports several honorary societies within specific disciplines, and a symposium for research and scholarship, held during the spring term of each year, continues to grow in level of participation. *Standard 3-C*

Table 1.9: Internship Student Enrollment	Fall	Spring	Summer	Total
2005-06	49	148	317	514
2006-07	51	156	330	537
2007-08	44	203	376	623
2008-09	25	180	381	586
2009-10	69	157	384	610

Slippery Rock employs university-wide assessments of student learning in the form of the Collegiate Learning Assessment (CLA– Exhibit 2), Alumni Survey (Exhibit 3), and the National Survey of Student Engagement (NSSE – Exhibit 4). Seniors responding to the NSSE recorded mean scores higher than Slippery Rock University's peer institutions regarding active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. These categories are similar to the characteristics of learning in a premier public residential university defined earlier in this chapter. _Standard 1-G_, _Standard 7-B, C, D and T_, and _Standard 9-J and P_

Another form of university-wide assessment has been recognition by several publications (Exhibit 37):

- _U.S. News & World Report_ as part of its 2011 edition of "America's Best Colleges" has named Slippery Rock University as one of the top 100 Regional Universities in the North.

- _Princeton Review_ identified Slippery Rock University as one of the top rural colleges and universities in the region, and also one of the top "green colleges."

- For two years running the _Chronicle of Higher Education_ has named Slippery Rock University as a "Great College to Work For." _Standard 5-K_

- _GI Jobs Magazine_ has placed Slippery Rock among the top 15% of militarily friendly universities in the country. _Standard 14 N and FF_

However, the primary focus of student learning assessment at Slippery Rock University takes place within departments, emphasizing degree programs and general education course offerings. This focus is a result of a "bottom-up," department-initiated approach to assessment characterizing the university since the 1990s. What is new since our last self-study is a set of more consciously systematic processes meant to ensure that the collection of assessment data actually leads to recorded changes in curriculum and teaching practices. In fall 2004, the Assessment Core Committee developed a cyclical calendar of assessment activity and instituted annual assessment reports for all academic programs, reports reviewed by the Coordinator and the appropriate academic dean. In 2007-08 the Assessment Core Committee standardized this reporting through the introduction of the Degree Coherence Matrix, graphically demonstrating how program goals and courses connect to our university-wide learning outcomes, illustrating specific assessment activities related to each learning goal, and depicting actions occurring as a result of those assessment activities. Some specific assessment-inspired actions will be featured in a later chapter of this report. (Exhibit 5)
Standard 1-I and J, _Standard 7-A, B, D, F, G and K_, _Standard 11-C_, _Standard 12-L_, and _Standard 14-A, E, K, L and M_

As has been the case in many universities, developing assessment of student learning within the general education program (known as Liberal Studies at Slippery Rock University) has been a considerable challenge because of our recognition that such assessment must be faculty initiated and department based. Significant progress has been made, however, in the years since the University
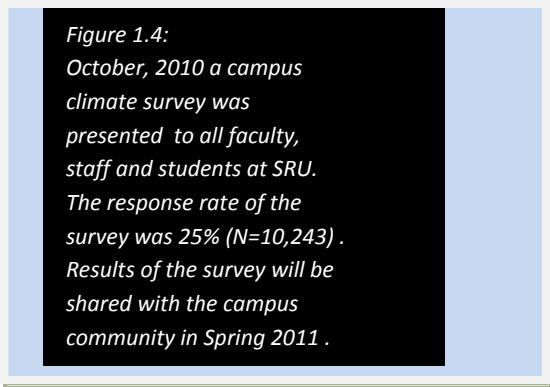
submitted its 2006 Periodic Review Report. Our Liberal Studies Program Committee has required all departments teaching courses within the program to submit plans demonstrating how student learning outcomes designated for those courses will be assessed. Departments have begun reporting results demonstrating student achievement of course outcomes. Liberal Studies courses must also be incorporated in the earlier-discussed degree coherence matrices, making visible the roles such courses have in meeting the learning goals of degree programs. To date, 78% of all Liberal Studies goal courses have approved assessment plans and it is expected that changes based on those assessments will begin to directly influence program content and teaching approaches.

Standard 7-A and B, *Standard 11-D*, *Standard 12-F*, and *Standard 14-K and S*

Student Life

Several of the ways this division works to make Slippery Rock University a premier public residential university have already been mentioned in the discussion of how the institution has managed its enrollment growth over the past decade. Student Life personnel strive to apply best practices in all offered services, including the Office for Multicultural Development, the Counseling Center, and Student Health Services, as well as among the members of the Behavioral Intervention Team (BIT). Given the university's aspirations, one of the greatest challenges in recent years has been to create a campus atmosphere in which a variety of cultural perspectives and experiences are accepted and honored. As a rural campus with a student body primarily made up of people who grew up in a historically dominant culture, Slippery Rock University must consciously work towards being a welcoming place for students who are of different backgrounds.   *Standard 2-A,* *Standard 6-G*, and *Standard 9-A and B*

Figure 1.4:
October, 2010 a campus climate survey was presented to all faculty, staff and students at SRU. The response rate of the survey was 25% (N=10,243) . Results of the survey will be shared with the campus community in Spring 2011 .

That work is extensive and ongoing. Several offices and presidential commissions offer educational programming intended to foster tolerance, understanding, and appreciation of peoples and cultures with ethnic or gender identities distinct from those of the majority of students. Services and programs are offered by the Women's Center, the International Services Office, the Office of Multicultural Development, and the Frederick Douglass Institute. There are four President's Commissions: Status of Women; Lesbian, Gay, Bisexual Transgender Queer/Questioning and Intersex (LGBTQI); Racial and Ethnic Diversity; and Disability Issues, along with a Presidential Task Force for Cultural Awareness. In fact, such efforts have become so numerous and have spawned such a variety of activities that a lack of coordination in both fact-finding and programming became a discernible problem. To address that lack, the president created a new position in Fall, 2009, a Senior Officer for Diversity and Inclusion. *Standard 5-D and J, and* *Standard 6-G*

The Senior Officer for Diversity and Inclusion reports to the President and provides leadership in the development, implementation, and maintenance of policies, programs, and systems to achieve

university goals of inclusion and multicultural activities for faculty, staff, and students. Leadership will be demonstrated by the successful integration of diversity, international and intercultural plans and goals into the mainstream of operational activity throughout Slippery Rock University.   *4-B*

The 2009-10 academic year proved a good test of the potential effectiveness of the newly created position. Many members of Slippery Rock's minority community have felt threatened by certain intolerant elements of the wider community, and alienated from manifestations of the dominant culture. This sense of isolation contributed to tensions, during the fall terms of both 2008 and 2009, between the minority community and the student newspaper over published material perceived to encourage racial misunderstanding, stereotyping, and intolerance. In fall, 2009 the newly appointed Senior Officer for Diversity began meeting regularly with student leaders, faculty members and student life staff, with the intent of "breaking down silos" and developing programming that would engender more widespread participation and dialogue than had been the case. A four-day series of talks, performances, and panel presentations entitled *Democracy and Diversity*, took place in March and April, 2010 and was so successful that the event will be continued in 2011. The series was not seen as a culmination but as an initiation into a particular type of coordinated programming that would create campus-wide discussion and increased understanding.   *11-W, and*   *13-R and V*

Facilities

With a significant majority of students in residence either on campus or in nearby communities, ongoing renewal of the university's physical environment is essential to our maintaining premier status. Both academic facilities and facilities directly related to residency (sleeping, eating, and recreation) must function as state-of-the-art, educationally integrated environments. Throughout the construction and renovation that has characterized the campus in recent years careful planning has brought about needed physical transformations with a minimum of disruption to the university's academic activities and a substantial reduction in the use of natural resources. (Exhibit 6)
Standard 1-A, *Standard 2-B and T*, and *Standard 11-E*

For example, both the Advanced Technology and Science (ATS) building and new residence halls were in place before a much-needed renovation of Vincent Science Hall (VSH) began. Because the earlier building had been completed, departments housed in Vincent were able to smoothly locate in temporary homes in the ATS and in a former residence hall (Patterson) that had been renovated into office and classroom space. The biology, psychology, and mathematics departments moved back into Vincent when the building was completed in January, 2011. *Standard 2-E*

The largest construction project on campus since our last Middle States self-study has been the replacement of antiquated long-hall dormitories with new suite-style, LEED Certified residence halls. The building of these residences allows for a greater emphasis on the Living-Learning Communities mentioned earlier in this chapter. Their presence has been coupled with planned renovations of campus food services. The two main dining halls have been renovated to allow for fresh menu items, more personalized service, service hour expansion, and other operational changes. Renovation of Boozel was completed in January, 2009, and Weisenfluh's renovation is scheduled for completion in January, 2012. *Standard 1-I*

> **Figure 1.5:**
> **Division of Student Life**
>
> **Mission** is to facilitate the transformation of students through purposefully designed co-curricular experiences, environments, and services that advance student learning and student leadership while providing students with the skills to be successful, responsible and engaged members of diverse communities in a global society.
>
> **Vision** is to provide exceptional student leadership and student learning opportunities and services as part of a premier public residential university through the visible integration of academic and student life experiences.

Slippery Rock University recognizes that facilities like residence and dining halls must accommodate a shifting ethos that no longer tolerates spartan-like co-habitation but instead emphasizes the role of health and comfort in enhancing learning. Expectations for student unions have been undergoing a similar transformation in recent years, and in response a new student center will be completed by 2012. Costing $34 million, that project will be bond-financed based on student fees authorized by a student referendum. *Standard 1-A*, *Standard 2-B and G*, *and Standard 8-N*

The new LEED Certified student center will include support spaces for student organizations and leadership development, as well as dining, retail and meeting facilities. The old union will provide the space needed to consolidate such student support services as Academic Support, Office of Multicultural Development, Career Services, Office for Students with Disabilities, Academic Records, Student Accounts, University Police, and Office of Student Conflict Resolution, the offices for which are currently scattered about campus in the main administrative building, the library, a residence hall and, in the case of the Police, a wooden frame building on the border of the campus. *Standard 2-B, C and D, and Standard 8-N*

Distance Learning

While our main identity rests on serving as a premier public residential university, Slippery Rock University is aware that its mission and vision encompass providing quality educational opportunities to non-residential and non-traditional students as well. In a time of severe fiscal constraints created by several factors discussed in a later chapter, the University confronts how to fulfill that part of its mission in the most effective and cost-efficient manner without sacrificing academic quality. *Standard 1-A*

Earlier in the decade, University officials thought the Regional Learning Alliance (RLA) that opened in August, 2004, and located much nearer to the region's main population center than the Slippery Rock University campus, would be a primary mode for bringing graduate and certain high-demand undergraduate programs closer to the non-residential and non-traditional student populations. However, demand for classes at the facility has not grown as anticipated, and the role of the RLA is now

focused more on workforce development and collaboration with other regional institutions of higher learning. *Standard 1-A and F, and Standard 2-G, S and T*

The medium for educational delivery experiencing growing demand among the aforementioned student populations is distance education. During the 2004-05 academic year, only four courses with a total enrollment of 110 students were offered fully on-line by the University. Those figures had jumped by the 2009-10 academic year to 156 courses, 177 sections, and 4,587 students (Table 1.10). *Standard 1-F, and Standard 11-A, B, G, H, and K*

Table 1.10: Online Student Enrollment								
Academic Year	**Undergrad**			**Grad**			**Combined**		
2006-07	Courses	Sections	Students	Courses	Sections	Students	Courses	Sections	Students
	79	97	1896	39	47	595	118	144	2491
2007-08	Courses	Sections	Students	Courses	Sections	Students	Courses	Sections	Students
	88	117	2049	49	58	963	137	175	3012
2008-09	Courses	Sections	Students	Courses	Sections	Students	Courses	Sections	Students
	107	129	3112	54	63	1376	161	192	4488
2009-10	Courses	Sections	Students	Courses	Sections	Students	Courses	Sections	Students
	97	109	3021	58	69	1566	156	177	4587

The University currently offers one undergraduate, five graduate degree and three non-degree programs online: Nursing, BSN; Secondary Education K-8 Math/Science, M Ed; Criminal Justice, MA; Special Education – Master Teacher M Ed, Physical Handicapped Certification (non-degree), School Supervision, and School Supervision Post Masters Certification (non-degree); Parks & Recreation M Ed, and Park and Resource Management MS. Many programs throughout the University offer individual on-line courses, which are particularly common during the summer terms. In addition, students enrolled in any of the Pennsylvania State System of Higher Education universities can access Slippery Rock University's online offerings through the PA Universities Online web-site and then enroll in those offerings if interested. *Standard 11-H*

Economic incentives to put more graduate programs and summer course offerings on-line escalate. As the percentage of the University's operating budget derived from state allocations continues to drop, the definitions of "low-enrolled" and "productive" academic programs have shifted in some subtle and not-so-subtle ways. While a "low-enrolled" program was once defined as graduating no more than 12 students in a three-year period, such programs can now include those with steady but not growing enrollments, particularly if the current enrollment levels do not generate enough tuition to cover the costs of offering the program. Because programs and courses can no longer rely on the supplemental support of state appropriations, those same programs and courses must be financed completely by tuition revenues. As a result, three graduate programs in English, physical education, and

sport management have been placed in moratorium since June, 2009. Distance education might provide the delivery mode for those programs, and it is hoped increased program and course enrollments might make them fiscally self-sufficient. Two graduate programs - nursing and a principalship certificate - were cut. *Standard 2-Q and U*

        A similar pattern has emerged regarding summer course offerings. In recent years, enrollment in such courses, when offered on-campus, have been in steady decline. Because Slippery Rock University is primarily a residential university serving students mostly of traditional college-going age, that population habitually returns to home towns for employment during the summer months. Their possible need for summer courses has been filled by local two- and four-year institutions and then transferred back to Slippery Rock University through approval of a transient clearance form. The only growth in summer enrollments has occurred when the courses are offered as distance education. Distance education has proven to be advantageous to residence students wishing to pursue summer job opportunities by offering "Take the Rock Home" program. The program allows SRU students to take online courses over the summer while they are at home. In summer of 2006, 20 course sections were offered online, enrolling 420 students; in 2007, 42 course sections were offered online, enrolling 811 students; in 2008, 54 course sections were offered online, enrolling 1192 students; in 2009, 88 course sections were offered, enrolling 1859 students; and in 2010, 118 sections were offered, enrolling 2348 students.   The University is planning a winter inter-session for December 2011 that will consist of all online courses. *Standard 11-H, K and O*

Figure 1.6

The Higher Education Opportunity Act of 2008: Distance Education

How should institutions establish that students who register for distance education courses are indeed the students who complete the course requirements and earn the academic credit?

Slippery Rock University implements a variety of strategies to help ensure that students who register for distanced education classes are indeed those who complete the course requirements. Some of these strategies include:

- All students applying online to SRU must provide some form of identification to the University.
- All distance education courses are required to be facilitated using the institution-approved learning management system (LMS).
- The LMS uses Secure Sockets Layer (SSL) encryption to secure the information passed by the students' browser to the LMS.
- Access to the LMS is controlled by issuing each student a unique username and password.
- The LMS reporting feature allows the instructor and LMS Administrator to track the student's IP address, the date and time of each access, the amount time of each access, and what content was reviewed.
- Plagiarism detection tools are used within the LMS to help identify plagiarized work.
- Distance Education instructors are encouraged to implement forms of assessment that may help with identifying the student. Some of these forms assessments include writing, video, and audio presentations.
- Distance Education instructors are encouraged to password protect each administration of the quiz within the LMS and email that password to the students on the date of the quiz.
- Distance Education instructors are encouraged to require students to create a profile within the LMS that includes a picture of the student and some personal information like their major and interests.
- Enrolled online students will be automatically logged-off after 60 minutes of inactivity.

Observations and Recommendations

As this chapter demonstrates, Slippery Rock University has firmly established itself by historical and current practice as a public residential university. During the past decade the University has more consciously embraced that role and determined that its future will be brightest if planning and decision-making are aimed towards making the institution the best residential university it can be. Throughout this self-study, analysis of the current state and direction of the University will prompt critical reflection striving to enhance and improve institutional performance. The following observations and recommendations relate to our identification as a premier public residential university.

- Because our identity as such has been firmly established, and planning and resource allocation are clearly guided by that identification, our status and aspirations as a premier public residential university should be consciously articulated within either the mission or the vision statement for the University.

- Student residential patterns are observable, and it is no wild guess to assert that, during the fall and spring terms, a significant majority of the University's students reside either on-campus or in privately-owned student residence halls and apartment complexes in the surrounding borough and township. However, student residences are currently classified as either "on-campus" or "commuter," thus depriving the University of precise and useful information about the number of students who actually reside at the University. The University, in working towards maintaining and enhancing its status as a premier public residential university, should classify students as living either on-campus or within a specific radius of campus, such as five-miles, ten-miles, and beyond.

- In the past five years the cost of tuition, room, board, fees, and books has risen by 50%, with most of that cost attributable to the increase in charges for residing in one of the new residence halls. Yearly tuition has gone up by only a little more than $898, or slightly above 18%, from 2005-06 to 2010-2011 (Table 1.11). Scholarship awards are not keeping pace with the current charges for living on campus. The university must continue to aggressively seek contributions for merit and need-based scholarships, to allow for an increase in both the number and the size of the awards, and to maintain access among all citizens within the Commonwealth.

Table 1.11: PASSHE Tuition Rates 2004-2010

Fiscal Year	Pennsylvania Resident Undergraduate Tuition Per Academic Year	% Increase
2005-06	$4,906	2.00%
2006-07	$5,038	2.70%
2007-08	$5,177	2.80%
2008-09	$5,358	3.50%
2009-10	$5,554	3.50%
2010-11	$5,804	4.50%
Change from 05-06 to 10-11	$898	18.30%

- Both fact-finding and program planning to increase cultural awareness and to encourage diversity should continue to be coordinated by the Presidential Task Force for Cultural Awareness and by the Senior Officer for Diversity and Inclusion. These entities should continue to work for greater collaboration between faculty members and student life staff, particularly by fostering increased faculty participation in the living-learning communities, in jointly organized extra-curricular learning activities, and in community service learning programs.

- The rapid growth in distance education offerings to accommodate the educational needs of non-traditional, non-residential students and of students away from campus during the term breaks necessitates the implementation of thorough, carefully planned assessments of those offerings in regards to student learning and satisfaction.

Chapter Two:
Strategic Planning, Budget Creation, and Evidence-Based Decision Making

As a Pennsylvania public university, one of 14 within a system governed by a Chancellor's ffice and a Board of Governors located in the state's capital, Slippery Rock University operates under some strong fiscal constraints while it goes about its planning and budgeting. Financial incentives, referred to as performance indicators determined by the chancellor's office, must be aligned with the institution's own goals and aspirations. A steady decline in state revenues as a percentage of operating budget (down to 32% in 2009-10 from 47% ten years earlier) and tuition increases (an overall increase of approximately 18% from 2005 to 2010) set by the PASSHE Board of Governors (Appendix D) that fail to balance stagnant budget allocations have forced Slippery Rock University to continuously make difficult choices as it seeks to fulfill its mission, strengthen its programs, and fulfill its promise as a premier public residential university. On the other hand, those same constraints have forcefully driven home to Slippery Rock University's administration, faculty, and staff the necessity of doing all that is possible to steer a unique course—to plan strategically, to set clear goals and priorities, and to constantly reflect on the identity of our institution. *Standard 1-A and F*, and *Standard 2-A, G, Q, S and U*, and *Standard 3-Q and S*

Indeed, the sharpening focus in institutional planning on the University's residential nature can be at least partially attributed to the difficulties confronting public universities during the past decade. Given the shrinking pool of resources, institutions are forced to ask foundational questions—What are we? What shall we become?   This chapter will review Slippery Rock University's evolving planning process, and how that process has been consciously integrated into evidence-based budgeting and resource allocation. It will not gloss over the assumptions implied by the priorities that have emerged as the decade has progressed or inherent in the kinds of evidence upon which decisions have been made. Each planning and budgeting decision an institution makes creates certain possibilities and forces abandonment of others. *Standard 2-F, S and U*

Evolution of Strategic Planning

At the time of Slippery Rock University's previous Middle States Self-Study, in 2000-01, the institution was following the PASSHE's lead in moving from a Continuous Improvement (CI) planning model to a Performance Outcomes Plan (POP). During this transformation the University developed a strategic plan employing 161 initiatives that would help us reach performance goals in 36 different categories. In 2002, the PASSHE replaced the POP with the SAP (System Accountability Plan), which attempted to further rationalize the process by dividing it into three sections: a quantitative accountability matrix, a qualitative narrative assessment, and a University performance plan meant to articulate how well the University was completing initiatives and meeting goals set by the POP. Then, in

2004 with the publication of *Leading the Way: A Plan for Strategic Directions 2004-09* (Exhibit 8), the PASSHE refined the planning process still further by stipulating that the accountability matrix and the narrative assessment statement (NAS) would report progress in achieving goals. The University performance plan (UPP) would "provide the universities with the opportunity to report on progress made in achieving strategic goals … and unique University goals not envisioned in this strategic plan." (The NAS is still a means through which the University reports to PASSHE and demonstrates progress in institutional renewal to the System.)   (Exhibit 9)

Standard 1-C, Standard 2-A, C, E and F, Standard 3-Q and S, and Standard 10-J

Meanwhile, while most of the above modifications and refinements in system-initiated planning processes were taking place, the top administrative leadership at Slippery Rock University was in flux. From December, 2002, when the University's then-president was suddenly dismissed by the chancellor, until May, 2004 our current president, Dr. Robert M. Smith, had "interim" status, as did our current Provost and Vice President for Academic Affairs, Dr. William Williams. This leadership team's first order of business was to stabilize the functioning of the University and to align its goals with those set by PASSHE through the performance indicators. The indicators functioned as goals the system regarded as important, so important that performance in eight categories would result in additional yearly allocations reflective of how close the university had come to meeting set targets. Those eight categories are:

- number of degrees awarded
- faculty diversity
- faculty terminal degrees
- instructional costs

- faculty productivity
- personnel ratio
- persistence rates, and
- four and six-year graduation rates.
  Standard 2-K, Q and S, and Standard 5-A

As data regarding terminal degrees, faculty diversity, student retention, and graduation rates cited in the first chapter indicate, the University has done quite well in meeting the performance indicators. (Appendix X) The first year that performance funding was in place Slippery Rock University earned 94% of its target. But ever since the 2004 fiscal year the University has consistently received more in performance funding allocations than it has contributed to the funding pool. (Currently, eight percent of PASSHE Education and General (E & G) funding allocation is distributed through the performance funding process.) (Appendix B) This is not to say that this method of encouraging universities to pursue worthwhile goals has been completely without controversy. The category of "faculty productivity" has been a subject of particularly heated debate, because critics see PASSHE's equation of productivity with credit hours generated as a distortion of educational values, a distortion that rewards institutions for large class sizes rather than quality instruction or scholarship. (PASSHE is currently reviewing its performance indicators and is expected to issue revisions during the spring of 2011.) (Exhibit 10) *Standard 2-H and S, Standard 6-R, Standard 10-F, and Standard 14-OO*

Figure 2.1
Global Trends Leaders
Trend 1: Changing Population Dynamics – Dr. Katrina Quinn, (Communication Department)

Trend 2: Maintaining World Leadership in Science and Technology – Dr. Athula Herat (Physics Department) and Dr. Steven Strain (Biology Department)

Trend 3: Need to Understand Other Cultures – Dr. Eva Tsuquiashi-Daddesio (Dean, College of Humanities, Fine and Performing Arts)

Trend 4: Challenges to Social Mobility and Public Access - Mr. Eliott Baker (Executive Director for Academic Records and Graduate Admissions)

Trend 5: Sustainable Resource Use – Dr. Langdon Smith (Geography, Geology and the Environment Department)

Once the University's upper administration appeared stable, and the same could be said for planning mechanisms put in place by the PASSHE, the president set about creating inclusive, campus-wide processes for development of a comprehensive strategic plan. First, the president asked a consultant to pull all the various outstanding "sub-planning" documents into a single draft. From this process a draft emerged emphasizing three main aims for planning at the University: to enhance the quality of a Slippery Rock University degree, to create a premier regional residential university, and to financially control our own destiny in an environment in which government funding is shrinking. The plan would, in addition, encompass the years 2005-2012. *Standard 2-C, I and P, and Standard 5-A and E*

Between 2005 and 2008 this planning document underwent several revisions, particularly after the reorganization of the Strategic Planning Steering Committee in 2006 (Appendix E). The committee met intensively during the 2006-07 academic year, learning of the plans devised by various divisions and offices, listening to concerns expressed by members regarding the University's direction, and discussing how best to proceed with planning, assessment, and related resource allocation. From 2007 to 2008, the President visited with 27 academic departments, faculty leadership groups, and Student Government Association leaders to discuss strategic planning and obtain feedback. In addition, the President's Cabinet had a retreat to discuss strategic planning in late January, 2008. The following month, the Strategic Planning Steering Committee reviewed an updated plan and a structure meant to ensure that strategic planning is ongoing and inclusive, both informed by and influencing the results of institutional and learning assessment and the budgeting process. (Exhibit 11)
Standard 2-D, F, I, K, L, Standard 5-E and J, and Standard 7-I and O

The strategic plan (Appendix E) that emerged in February, 2008 is primarily an on-line document, replete with hyperlinks to the subordinate plans and assessment results of various divisions and offices. For example, under the goal of continuously improving "the quality and value of … academic degrees, intellectual products, and programs," an on-line reader can link to the strategic plan for the academic affairs division and to assessment data for various sub-goals and objectives subsumed under that goal. *Standard 2-C and G, Standard 6-N, P, and Q, and Standard 14-FF*

Now that the strategic plan fully connected the goal-setting and assessment activities of all divisions and departments to the three main institutional goals for 2012, University leadership decided

that the next step should be to match the University's mission, vision, and goals to the global trends that would have a strong influence on Slippery Rock's direction in years to come. During the 2008-09 academic year, the Strategic Planning Steering Committee set about addressing these trends and integrating them into the University's overall planning. Five sub-committees were organized (Figure 2.1), with each one focused on a specific trend—Changing Population Dynamics, Maintaining World Leadership in Science and Technology, Need to Understand Other Cultures, Challenges to Social Mobility and Public Access, and Sustainable Resource Use. Throughout the year these sub-committees worked on developing strategies for working these evolving concerns into the University's academic curriculum and non-academic programs, given the institution's current structures and resources in personnel and funding. Approximately 160 students, staff, faculty, and administrators have participated on these sub-committees, which presented their findings to the Steering Committee in September, 2009, and to the campus community as a whole in public forums held during the 2009-10 academic year. As the March 19, 2010 Strategic Planning Steering Committee meeting minutes and the emerging "Higher Education in 2025" document suggest, this part of the planning process is both ongoing and inclusive. (Exhibit 11) *Standard 2-C, G, I and M, Standard 4-E, Standard 6-M and N, Standard 7-A, Standard 11-S, and Standard 14-HH and II*

Evidence-Based Budgetary Decision Making

During the past five years, through its Strategic Planning and Institutional Assessment activities, Slippery Rock University has further rationalized, articulated, and modified processes for resource allocation. In some instances these processes may have been part of tacit, established past practices that were not adequately communicated to all interested parties. For instance, the Comprehensive Institutional Assessment Plan now describes a specific set of steps to be applied each year by both academic programs and non-academic divisions while performing assessments and preparing budget requests. Those requests must be clearly related to the goals and yearly objectives of the budgetary unit, and those goals and objectives must in turn be related to the University's mission, vision, and specific planning goals. (Appendix T) *Standard 2-D, K, and U, Standard 3-B and D, Standard 6-R, and Standard 7-A, E and I*

> **Figure 2.2**
>
> **University Budget Committee**
>
> **Provost (chair)**
>
> **VP for Finance & Admin. Affairs**
>
> **Assist VP for Finance & Admin. Affairs**
>
> **Budget Director**
>
> **Institutional Research Director**
>
> **Two faculty members (one APSCUF representative)**

As an example, let us consider a $3,000 request for a one-time purchase of instructional video equipment, a request made by the physical education department for the 2010-11 fiscal year. The request is directly tied to a departmental goal (namely, the use of "discipline-specific technology to master … disciplinary content"), and indirectly to a university-wide student learning outcome, i.e. Professional Proficiency. In making the request, the department must also articulate the hoped for learning outcome that will derive from the purchase. *Standard 2-C, and Standard 7-E, N and O*

All such requests are reviewed in a series of budget meetings held in March and April and attended by the head of the division, a representative of the department or office making the request
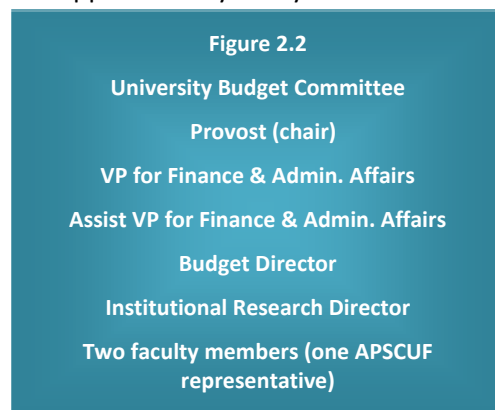
(in the case of academic departments, the college dean), and a member of the university's budget committee (Figure 2.2). The governing idea is that assessments carried out by a department or office will govern the budget requests made by the department or office and that those assessments, in the form of measurable outcomes set by the department, division, and the institution, will guide decisions regarding the request. (Appendix U) *Standard 2-D and Q*

Before PASSHE developed its form of performance funding Slippery Rock University was using its own performance funding to influence department behavior. Performance funding is allocated to academic departments based on credit hours per full-time teaching faculty, number of majors, number of graduates, faculty scholarly growth, assessment activity, and the five-year program review process. A recent review of the performance funding process indicated that departments were receiving those allocations too late in the academic year to adequately plan for effective use of the resources. (While budgets go into effect on July 1 of a given fiscal year, performance funding was generally allocated to departments in late November or early December.) To resolve this difficulty, administration decided to provide departments with around 85% of their performance funding as part of their initial budget allocation, which is then adjusted later in the year to reflect actual performance results. *Standard 2-J, Q and T, Standard 3-H, Standard 4-G and N, Standard 5-G, Standard 6-R, and Standard 10-K*

There is no denying that the 2008-09 economic downturn, which has created a recurring state budget deficit and a consequent drop in the state allocations, charitable giving, and the value of the University's endowment, has proven a test of the efficacy and fairness of the above-described budget processes. In making resource allocation decisions over the last few years, the priorities set by the 2005-2012 strategic plan have proven an important guide to keeping the university focused on its basic mission and vision: *students come first; academic programs are a higher priority than non-academic programs; shared governance extends to strategic planning and budget decisions; cuts and increases should never be made "across the board"; and the budget reinforces strategic priorities*. *Standard 3-B*

While enrollments rose 7.6% from fall, 2006 (8,230) to fall, 2010 (8,852), the number of faculty members rose 5.8% over the same period (415-439). Reliance on part-time faculty did increase during the same period, from 53 to 56, but remained a relatively low percentage of the overall faculty complement compared to other Masters-level public comprehensive universities. (Full-time faculty members increased by 21; the ratio of full-time equivalent students to full-time equivalent faculty rose slightly, from 23.72 to 24.15.) Beyond the University's primary educational function, cuts in non-instructional staff positions funded by the operating budget since October, 2008 (from 456 to 439) have occurred particularly among managers and clerical personnel in the Finance and Administration division. Staffing in the Academic Affairs and Student Life divisions has remained steady. *Standard 2-P, Standard 3-A and O, and Standard 10-P*

As discussed in the first chapter, the University's increasing dependence on tuition revenues has forced some difficult budget decisions. Programs that cannot sustain themselves on those revenues alone have come under increasing scrutiny. Undergraduate degrees in sociology and anthropology have been dropped, and instruction in those subjects has moved to a newly created professional studies

department. Graduate programs in English, physical education, and sport management have been placed in moratorium, while new faculty lines have generally been assigned to undergraduate and graduate programs and majors that have grown rapidly in the past five years (e.g. exercise science and criminology), and are projected to grow in future. *Standard 3-A, D, E and M*

The American Recovery and Reinvestment Act (ARRA) of 2009 has eased the impact of falling revenues on the university budgets for the fiscal years of 2009 through 2011. When Slippery Rock University received its first stimulus funding of $5.3 million in fall, 2009, the university allocated $2.1 million to a lingering shortfall in the 2008-09 budget, and $3.2 million to the 2009-10 budget. Another $3.1 million has been allocated to the 2010-11 budget. After that, no more money is expected from this particular source; in addition, state revenues are not expected to recover to 2008 levels in time to help the 2011-12 budget. Negotiations for the contracts of faculty and coaches and for the contracts of almost all other non-managerial staff as well, which are due to expire on June 30, 2011 also create uncertainty.   *Standard 2-U,* and *Standard 3-J*

Given that prospect, administration decided in fall, 2009 to make budget planning for 2010-11 and beyond as transparent as possible, encouraging open discussion among all campus constituencies about the university's strategic direction and its looming fiscal challenges (Exhibit 14). Campus-wide open forums were scheduled for the end of that September, and divisional forums took place between November, 2009 and February, 2010. Individuals were invited to submit money-saving ideas to a page set up on the President's web site. A few ideas that were put in place are:

- Document Management/Scanning where departments can scan documents on a central copier and distribute them as PDF documents, eliminating the need to print the document.

- The Print Management Solutions program for students provides for 300 free, black and white printed pages for general printing, and 200 pages of black and white printing for assignments per semester. One printed color page equals three black and white pages. Those exceeding their limit will be charged .05-cents per black and white page, and .15-cents per color page. The costs will be deducted from the student RockDollars account.

- Travel costs for all divisions were cut by 11% (full time, tenure-track faculty members travel was reduced by $200), saving $158,671 in the fiscal 2010-11 budget.

During the aforementioned budget meetings, administration asked departments, offices, and divisions to submit how they could decrease their operating budgets by 10% over the next two fiscal years. These decreases will have a noticeable but not debilitating impact on the working lives of Slippery Rock University's employees. For example, the division of Academic Affairs will no longer fund paper or ink cartridges for faculty members' individual printers; the Grants and Sponsored Research office will no longer print yearbooks reporting on grants received by individual faculty and students but will post the same information on the web as a PDF file; the Public Relations office will sharply reduce "a variety of co-branded outreach events." *Standard 2-C, Standard 3-K, and Standard 4-A*

Alternative Sources of Savings and Revenue

Established Sources of Revenue

Apart from state funding allocations for educational and general operating budgets, and the Pennsylvania State System Board of Governors-determined tuition revenues, Slippery Rock University can work with a few other well-established sources of revenue. In 1987, the University's Council of Trustees approved an academic enhancement fee charged to all registered students and meant to support library operations, instructional equipment and materials, academic testing, and student educational travel (Appendix D). The University has always carefully monitored expenditures of these funds to ensure they are used for the purposes intended, and they have helped pay academically related student wages and provide numerous enriching pre-professional experiences for students. During the most recent round of budget meetings, the Academic Affairs division paid particular attention to this funding, and how it could continue to enhance educational experiences in a time when department operating budgets were being cut. Slippery Rock University received $5.6 million from the academic enhancement fee for 2009-10. *Standard 2-A, Standard 3-A, F and H, and Standard 9-A*

★★★★★★★★★★

Figure 2.3

July 22, 2010, the Board of Governors approved a tuition technology fee increase by $26 to $232 for the full academic year for full-time resident students and by $40 to $350 for full-time nonresidents. (PASSHE News Release)

★★★★★★★★★★

Students also pay a technology fee (Appendix D) that allows the university to maintain and upgrade computer labs, classroom technology, and other instructional enhancements (Figure 2.3). All student lab computers are on a three-year replacement cycle, while the information technology network and infrastructure is typically replaced every seven years. When departments apply for technology fee grants, those proposals require assessments of student learning outcomes and approval by a student committee. Slippery Rock University received $1.9 million from the technology fee for 2009-10. *Standard 3-G*

State capital budget funding is allocated to PASSHE by the Office of the Governor and has been used in recent years to help construct Slippery Rock University's Advanced Technology and Science Hall, and to renovate Vincent Science Center. Capital funding requests are guided by the University's Facilities Master Plan, which is revised every five years. While capital funding for PASSHE should increase substantially in the 2011 fiscal year, a state allocation for deferred maintenance derived from real estate transfer taxes is currently more worrisome. Totaling $870,000 in 2008-09, this allocation was removed from the 2009-10 state budget and has yet to be restored. (Appendix B) *Standard 3-E and D*

New Savings and Revenue

As mentioned previously, one of the three main strategic goals for Slippery Rock University has been to offset shrinking state revenues by discovering new sources of savings and revenue. In this chapter, we have reviewed several ways the institution has attempted to sustain its mission and enhance its performance in a time of serious financial shortages. The Finance and Administration

division has also taken steps to control costs in utility consumption, landfill use, and postage. Over the last five years, the division has exceeded its annual goal of reducing energy consumption on a per square foot basis by 1.5%, for a projected savings of $243,000 per year over a 15-year period. Some of these savings derive from limiting building occupancy during the summer months. A scrap metal and recycling program aims toward the University eventually transforming itself into a zero-waste community. SRU is directly allocating monies to the "Green Fund" a student organization dedicated to developing environmentally friendly projects on campus. (<u>Appendix F</u>) First-class pre-sort and bulk mailing programs have also led to savings. *Standard 3-A, J, M and T*

Several projects undertaken by the University are intended to generate operating revenues and scholarship monies. Some are already yielding additional revenue while others may do so in the near future. *Standard 3-N , O and P*

- *Capital Campaign*. A ten-year, $33 million capital campaign, launched in January, 2000, reached its goal on time this past December 2009, with total gifts and pledges of $33,055,420, or 100.17% of the target. These funds already contribute to academic scholarships and to building renovation and construction. For example, $2 million in significant gifts have gone towards scholarships, while $2.5 million went to renovation of Carruth-Rizza Hall, $1.35 million to construction of the Advanced Technology and Science Building, and $1 million to construction of the new Student Center. With the completion of the campaign, the University's Advancement office and the Slippery Rock University Foundation are now turning to the use of "mini-campaigns" as a way of funding specific academic and community-related capital projects. These campaigns include scholarships, community-based programs, and revitalization of Slippery Rock borough's downtown area. (Exhibit 15)

- *Student Residential Suites*. The Slippery Rock University Foundation obtained financing and oversaw construction of the new residential halls discussed in the previous chapter. This project was undertaken after a survey of admitted students who chose to attend another institution revealed that a significant reason was the lack of modern residential suites. Since their construction the new residential halls have been providing income above expenses and debt service. In the first five years, the university receives 50% of that income, which is unrestricted and may go directly into the operating budget. After year five, the percentage drops to 30%, and then 20% in the twelfth year. From 2007 to 2010, approximately $3,028,725 in scholarships were provided through SRU Foundation, Inc (Table 2.1). In addition, $300,000 of this revenue has been expended for renovation of the University's oldest residence hall, North Hall.

Table 2.1. SRU Foundation Scholarships

Year	Amount
2007-08	$501,000
2008-09	$806,000
2009-10	$912,000
2010-11	$809,500

- *Regional Learning Alliance*. The Regional Learning Alliance (RLA) opened in August, 2004 as the nation's largest collaborative learning campus (Exhibit 16). The RLA was conceived by Slippery Rock University, which would also manage the facility, as a self-sustaining entity that would develop and maintain non-traditional partnerships with other educational institutions, as well as serve as a regional workforce development center. As discussed in the first chapter, Slippery Rock University originally intended to enhance service of its non-traditional, non-residential students through the RLA (Fifty of the 86 classes taught at the RLA in its first year, 2004-05, were Slippery Rock University's), but has since chosen to concentrate on distance learning as the primary mode for fulfilling that part of the institution's mission. (In 2009-10, the RLA held 372 total classes, of which only 38 were Slippery Rock University's. Twelve educational partners are now holding classes at the facility.)   Instead, the University's educational focus at the facility has shifted more towards workforce skills development and training, implemented through its partnerships with business, industry, and other educational institutions. Last year (2009-10) 37,568 participants received training at the RLA and 209,612 person-hours of training were delivered. Since its inception, the RLA has provided more than one million people hours of professional development training to regional businesses. Westinghouse cited the facility as one of eight reasons why it chose to keep its world headquarters in western Pennsylvania rather than relocating out-of-state.

  The RLA is now close to being self-sustaining. Of the original ten university positions assigned to the facility only five remain, and two of those are reimbursed by the RLA itself. By early 2012, only two of the positions at the RLA will be covered by the university's operating budget.

- *Slippery Rock Technology Park*. In May, 2010 the Slippery Rock University Foundation, in collaboration with the Butler County Development Corporation, began using state grant and Foundation monies to install infrastructure for the Slippery Rock Technology Park, including a building pad and utility hook-ups. As of that November, 95% of the infrastructure had been completed, with work continuing on landscaping, lighting, signage, and fence installation. The Technology Park will offer office space, access to university facilities, and faculty and student assistance to entrepreneurs seeking to start or enhance existing businesses, and is located on a Foundation-owned 39-acre plot near campus that straddles Slippery Rock borough and township. Seven-and-a-half acres have already been leased to the Butler Health System for a 28,000 square-foot primary care and medical testing facility, scheduled for completion by March, 2011. The Foundation is also investigating the lease of the remaining twenty or so acres on the site for construction of senior housing, long seen as a need within the Slippery Rock community. (Exhibit 17)

  Expanding opportunities for workforce development and fostering local and regional economic and community development are strategic goals of the Pennsylvania State System of Higher Education (PASSHE). In addition to the Technology Park and the Regional Learning Alliance, Slippery Rock University has recently established the Center for Entrepreneurial Development

and Business Advancement on campus. (Further described in Chapter Five as a related educational activity that, like the other entities mentioned above, seeks to both contribute to regional economic growth and to consequently strengthen the fiscal position of Slippery Rock University.) *Standard 1-A and F*

Regional Learning Alliance at Cranberry Woods, PA

Observations and Recommendations

Since the last self-study, Slippery Rock University has successfully integrated strategic planning and assessment results into its resource allocation process, safeguarding the essential mission, vision, and institutional character from impulse-driven and expedient decision-making in a time of considerable financial stress. The university has also sought to become that paradoxical entity made necessary by state governments' retreat from the funding of their own institutions—a public university functioning primarily through privately obtained funds, whether those funds are derived from student tuition and fees, philanthropic support, better resource management, or revenue-generating enterprises created by the university itself. Public universities are undergoing historic changes that extend beyond the well-established patterns of expanding disciplinary knowledge and of technology-driven shifts in instructional delivery. The choices described in this chapter demonstrate that Slippery Rock University is fully conscious of the changes and of how it might also change to better deliver on its mission and vision. The following modest recommendations are meant to aid the university as it changes.

- Creating an inclusive and interactive planning process has succeeded in making various campus constituencies more aware of the strategic decisions emerging from that process. The extraordinary effort administration made during the 2009-10 academic year to share budget challenges with the campus community and to solicit ideas has probably dampened anxieties and prevented rampant rumor-mongering. That said, communication to campus constituencies and other stakeholders concerning how the university makes budgetary decisions and allocates resources could become more targeted and strategic. Self-study sub-committees, when talking or corresponding with faculty and staff, encountered some questioning of the efficacy of various initiatives undertaken by the University.

  Those same faculty and staff may benefit from periodic summations of intent, progress, and strategic shifts regarding those initiatives. In addition, while the concept of "productivity" is often carefully delineated through assessments on the office and department level, its role in determining allocations could be made clearer. An assessment of the level of readership and retention of information, that campus constituencies derive from the current *RockPride* weekly on-line newsletter and the daily "Good News" e-mailings may yield further suggestions as to what those constituents read and retain and what they might be more likely to read and retain.

- The Pennsylvania State System of Higher Education, in conjunction with the 14 individual universities, needs to engage in intensive discussions with the legislature and the governor's office regarding the need for dedicated funding of the university's operating budgets. Rather than relying on a general annual allocation, it may be best to identify those budgets as a constant need, like capital expenditures or deferred maintenance. The uncertainty regarding levels of funding that currently characterizes budget planning makes both short-term and long-term strategic planning challenging.

- Both leaders in government and the voters who place them in office need an increased awareness of the positive economic impact created by direct investment in public higher education. A recent report prepared by Economic Modeling Specialists Inc., an Idaho-based research company, demonstrated that Slippery Rock University generated $18.60 of economic benefits for every one dollar of state and local taxes invested. The increased economic activity generated by the university lowers social costs, increases tax revenues, and consequently eases individual tax burdens. The report concluded that the university contributed approximately annually $334.4 million to the regional economy—the equivalent of 9,020 average-wage jobs.

Chapter Three: Institutional and Student Learning Assessment

At the time of Slippery Rock University's previous Middle States comprehensive self-study, the institution had succeeded in creating a framework for program-level assessments of student learning. Several departments had been working for years on the articulation of program and course learning goals, on the identification of assessment instruments and processes necessary for the assessment of student learning, and for consequential changes in curriculum and instruction. With this self-study, the university can honestly illustrate the development of a culture of formative assessment and evaluation throughout all the university's divisions, departments, and offices.

Standard 1-C and G, *Standard 7-A, D, H and M,* *Standard 11-D*, and *Standard 14-B*

This culture is pervasive because it evolved from a concern among faculty and staff for student learning, a concern informed by the recognition that teaching and scholarship are the primary missions of the University. Because instruction and scholarship originate within the individual disciplines that constitute the contemporary university, assessments of their effectiveness and applications of those assessments must originate in those disciplines as well. Slippery Rock University's approach has been that a culture of assessment is most likely to emerge (and flourish) from a commitment of faculty and staff to continuously enhance the programs they implement, rather than from a set of activities imposed by administration or urged upon faculty and staff by an administrator placed in charge of "assessment." Consequently, while progress has sometimes been challenging and faculty and administration have taken steps to assist departments, the "buy in" often extolled or encouraged at assessment workshops actually exists at Slippery Rock University, resulting in faculty-driven processes that are currently "closing the loop," resulting in meaningful alterations in the university's offerings and practices.

Standard 2-C and H, *Standard 7-A, K and L,* and *Standard 14-A, B, K, M and V*

Student Learning Assessment in Academic Programs

Degree Programs

One of the most easily observable sources of faculty resistance to learning assessment has been the perception that "doing assessment" is additional to their normal work and extraneous to the established forms of curricular renewal, scholarship, and service. One clear goal, therefore, must be to define assessment as essential to curricular change, as an important form of scholarship, and as an invaluable service one can provide to one's discipline. Program assessment had long been a part of academic life at Slippery Rock University in the form of five-year reviews and, in the case of some departments, the hope to attain or the need to maintain accreditation by national disciplinary bodies.

As those accrediting bodies have put a growing emphasis on the demonstration of program quality through student learning assessments, the link between assessment and effective curriculum and instruction has become more obvious. (Exhibit 32) *Standard 7-A, C, I, K and M, Standard 10-J and K, and Standard 14-D, G, I, P and V*

Slippery Rock University's strategic plan has reinforced the connection in the way it lists the sub-goals supporting one of the three main goals—that the institution "will continuously improve the quality and value of its academic degrees" by refining and strengthening its academic degree programs. The university would do that, according to the strategic plan, by gaining accreditation "for all eligible programs," by developing a program review process that would both provide support and demand accountability, and by creating "an atmosphere for promoting continuous improvement through the assessment process." In other words, learning assessment is equal to and contributory towards program review and the attainment of accreditation. In order to successfully complete the latter processes, department faculty must perform the former process.

Standard 2-C and G, Standard 7-J, Standard 11-D and N, and Standard 14-E and K

> **Figure 3.1:**
> **SRU Core Assessment Committee**
>
> Tom Flynn, Coordinator
> Ana Caula, Modern Languages
> Chris Cole, Student Life
> Deborah Hutchins, Parks, Rec. & Env. Ed.
> Mary Ann Holbein-Jenny, Physical Therapy
> Anna Lusher, School of Business
> Mark Mraz, Secondary Ed
> Bonnie Siple, Exercise & Rehab. Sciences
> Wendy Stuhldreher, Pub. Health & Soc. Wk.
> Deb Whitfield, Computer Science
> Carlis White, History
> Debra Wolf, Nursing
> Michael Zieg, Geog., Geol. & the Env.
> Charles Holden, graduate assistant
> Cindi Dillon, Provost's Office

Curricular processes external to academic departments have also reinforced the importance of performing student learning assessments. All curricular changes are screened and voted upon by the University Curriculum Committee (UCC); new course proposals require assessment evidence supporting the need for the proposed course, along with stated course outcomes mapped to degree and university outcomes (Appendix H). An examination of UCC documents reveals that assessment observations have become the predominant rationale given for making curricular changes. The Liberal Studies Program Committee, which oversees general education at Slippery Rock University, now requires that all of the program's required goal courses have an assessment plan that will govern future curricular changes. *Standard 4-A and B, and Standard 14-A, C, D, H, I, M, N and Q*

In the years immediately following Slippery Rock University's previous self-study, academic departments developed the three "fundamental elements" required by Middle States Standard 14 (articulated expectations of student learning, discovered or created methods to validate learning goals, provided evidence that assessment helped improve teaching and learning) through the awarding of grants and the direct assistance of the Assessment Core Committee established in 1998 (Figure 3.1). It is safe to say that by 2004 all academic departments recognized the necessity of student learning assessment but would benefit from a more formalized process that would assist them in performing all three elements.

In spring of 2005, two elements were in place that have subsequently allowed for improved monitoring and documentation of the growth of student learning assessment at Slippery Rock University. *Standard 2-L, and Standard 14-A*

First of all, by May, 2005 all academic departments were required to submit to their college dean and the University Assessment Coordinator (a faculty member) an annual assessment report that described and documented a department's progress in meeting the three fundamental elements. At the same time, an assessment calendar was adopted. Following collection of the reports, the Assessment Coordinator reviews them to monitor progress in meeting standards of effective assessment practice and to compile more general information on learning assessment at the university. The Coordinator then reports the review results to deans and chairs, allowing department members to discuss the report and possible alterations in curriculum and instruction, alterations that would then appear in the next annual report. (Appendix I) Deans use a formula to allocate performance funding based upon stages of the assessment process completed by each department. These allocations (See Chapter Two) are meant to function as a reward to departments for fully implementing assessment. (Appendix J) *Standard 2-D, G, M and N, Standard 3-S, Standard 5-E, Standard 7-I and O and P, and Standard 14-K, KK and LL*

The process was further refined with the adoption in spring, 2008 of the Degree Coherence Matrix as the means by which departments would submit their annual assessment reports. The Matrix was recommended by the Assessment Core Committee because it assists departments in seeing how their program outcomes are supported by program curriculum, general education courses, and out-of-classroom experiences, while also allowing reviewers to see how the outcomes are being assessed and used to improve student learning. (Exhibit 18) *Standard 2-C and E, Standard 7-A, B, G, L, M, Q, R and S, and Standard 11-D, N and P*

The implementation of the reports, the calendar, and the Matrix have clearly helped departments in becoming "fully functioning" in regards to learning assessment—that is, having plans that demonstrate all three "fundamental elements" of Standard 14. In 2005, only six departments, or 17% of the total number, were judged as fully functioning by the assessment coordinator. When the annual review was conducted during the summer of 2009 100%, or all 34 of Slippery Rock University's academic departments, were fully functioning. *Standard 7-A, I and S*

The annual reports are also revealing just how departments are "closing the loop," applying what has been learned through program assessment to improve student learning. Below is a small sampling of actions departments have taken as part of their assessment activities: *Standard 14-F and J*

- The music department moved its field experience course to music education majors' seventh (penultimate) semester, following a survey of cooperating teachers indicating that some majors were having trouble retaining skills necessary to success in student teaching and the early professional teaching years.

- The biology department included ecology courses in a bio-elective block for their majors and added prerequisites to those courses, because of results of the Educational Testing Service (ETS) Major Field Test, a comprehensive exam taken by graduating biology majors nationwide. A comparable change was made to the geology minor.

- Special education professors began employing handheld digital devices to ask questions and obtain quick responses regarding students' understanding of concepts, as a way to address Praxis scores in the mid-70% correct range, below the target of 80% accuracy (Table 3.1).

Table 3.1: SRU PRAXIS PASS RATE	
2004-05	95.45%
2005-06	95.53%
2006-07	96.00%
2007-08	96.09%
2008-09	96.37%
2009-10	97.00%

- Using a range of instruments, the communication department found majors were not well-prepared to begin job searches at the conclusion of their programs. In response, the department developed seminar courses majors would take to help build career skills, courses later assessments have shown to be effective. Other departments have added similar late-program courses, or created guest speaker series to address career awareness and professional skill development.

- The nursing department evaluated their Case Management Certificate program by comparing it to other university certificate requirements and to the national American Nurses Credentialing Center (ANCC) Case Management Certification blueprint. There were many content area gaps and limited faculty expertise to fill those gaps. The Certificate program was dropped.

- Assessment of the psychology program induced the department to modify their courses by including a variety of written projects and oral presentations.
  Standard 2-N, T, V and W, Standard 7- I, and Standard 14-P and GG

General Education

The general education program at Slippery Rock University is known as <u>Liberal Studies</u>. Because such programs include courses housed in several departments and thus encourage discussions about what is foundational to higher learning, universities have commonly found creating assessments of student learning within them a daunting experience. Slippery Rock University began such assessment prior to the last comprehensive self-study with the development of university-wide outcomes for student learning that were related to pre-existing goals for the Liberal Studies program and the compilation of a list of possible instruments for measuring the outcomes. Still, it was not until the 2005-06 academic year that the Liberal Studies Program Committee (LSPC) drafted an assessment plan, which was approved in fall, 2006 by the University Curriculum Committee (UCC) and later by the faculty as a whole. *Standard 7-A and K, and Standard 12-A, M and P*

Slippery Rock University's Liberal Studies program was reduced from 52 or 53 credit hours to 48 in 2003, following a state system Board of Governors' decision that no degree program should require more than 120 credit hours to complete. (More recently, during the summer of 2010, the Board of Governors created a policy that general education programs within the PASSHE universities should require a *minimum* of 40 credit hours.) Slippery Rock University's undergraduates must take one to three "Goal Courses" in five Critical Goal Areas—the Arts, Global Community, Human Institutions and Interpersonal Relationships, Science, Technology and Mathematics, and Challenges of the Modern Age—and all four of the courses under Basic Requirements—College Writing I and II, Public Speaking, and Interpreting Literature. In addition, three "Enrichment Courses" from three different Critical Goal Areas are required. The Liberal Studies Program Committee (LSPC), based on the recent change of requirements by the Board of Governors will be considering further revision of the Liberal Studies program. (Appendix K) *Standard 12-A, B, C and D*

According to the Liberal Studies Assessment Plan (Appendix V) adopted in 2006, faculty members in the appropriate departments submit assessment plans for each goal course that will determine, on a cyclical basis, if students in each course are meeting the relevant Program Outcomes. The LSPC's responsibility is to examine results of department course assessments and to evaluate not only the performance of each course but also how well the program is contributing to the university-wide outcomes. The first course assessment plans were approved by the LSPC for College Writing II and Public Speaking in February, 2007. Since that time, and up to spring, 2010, the committee has approved assessment plans for 95 goal courses, nearly 82% of the total; all the courses in three of the six goal areas have been approved. The process itself has already led to deliberations about modifying and removing courses.
Standard 12-F, H and M

The first results from the approved course assessments were submitted in February, 2009 (College Writing II and Public Speaking), with the outcome that departments have begun to develop action plans to enhance or improve offered courses. In addition, the LSPC has resolved to review the language of both the program's mission statement and its learning outcomes. Another form of assessment, an alumni survey conducted during 2009-10, revealed that a significant number of graduates question the importance of the Liberal Studies program. The committee is investigating ways to better inform students about the program, including creation of a new Liberal Studies website, writing a newsletter and speaking to students at freshmen orientation. This effort should be helped by the delineation of how Liberal Studies courses contribute to students' degree programs, now occurring in the Degree Coherence Matrices, another result of the university's efforts regarding student learning assessment. (Exhibit 20) *Standard 7-B and C,* and *Standard 12-F, I and N*

In the case of the Liberal Studies Program Committee (LSPC), learning assessment has noticeably increased the committee's workload, and steps have been taken to ease the problem. The committee now has co-chairs instead of a single chairperson. A graduate assistant has been assigned to support both the LSPC and the Assessment Core Committee. The Dean of the College of Humanities, Fine and

Performing Arts has been given primary responsibility over the program, with the roles of the program committee, the assessment core committee, and the dean clearly articulated. *Standard 7-F, L, N, O and P*, and *Standard 12-L*

University-Wide Student Learning Assessments

Slippery Rock has a set of eight university-wide student learning outcomes that have influenced, as we have seen, every level of learning assessment since their approval in 1999 (Figure 3.2). Since then, the university has applied a variety of instruments to measure success in meeting the overall educational mission and the above-mentioned learning outcomes. The Collegiate Learning Assessment (CLA) measures student abilities in Communication and Critical Thinking and is administered to a sample of 100 first-year students in the fall of each year and to a sample of 100 seniors each spring. CLA results allow the university to determine "value-added" to students' writing and critical thinking abilities over the course of their undergraduate education and to benchmark the data in comparison to national results. (Exhibit 21) *Standard 7-A, B and C, Standard 8-E, H and O, Standard 11-D and M*, and *Standard 14-A, J, AA, BB and EE*

Figure 3.2: SRU's University-Wide Student Learning Outcomes

Slippery Rock University seeks to provide our students the experiences and opportunities required to develop intellectually and socially, and to demonstrate professional skills and attitudes, confidence and self-reliance. The following outcomes represent abilities that you will be expected to demonstrate upon graduation. We believe that our effectiveness in fulfilling our mission will be best measured by the collective excellence of our graduates and the successes they demonstrate professionally and in serving their communities.

A. Communication: Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies.

B. Critical Thinking and Problem Solving: Locate, analyze, synthesize, and evaluate information and ideas from multiple perspectives--mathematical, scientific, and humanistic. Apply this information literacy to contemporary challenges.

C. Values and Ethics: Demonstrate an understanding of how the values of personal integrity, cooperative action, and respect for diversity influence one's own behavior and the individual and group behavior of others.

D. Social Awareness and Civic Responsibility: Use knowledge of evolving human institutions and of diverse cultural and historical perspectives to interact effectively in a variety of social and political contexts.

E. Global Interdependence: Act with an understanding of the cultural, socio-economic, and biological interdependence of planetary life.

F. **Personal Development:** Demonstrate intellectual curiosity, as well as a commitment to wellness, and to emotional and spiritual growth.

G. Aesthetic Perception and Ability: Appreciate artistic expression and demonstrate an understanding of the creative process, finding vital and original ways to express feelings and insights in one's work.

H. Professional Proficiency: Apply knowledge and skills to meet professional competencies within a career path.

The National Survey of Student Engagement (NSSE) is a more general measure of student perceptions of their educational experiences, again administered to both first-year and near-graduation students. Although it is an indirect assessment of student learning, the NSSE provides useful information regarding the level of active and collaborative learning students receive, the quality of student-faculty interaction, and the amount of enriching educational experiences students perceive that an institution offers. Another value of the NSSE, like the CLA, is that it allows Slippery Rock University to compare its performance with that of comparable institutions. (Exhibit 4 and Figure 3.3) *Standard 7-T, and Standard 8-H and O*

Figure 3.3: Slippery Rock University Systematic Assessment of Student Learning

Instrument/Assessment Tool	2005-06	2006-07	2007-08	2008-09	2009-10
Collegiate Learning Assessment (CLA)		U (F)	U (F)	U (F)	U (F)
SRU Degree Coherence Matrix*	U, P	U, P	U, P	U, P	U, P
Computer Competency Requirement*		U	U (F, T)	U (F, T)	U (F, T)
Educational Testing Service for Majors - Biology & School of Business		P	P	P	P
FYI (FYRST YEAR) Survey	U(F)	U(F)	U (F)	U (F)	U (F)
MAP Works					U (F)
Foundations of Excellence First Year Student (FOE)		FA, F			
National Survey on Student Engagement (NSSE)	U		U		U
Faculty Survey of Student Engagement (FSSE)	FA				
Beginning College Survey of Student Engagement (BCSSE)			U(F)		
PASSHE One-Year Out Alumni Survey	U	U	U	U	U
Writing Skills Assessment Rubric*	U (F, T)	U (F,T)	U (F, T)	U (F, T)	U (F,T)
SRU Alumni Survey*	U	U	U	U	U

*Locally-Developed Assessment Tools Key: U=University, P=Program, C=Course, F-Freshmen, T-Transfers, FA - Faculty

Recognizing the importance of the first-year experience to undergraduates' overall success, Slippery Rock University has also taken part in the Foundations of Excellence (FOE) assessment program. The FOE was an enormous undertaking that involved participation throughout the 2006-07 academic year by a task force divided into ten working groups and consisting of faculty (60% of the task force), administrators, council of trustees' members, staff, and students. Their efforts resulted in over 100 identified action items, including some directly related to student learning such as enhancements of orientation programming, the content of the FYRST seminar (a one-credit course taken by 98% of all first-year students), the living-learning communities, and academic support service interventions. (Figure 3.4 and Exhibit 1)

Figure 3.4: *Welcoming…Informing…Supporting…Engaging Our First Year Students 2006-2007*

After careful review of each of the dimension reports, the Foundations of Excellence steering committee identified ten action items that are the highest priority for implementation.

Top Ten Action Items:

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1. Create a first-year council to provide advisement on the coordination, integration, implementation, and assessment of first-year student programs *(Immediate Priority)*. The President's Council on the Foundations of Excellence for the First Year Experience (FOE Council) was formed in fall 2007. The purpose of the council is to commence the implementation process for the self-study recommendations made by the FOE taskforce.

One of the council's initial tasks should be to develop a university-wide philosophy statement on the first year experience (*Immediate Priority*). One of the initial tasks of the FOE Council will be to develop a university-wide philosophy statement on the first year experience for Slippery Rock University.

2. Prepare a comprehensive budget analysis on first-year programming and activities *(High Priority). The FOE Council will gather information related to programming and services for first year students.*

3. Re-design the institution's Web site with a focus on ease of navigation and to improve on- and off-campus communication and dissemination of information (*High Priority*). *A web designer position was approved during the fall 2007.*

4. Develop and implement a communications plan to disseminate relevant program and assessment data to constituents working with first-year students (*Immediate Priority – Planning Process*). *A one-stop Web site will be developed which provides information on assessments related to the first year experience.*

5. Develop a comprehensive model for assessing the first-year experience (*Immediate Priority – Planning Process).*

6. Promote faculty and staff professional development initiatives that advance first-year student success (*High Priority*). *A half-time faculty position in the department of academic services has been re-organized to provide added focus for faculty advisement development and student advisement resources.*

7. Establish department representation and college level leaders campus-wide who work to improve the first-year experience at the department, college, and division levels *(High Priority).* Encourage departments to institute practices that help students connect with academic departments *(High Priority*).

8. Enhance student life out-of-class and co-curricular experiences for first-year students and connect these services more directly with the academic experience (living-learning communities, freshman leadership programming, intercultural programming, etc).

9. Improve the promotion and support for out-of-class diversity opportunities both in and out of the classroom *(High Priority).*

10. Create an integrated approach to all aspects of the first-year students' transitional and academic experiences (*Immediate Priority – Planning Process*). *The FOE Council will serve as the initial step for improving our efforts to integrate all aspects of a students' first year experience.*

(2010 FOE Report) *Standard 7-A, K and M, Standard 9-K, Standard 11-B, N and W, and Standard 14-CC*

Student Life: Combining Student Learning and Institutional Assessments

In the late 1990s, when the institution first organized its assessment activities on a university-wide scale, the role of the Student Life division in student learning assessment was immediately recognized. Representatives from that division took part in the development of the university-wide learning outcomes and were placed on the newly formed Assessment Core Committee. Consequently, the division conducts a number of program assessments that directly relate to the university-wide learning outcomes. Surveys of students employed by the division indicate that their work contributes to development of their communication abilities, critical thinking and problem solving, values and ethics, and professional proficiency. An Athletic department assessment demonstrated that their Athlete Advisory Council improved the leadership, communication, and decision making skills of its participating students. The Center for Student Involvement and Leadership has mapped eight of its programs to the outcomes of communication, critical thinking and problem solving, values and ethics, social awareness and civic responsibility, and personal development. (Exhibit 45) *Standard 5-E and G, Standard 7-A and T, and Standard 13-R, U and V*

The Athletics Academic Assistance (AAA) program provides one example of how the Student Life division's assessments are closing the loop and enhancing student learning. The AAA program assists student athletes in balancing the demands of academics and athletics and in building their academic abilities through workshops, tutorial programs, and referrals to other campus resources and programs. Evaluation of assessment results has led the AAA program to change the format and delivery of its study assistance program. Some changes were: identifying a designated work-study area equipped with personal computers and a wireless router for students' personal laptops; hiring a graduate student to provide study support and referral scheduling; and purchasing four laptops for student athletes to use during team traveling. *Standard 9-C, and Standard 13-B and D*

The Student Life Division must also conduct assessments of the overall effectiveness of its various offices and programs directly related to student learning outcomes. However, because the division has been integrally involved in learning assessment, its offices have an ingrained set of practices that include mission statements, articulated overall goals and functions, and yearly objectives directly related to those goals and functions. And while it has commonly used surveys, one-on-one meetings with students, and focus groups as assessment tools, it has also drawn upon external instruments such as the NSSE, the Educational Benchmarking, Inc. (EBI) First-Year Initiative Survey and MAP (Making Achievements Possible)-Works (a program designed to assist first-year students in their transition to college) to assess effectiveness and student satisfaction. (Exhibit 25) *Standard 5-G, Standard 7-B and T, Standard 12-D and F, and Standard 14-E and F*

For example, the division looks to the NSSE for scores regarding institutional support in a variety of subjects: academic success, such as academic advisement; institutional support for success with non-academic responsibilities, such as coping with work and family; institutional support for social integration; and institutional encouragement of diverse experiences. The EBI survey provides information about connections with faculty and peers, out-of-class engagement, knowledge of academic services, wellness and campus police, sense of belonging and acceptance, and overall satisfaction with the University. (Exhibit 23) *Standard 12-D, E and F, and Standard 14-E and F*

Comprehensive Institutional Assessment

The "bottom-up" approach to assessment pioneered by the academic and student life divisions of the university now serves as both an impetus and a model for the creation of an assessment culture in all divisions and offices. Both administrators and staff recognize the necessity of conducting assessments themselves, rather than having them imposed upon their offices and programs externally. In addition, each division and office now has a method for creating yearly assessment plans that borrows directly from the methods developed for assessment of student learning. *Standard 7-A, and Standard 14-K*

In the fall of 2005 a committee with membership from all areas of the university was formed with the expressed purpose of drafting a comprehensive institutional assessment plan. By early 2006, the committee had a plan with the following important features:

- Identification of specific roles in institutional assessment for academic colleges, departments, and interdisciplinary programs, for non-academic divisions and departments, and for senior administrators.

- Articulation of the relationship between academic and student life divisions in pursuing the university-wide learning outcomes for Slippery Rock graduates.

- Articulation of the elements that should be included in all assessment processes, and of stages and deadlines within each assessment cycle.

- Statement of the link that must exist between assessment activities and results, and the planning and resource allocations that annually occur within each department and division.

As the committee (now known as a Task Force) has worked through the implementation of institutional assessment, expanding and more completely understanding its role, the plan itself has undergone several revisions. The most recent was completed during the fall of 2009. (Exhibit 26) *Standard 7-B, and Standard 14-B, C, H, K, LL, and MM*

All divisions completed strategic plans, including assessment timetables and overall goals, by the end of January, 2008. Since that time, a program assessment form has been adopted that identifies measurable objectives connected to one of the division or department's overall goals, the assessment tools used to measure whether such objectives have been met, including the data the tools should yield, the actual results obtained, and the strategies for addressing the same objective in the following year. For example, a standing goal of the University Advancement division is for Slippery Rock University to "become a more affordable institution for more eligible students" and a measurable annual objective is to increase the number of scholarships available using private funds made available through the Foundation and Alumni Association. The assessment tool is an annual review of scholarship awards, performed with the help of the financial aid office, and the data are the total numbers of new and recurring awards. In 2008-09 this assessment showed an 8% increase in total scholarship awards and led to strategies for 2009-10 of identifying new scholarship donors and adding funds to a "newly implemented Scholarship Challenge" created to assist students with financial need. By the 2009-10 fiscal year, all non-academic divisions and offices were employing the assessment form and using it to plan future actions and make budget requests. (Figure 3.5) *Standard 1-D, Standard 7-E and O, Standard 8-M and N, and Standard 14-T and MM*

Figure 3.5. Examples of Non-Academic Assessment:

1.   Enrollment Transfer Student Program – Goal: Assess how well SRU can meet the transitional needs of the transfer population

Objective: to improve publications, web presence, and interview services

Measurement: Surveyed 656 transfer students – 221 responded (34%)

- ✓ Three most popular ways transfer students learn about SRU are from current students, the University website and transfer day programs at community colleges
- ✓ The three most influential factors in choosing SRU are cost, location and academic reputation
- ✓ 74% of students surveyed rated the transfer services website at Excellent-Good
- ✓ 95% of students surveyed rated their satisfaction with the transfer process as Very Satisfied-Satisfied
- ✓ 88% of students surveyed rated the transfer orientation program as meeting their needs

Results and commentary are used to modify program offerings, enhance service experiences, and increase enrollment of transfer population.

2.   Finance and Administration – Goal: To reduce fossil fuel and electrical consumption while maintaining our energy costs at levels below our peer average.
Objective: to reduce the annual BUT/GSF consumption level by 1.5% annually
Measurement: Utility meters, PASSHE utility report and Sightlines Benchmarking Survey Metering data from SRU utility meters, SRU utility bills, SRU utility bills, the PASSHE utility data, and the Sightlines database (approximately 400 universities will provide data to measure the progress towards achieving the goal.
- ✓ Implement a campus wide temperature set-point policy to control utility consumption and cost.
- ✓ Complete the ESCO construction project that will reduce KWH and water usage on-campus while creating a metering database.
- ✓ If funded via grants, install 41 electrical meters in buildings and retrofit all campus pole lights to more energy efficient bulbs.
- ✓ Consolidate summer classroom usage to more efficiently utilize cooling. *Standard 3-A*

Accountability Reports

By 2007, Slippery Rock University felt confident enough in its institutional assessment processes and in the results those processes were yielding, to create its own voluntary system of accountability now appearing as a link from the university's home web page. The site is currently titled "SRU Profile: Accountability 2010," and features eleven tabs full of transparent information about the university.   The main aims of the accountability project, also available in brochure form, are to assist students and parents in making educational decisions about the university; to document student experiences, activities and perceptions of how well the university keeps its promises; and to report on learning outcomes as evaluated by national and discipline-based accrediting agencies.

Standard 7-I and M, Standard 8-A, J and L, and Standard 14-W and FF

Observations and Recommendations

To assert that the implementation of student learning and institutional assessment at Slippery Rock University has been a complete success would, of course, violate the very spirit in which institutional assessment should be carried out. Processes still require refinement and applications of those processes could be more thorough in several instances. The university's "exemplary work in assessing, reporting on, and improving student learning" led to the institution's invitation this past summer "to become a founding member of the President's Alliance for Excellence in Student Learning and Accountability." (Quoted material is from the letter of invitation written by the Executive Director of the Alliance, David C. Paris.) The university decided to accept the offer from the Alliance, which is supported by the Council of Higher Education Accreditation (CHEA) and the Association of American Colleges and Universities (AAC&U) and funded by the Teagle Foundation and the Carnegie Corporation of New York, not as kudo but as an incentive for embarking on further initiatives for strengthening our learning assessment processes and results.

While there is evidence that the "buy in" for the practice of assessment is more extensive at Slippery Rock University than on many other comparable campuses (SRU was the only PASSHE university to receive an invitation from the President's Alliance for Excellence in Student Learning and Accountability), it is certainly not complete; the culture of assessment still appears to struggle with varied elements of the academic and non-academic cultures manifest within the institution. Following the completion of our Middle States self-study this spring, Slippery Rock University plans a campus-wide review of current assessment practices with three distinct goals in mind—a better understanding of gathered information and better use of that information to improve student learning; better coordination of efforts among partners in the process; and better integration of assessment into strategic planning, curricular decision-making, and budgeting processes.

- While annual assessment processes should make the required PASSHE five-year program review easier for each department to execute, it may only occur to faculty that is the case at the moment when the self-study is under way. During the interim, some faculty may still see the carrying out of assessments as additional work, taking place in a period when shrinking budgets and state allocations appear to necessitate increased enrollments and larger class sizes. A better process could be implemented through PASSHE by requiring the inclusion of ongoing assessment processes and results into five-year program reviews and perhaps reducing the amount of other required elements within the department's self-study.

- Given a planned "re-thinking" of current annual assessment events on campus, such as the annual poster presentation of student learning outcomes, Slippery Rock University should consider shifting the focus of workshops and recognition activities towards learning assessment as scholarship and service, demonstrating with plenteous examples how that may work in specific disciplines. Evidence of assessment activity contributing to faculty members receiving tenure and promotions would obviously have a positive impact as well.

- The results of the National Survey of Student Engagement (NSSE) will soon become an optional Pennsylvania State System of Higher Education performance indicator. Some attempts have been made to share those results with department faculty members conducting assessments of specific academic programs. However, this sharing can be of assistance only when the number of respondents make up a statistically significant proportion of students in the program. Including the NSSE results as a performance indicator is a step forward in linking performance funding to actual student learning, and may encourage adjustments in the definition of faculty "productivity." However, as noted earlier, the NSSE results are at best an indirect measure of student learning. The PASSHE should consider the development of formulae for rewarding institutions for carrying on learning assessment that has disciplinary validity and might examine the actual recent activities of its member universities like Slippery Rock when doing so.

- While the Liberal Studies Program Committee must oversee the approval, deletion, and improvement of courses within the Liberal Studies program, it does not have the resources to carry out relevant forms of institutional assessment, such as determining whether issues of advisement, staffing levels, or student views of the program are delaying graduation. Currently the Academic Records office supplies academic advisors with information about which advisees have not yet completed Basic Requirement courses. A monitoring of waiver requests for Liberal Studies courses by students seeking to graduate may reveal other factors that may be contributing to the failure to complete all of the Liberal Studies requirements.

- Many related educational activities, such as programs and classes conducted by the Office of Lifelong Learning and the McKeever Environmental Learning Center currently lack a framework and guidelines for assessment. Developing an assessment program for related educational activities would document their quality and maximize the development of learning outcomes. In addition, those activities could be more clearly integrated into the University's strategic plan, and aligned with its mission and vision.

- A central repository of information on assessment would allow offices to identify trends and would equalize the levels of assessment of learning outcomes. Currently, academic programs assessment is available on-line in the form of the Degree Coherence Matrices; a similar on-line presence might help assessment activities among non-academic entities. The Institutional Assessment Task Force could coordinate and pull together the assessment activities of the academic departments, student life, and other services, particularly as they relate to learning outcomes.

- Such collaboration would also be useful in addressing the gap, noted earlier, between global assessments like the NSSE and department-level assessments. Departments and offices need to discuss the implications of each level of assessment and how they might best inform actions taken to improve programs and other functions.

Chapter Four:
Improving Academic Quality and Value

Slippery Rock University's primary mission, given its identity as a public and primarily residential institution, is to offer quality undergraduate and graduate instruction. Previous chapters have explored the origins of that identity and how, during the past several years, the university has strived to connect assessment, planning, and budgeting in such a way that will most effectively support its mission. This chapter will take a closer look at the academic programs at the core of the university's mission. It will consider the steps that have been taken and the steps that still need to be taken to maintain and strengthen those programs. The University's 2005-12 Strategic Plan describes a series of actions involving faculty, accreditation, instructional technology, student applications of acquired knowledge, graduate education, and general education intended to add both quality and value to Slippery Rock University's academic degrees and programs. How have those strategies been implemented? Have they yielded the desired results?

Faculty

As mentioned in Chapter One, established practices at Slippery Rock University have resulted in a stable faculty dedicated to quality teaching at the undergraduate and the graduate level. An overwhelming percentage of faculty members are full-time (86.2%) and a similar percentage of those full-time instructors (92%) are tenured or tenure-track. *Standard 1-E, and Standard 10-A*

In addition, over 92% of Slippery Rock University's full-time faculty members have terminal degrees in their fields of study. Because of the contractually determined teaching loads and the absence of graduate teaching assistants, the institution tends to attract faculty who regard teaching as their primary professional obligation. These faculty members also tend to remain at Slippery Rock University once hired. Since 1995, the university has made 259 tenure-track appointments and 79% of those faculty members remain at the institution. Faculty members hired at Slippery Rock University appear, in general, to know what is expected of them professionally and to successfully carry out their contractual obligations. Of the 259 tenure-track hires in the last 15 years, only 45 (18%) have either resigned or not been renewed. (Table 4.1) *Standard 6-B and X, and Standard 10-E*

Table 4.1: Faculty Facts	
Student to Faculty Ratio	20:1
Percent of full-time tenure or tenure track instructional faculty who have earned a Ph.D. or other terminal degree	92%
Number of faculty	349 FT, 56 PT
Gender	Men… 53% FT, 39% PT Women… 47% FT, 61% PT
Ethnicity	17% FT, 11% PT
Percent of class sections taught by graduate teaching assistants	0%

The recent budget challenges have resulted in something close to a hiring freeze of tenure-track faculty members. During the 2007-08 academic year 20 tenure-track faculty were hired, and that figure was 28 for 2008-09. But in 2009-10 only three tenure-track faculty were employed.

The university takes a primarily formative approach to the evaluation of tenure-track faculty during the five-year probationary period. A yearly performance review is conducted by the faculty member's department evaluation committee, department chair, and college dean, in which strengths and weaknesses regarding teaching, scholarly growth, and service are noted and suggestions for improvement are made (Exhibit 27). Peers conduct five classroom observations each year (one by the department chair and two each semester by members of the department evaluation committee), and each section a probationary faculty member teaches requires student surveys of course effectiveness (Appendix M). Performance reviews of similar intensity are also required for temporary faculty members. *Standard 6 A-B, and Standard 10-C, D, F and H*

For a promotion in rank (Exhibit 28), faculty members must demonstrate an appropriate mastery of subject matter in a discipline and excellence in the three categories of teaching, scholarly growth, and service, with the guidelines making clear that teaching performance should receive the greatest weight. In recent years, a pattern has emerged regarding the percentage of faculty applicants granted promotion (Table 4.2). *Standard 6-D, and Standard 10-A and F*

Table 4.2: SRU Faculty Promotions

Date	Full	Associate	Assistant	Total	Committee Recommendation
2005-06	4	7	3	14	14
2006-07	5	6	1	12	12
2007-08	3	13	1	16	20
2008-09	6	6	3	15	20
2009-10	4	7	3	14	20
2010-11	5	9	2	16	16

Given the teaching load, faculty members do see attaining excellence in the category of scholarly growth as a challenge. However, both faculty and administration recognize the importance of remaining current and active in a field of study to quality of teaching. One of the standards departments must meet in their five-year program reviews states that "faculty members must be active in the field if they are to design and teach a relevant and vital curriculum. They must be well qualified and maintain an active regimen of scholarship." *Standard 10-A, C, E and M*

Consequently, departments, faculty committees, and administration have been generally supportive of applications for sabbatical leave, and other internally-funded grants and initiatives have been put in place. These include a President's International Travel Grant, a Proposal Development Travel Fund, Departmental Travel Funds, and Student-Faculty Research Grants. Competitive awards such as the Presidential Award for Scholarly and Creative Achievement and the Presidential Award for

Excellence in Teaching come with stipends for professional travel and research (Appendix L). The Center for Excellence in Teaching and Educational Technology (CETET), established during the 2007-08 academic year, assists faculty in organizing study groups that will help them remain current in their scholarship, to integrate that scholarship into their teaching, and to publish and present at academic conferences. *Standard 6-C and G, and Standard 10-C, E and Q*

Slippery Rock University's faculty members have the primary responsibility for designing academic programs and the courses within those programs, which must be reviewed by department faculty, department, college, and university-wide curriculum committees, and the Vice-President for Academic Affairs (functioning as representative of the university president). Students, it might be said, "vote with their feet" and the growth in university enrollments over the past decade, even when the population of state and regional high school graduates is in decline, as well as Slippery Rock University's transformation into a "competitive" admissions institution, may be the main evidence that the above mentioned programs are strong. In five-year program reviews recent graduates cite the instruction they received and the relationships they developed with faculty members as reasons for their overall satisfaction with their Slippery Rock education. A survey of 2006-07 Slippery Rock University graduates, conducted in 2008 by the Center for Opinion Research at Franklin and Marshall College, reported that nearly all of the respondents (97 to 98%) felt the faculty had met or exceeded their expectations regarding knowledge of their fields and concern for the students as individuals (Exhibit 46). *Standard 8-E and O*, *Standard 11-A*, and *Standard 14-G and NN*

Accreditations

In performing strategic planning, Slippery Rock University determined that one way to strengthen the value of its degrees and the quality of its academic programs would be to set a goal of achieving accreditation for all professional programs. Achieving this goal would ensure that enrolled students were acquiring proficiency in recognized sets of professional competencies and that SRU's programs were voluntarily measuring themselves against national standards set for institutions conferring similar degrees and certifications. Since 2005, the university has been steadily gaining new accreditations (e.g. the Doctor of Physical Therapy program was accredited by the American Physical Therapy Association in 2009), maintaining current accreditations, and obtaining reaccreditations (Figure 4.1). *Standard 7-A*

According to the 2010 Accountability Report, the university currently has programs accredited by 16 different professional organizations. These include programs directly related to the institution's history of preparing educators and service professionals. Programs in secondary-level subject areas have been accredited by the National Council for Accreditation of Teacher Education (NCATE), as have programs in school and community counseling. Programs in nursing, exercise science, athletic training, and social work have all been accredited. In addition, Slippery Rock University's programs in art, dance, music, and theatre have been accredited by national accrediting associations, making the institution one of only one-quarter of all regional universities that have all their art programs accredited. *Standard 6-V, Standard 7-A, and Standard 8-E*

Figure 4.1: National Association Accreditations

Institutional

Middle States Commission on Higher Education (MSCHE)

College of Health, Environment and Science

- ✓ American Physical Therapy Association (APTA) - Physical Therapy (Initial accreditation 1991 – Renewed 2010 to 2020)
- ✓ National League for Nursing Accrediting Commission (NLNAC) – Nursing (Initial accreditation 1981 – Renewed 2004 to 2012)
  "NLNAC recognizes the Nursing Program at Slippery Rock University for the faculty's education, experiential, and credentialed backgrounds and the complementing of each other's diverse abilities, serving the curriculum and teaching well."
- ✓ Commission on Accreditation of Allied Health Education (CAAHEP) - Exercise Science (Initial accreditation 2006 to 2010 – currently waiting for reaccreditation)
  "CAAHEP recognizes the Exercise Science Program at Slippery Rock University for the program's substantial compliance with the nationally established accreditation standards." (Initial accreditation 2006 to 2011)
- ✓ Commission on Accreditation of Athletic Training Education (CAATE) - Athletic Training (Initial accreditation 2006 to 2010 – waiting for reaccreditation in Spring 2011)
  "CAATE commends the Athletic Training Program at Slippery Rock University for their commitment to continuous quality improvement in education and recognizes the program's substantial compliance with the nationally established accreditation standards."
- ✓ National Recreation and Park Association (NRPA) - Park and Resource Management, Resort Management/Tourism and Therapeutic Recreation (Initial accreditation 1979-2011 – reaccreditation April 2011 under new accrediting agency Council on Accreditation for Parks, Recreation, and Tourism Related Professions (COAPRT)
  "NRPA recognizes Slippery Rock University's programs for the opportunities they provide students to participate in applied learning, the time and effort dedicated to student advising, and the quality and background experience of the faculty, particularly the therapeutic recreation faculty." Standard 6-I
- ✓ Institute for Safety and Health Management (Initial accreditation 2005 – Renewal 2015)

College of Education

- ✓ National Council for Accreditation for Teacher Education (NCATE) - College of Education (Initial accreditation 1954 – Renewal 2014)
- ✓ Council for Accreditation of Counseling and Related Educational Programs (CACREP) - Community Counseling, School Counseling and Student Personnel (Initial accreditation 2002 – Renewal 2011)
- ✓ The College of Education also has attained national recognition from the following organizations:
  American Council on the Teaching of Foreign Languages (Spanish and French Education)
  National Association for the Education of Young Children (Early Childhood Education)
  Association for Childhood Education International (Elementary Education)
  National Council for Teachers of English (English Education)
  National Council for the Social Sciences (Social Studies Education)
  National Science Teachers Association (Science Education)
  Council for Exceptional Children (Special Education)
  National Council for Teachers of Mathematics (Math Education)
- ✓ Commission on Sport Management Accreditation (Sport Management) (Initial accreditation 2010 – Renewal 2017)

College of Business, Information and Social Science

- ✓ Accreditation Board for Engineering and Technology (ABET) (Initial accreditation 2003 - Renewal 2011)
    Computer Science
    Information System
    Information Technology (Anticipated July 2011)
    "SRU has a strong Computer Science program that is supported by a dedicated faculty."
- ✓ Council on Social Work Education (CSWE) (Initial accreditation 1982 – Renewal 2014)
- ✓ Accreditation Council for Business Schools and Programs (ACBSP) pursuing accreditation.

College of Humanities, Fine and Performing Arts

"SRU is one of only 25 percent of all regional universities that have all of their arts programs accredited."

- ✓ National Association of Schools of Art & Design (NASAD) (Initial accreditation 2007 – Renewal 2012)
    Art
    Fine Arts
- ✓ National Association of Schools of Dance (NASD) (Initial accreditation 2000 – Renewal 2011)
    Dance
- ✓ National Association of Schools in Music (NASM) (Initial accreditation 1976 – Renewal 2011)
    Music Instrumental
    Music Performance
    Music Therapy
- ✓ National Association of Schools of Theatre (NAST) (Initial accreditation 2006 – Renewal 2012)
    Theatre

Student Life

- ✓ Accreditation Association for Ambulatory Health Care, Inc. (AAAHC) (Initial accreditation 2000 – Renewal 2013)
    Health Services
- ✓ National Association for the Education of Young Children (NAEYC) (Initial accreditation 2010 – Renewal 2015)
    Child Care Center

Academic programs also receive guidance regarding curriculum and instruction from advisory boards consisting of professionals and employers within appropriate fields. Since the university began encouraging the creation of advisory boards around 2003 their number has grown considerably. All eight departments in the College of Humanities, Fine and Performing Arts now have advisory boards, as do all six in the College of Education. The College of Health, Environment, and Science has a total of 15 boards and the College of Business, Information, and Social Sciences has six. Faculty members meet with the boards to discover trends in workplace applications of their disciplinary knowledge, to share assessment of student learning results, and to discuss proposed modifications in programs. *Standard 7-B, I and T*

Technology and Research

As a primarily residential university where approximately 70% of all undergraduates live either on-campus during the academic year or in one of several private residential facilities in the community, Slippery Rock University strives to offer the widest possible range of instructional styles and technologies, as well as one-on-one guidance and directed educational experiences (Figure 4.2). Only one undergraduate program (Bachelor of Science in Nursing) is offered fully on-line, but an increasing number of classes are integrating interactive, web-based software applications into instruction. Until 2010, Blackboard was the primary "learning management system" employed by instructors; the number of class sections actively employing Blackboard rose from 550 in fall, 2006 to 811 in fall, 2009. Beginning with the fall, 2010 term, faculty members have switched to the Desire2Learn (D2L) software to perform the same instructional and classroom management tasks, since the Pennsylvania State System of Higher Education has ceased use of Blackboard. *Standard 9-A, and Standard 11-E, G, H and K*

Figure 4.2:
Use of Technology (Facts)

53 computer labs on campus

1,288 computers in those labs

150 classrooms with computer projection

91.59% of residence hall students with computer

90% of freshmen with laptops (Map-Works Survey)

96.3 Students bring computers to campus (Map-Works Survey)

75% + of our first-year students using D2L, the university's classroom management tool, in at least three of their courses during their first semester on campus

The library has become increasingly reliant on electronic resources such as digitized books and databases to aid faculty and students in research. Acquisitions of both books and electronic resources have been financed in recent years by performance funding received from the state of Pennsylvania (Table 4.3). With the drop in state appropriations, the amount of funding for acquisitions has also dropped, from a peak of $272,577 in 2006-07 to $205,467 in 2010-11 (Appendix Y). Library holdings are generally obtained by having a faculty-status librarian assigned to each college. This librarian then consults with faculty from the college when determining the acquisitions to make within a particular year. *Standard 9-A and B, and Standard 11-E, F and G*

Table 4.3: Performance Funding Library Budget for Fiscal Years 2005-2011

	FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011
Performance Funding	$ 272,577	$ 247,897	$ 228,297	$ 205,463	$ 205,467

Students and faculty who conduct research can use nearly 100 scholarly databases and have access to more than 30,000 ejournals, 500,000 print volumes and 150,000 ebooks through the university's Bailey Library. Print and electronic collections from thousands of libraries nation-wide are also quickly accessible through interlibrary loans. Faculty librarians provide instruction sessions tailored to classroom research requirements, provide one-on-one research consultations for both students and

faculty, teach a one-credit hour online course focused on information literacy and coordinate with the academic department collection development needs in support of the curriculum. *Standard 11-F*

Opportunities for Applying Knowledge

Another strategy Slippery Rock University has employed to increase the value and quality of its academic programs is to encourage student applications of their knowledge outside the classroom. The primary mechanisms for this broadening of educational experiences have been sponsored research, including collaboration with faculty, sponsorship of student participation in professional and academic conferences, required and voluntary internships within degree and certificate programs, and opportunities for service learning. *Standard 11-S, T, U and V, and Standard 12-Q and R*

An Office of Grants and Sponsored Research, staffed by a director and one supporting staff member, was established in 2000 and has spent the last decade expanding educational opportunities for students and faculty, making classroom improvements, providing funds for developing programs to serve both students and regional populations, as well as making institutional improvements that serve to create a climate conducive to learning. External funding garnered with the assistance of the grants office rose from approximately $1.6 million in 2004-05 to around $2 million in 2009-10, with most of those monies directly benefitting students or regional service programs (Table 4.4). In addition, the university has distributed internal grants for faculty/student and stand-alone student research. In 2009 the university provided $35,000 in faculty/student research grants, with the College of Health, Environment, and Science contributing an additional $14,516. Academic Affairs added $5,000 for 10 grant awards of $500 each for student researchers. *Standard 1-B*, *Standard 11-E, F and G*, and *Standard 12-Q and R*

Table 4.4: Office of Grants and Sponsored Research Summary of External Awards Received by Fiscal Year

Fiscal Year	Amount Awarded
2004-05	$1,591,052
2005-06	$2,996,776
2006-07	$2,479,005
2007-08	$2,901,358
2008-09	$3,016,841
2009-10	$2,305,539

To showcase student and faculty/student research, the university has for several years sponsored a Symposium for Research and Scholarship, held annually in the early spring. Participation in this event has steadily increased. In 2003 the symposium featured 44 projects presented by 61 students and 23 faculty. Those numbers had grown to 74 projects presented by 104 students and 51 faculty in 2010 (Table 4.5). *Standard 1-B*

Table 4.5: Student/Faculty Research Symposium Participation and Funding

Academic Year	University Funding Contribution	Number of Projects	Faculty Participation	Undergrad Student Participation	Graduate Student Participation	Outside Faculty and Staff
2003-04	$38,988	44	23	42	29	7
2004-05	$45,000	45	28	43	25	13
2005-06	$45,856	48	39	44	22	13
2006-07	$53,765	36	36	32	9	5
2007-08	$45,524	44	35	77	14	3
2008-09	$53,982	43	29	112	10	0
2009-10	$49,516	74	51	95	9	0

Beyond this local symposium, monies derived from student academic enhancement fees are often applied to travel expenses for attending and presenting at various state, regional, national, and international professional conferences. The number of students presenting at such conferences has increased from 195 in the 2003-04 academic year to 271 in 2009-10 (Table 4.6). In addition, the University supports honorary societies within various disciplines that facilitate student conference participation and a variety of service activities. *Standard 1-B, Standard 10-L, Standard 11-S, T, and U, Standard 12-L,* and *Standard 13-Q*

Table 4.6: Student Presentation at Conferences		
Year	Number of Student s Presenting	Increase/Decrease
2003-04	195	
2004-05	259	
2005-06	147	-43% (due to change in method of collecting data)
2006-07	210	+42.8 %
2007-08	243	+16%
2008-09	258	+6%
2009-10	271	+5%

Other opportunities for students to pursue expanded study and personal exploration are provided by the Office of International Services. This office provides scholarships to international students wishing to study at Slippery Rock University and financial assistance for U.S. students traveling abroad while participating in several programs. The Office of Academic Records has standing agreements with several international institutions regarding credit transfers, and follows set protocols for transferring credits from many other accredited institutions abroad to which students may apply for international study in areas of individual preferences. Education majors may conduct a portion of their student teaching in Ireland or Mexico. Several departments offering courses that fulfill both degree and Liberal Studies requirements regularly lead short-term educational trips related to those courses, most commonly during Spring Break and in the summer months. Those departments include art; dance; English; exercise and rehabilitative science; geography, geology, and environmental science; history; modern languages; music; political science; professional studies; and theatre. *Standard 11-E, G, S and W, Standard 12-R and S,* and *Standard 13-L and P*

Internships

Required credit-bearing internships, as a method for expanding students' professional competencies within their disciplines, are commonly found within the curricula of degree and certificate programs at Slippery Rock University. During the 2009-10 academic year, 610 undergraduate students were enrolled in internship courses, up from 514 in 2005-06 (Table 1.9). Most internships are managed by the individual departments and programs, with requirements for completion negotiated by the departments and the internship-providing entities. Many departments have long-standing arrangements with local and national internship providing institutions, allowing students wide choices to engage in relevant educational and professional opportunities. The university, through two recently acquired grants, seeks to develop a central internship office that would further expand intern

opportunities for students and work to refine the quality of the experiences provided by internships. *Standard 13-Q*

Service Learning

Slippery Rock University recognizes the imperative nature of community engagement for all faculty, staff, and students through service learning in and out of the classroom (Figure 4.3). Students become actively engaged with the SRU campus community in addition to their local communities. The university has developed a reputation of commitment to the local communities surrounding Slippery Rock through the Institute for Community, Service-Learning, and Nonprofit Leadership created in 1991. Programs organized by the Institute involve hundreds of students and include fund-raising, Red Cross health emergency training, delivery of donated books to local libraries, and volunteer work with organizations and facilities assisting at-risk populations. *Standard 11-G and S-V*

> **Figure 4.3: Service Learning**
>
> *Over 100 service learning community partners deliver more than 75 different service projects each year. Annually, approximately 800 students and faculty members volunteer for Spring Care Breaks to offer assistance in cities such as New Orleans, Atlanta, Phoenix, Las Vegas, Seattle, and Los Angeles and countries such as St. Lucia, Costa Rica and Haiti.*

In fall of 2009, the Institute merged with The Center for Student Involvement and Leadership to strengthen both programs and to integrate leadership with service learning (Exhibit 24). Faculty members are encouraged to build service learning opportunities into the curriculum by applying for a mini grant ($500) funded through the Center for Student Involvement and Leadership (CSIL).   Student involvement is quite significant; 22% of all undergraduate students are involved in leadership development and 21% in service learning.

General Education

As discussed in the previous chapter, much of the activity regarding Slippery Rock University's Liberal Studies program has been focused in recent years on establishing a workable, self-sustaining plan for assessing student learning within the program. Such a focus makes considerable sense given the program's reason for being, to provide a broad base of knowledge that may be missed within sharply focused major courses, the kind of knowledge that nonetheless is often of great value when functioning as both citizens and professionals. In addition, the results of student learning assessment could valuably inform other concerns both students and faculty have regarding general education—that is, its value to students who come to the university with a strong vocational orientation and whether that value can be conveyed with current resource levels. *Standard 12-F and G*

The Liberal Studies program, as described in Chapter Three, consists of a carefully structured set of courses meant to fulfill six "critical" learning goals (Appendix N) that have been clearly linked to the eight university-wide student learning outcomes. This sense of structure and integration into an undergraduate's overall educational curriculum is often lost on our students, however. A survey

conducted of 517 recent graduates (2009-10) indicates that only 14.3% believed that Liberal Studies had a strong positive impact on their professional lives and 15.1% believed the same about its impact on their personal life. Slightly more than 50% saw Liberal Studies having little or no positive impact on their professional lives, with slightly less than 50% noting the same conclusion about their private lives (Exhibit 20). *Standard 12-J, K and N*

Such results have prompted the Liberal Studies Program Committee (LSPC) to explore ways to increase student awareness of both the intent and the impact of the program. Some ideas include a stronger presence for the program at the orientation of incoming students, a newsletter published once a semester showcasing students and faculty and describing significant Liberal Studies experiences, and a shift in the way the program is depicted during academic advisement, which would characterize Liberal Studies as an initial "major," complementing rather than competing against the major that will occupy a student's later years at the university. The results of ongoing learning assessment would provide such efforts with needed evidence, demonstrating how Liberal Studies courses have been refined in content and delivery of instruction in order to better meet the learning goals that have been set for them. *Standard 1-A, E and K*, *Standard 6-I*, and *Standard 12-B, E and G*

For example, Introduction to Music is a goal course within the Liberal Studies Arts block that is often taught in sections containing 150 students. (Most sections of goal courses, because of the demand created by their required nature, range in size from 45 to 150 students. The main exceptions are the courses ostensibly devoted to the development of communication abilities—College Writing I and II and Public Speaking—sections of which are generally capped at 27.) Learning goals for the Arts block include being able to "identify the genres, periods, media, and styles" of particular art forms; being able to "draw interpretive conclusions about the creative processes and artistic media;" and being able to "critically analyze works of art and the contexts in which they were produced." The Assessment Results Matrix submitted to the LSPC for the course suggests that music faculty have, because of the assessment, considered adjustments in the way context and interpretation are discussed with students who are not music majors. Moreover, the assessment instrument for measuring a student's ability to interpret and analyze—a "concert reaction" paper evaluated through a rubric—indicates one strategy for having students practice those skills without overburdening instructors of such heavily enrolled sections. Publicizing the link among classroom activities and discussion and achieved learning goals might be one way for students to understand the value and quality of their Liberal Studies experiences. *Standard 12-E and F*, and *Standard 14-E, O, P, Q and AA*

Beyond learning assessments, the university continues to experiment with the best ways to support its general education program within tight budgetary constraints. Some support comes from regular budget allocations to upgrade classroom environments and from grants funded through the student technology fee; the 2007 Liberal Studies program review also indicated that the process for obtaining library holdings described earlier in this chapter is working to ensure appropriate materials for Liberal Studies courses. A $10,000 fund was set up in 2007 to assist development of expertise among members of the LSPC, and further support has been provided by the college deans. In fact, probably the most significant adjustment in support occurred in 2009, when the dean of the College of Humanities,

Fine and Performing Arts was given direct responsibility for the program, and the responsibilities of the LSPC's co-chairs and the Assessment Core Committee were redefined. (See Chapter Three.) *Standard 2-D, F, G, L, O, P, Q and T*, *Standard 3-C, S and T*, and *Standard 12-L*

Both external and internal pressures will continue to have an effect on general education at Slippery Rock University. When the Pennsylvania State System of Higher Education Board of Governors mandated that no more than 120 credit hours could be required for graduation, the number of required credits in Liberal Studies was adjusted downwards to 48. With the more recent mandate that general education programs must have a *minimum* of 40 required hours, and with continued trends towards more extensive requirements for major programs, it is expected that pressure to shrink the Liberal Studies program further will occur. One focus may be on the required two courses in first-year composition, a rarity among the state system schools. Will one of those courses be dropped as a requirement? A committee devoted to Writing Across the Curriculum made up of faculty from several departments, has been formed to revitalize interest in effective writing instruction throughout the curriculum and to lessen expectations that first-year writing is sufficient to meeting the university-wide communication learning outcome.

Graduate Education

While Slippery Rock University truly strives to be comprehensive in its undergraduate offerings, with 80 baccalaureate programs, 67 minor programs, and nine certificate programs, the approach with graduate programs has always been "select" (the key word employed in the strategic plan), the emphasis on building from strong undergraduate programs and meeting identified needs. Roughly 50% of the university's graduate students hold baccalaureate degrees from Slippery Rock University, and around two-thirds of graduate students come from within a 50-mile radius of the institution. In that way SRU serves as a "residential" university even on the graduate level. Undergraduates interested in physical therapy, for instance, begin with concentrations in biology, exercise science, health science, safety and environmental management, and therapeutic recreation and may take courses in physical therapy their fourth year, before possibly moving into the three-year doctoral program in Physical Therapy. In 2007 and 2008 Slippery Rock University contributed 20 new students of the Doctor in Physical Therapy program, while 12 and 16 students, respectively, entered from other institutions. In 2009 first time students from other institutions slightly outnumbered Slippery Rock University students, 15 to 14. *Standard 11-B*

Not surprisingly, some of the university's most durable and sustainable graduate programs have direct links to the traditional strengths in Education and the Health Sciences. There are 13 Master of Education programs, four Master of Science programs, and the aforementioned Doctorate in Physical Therapy (Appendix O). *Standard 1-B*

As briefly discussed in Chapter One, recent drops in state allocations have put strains on graduate programs, many of which have been historically sustained by the granting of assistantships that waive tuition, rather than by tuition revenue in itself. Lack of such revenue has jeopardized the existence of

programs with steady but not growing enrollments, programs in which instruction has traditionally been delivered via small-class seminars. Without state allocated subsidies class sizes of 20 to 25 students have become the new standard for viability. Consequently, masters programs in English, physical education, and sport management have recently been placed in moratorium. Four masters programs, in criminology, secondary education math and science, park resource management, and special education, are offered completely on-line and feature class sizes that sometimes exceed 25 students. Two of those programs (criminology is new) replace previously discontinued programs that met either on campus or at the Regional Learning Alliance. *Standard 2-D and F, and Standard 3-B, H and M*

Graduate program quality does remain important to both the faculty and administrators at Slippery Rock University. Modifications and additions to programs are reviewed and approved by the Graduate Council, a faculty-controlled body that also reviews and approves faculty members seeking to teach graduate courses. Deans have direct responsibility over the programs housed within their college. Further steps to preserve and strengthen that quality during the current financial difficulties will be discussed in the next section of this chapter. *Standard 4-A and G*

Observations and Recommendations

Large majorities of Slippery Rock University graduates express satisfaction with the education they receive at the university. The aforementioned 2008 survey of Slippery Rock alumni found that 98% rate the quality of education that they receive as either "excellent or good" and 98% also would recommend the university to others.   During the last decade, almost all undergraduate programs have been sustained by steady or growing enrollments and, as Chapter Three indicates, assessment of student learning has now become pervasive within those programs, contributing to ongoing renewal of their content and delivery. The following recommendations are meant to build on those prior successes, to further strengthen the programs that have so far led to a resurgence of interest in Slippery Rock University among high school graduates in search of a premier public residential university to attend.

- Slippery Rock University has a remarkably stable faculty, one that is deeply committed to the success of the institution. Clearly, no component is more essential to the success of a university's academic offerings than its faculty. Thus, the university needs to closely examine the processes involved in faculty recruitment and development and the results manifest in its hiring and retention of faculty. Such results should be compared with similar information from peer institutions and not just the results from universities in the Pennsylvania State System of Higher Education. Why do potential faculty members apply for and then accept positions at Slippery Rock University? What traits and abilities are characteristic of those applicants? What more can be done to attract the best candidates and to keep them at the University once hired?

- The number of faculty members promoted in rank each year has remained consistent over the past five years with a range of 12 to 16 each year.   Applications for promotion have decreased. Is this decrease reflective of the university's changing sense of itself, resulting in a more competitive milieu for promotion applicants? Is there a greater demand for scholarly output, which some faculty fear may result in many of their colleagues who are strong teachers and engaged in extensive service not being promoted? The university has sought, through detailed guidelines for promotion in rank revised in spring of 2008, to make the process as transparent and accessible as possible. A next step may be to survey the faculty to see if perceptions of unfairness and of a shift in criteria are extensive, which could be addressed in a useful manner. Given the generally accepted value of scholarship as an aid to teaching and curricular renewal, the university should also explore more ways to assist faculty members in their scholarly growth. One suggested approach is to weight travel funding so a greater proportion goes to faculty members at lower academic ranks who are actively seeking promotion.

- One feature of the recently revised guidelines for applying for promotion in rank is a detailed description of what constitutes effective teaching. Providing that same detailed description in the guidelines for applying for tenure would emphasize the importance of teaching in obtaining

long-term employment at the university and would help guide probationary faculty in adjusting their teaching to the benefit of their students.

- Strained budgets due to stagnant or decreased state allocations appear to be a feature of the university's existence for the foreseeable future. Faculty members may become increasingly reliant on obtaining external grants in order to sustain certain programs or important features of programs. The Office of Grants and Sponsored Research could build on its modest success so far by enlisting faculty and staff who have been successful acquiring grants to serve as mentors for faculty and staff in the same or related disciplines.

- The student learning assessment process now in place for Liberal Studies courses should contribute to improvements in course content and teaching for years to come. The Liberal Studies Program Committee should also consider the potential value of such assessments, including the information found in the Liberal Studies Assessment Results Matrix and in the Degree Coherence Matrices, for increasing awareness of the value of the Liberal Studies program among undergraduates and alumni.

- Distance Learning has already been tried and accepted as one way to revive graduate programs threatened by decreased funding and a need for larger class sizes. Other potential models for experimentation are the use of cohorts, in which simultaneously accepted students move through required course work as a group, and the development of programs with tiered emphases, in which students pursue tracked professional concentrations while enrolling mostly in the same core courses.

- The position of Slippery Rock University's graduate programs could be strengthened by more emphasis on student learning assessment. More clearly integrating a program's learning goals/outcomes with the university-wide learning outcomes might demonstrate just how the program fits into Slippery Rock's overall mission and vision. More extensive assessments of graduate programs would also provide evidence of their effectiveness that could be shared with potential applicants and the general public. One constituency that may need more evidence of effectiveness and the positive impact of the university on the state's social, civic, and economic well-being are the elected officials in Harrisburg—legislators and the governor.

- Faculty members with current teaching loads need assistance in academic research: the task of collecting data, conducting interviews, administering surveys, or coordinating focus groups. Such assistance could possibly be obtained by hiring student research assistants, who would also benefit academically from the job responsibilities.

- The Bailey Library facility, dedicated in 1972, is no longer adequate to the demands placed on the contemporary university library. While there is enough room for the half-million volume of

books and periodicals, the building systems, data infrastructure, and public spaces fall short of 21st century standards. Because the library currently houses various academic support services, its renovation is dependent on completion of other projects, particularly the new Student Center in February 2012 and the subsequent renovation of the old University Union into the Student Success Center, scheduled for completion in 2014. Cost of the Bailey Library renovation is projected at $39 million. Given the importance of an adequate library to the University's academic mission, funding of this project should be considered a high priority and needs to be secured as quickly as possible.

Chapter Five:
Student Support and Related Educational Activities

Student Support Services

Coming to Slippery Rock University

As a public residential university, the Slippery Rock University community recognizes the importance of informing and supporting students from the moment they and their families express interest in the institution. Every effort is made to provide students with the information that will allow them to make the best decisions for themselves, and to equip them with the experiences and abilities that will increase their success as citizens and professionals. *Standard 9-A* and *Standard 13-J*

Prospective students can quickly obtain accurate and comprehensive information about the university by clicking on either the previously discussed SRU Accountability Profile or the College Portrait, with links to both on Slippery Rock University's main web page. International students can also draw upon information found on the International Services Office web site and a brochure designed specifically for prospective international students. Slippery Rock University also maintains articulation agreements with the three main community colleges in its region, located in Butler, Beaver, and Allegheny counties. These agreements make it easy for students transferring from community college to know how many credits they will have and how many they will still need to earn a baccalaureate at the university. (Appendix R) Transfers from Pennsylvania community colleges have steadily grown in recent years, from 272, or 12.5% of all new students, in fall 2005 to 306, or 13.2% of all new students, in fall 2010 (Table 5.1). *Standard 6-H, O and P*, *Standard 8-B, D, E, F and G*, *Standard 9-C*, and *Standard 11-I*

Table 5.1: Transfers from Pennsylvania Community Colleges (PACCs)

	2005	2006	2007	2008	2009	2010
Fall Transfer Students	605	593	574	637	689	610
Fall PACCs Number of Transfer Students	272	305	310	322	345	306
Fall PACCs Percent of Total New Enrollment	12.5%	14.3%	11.9%	13.8%	14.4%	13.2%

The Financial Aid office annually updates the information for prospective and continuing students found in printed materials and on the office's web site, reflecting changes and additions to financial aid programs, application processes, and consumer information (Table 5.2). The Orientation office informs prospective students who have paid an enrollment deposit of a mandatory computer competency exam and of voluntary placement exams for written composition and modern languages

(Exhibit 44). In 2009, 99.6% of full-time, first-time students attended orientation, as did 44% of new transfer students. At orientation students first receive intensive academic advisement from faculty and encouragement to enroll in the FYRST seminar. (Around 98% of entering first-year students do enroll in that one-credit course, which covers effective study habits, academic advisement and planning, and other factors that will contribute to college success.) *Standard 8-A, B, D and F*

Table 5.2: Financial Aid Awards Undergrad	2005-06	2006-07	2007-08	2008-09	2009-10
State Grants	$6,491,933	$7,553,238	$8,244,391	$6,745,392	$7,225,284
Federal Grants	$5,206,849	$5,591,121	$6,694,456	$7,050,548	$10,037,407
SRU Scholarship & Waivers	$709,792	$973,086	$1,024,766	$1,134,559	$3,662,433
Other Scholarships and Grants	$2,203,107	$2,941,513	$2,747,878	$3,127,053	$2,079,458
Federal Work-study	$611,689	$598,549	$1,004,654	$1,037,310	$1,089,250
Student Loans	$27,163,775	$31,129,136	$33,253,589	$41,851,856	$45,423,359

Living and Learning at Slippery Rock University

Once students are on campus attending classes, a variety of programs are in place that will contribute to a successful college experience. New students will most likely be scheduled into one of the Learning Community Clusters described in Chapter One. First-year students who have already chosen a major will be assigned an advisor within the appropriate academic department. Students in the exploratory program are assigned a faculty advisor by the Academic Advisement office. Based on past experiences with students who have left the university before graduation, advisors pay close attention to class attendance reports, mid-term grade reports, and the results of a MAP-Works survey taken in the fourth week of classes. This survey provides faculty and staff with information about student expectations, academic and social transitions, choice of major and career goals, and overall satisfaction with housing, dining, and social activities (Exhibit 25). *Standard 8-H and P, and Standard 13-A*

Slippery Rock University provides academic advisement and peer assistance to at-risk students who do not meet admission guidelines but are admitted because of their socio-economic status. Many of these students will be referred to the Tutorial Center, which provides individual and group tutoring to any students enrolled in 100 and 200 level courses. The Writing Center offers tutoring to any university student seeking help with their writing. Other services that assist students with special needs are the International Services office and the Office for Students with Disabilities, which makes accommodations for test-taking, note-taking, housing arrangements, book purchasing, and registration.
Standard 6-D and G, *Standard 8-C*, *Standard 9-C and D*, *Standard 13-A, B and C*, and *Standard 14-Z*

The Jump Start orientation program, sponsored by the Office of Multicultural Programs, aims to assist students from marginalized groups in their acclimation to college life, both academically and socially. The Academic Peer Mentor program also provides one-on-one and group mentoring to first-year students. A Freshman Leadership program has sought to encourage active participation among minority students in such areas as student governance, with the result that in 2009-10 40% of the

elected members of the Student Government Association (SGA) were minority students. *Standard 9-A and C*

Table 5.3: Retention Rate for First-time Full-time		
Cohort 2004	67.2%	
Cohort 2005	74.3%	Up 9.0%
Cohort 2006	67.5%	Down 6.5%
Cohort 2007	77.6%	Up 8.6%
Cohort 2008	77.6%	No Change
Cohort 2009	76.7%	Down 1%

All of these efforts have contributed to the improved first-to-second year retention rates and graduation rates cited earlier in this report. In addition, retention of first-time full-time students of color has improved over the past several years, with first-to-second year persistence increasing from 67.2% in 2004 to 77.1% in 2009, just slightly below the retention rates for all students (Tables 5.3; 5.4, 5.5). *Standard 8-D, I and K*, *Standard 9-C*, and *Standard 13-D, E and F*

Table 5.4: African-American Student Enrollment and Retention							
Enrollment	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Total UG Enrollment	307	311	359	380	402	409	419
First Time Full-time	93	77	103	97	81	97	90
Retention to 2nd Year	65.6%	74.0%	68.3%	78.4%	75.3%	77.1%	NA
Table 5.5: Hispanic Student Enrollment and Retention							
Enrollment	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Total UG Enrollment	64	64	75	85	88	93	118
First Time Full-time	14	16	19	28	22	24	29
Retention to 2nd Year	71.4%	68.81	63.2%	75.0%	68.2%	75.0%	NA

In recent years the University has also made a concerted effort to increase student participation in organizations and to enhance student leadership abilities. The number of student organizations funded by the Student Government Association has increased from 52 in the fall of 2003 to 78 during the 2009-10 academic year. The Center for Student Involvement and Leadership has computerized student organization registration and sought to increase participation and leadership through a co-curricular transcript program. Within three years this program has grown exponentially, with 108 students registered in 2006-07 and 4,001 students registered in 2009-10. The Center has also developed the Compass Leadership Program, which awards certificates to students at varying levels: leadership, emerging leadership, and advanced leadership (Exhibit 45). Enrollment in the program has jumped from 478 in its initial year (2007) to 1,928, or 22% of the undergraduate population, in the spring of 2010. The main goal of the Compass program is to ensure that all students gain basic competencies in leadership skills. *Standard 9-A, and Standard 13-S and V*

Given this growth in both the number of student organizations and in participation, the new student center, briefly discussed in Chapter One, should solve current problems of inadequate and sometimes wheelchair inaccessible office space. The new student success center has been designed to provide adequate space for student organizations and leadership development. In addition, the old student union will be transformed into a one-stop Student Success Center, pulling together offices and

services currently scattered around campus. These offices are listed here, with their current locations in parentheses: Academic Records and Summer School (Old Main Administrative Building); Academic Services (Bailey Library); Career Services (Bailey Library); Office of Student Conflict Resolution (Old Main); Office for Students with Disabilities (Bailey Library); Student Accounts (Old Main); and University Police (Stand-alone frame house at the southern edge of the campus). (Appendix S) *Standard 9 A and L, and Standard 13-F*

Another infrastructure improvement that will enhance the provision of student services will be implementation of the Banner Student Information System. This project constitutes the final phase in the university's administrative computing shift from a mainframe to a web environment. Earlier in the decade, SAP (Systems Application Product) software was used to perform this shift for budgeting, purchasing, accounts payable, materials management, banking, and financial statements; officials believed in spring, 2006 that the same software could be applied to the functions of the Admissions, Financial Aid, and Academic Records as well. Unfortunately, this plan proved impractical, and the Banner software has since proven a more workable solution. Once completely implemented, the software will handle recruiting and tracking information, analyze financial needs, process and disburse financial aid, register students, and keep academic records, grades, and course information. *Standard 8-I and J, and Standard 9-H*

When students experience difficulties in their lives, several services work separately and in concert to help them resolve those difficulties and rediscover a path towards educational success. The Counseling Center provides counseling to students if they experience stress, anxiety, eating disorders, depression, or substance abuse. The Student Health Services is located on the first floor of the same residence hall as the Counseling Center, offering clinical services performed by registered nurses, certified nurse practitioners, and a physician (logging over 20,000 visits per year), and additional public health services that aim to protect the community from communicable disease through immunization, health education, and treatment of such conditions as meningitis, influenza, and community acquired MRSA (Methicillin resistant Staphylococcus aureus). As with academic programs the university has worked to have applicable student life services recognized by national accrediting bodies. The following services have been accredited: *Standard 5-D, Standard 7-A, and Standard 9-A, B, M and N*

- ✓ Accreditation Association for Ambulatory Health Care, Inc. (AAAHC) (Initial accreditation 2000 – Renewal 2013) Health Services

- ✓ National Association for the Education of Young Children (NAEYC) (Initial accreditation 2010 – Renewal 2015) Child Care Center

Office of Student Conflict Resolution (OSCR) seeks to enforce the student code of conduct, primarily through a hearing process that generally leads to educational programs for those found to have violated the code. Other efforts, such as the Bridge Project sponsored by the Women's Center, are aimed specifically at reducing and eliminating violent crimes against women. When some students experience such urgent difficulties as suicidal ideation or gesturing, severe substance abuse, or

inappropriate or threatening behavior, staff from university police, student health services, office of student conflict resolution, and the counseling center coordinate their efforts as part of a <u>Behavioral Intervention Team (BIT)</u>. Sometimes residence life and international services have become involved with the BIT as well; since its establishment in the fall of 2007 the BIT has reviewed and resolved 67 cases of concern. *<u>Standard 5-D</u>, <u>Standard 6-D and F</u>, and <u>Standard 9-A, B, and G</u>*

Athletics

Given Slippery Rock University's institutional history, first as a normal school with an emphasis in health and physical education and later as a public university with established programs in the health sciences, exercise science, and athletic training, the strengths of its athletic programs are not surprising. (See Chapter One.) Those strengths include competitive success and excellent academic performance by the approximately 450 participants in 17 team sports. In 2007-08 Slippery Rock University's teams won the Dixon Trophy symbolic of overall competitive supremacy in the <u>Pennsylvania State Athletic Conference</u>; they also finished third among the 16 members of the conference in 2006-07 and 2008-09. In 2009-10 the university ranked third in the conference in the total number of student-athletes with a cumulative grade point average (GPA) of 3.25 or higher, and second in the percentage of total student-athletes with that level of academic success. *<u>Standard 9-E</u>, and <u>Standard 13-R</u>*

Grade Point Averages for Slippery Rock University's student-athletes consistently rank above those for students as a whole, as do their graduation rates (Table 5.6). (The four-class average graduation rate was 65% for all student-athletes in 2008.) These student-athletes also learn from extensive community outreach programs, including roadside cleanup, elementary school reading, and Special Olympics. A signature project is <u>SRU Athletes for Forgotten Angels</u>, focused on helping less-privileged children and involving summer trips to locations such as Haiti in 2008, Louisiana in 2009 and St. Lucia in 2010. *<u>Standard 13-R, U and V</u>, and <u>Standard 14-FF</u>*

Table 5.6: Student Athletes Grade Point Average					
	Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Total Men's Average	2.851	2.844	2.943	2.879	2.913
Total Women's Average	3.285	3.265	3.308	3.366	3.301
Total Student Athlete's Average	3.132	3.102	3.143	3.148	3.110

As with every area of the university, athletics has been affected by the ongoing erosion of revenue sources such as the state operating fund allocation. Early in 2006, Slippery Rock University decided to reduce annual athletic expenditures by around $350,000 by eliminating five men's teams— golf, swimming, tennis, water polo, and wrestling—and three women's teams—field hockey, swimming, and water polo. Alumni, especially those who had participated in the traditionally successful sports of water polo and wrestling, along with students who were currently on the selected teams, were understandably upset by what administration and a University Athletic Council thought were painful but necessary choices. Some women athletes on the swimming and water polo teams went further, filing a suit in federal court claiming non-compliance with Title IX. *<u>Standard 2-E</u>*

The lawsuit carried with it a certain historical irony, as Slippery Rock University's women coaches and athletes were quite active in the 1960s and early '70s in the push for eliminating discrimination on the basis of gender in college athletics, even traveling in a van to Washington, D.C. to protest and urge the passage by Congress of Title IX. History aside, a U.S. District Judge did determine in July, 2006 that the university was in non-compliance. Slippery Rock University has fully cooperated with the court's rulings and has considered itself in compliance for the past three years. An Assistant to the Athletic Director oversees Title IX compliance and gender equity efforts. Field hockey was reinstated and Lacrosse added to the roster of women's sports, while women's swimming and water polo were gradually phased out to allow the 2006 athletes to complete their careers. Facilities for several women's sports have either been newly constructed or upgraded. Most important to determination of compliance, athletic participation by women, the awarding of scholarships, recruiting expenses, and coaches' salaries now all conform with the overall percentages of enrolled women and men at the University. For example, women's participation in athletics constituted 55.37% of overall participation in 2008-09, an increase of 10% from 2005-06. (Exhibit 30) *Standard 2-E and Q, and Standard 3-J*

Intramurals

The Dr. James McFarland Recreational Sports Complex (The MAC), one of the intramural facilities under the operation of the Office of Campus Recreation, provides a variety of recreational opportunities to supplement the recruitment and retention of Slippery Rock University students while enhancing their lifestyle. Campus Recreation uses the facility to conduct outdoor intramural sports and sport club games and practices as well as to supplement an auxiliary budget through facility rentals, camps and sports leagues. The MAC, which opened in the spring of 2010, consists of two softball fields, four multisport fields, an exercise pathway, (all of which are lighted), rugby field, disc golf course, and building that provides storage, rest rooms and concessions space. Construction of the facility was funded ($1.3 million) though the Office of Campus Recreation.

The MAC Intramural Fields

Graduating from Slippery Rock University

When Slippery Rock University undergraduate and graduate students approach graduation, they often visit the Career Services office, which provides help matching students with potential employers, building resumes, preparing for interviews, investigating graduate schools, and performing other tasks. The office also surveys recent graduates, and the results of its survey of December 2007, May and August 2008 graduates are revelatory of both changing economic realities and shifts in the nature of our undergraduates. The 2000 survey showed 61% of our recent baccalaureates employed full-time in the field of their choice, a number that had decreased to 43% in 2009. (Only 2% were still seeking employment in 2000 and 5% were in 2009.) On the other side of the coin, 22% of the graduates were seeking further education in 2009, compared to 13% in 2000. Of the 158 recent recipients of our graduate degrees surveyed in 2009, 82% were employed full- or part-time in the job of their choice, while only 2% were seeking employment. (Exhibit 3) *Standard 9-J, O and P, and Standard 10-L*

Figure 5.1: A Piece of the Rock
The four graduates featured below represent a few of the pathways students take through their experiences as learners at Slippery Rock University. Many students choose SRU not only for the academic programs but also for the campus environment that creates a community connecting students, faculty, staff, local businesses, and full-time residents. The feeling of a home-away-from-home fosters academic and personal development in an atmosphere of investment and compassion. This allows SRU students to develop confidence and leadership while they prepare for their futures.

Rebecca Book – Anchorage, Alaska

Rebecca Book, a 2008 graduate of SRU who works as a graphic artist in Anchorage, Alaska said that she found the state "intimidating and mysterious" when she first moved there. After receiving a degree in fine arts from SRU, she worked briefly in Washington, DC before accepting a position with a real estate firm in Alaska.

She credits SRU with her success 5,000 miles from home. "The education that I received from SRU has been invaluable, including life lessons, the difficult classes where you go and talk to the professor and do all you can do to pass, and the international trips that teach you to be flexible and make the best of it all," she said. "That stuff comes back and shows itself to you once you leave college."

Kirk Sander – Washington, DC

After graduating from SRU in 2003 with a degree in environmental geosciences, Kirk pursued a master's degree at the University of South Florida in environmental science and policy. Today Kirk is working in Washington, DC as a presidential appointee to NASA. His days are spent working to execute the President's and the administrator's ideas for NASA's next steps in space.

The advice that he received from his mentor Pat Burkhart, SRU professor of geography, geology, and the environment to "get on the bus" has always held true, regardless of whether he was deciding between graduate school, joining the campaign, or making the transition to the nation's capital.

Chanel Jackson – Pittsburgh, PA

A 2010 Slippery Rock University communication graduate, is working as an escrow officer for LSI in Pittsburgh, a titling company. She works with mortgage loan subordinations for Wells Fargo bank.

"SRU provided many opportunities to grow and mature as an adult," she said. "As an undergraduate, I participated in many conferences through the Act 101 Program and the Office of Multicultural Development which focused on leadership and personal development. I've met many faculty and staff that have inspired me to reach my full potential. SRU will always be a part of me."

Brandon Maharaj -- Indiana, PA

Brandon Maharaj, an exercise science major, chose SRU because of the faculty's willingness to help their students, and the availability of clubs/organizations. During his time at SRU Brandon has been a Desk Assistant at Rock Apartments, a Peer Mentor for the Compass Leadership Program, Vice President of Traditions for Green & White Society, and Student Trustee.

"These leadership positions have allowed me to grow as a leader, better my communication skills, organization skills, and have given me the opportunity to work with professionals at all levels on campus, in the community and abroad."

Following his graduation in May 2011, Brandon plans to continue his studies as a graduate student in SRU's School of Physical Therapy graduate program.

Related Educational Activities

Figure 5.2

A complementary mission of the university is "to address the educationally related economic, health, environmental, social, cultural, and recreational needs of the region" it serves. Slippery Rock University realizes that this part of its mission statement also offers the opportunity for its students both to apply and gain learning through interactions with communities beyond their classrooms and campus. For example, history students and faculty members are directly involved in the Old Stone House, (Figure 5.2) an 1822 frontier inn that hosts programs on local and regional history (Exhibit 35). Students in academic programs in environmental education, resource management, and sustainability volunteer at the Robert A. Macoskey Center for Sustainable Systems Education and Research, an 83-acre on-campus facility promoting sustainability through demonstration, education, and service. (One of its projects is a workshop for regional homeowners and businesses on small-scale electrical generation using wind power called Wind 101 – Figure 5.3) Students with such interests can also participate in the newly developed Weather and Air Quality Observatory on the campus.

Figure 5.3*: Sept. 29, 2009*
Wind power workshop offers clean alternatives

SLIPPERY ROCK, Pa. - Slippery Rock University's Robert A. Macoskey Center for Sustainable Systems Education and Research will offer two sessions of a "Wind Power 101 Workshop." Participants will learn strategies for reducing their home and business utility costs and decreasing environmental impact.

Joe and Lisa DiFrancisco of North Coast Energy Systems will explain the basics of planning for residential scale wind power systems. Wind power is a renewable, green source of energy. Recent advances in wind generation technology have put small-scale wind power within the homeowner's reach.

The DiFranciscos will demonstrate the wind turbine in use at the Macoskey Center. The turbine produces electricity for the environmental facility. Participants will receive a wind design workbook.

Standard 11-G, S, T, U and V, and Standard 13-R, U and V

Students in the health sciences and education can volunteer at the on-campus Storm Harbor Equestrian Center, which offers weekly therapeutic horseback riding for community children and adults, and is accredited by the North American Riding for the Handicapped Association (Exhibit 31). Since the mid-1990s the university's Institute for Community, Service Learning and Nonprofit Leadership has been coordinating volunteer outreach programs. These programs include service in the Americorps program, tutoring and mentoring at the I-Care House in the nearby city of New Castle, and participation in Care Break, an alternative to spring break which has sent hundreds of students to work in 17 American cities.
Standard 11-G, S, T, U, V and Standard 13-R and V

Environmental Needs

Slippery Rock University has been administratively involved in community-directed environmental education since 1974, when the McKeever Environmental Learning Center was established on 205 acres of hardwood forest around 25 miles north of campus. Each year McKeever

receives a special allocation from the state legislature to offer educational programs for elementary and secondary school students, to serve as a site for student teachers, to provide in-service workshops for teachers and non-formal educators, and to offer programs to the general public on the environment and natural history (Exhibit 33). During the 2009-10 fiscal year 4,000 people attended those programs or spent time at the center through an organizational rental of the facilities. Another 3,500 students and 500 teachers from 48 schools and 29 school districts took part in programs offered by McKeever. The university also administers the Pennsylvania Center for Environmental Education (PCEE), a statewide clearinghouse for environmental information and resources. The PCEE is a virtual center, partnering with a wide variety of organizations and providing web links to over 4,000 educational sources dedicated to the environment. *Standard 1-F and G*, *Standard 2-P and S*, and *Standard 13-R and V*

Economic Needs

> **Figure 5.4: Workforce Development**
>
> 2008-10: 9 Customized Job Training grants totaling $2,446,382.
>
> Through the training programs 9,996 employees were either hired, retained, or upgraded.
>
> **WEDnetPA Program**
>
> 2008-09: 38 grant contracts totaling $423,350. 1373 employees trained using funds.
>
> 2009-10: 20 grant contracts totaling $535,178. Trained 4,155 employees at 17 companies. The awards and contracts represent a six-county area within PA**.**

Perhaps the university's largest commitment to regional economic and workforce development takes the form of customized training held at the Regional Learning Alliance described earlier in this report. From 2008 to 2010 nine Customized Job Training grants, totaling nearly $2.5 million, were received through Slippery Rock University's Division of Lifelong Learning and used for programs that resulted in almost 10,000 employees hired, retained, or upgraded. In 2009-10 twenty grants totaling over a half million dollars were also received from the Workforce and Economic Development Network of Pennsylvania and were used to train over 4,000 employees at 17 companies. (Figure 5.4) *Standard 1-F and G*, and *Standard 13-R and V*

The Technology Park being developed near campus has already been discussed in Chapter Two as a potential source of revenue for the university. Infrastructure for the Center was 95% complete as of early November, 2010. In addition, a faculty member in the school of business has received a grant of nearly $225,000 from the Pennsylvania State System of Higher Education to establish the Center for Entrepreneurial Development and Business Advancement (CEDBA) on campus. The Center, scheduled to begin operation in Fall, 2010, will provide direction to individuals with business ideas and will facilitate experiential learning projects. The university is hoping that CEDBA will have the effect of also attracting tenants to the Technology Park. *Standard 13-R and V*

In addition, Slippery Rock University offers the Executive Leadership program, which uses a variety of outdoor training courses and an indoor facility to design customized experiential learning situations that develop teamwork and leadership (Exhibit 34). Participants are also offered the opportunity to work on projects with first-year students during class sessions of the FYRST seminar. *Standard 13-R*

Social and Cultural Needs

Northern Butler County is underserved in regards to exposure to the arts, particularly live performance and art shows. Slippery Rock University's departments of art, dance, music, and theatre seek to meet some of that need with concerts, play and dance performances, and presentations of student and faculty art at the Martha Gault Art Gallery on campus, while also providing students with the chance to present and apply what they learn beyond the classroom. In addition, the university sponsors a Performing Arts Series each year, featuring national touring groups such as the Alvin Ailey Dance Troupe, the Capitol Steps comedy revue, and many others. The economic stresses of recent times, including a drop in charitable giving, has led the university's Advancement office to abandon a plan to construct a performing arts center, and to focus instead on obtaining funds for renovation of Miller Auditorium, where live performances currently take place. *Standard 1-A, B and F, and Standard 2-G and T*

Miller Auditorium was constructed in 1958 as a stand-alone performance and presentation facility and has gradually evolved into the space that also houses the theatre department. Both the theatre and the dance departments currently have inadequate space to fulfill their educational missions and the building is also in need of an upgrade in aesthetics, accessibility and energy use. The solution, the university has decided, is to expand Miller Auditorium, tripling the building in size and adding performance spaces, offices, classrooms, and other needed facilities for theatre and dance. The plan also calls for an upgrade of the existing auditorium, its ancillary facilities, and the building's foyer. Following through on renovation of Miller will enhance both the university's relevant academic programs and its contribution to the cultural life of the region it serves. *Standard 1-A, and Standard 2-J, U and W*

Every April since 2003 the University has presented the Kaleidoscope Arts Festival, with a mission to bring free or low cost quality arts programming to an underserved region as it strives to be the premier arts presenter in the area. Kaleidoscope seeks to present an eclectic mix of quality art programming, with events featuring regional and national known visual and performance artists and literary figures, student and faculty work in art, literature, theatre, music, and dance, the interactive Children's Day, and the release party for the annual creative writing magazine produced by the English department. More than 4500 people attended the April, 2010 festival. Kaleidoscope's budget has stabilized at between $30,000 to $35,000 annually, with funding coming from grants and other fundraising activities performed by the festival director, a specialist in arts administration, and from the College of Humanities, Fine and Performing Arts. *Standard 1-F and G*

The Division for Lifelong Learning sponsors the Institute for Learning in Retirement, which schedules classes in a wide range of topics within the arts, humanities, sciences, and practical arts, during eight-week terms in the fall and spring of each year. The Institute also organizes day trips to various cultural sites in the region (Exhibit 35). *Standard 1-F, and Standard 13-R*

Observations and Recommendations

The breadth and quality of Slippery Rock University's student support services, community outreach programs, and not-for-credit educational activities are testimony to the energy and dedication of its staff, faculty, and students. Many of the challenges the university faces when seeking to expand and improve these parts of its mission have a familiar character, as they directly relate to limited resources.

- Transfer student participation in orientation programs are below 50% and needs to be encouraged and increased in order to maximize those students' chances of academic success. This is a problem that is not endemic to Slippery Rock University, but the offices of Admissions and Retention could research programs employed by other higher education institutions that have met with some success in increasing transfer student participation.

- The transfer student population is more diverse when it comes to age, academic schedules, and challenges to successful degree completion, compared to the normal population of incoming first-time, first-year students. This diversity makes it difficult to gather, analyze, and report retention data. The Office of Student Retention might consider identifying a cohort of 150 to 200 transfer students admitted in the same semester to track as the students progress towards their degrees.

- The Financial Aid office might reduce inquiries and increase levels of satisfaction by creating an electronic portal that would allow students, and prospective students, to access the status of scholarship applications.

- In yearly assessments, the most common weaknesses in the delivery of services identified by student services staff are overcrowded facilities and a lack of needed staff. In a cultural climate survey of staff conducted in 2005, more than 60% of surveyed staff cited low staffing levels as a source of stress, and nearly the same percentage felt their workload was too heavy. While completion of the new student center in 2012 should ease the crowding and perhaps some of the sense of being overburdened, current and persistent budget constraints will continue to limit staff numbers. Administration needs to use annual assessments to continue to evaluate where the sharing or reallocation of staff may best address shifting demands for services.

- In reassigning space upon completion of the new student center, special attention should be paid to the need for confidentiality and accessibility within certain student services facilities, such as the counseling and tutorial centers and the Office for Students with Disabilities.

- The Majors and Careers Exposition was once a mainstay of the academic year but has been discontinued. The Career Services office should reconstitute the exposition for currently

enrolled students, holding one each semester. The expositions offered more personalized opportunities than other sources of information for students to explore academic programs and educational goals through one-on-one conversations with faculty and fellow students.

- Available community-focused educational and cultural programs are numerous and often of high quality, but also sponsored by so many distinct departments and offices that it is difficult for any potential user to examine them as a whole, in order to make informed decisions about participation. The university would benefit from creation of a web page that summarized available programs, provided links to information about each program, and supplied news and updates on featured programs. Such a page should be easily accessible, meaning no more than one step removed from the university's home page.

- As previously mentioned, Miller Auditorium is a performance facility more than a half-century old and woefully inadequate for the variety of uses currently demanded of it. Cost of a new performing arts facility, estimated at more than $39 million, makes such a project unattainable. But the already studied expansion and renovation of Miller, currently estimated to cost $24.5 million, is practical and has been integrated into the university's facilities planning. The state has agreed to contribute $19 million to the project, which means the university must raise $5.5 million before completion. To that end, Slippery Rock University is now engaged in a capital campaign to raise the funds, with a target date for completion of the project of Spring, 2013.

Chapter Six:
Leadership and Integrity

The faculty, staff, and administrators of Slippery Rock University are "self-governing" professionals; that is, as professionals they perceive themselves as possessing the knowledge and experience allowing them to carry out their commitments and obligations with an awareness of autonomy. At the same time, those faculty, staff, and administrators recognize that their every action must be in service to the overall mission of the university, guided by the specific goals and strategies for their area of the university that have been deliberated and agreed upon. These are the twin pillars upon which the integrity of the academic enterprise must rest—an autonomy that allows individuals to develop, apply, and promulgate knowledge in an unfettered manner and a commitment to the collective vision of the institution to which these individuals belong that guides their autonomous actions towards commonly accepted purposes. *Standard 4-A and B*, *Standard 6-E*, and *Standard 10-G and I*

Individuals, within and apart from the professional groupings that make up the contemporary university, also recognize that their ability to make decisions and effect change derives from the cooperation of others engaged in the same academic enterprise. That recognition is grounded in the policies, established guidelines and practices, and formal contracts that govern the manner in which individual and collective goals are reached for and grasped. For example, faculty members are empowered by contract to oversee and to change academic curriculum; to develop, construct, and convey disciplinary knowledge; to assess student learning; and to evaluate peers regarding continuation of service, tenure, and promotion. Administrators are empowered by the same contract to approve or disapprove the faculty's recommended curricular changes or personnel actions. If individual faculty or administrators fail to adhere, in letter and in spirit, to the contractually mandated procedures meant to guide their actions, then their ability to enact what they see as the best courses of action is compromised. The ability of the individual or group to act is dependent upon the collectively agreed upon manner in which actions may take place. Violation of agreed upon governance procedures may result in a desired change but at a loss of the cooperation and sense of common purpose ultimately determining the success of that same change. *Standard 4-A, B, and C*, and *Standard 10-B, F and H*

Such a carefully balanced sense of institutional governance demands a thorough and seasoned knowledge of contract, policy, and established procedure on the part of those in recognized leadership roles. Consequently, Slippery Rock University has a recent history of moving respected existing employees up through the ranks to positions of leadership. For example, the current provost and all four college deans began their Slippery Rock careers as faculty members. *Standard 4-B, D and F*, *Standard 5-C*, and *Standard 10-C*

- Provost and Vice President for Academic Affairs – Dr. William F. Williams, previously a faculty member in the English department, served as a department chairperson and APSCUF president

before accepting the position of Provost after a national search in 2004.

- Dean of the College of Health, Environment and Science (CHES)– Dr. Susan Hannam began as a faculty member in the department of allied health and served as assistant to the dean of the college for three years. She became interim dean to CHES in 2005 and after a national search was selected as the dean in 2007.

- Dean of the College of Business, Information and Social Sciences (CBISS) – The recently retired Dean of the College of Business, Information and Social Sciences, Dr. Bruce Russell began as a faculty member in the department of communication. Dr. Russell was selected as dean after a successful national search in 2002. Currently, there is an Interim Dean for one year, Dr. David Valentine, previously the chairperson of the department of computer science.

- Dean of the College of Humanities, Fine and Performing Arts (CHFPA) – Dr. Eva Tsuquiashi-Daddesio began as a faculty member in the department of modern languages and cultures. Dr. Tsuquiashi-Daddesio served as interim dean to the college for one year. She was selected as Dean of the College of Humanities, Fine and Performing Arts after a national search for the position in 2010.

- Interim Dean of the College of Education (COE) – Dr. Kathleen Strickland was a faculty member in the elementary education and early childhood department and later in the department of English.   Dr. Strickland began her second year as interim dean in 2010.

Organization

A major change in the organization of the university—affecting all academic departments and colleges—took place in 2001, based upon a collective strategic planning process known as Future Watch (Exhibit 36).   The primary objectives were to improve coordination, to enhance opportunities for interdisciplinary collaboration, and to increase the visibility of nationally distinctive programs, programs closely connected to Slippery Rock University's mission, vision, and traditionally established identity (See Chapter One), and programs in high demand areas and therefore with strong potential for growth and external support. These programs included Communication and Information Technology; Environmental Sciences and Studies; Health, Wellness, and Recreation; Community Service and Learning; and International Education. *Standard 4-N, and Standard 5-G and J*

While members of the Slippery Rock University community sometimes see a wide gap between the Future Watch strategic planning process that took place under a president later dismissed by the state system's chancellor and the strategic planning initiative that later took place under the president who replaced him, an examination of the current planning document suggests strong links with, and a building upon, that earlier reorganization. In fact, subsequent changes in the university's organizational

structure could be characterized as directly connected to goals articulated in the strategic plan, and in no way a departure from the objectives articulated by Future Watch. *Standard 2-G*

For example, the Fall, 2009 creation of a new position, Senior Officer for Diversity and Inclusion, was a strategic move in service to the goal that Slippery Rock's "community of students, faculty, and staff will become a model for the principles of diversity and inclusion." The expansion of workforce development programs, especially at the Regional Learning Alliance, and the addition of the Executive Leadership Program, directly relate to the goal of responding to the "workforce needs of the Commonwealth." The adoption of Americorps and Faithserv programs by the Institute for Community, Service-Learning, and Nonprofit Leadership, and the shift of the Institute to the Student Life division were both aimed at fulfilling another goal—increasing the percentage of students who engage in experiential and service learning. *Standard 1-A, G and I, and Standard 12-S*

Organizational changes within the Academic Affairs division have been on the departmental level, aimed at maximizing the particular expertise of faculty members and at finding the best fit for degree programs within departments. These changes include the following:

- The 2007 creation of a Professional Studies department drawing faculty members with expertise in sociology, anthropology, accounting, community and non-profit Leadership, and health services administration. The department was placed in the College of Business, Information, and Social Sciences. Its creation allowed for the development of a professional studies degree program and for the preservation of minor programs of areas of study (anthropology, sociology, and non-profit leadership) that low enrollments and a lack of resources could not sustain as degree programs. *Standard 1-B, G and J, and Standard 7-A*

- In 2010 two departments were reorganized into three, with faculty in two of them now affiliated to different colleges. These changes were made to better reflect the aims of the programs housed within the departments. Faculty and programs were removed from two departments (health and safety; social work, criminology, and criminal justice) to form a third department entitled Public Health and Social Work, which was placed in the College of Health, Environment and Science. The Health and Safety department became Safety Management and was moved to the College of Business, Information, and Social Sciences. The faculty and programs devoted to criminology and criminal justice remained in the latter college. *Standard 1-A and G, and Standard 7-A and I*

- Also in 2010, the political science department moved from the College of Business, Information, and Social Sciences to the College of Humanities, Fine and Performing Arts. The faculty members within that department decided that such a move best represented the pre-professional and humanistic nature of their programs. All these recent changes in academic structure can be quickly grasped through the Academic Affairs organizational chart (Appendix Q). *Standard 4-A and C*

Communicating to Constituents

As part of the Pennsylvania State System of Higher Education containing 14 universities, one challenge facing the leadership of Slippery Rock University involves constituent understanding of who makes what decisions under the powers granted to the system when it was formed by the legislature in 1983. As we have seen throughout this report, the University has often had to adjust what it does in order to fulfill its mission based on decisions made in Harrisburg, whether those decisions involved state funding allocations, the distribution of federal "stimulus" monies, the setting of tuition rates, or the limits imposed on the number of credits needed for a student to graduate. While it may be clear which individual or group decides on a particular local policy, how that policy was motivated by other decisions or because of created necessities can sometimes remain obscure for students, families, staff, faculty, or interested citizens. *Standard 6-M, N and P*

PASSHE's Board of Governors (Figure 6.1) establishes broad educational, fiscal and personnel policies (such as a minimum number of credits for general education programs), approves new academic programs, and oversees PASSHE management. They also determine tuition (Appendix D), operating budgets, and building projects. The university itself has a Council of Trustees (Figure 6.2) that is responsible for the institution's governance and regular evaluation of the performance of Slippery Rock University's president. The Council shares certain responsibilities with the system's Board of Governors, including capital improvements, fiscal responsibility, debt service, and human resource management. Both have important roles in the approval process for renovation, new construction, and capital improvements. (Appendix P)   The Council of Trustees has four scheduled meetings each year and continuous communication with upper levels of university administration throughout the year. *Standard 4-B, C, G, H, I and K*

Figure 6.1. Board of Governors 2010

Kenneth M. Jarin, *Chairman*	Jamie Lutz
*A*aron Walton, *Vice Chair*	Jonathan B. Mack
C.R. "Chuck" Pennoni, *Vice Chair*	Joseph F. McGinn
Rep. Matthew E. Baker	Sen. Jeffrey E. Piccola
Marie Conley Lammando	Gov. Edward G. Rendell/Gov. Elect Tom Corbett
Paul S. Dlugolecki	Harold C. Shields
Thomas L. Gluck	Thomas M. Sweitzer
Rep. Michael K. Hanna	Christine J.Toretti
Sen. Vincent J. Hughes	Mackenzie Marie Wrobel

Figure 6.2. Council of Trustees

Robert S. Taylor, New Hope, PA	John K. Thornburgh, Wexford, PA
Grace Hawkins, Cranberry Township, PA	Suzanne Vessella, Ellwood City, PA
Joshua Young, Coatesville, PA	
John C. Cavanaugh – Ex.officio	
John A. Hicks, Slippery Rock, PA	
Eric L. Holmes, Pittsburgh, PA	
Brandon Maharaj, Indiana, PA	
Robert Marcus, Harrisburg, PA	
Dennis E. Murray, Hollidaysburg, PA	

Another often misunderstood entity is the Slippery Rock University Foundation, a 501 (c) 3 non-profit independent from the University but consisting of staff and volunteers whose purpose is to generate private gifts that support the priorities of Slippery Rock University. In addition, the foundation is responsible for managing funds as directed by donors, for providing on-campus student housing, and for developing the Slippery Rock Technology Park. Put another way, the foundation serves as custodian of privately donated funds, rather than funds obtained via state appropriations or through tuition and fees set by the Pennsylvania State System of Higher Education's Board of Governors. It is governed by a volunteer board of directors that includes alumni and business leaders, employs development and fiscal management staff, and contracts with legal and financial counsel independent of the University. Employees of Slippery Rock University may not serve on the Foundation's Board of Directors. *Standard 2-K, Standard 3-D, N and O, and Standard 4-J*

Modern universities most directly communicate with their constituents through their web sites. Vibrant institutions engender such a varied and multiple located set of activities that providing easily understood and accessible information on those activities to interested visitors to their sites is one of the most representative challenges in contemporary communication. During the past two years Slippery Rock University has been engaged in a massive transformation of its web presence to update and reorganize the ever-proliferating material generated by its offices, departments, and programs. Microsoft Sharepoint was chosen as the software platform for web publishing and as a tool to collaborate on university projects. Some of Sharepoint's capabilities include developing web sites, portals, intranets, content management systems, search engines, wikis, blogs, and other tools for business intelligence.   *Standard 1-E, F and K, Standard 6-H, N, O and P, and Standard 8- J*

Academic Freedom and Intellectual Property

Slippery Rock University supports academic and intellectual freedom both through long-established practice and contractual language. The collective bargaining agreement (CBA, Article 2) between the PASSHE and the Association of Pennsylvania State College and University Faculty (APSCUF) guarantees each faculty member "full freedom" to research and publish, to discuss all areas of one's subject in the classroom, to select textbooks and other teaching aids, to have access to uncensored library materials, and to express opinions as a citizen free of university censorship and discipline (Exhibit 26). In return, the faculty member is expected to avoid classroom discussion of controversial subjects not related to the faculty member's discipline and to be accurate, restrained, and respectful of the opinions of others when engaging in public discourse. *Standard 6-C, E and G, and Standard 10-I*

Rock Research Expo

In performing research, faculty members are expected to serve as models of academic integrity for their students. The Institutional Animal Care and Use Committee (IACUC) reviews all proposed research involving animal subjects, while the Institutional Review Board (IRB) does the same for all proposed research involving human subjects. All researchers, including faculty, staff, and students, who are researching either human or animal subjects must complete an on-line training program hosted by the Collaborative Institutional Training Initiative (CITI) before their project can receive the sanction of the university. Slippery Rock University has a Center for Undergraduate and Graduate Research that supports faculty and student scholarship.   Faculty and student research is showcased every spring at the Research Symposium. SRU contributed $35,000 for the faculty student research grants. The College of Health, Environment, and Science contributed an additional $14,516 and Academic Affairs contributed $5,000 toward 10 grant awards of $500 each to student researchers (Figure 6.3). *Standard 6-C, and Standard 10-D*

The rapidly expanding digital environment led the University to organize a Copyright Policy Task Force in 2009. The task force aims to educate students, faculty, and staff in the provisions of United States Copyright Law, achieve compliance with the law across the university, and ensure the important legal protections the law affords higher education institutions. During the 2009-10 academic year the task force began drafting a comprehensive copyright policy that includes media downloading and links to U.S. copyright law, information on conducting a Fair Use analysis when using copyrighted materials, and explanations of the Technology, Education and Copyright Harmonization (TEACH) Act of 2002, which attempted to clarify permissible uses of materials in distance learning environments. In Fall, 2010 a website was launched to be used by the university community that includes the following components:

- Easy-to-understand "Quick Policies" explaining important elements of the law;
- Links to the major provisions of the law and to interpretive materials;
- Common scenarios and "Frequently Asked Questions" (FAQs) that will provide timely responses to copyright questions. (Exhibit 18) *Standard 6-F, M and P, Standard 8-J, and Standard 10-D*

Figure 6.3.
2010 Research Symposium

155 faculty & students presented 74 projects (104 students -95 undergraduates and 9 graduates, 51 faculty advisors.

8% increase in participation over 2008-09.

72% increase in presentations over 2008-09

Observations and Recommendations

- Benchmarking through such means as the PASSHE performance indicators, the results of the National Survey of Student Engagement (NSSE), and inclusion on recommended colleges lists does indicate that Slippery Rock is a successful residential university. Some members of campus constituencies do point out that both the performance indicators and the NSSE results provide exclusively statistical data, and that the university could benefit from more available qualitative evidence. Such evidence could take the form of alumni survey results that extend beyond employment information. While the NSSE provides benchmarks that extend beyond the State System schools, the University would benefit from other assessments comparing its performance to that of comparable institutions outside the Pennsylvania State System of Higher Education.

- Since Slippery Rock University clearly prizes experience and a thorough knowledge of contract, policy, and established procedure in appointment administrators, particularly in the Academic Affairs Division, devising a method to monitor and assess the effectiveness of its approach would have obvious use. One approach might be to track the occurrence of contractual grievances and legal actions against the university, as a measure of how well the institution avoids difficulties often directly related to managerial performance.

- A general consensus exists that various internal and external constituencies have a limited understanding of the roles and decision-making processes of the university's leadership and governance structures, including the system's Board of Governors and Slippery Rock's Council of Trustees. A carefully administered survey could provide more detailed information about the nature and extent of constituent understanding and may suggest strategies for increasing that understanding.

- Currently the University seeks to limit and highlight the flow of information to various constituents through the use of three outlets: the *Top of the Rock* activities newsletter e-mailed to all faculty, staff, and administrators each weekday morning during the fall and spring terms; *Good News* notifications e-mailed to students, faculty, staff, and administrators each weekday afternoon, and the *RockPride* on-line newsletter published each Friday during the academic sessions mentioned above and bi-weekly during the summer (Exhibit 37). However, these outlets are so regular and so full of a variety of information that constituents often automatically delete the e-mails, therefore missing out on information directly related to them. It may be more effective to allow specific offices, such as Human Resources, to occasionally e-mail information directly to targeted groups such as faculty and staff.

- Information concerning the number of course sections that have a service learning component and the number of students enrolled in those course sections is currently incomplete. The Institute for Community, Service Learning, and Nonprofit Leadership underwent an administrative change in

summer, 2009, partly to strengthen weakened links between the Institute and academic programs. To further strengthen those links, the Institute should consider direct investigation by its staff or graduate assistants of the extent of service learning actually taking place within all academic departments.

- The University needs firm and consistent numbers indicating how many students enroll in degree program-related internships and engage in volunteer work. Given the importance the institution places on experiential learning as a contributor to its identity as a premier residential university, creating a more coordinated and accurate process for gathering such information is essential.

- The Student Code of Conduct does discuss what constitutes academic dishonesty and outlines the process that should be followed when addressing occurrences of such dishonesty. Integrating material on copyright and intellectual property rights into the Code may place a discussion of academic dishonesty into a contemporary context more understandable and accessible to today's students.

MSCHE Characteristics of Excellence Standards

Index

The following lists the fundamental elements of each standard as defined by the Middle States Council for Higher Education.

Next to the fundamental element is the page number of where the element has been addressed within the context of the Slippery Rock University's self-study.

Standard 1: Clearly defined mission and goals that…	
Fundamental Elements of Evidence	**Page(s)**
A. Guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes.	16, 17, 23, 26, 27, 33, 42, 67, 83, 88
B. Include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character.	64, 65, 68, 83, 88
C. Are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments.	34, 45
D. Are periodically evaluated and formally approved.	16, 54
E. Are publicized and widely known by the institution's members.	16, 18, 58, 67, 90
F. Related to external as well as internal contexts and constituencies	16, 17, 27, 28, 33, 42, 82, 83, 90
G. Are consistent with mission; and goals that focus on student learning, other outcomes, and institutional assessment.	24, 45, 82, 83, 88
Optional Analysis and Evidence	
H. Evidence of written public statements to faculty, students, and other constituencies on the chief executive's vision for the institution.	18
I. Analysis of how institutional goals are applied at different levels within the institution and how the implementation of goals is coordinated.	18, 24, 27, 88
J. Analysis of the process used to develop goals and for the periodic review of mission and goals.	16, 24, 88
K. Review of policies and processes used to disseminate mission and goals to new faculty, staff, students and members of the governing body and efforts intended to maintain awareness and commitment to that mission among continuing members of these groups.	67, 90

Standard 2: Planning, Resource Allocation, and Institutional Renewal	
Fundamental Elements of Evidence	**Page(s)**
A. Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated.	25, 33, 34, 39
B. Goals/objectives reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels.	23, 26, 27
C. Planning and improvement process that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results.	27, 34, 35, 36, 38, 45, 46, 47
D. Well defined decision-making processes and authority that facilitates planning and renewal; the assignment of responsibility for improvements and assurance of accountability.	27, 35, 36, 37, 47, 68, 69
E. A record of institutional and unit improvement efforts and their results.	26, 34, 47, 77, 78
F. Periodic assessment of the effectiveness of planning, resource allocation and institutional renewal processes.	33, 34, 35, 68, 69
Optional Analysis and Evidence	
G. Evidence that planning processes are continuous and systematic.	27, 33, 35, 36, 46, 47, 68, 83, 88
H. Analysis of the institutional culture for planning, including: Faculty and administrators' understanding of their roles in the planning process.	34, 45
I. Campus-wide efforts to encourage, recognize, and value efforts to engage in planning and institutional renewal.	35, 36
J. Analysis of the quality and usefulness of institutional support for planning efforts.	37, 83
K. Policies and governance structures to support institutional planning.	34, 35, 36, 90
L. Administrative support for planning activities.	35, 47, 68
M. Professional development opportunities and resources for faculty and staff to learn about planning.	36, 47
N. Analysis of the degree to which academic planning stems from academic program review.	47, 48
O. Evidence of program review used to change and improve educational programs, consistent with institutional values, purpose, and goals.	68
P. Evidence of environmental scans and other processes in place for evaluating the economic, political, and social climate in which the institution operates and expects to operate.	35, 37, 68, 82
Q. Review of resource allocation procedures and their relationship to planning, mission, goals, and objectives.	28, 33, 34, 37, 68, 78
R. Assessment of the work of institutional committees, including the governing body, responsible for planning, assessment, and budget activities.	167 (Appendix T)
S. Review of external affiliations and partnerships and of their impact on the climate in which the institution operates.	27, 33, 34, 82
T. Evidence of renewal strategies, rationales for changes made, and anticipated impact.	26, 27, 37, 48, 68, 83
U. Assessment of resources utilized for institutional improvement.	28, 33, 36, 38, 83
V. Analysis of best practice models and benchmarks applied to improve efforts.	48
W. Evidence of quality improvement activities.	48, 83

Standard 3: Institutional Resources	
Fundamental Elements of Evidence	**Page(s)**
A. Strategies to measure and assess the level of, and efficient utilization of institutional resources required to support the institution's mission and goals.	37, 38, 39, 40, 55
B. Rational and consistent policies and procedures in place to determine allocation of resources.	36, 37, 69
C. An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcome expectations.	23, 68
D. A financial planning and budgeting process aligned with the institution's mission goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliates, or contracted educational organizations as well as for institutional systems as appropriate.	36, 38, 39, 90
E. A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation.	38, 39
F. Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance.	39
G. An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation.	39
H. Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets.	37, 39, 69
I. An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	182 (Appendix Z)
J. Periodic assessment of the effective and efficient use of institutional resources.	38, 40, 78
Optional Analysis and Evidence	
K. Evidence of cooperative agreements for inter-institutional collaboration and resource sharing; analysis of any resulting efficiencies and impact on student achievement of academic goals.	38
L. Analysis of environmental scan data and other information the institution has gathered regarding its external environment, and the implications for developing linkages with other institutions, business, and other organizations rather than duplicating programs or services.	
M. Evidence demonstrating the systemic approach that the institution utilizes to improve efficiency, contain costs, re-direct resources and develop new revenue streams to support the institution's mission and goals.	38, 40, 69
N. Review of institutional fund raising and grant activities.	40, 90
O. Review of plans and policies for endowment management to ensure consistency with the institution's financial resources, goals, and objectives and summaries of endowment performance.	37, 40, 90
P. Review of financial statements for affiliated organizations.	40
Q. Review of comprehensive institution resource acquisition, planning, assessment, and budget reports.	33, 34
R. Assessment of the work of institutional committees, including the governing body, responsible for planning, assessment, and budget activities.	167 (Appendix T), 182 (Appendix Z)
S. Review of resource allocation procedures and their relationship to planning, mission, goals, and objectives.	33, 34, 47
T. Evidence of new or adapted strategies to enhance institutional support; or assessment of the work of institutional committees—including the governing body, finance, or audit committees—responsible for planning, assessment, and budget activities.	40, Exhibit 11

Standard 4: Leadership and Governance	
Fundamental Elements of Evidence	**Page(s)**
A. Well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community.	38, 46, 69, 86, 88
B. Written governing documents, such as constitution, by-laws, enabling legislation, charter or other similar documents, that: delineate the governance structure and provide for collegial governance, and the structure's composition, duties, and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process.	26, 46, 86, 89
C. Assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making.	86, 88, 89
D. Provide for the selection process for governing body members.	86
E. Appropriate opportunity for student input regarding decisions that affect them.	36
F. A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled.	86
G. A governing body not chaired by the chief executive officer.	37, 69, 89
H. A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any.	89
I. A conflict of interest policy for the governing body (and fiduciary members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution .	89
J. A governing body that assists in generating resources needed to sustain and improve the institution.	90
K. A process for orienting new members and providing continuing updates for current members of the governing body on the institution's main mission, organization, and academic programs and objectives.	89
L. A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives.	160 (Appendix P)
M. A chief executive officer, appointed by the governing board, with primary responsibility to the institution.	160 (Appendix P)
N. Periodic assessment of the effectiveness of institutional leadership and governance.	37, 87

Standard 5: Administration	
Fundamental Elements of Evidence	**Page(s)**
A. A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with the responsibility for administration of the institution.	18, 34, 35
B. A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission.	160 (Appendix P)
C. Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions.	86
D. Qualified staffing appropriate to the goals, type, size, and complexity of the institution.	25, 76, 77
E. Adequate information and decision-making systems to support the work of administrative leaders.	35, 47, 52
F. Clear documentation of the lines of organization and authority.	161 (Appendix Q)
G. Periodic assessment of the effectiveness of administrative structures and services.	37, 52, 53, 87
Optional Analysis and Evidence	
H. Review of the sufficiency and effectiveness of directors, supervisors and administrators to carry out the functions of the institution.	Exhibit 41
I. Review of the adequacy of clerical, technological, and other support for administrative personnel.	182 (Appendix Z)
J. A review of the organizational structure and charts clearly indicating reporting/responsibility relationships to ensure that it is appropriately structured, and analysis of the structure's efficiency and effectiveness.	25, 35, 87
K. Assessments of staff attitudes and satisfaction and staff development programs, with recommendations for improvement as appropriate.	24

Standard 6: Integrity	
Fundamental Elements of Evidence	**Page**
A. Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably.	59
B. Fair and impartial practices in the hiring, evaluation and dismissal of employees.	23, 58, 59
C. Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents.	60, 90, 91
D. Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management.	59, 74, 77
E. A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom.	86, 90, 182 (Appendix Z)
F. An institutional commitment to principles of protecting intellectual property rights.	77, 91
G. A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives.	25, 60, 74, 90
H. Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices.	73, 90
I. Required and elective courses that are sufficiently available to allow students to graduate within the published program length.	67
J. Reasonable, continuing student access to paper or electronic catalogs.	20
K. When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically.	178 (Appendix W)
L. When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated.	178 (Appendix W)
M. Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies.	36, 89, 91
N. Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community.	35, 36, 89, 90
O. Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered.	73, 90
P. Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation.	20, 35, 73, 89, 90, 91
Q. Fulfillment of all applicable standards and reporting and other requirements of the Commission.	35
R. Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	34, 36, 37
Optional Analysis and Evidence	
S. Review of policies governing news releases and public announcements describing the institution or explaining its position on various issues.	Exhibit 37
T. Review and analysis of policies regarding the recording of grades on transcripts.	Exhibit 13
U. Review and analysis of policies regarding deadlines for add, drop, and withdrawal from courses or programs.	Exhibit 13
V. Analysis of the rigor of academic programs.	60
W. Analysis of the application of institutional policies governing conflict of interests.	
X. Review of promotion and tenure statistics.	58
Y. Review of student grievance and disciplinary policies and procedures.	
Z. Evidence that faculty and staff handbooks describe promotion, compensation, tenure, and grievance procedures, and an analysis of outcomes of these activities.	Exhibit 26

Standard 7: Institutional Assessment	
Fundamental Elements of Evidence	**Page(s)**
A. Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: a foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another.	24, 25, 36, 45, 46, 47, 48, 50, 52, 53, 60, 76, 88
B. Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:	24, 25, 46, 47, 49, 50, 53, 54, 62
C. Maximize the use of existing data and information;	24, 46, 49, 50
D. Clearly and purposefully relate to the goals they are assessing;	24, 45
E. Are of sufficient quality that results can be used with confidence to inform decisions, support and collaboration of faculty and administration.	36, 54
F. Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources.	24, 50
G. Sufficient simplicity, practicality, detail, and ownership to be sustainable.	24, 47
H. Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process.	45
I. Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal.	35, 36, 46, 47, 48, 55, 62, 88
J. Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.	46
Optional Analysis and Evidence	
K. Analysis of the institutional culture for assessing institutional effectiveness, including: the views of faculty and administration on assessment.	24, 45, 46, 48, 52
L. Faculty and administrators' understanding of their roles in assessing institutional effectiveness.	45, 47, 50
M. Campus-wide efforts to encourage, recognize, and value efforts to assess institutional effectiveness and to improve programs and services.	45, 46, 47, 52, 55
N. Analysis of the quality and usefulness of institutional support for assessment efforts, including the quality and usefulness of: written statements of expectation for assessment work.	36, 50
O. Policies and governance structures to support institutional assessment.	35, 36, 47, 50, 54
P. Administrative, technical, and financial support for institutional assessment activities.	47, 50
Q. Professional development opportunities and resources for faculty and staff to learn how to assess institutional effectiveness and how to use the results.	47
R. Clear, appropriate criteria for determining whether key institutional goals and objectives have been achieved.	47
S. Analysis of whether the institution has sufficient, convincing, written evidence that it is achieving its mission and its key institutional goals.	47
T. Analysis of results of surveys of students and other relevant groups.	24, 51, 52, 53, 62

Standard 8: Student Admissions and Retention	
Fundamental Elements of Evidence	**Page(s)**
A. Admissions policies, developed and implemented, that support and reflect the mission of the institution;	18, 19, 55, 74
B. Admissions policies and criteria available to assist the prospective student in making informed decisions;	19, 73, 74
C. Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points;	19, 74
D. Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing;	19, 73, 74, 75
E. Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students;	50, 60, 73
F. Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds;	19, 20, 73, 74
G. Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning;	20, 73
H. Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its finding in its admissions, remediation, and other related policies.	19, 50, 51, 74
Optional Analysis and Evidence	
I. Review of the enrollment management plan for recruitment, retention, marketing, and advertising;	18, 19, 75, 76
J. Evidence of the periodic review of admissions catalogs, viewbooks, websites, recruiting and other relevant materials for accuracy and effectiveness;	55, 76, 90, 91
K. Evidence that support programs and services for low-achieving students are effective in helping students to persist and to achieve learning goals and higher education outcomes;	75
L. Review of procedures that guide the admissions program and policies or guidelines regarding the type of information the institution makes known to potential students and the general public;	55
M. Evidence of periodic review of the accuracy and effectiveness of financial aid information, scholarship material, and academic advising materials;	54
N. Evidence of the utilization of information appropriate to the review of financial aid practices, to reflect whether practices adequately support admission and retention efforts;	20, 27, 54
O. Evidence of the utilization of information appropriate to the review of student retention, persistence, and attrition, to reflect whether these are consistent with student and institutional expectations;	18, 50, 51, 60
P. Evidence of the utilization of attrition information to ascertain characteristics of students who withdraw prior to attaining their educational objectives and, as appropriate, implementation of strategies to improve retention.	74

Standard 9: Student Support Services	
Fundamental Elements of Evidence	**Page(s)**
A. A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery;	20, 21 25, 39, 63, 73, 75, 76, 77
B. Qualified professionals to supervise and provide the student support services and programs;	25, 63, 76, 77
C. Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral;	53, 73, 74, 75,
D. Appropriate student advisement procedures and processes;	74
E. If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs;	77
F. Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances;	178 (Appendix W)
G. Records of student complaints or grievances;	77
H. Policies and procedures, developed and implemented, for safe and secure maintenance of student records;	76
I. Published and implemented policies for the release of student information;	Exhibit 13
J. Ongoing assessment of student support services and the utilization of assessment results for improvement.	24, 79
Optional Analysis and Evidence	
K. Analysis of support services available to students, including any distinctions among physical sites or modes of delivery and the particular support services those sites/modes require (instructional technology support, library/learning resources support, etc.);	52
L. Evidence of a structure appropriate to the delivery of student support services (organizational chart);	76
M. Review of student handbooks, catalogs, newspapers, and schedules, including materials showing availability and explaining the nature of services (published in print and/or available electronically);	76
N. Evidence of student grievances and resolution, and review of such records to determine whether there are note worthy patterns;	76
O. Review of reports or other evidence of student involvement in and satisfaction with academic support services and co-curricular activities;	79
P. Assessments of student advising and service programs, with recommendations for improvements and evidence of action based on recommendations.	24, 79

Standard 10: Faculty	
Fundamental Elements of Evidence	**Page(s)**
A. Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately;	23, 58, 59
B. Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified;	86
C. Faculty and other professionals, including teaching assistants, who demonstrate excellence in teach and other activities, and who demonstrate professional growth;	59, 60, 86
D. Appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service;	59, 91
E. Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service;	23, 58, 59, 60
F. Published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons;	34, 59, 86
G. Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program, of the institution;	86
H. Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty;	59, 86
I. Adherence to principles of academic freedom, within the context of institutional mission;	86, 90
J. Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs.	34, 46
Optional Analysis and Evidence	
K. Evidence of faculty productivity in the scholarship of teaching as well as in discipline-specific research and scholarship in the creation of knowledge, consistent with the institution's mission;	23, 37, 46
L. Analysis of the relationship between faculty characteristic and performance and student learning outcomes;	65, 79
M. Review of results of implemented appointment, promotion, and tenure standards and procedures;	59
N. Evidence of dissemination of evaluation procedures and criteria;	182 (Appendix Z)
O. Analysis of reports from faculty peer evaluations of teaching, scholarship and service;	
P. Analysis of institutional practices for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty on time-limited contracts;	37
Q. Analysis of teaching effectiveness evaluations, including identification of good practices;	60
R. Assessments of faculty attitudes and satisfaction, faculty development programs and of policies and procedures that ensure that qualifies professionals advance the institution's instructional, research, and service program goals, with recommendations for improvement, as appropriate.	

Standard 11: Educational Offerings	
Fundamental Elements of Evidence	**Page(s)**
A. Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the program or degrees offered;	28, 60
B. Formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning;	28, 52, 68
C. Program goals that are stated in terms of student learning outcomes;	24
D. Periodic evaluation of the effectiveness of an curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress;	25, 45, 46, 47, 50
E. Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs;	19, 26, 63, 64, 65
F. Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum;	63, 64
G. Programs that promote student use of a variety of information and learning resources;	28, 63, 64, 65, 66, 81
H. Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode;	28, 29, 63
I. Published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated;	20, 73
J. Policies and procedures to assure that the education expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats;	178 (Appendix W)
K. Consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners;	28, 29, 63
L. Course syllabi that incorporate expected learning outcomes;	Exhibit 19
M. Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness.	50, Exhibits 2 and 5
Optional Analysis and Evidence	
N. Evidence of completed analytical program reviews (of educational offerings) that address topics such as the following: appropriateness to institutional mission;	46, 47, 52
O. Relevance to student goals, interests and aspirations;	29
P. Clarity of educational goals and related strategies for assessing student achievement of those goals;	47
Q. Provision of adequate time on task and information to learn and to practice the knowledge, skills and abilities imparted by each program;	
R. Provision of adequate balance between theory and practice, given programmatic and institutional goals;	
S. Opportunity to integrate instructional and non-instructional experiences;	36, 64, 65, 66, 81
T. Opportunity for active student engagement in the learning undertaken;	64, 65, 66, 81
U. Opportunity to practice and improve upon skills associated with the field or area studied;	64, 65, 66, 81
V. Opportunity for collaborative learning and to work with others in the completion of learning tasks;	64, 66, 81
W. Provision of an atmosphere of inquiry where diverse backgrounds and perspectives are valued.	26, 52, 65

Standard 12: General Education	
Fundamental Elements of Evidence	**Page(s)**
A. A program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (an institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element)	48, 49
B. A program of general education where the skills and abilities developed in general education are applied in the major or concentration;	49, 67
C. Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives;	18, 49
D. Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline;	49, 53
E. General education requirements clearly and accurately described in official publication of the institution;	53, 67
F. Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.	25, 49, 53, 66, 67
Optional Analysis and Evidence	
G. Evidence of institutional statements of the rationale supporting the curriculum and the benefits of a quality general education program; and evidence that this rationale has been communicated to students, parents, advisors, employers, and other constituencies;	66, 67
H. Analysis of statements of institutional mission, goals, or objectives relative to core knowledge and skills (general education);	49
I. Analysis of statements of individual curricular or degree program goals/objectives relative to core knowledge and skills (general education);	49
J. Evidence of articulated expectations of student learning outcomes for written communication, speech communication, quantitative reasoning, scientific reasoning, information literacy, technological competence, and critical analysis and reasoning for all undergraduate degree students;	67
K. Evidence of student understanding of the key learning outcomes of each general education requirement;	67
L. Evidence of institutional support for the general education program (administrative structure, budget, faculty incentives);	24, 50, 65, 68
M. Evidence of complete analytical review of the general education curriculum that addresses topics such as: appropriateness to institutional mission;	48, 49
N. Relevance to student goals, interests and aspirations;	49, 67
O. Provision of adequate time on task and information to learn and to practice the knowledge, skills and abilities imparted by each requirement within the program;	
P. Provision of adequate balance between theory and practice, given curricular and institutional goals;	48
Q. Opportunity for active student engagement in the learning undertaken;	64, 65
R. Opportunity for collaborative learning and to work with others in the completion of learning tasks;	64, 65
S. Provision of an atmosphere of inquiry where diverse backgrounds and perspectives are valued.	88

Standard 13: Related Educational Activities	
Fundamental Elements of Evidence	**Page(s)**
A. Systematic procedures for identifying students who are not fully prepared for college level study;	19, 74
B. Provision of or referral to relevant courses and support services for admitted under-prepared students; and	19, 53, 74
C. Remedial or pre-collegiate level courses that do not carry academic degree credit.	74
D*. Review of the effectiveness of tests or measures used to place student in developmental courses.	53, 75
E. *Analysis of the impact of the developmental program completion on student persistence and academic achievement in degree programs and courses; or	75
F. *Assessment of the effectiveness of support services for under-prepared students.	75, 76
Fundamental Elements of Certificate Programs	
G. Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives, and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures;	Exhibit 13
H. Published programs objectives, requirements, and curricular sequence;	178 (Appendix W)
I. Program learning goals consistent with national criteria, as appropriate;	178 (Appendix W)
J. Available and effective student support services; and	73
K. If courses complete within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses.	Exhibit 13
Experiential Learning (structured internships, service learning, or other life experience)	
L. Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality, and quantity of that learning;	65
M. Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation;	Exhibit 13, 178 (Appendix W)
N. Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institutions curricula and standards;	Exhibit 13, 178 (Appendix W)
O. Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution;	Exhibit 13, 178 (Appendix W)
P. Credit awarded appropriate to the subject and the degree context into which it is accepted; and	65
Q. Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit.	65, 66
Non-Credit Offerings	
R. Non-credit offerings are consistent with institutional mission and goals;	26, 52, 77, 81, 82, 83
S. Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures;	75
T. Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within non-credit or certificate program are applicable to degree program offered by the institution; and	178 (Appendix W)
U. Periodic assessment of the impact of non-credit programs on the institution's resources and its ability to fulfill its institutional mission and goals;	52, 77, 81
V. Evidence of the rationale for non-credit offerings, including the demonstrated consistency of non-credit offerings with the institution's stated mission and goals.	26, 52, 75, 77, 81, 82

Standard 14: Assessment of Student Learning	
Fundamental Elements of Evidence	**Page(s)**
A. Clearly articulated statements of expected student learning outcomes, at all levels aim to foster student learning;	24, 45, 46, 50
B. Appropriately integrated with one another;	45, 54
C. Consistent with the institution's mission;	23, 46, 54
D. Consistent with the standards of higher education and of the relevant disciplines;	46, 61
E. A documented, organized, and sustained assessment process to evaluate and improve student learning;	24, 46, 53, 67
F. Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:	47, 53
G. Maximize the use of existing data and information;	46, 60
H. Clearly and purposefully relate to the goals they are assessing;	46, 54
I. Are of sufficient quality that results can be used with confidence to inform decisions; and	46
J. Include direct evidence of student learning;	47, 50
K. Support and collaboration of faculty;	24, 25, 45, 46, 47, 53, 54
L. Clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources;	24, 143 (Appendix I)
M. Sufficient simplicity, practicality, detail, and ownership to be sustainable; and	24, 45, 46
N. Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment processes;	24, 46
O. Assessment results that provide sufficient, convincing evidence that students are achieving key learning outcomes;	67, Exhibits 2 & 5
P. Evidence that student learning assessment information is shared and used to improve teaching and learning;	46, 48, 67
Q. Documented use of student learning assessment information as part of institutional assessment.	46, 67
Optional Analysis and Evidence	
R. Analysis of institutional support for student learning assessment efforts, including;	
S. Written statements of expectations for student learning assessment work;	25, Exhibit 9
T. Policies and governance structures to support student learning assessment;	54
U. Administrative, technical, and financial support of student learning assessment activities for implementing changes resulting from assessment; and	144 (Appendix J)
V. Professional development opportunities and resources for faculty to learn how to assess student learning;	45, 46,
W. Analysis of the clarity and appropriateness of standards for determining whether key learning outcomes have been achieved;	55
X. Evidence of workable, regularized, collaborative institutional processes and protocols for ensuring the dissemination, analysis, discussion, and use of assessment results among all relevant constituents within a reasonable schedule;	143 (Appendix I), Exhibits 5 and 9
Y. Analysis of the use of student learning assessment findings to;	
Z. Assist students in improving their learning;	74
AA. Improve pedagogies, curricula and instructional activities;	50, 67
BB. Review and revise academic programs and support services;	50
CC. Plan, conduct, and support professional development activities;	52
DD. Assist in planning and budgeting for the provision of academic programs and services;	
EE. Support other institutional assessment efforts and decisions about strategic goals, plans, and resource allocation; and	50
FF. Inform appropriate constituents about the institutions and its programs;	24, 35, 55, 77
GG. Analysis of evidence that improvements in teaching, curricula, and support made in response to assessment results have had the desired effect in improving teaching, learning, and the success of other activities;	48
HH. Analysis of the institutional culture for assessing student learning, including:	36
II. The vies of faculty and institutional leaders on assessment;	36
JJ. Faculty members' understanding of their roles in assessing student learning;	172-174 (Appendices U & V)
KK. The quality and usefulness of institutional support for student learning assessment efforts;	47

LL. Campus-wide efforts to encourage, recognize, and value efforts to assess student learning – improve curricula and teaching;	47, 54
MM. Evidence of collaboration in the development of statements of expected student learning and assessment strategies;	54
NN. Evidence that information appropriate to the review of student retention, persistence, and attrition, is used to reflect whether these are consistent with student and institutional expectations;	60
OO. Evidence of the utilization of attrition information to ascertain characteristics of students who withdraw prior to attaining their educational objectives and, as appropriate, implementation of strategies to improve retention.	23, 34

Figures and Tables

The following pages index the Figures and Tables

included in the Self-Study

Figures

Appendix

The following pages provide appendices that are referenced in the Self-Study

A   President's Vision

B   Educational and General Operating Budget (E & G)- 2005 to 2010

C   Five Year Budget Plan Projections-2010 to 2015

D   Board of Governors Tuition Fee Policy

E   SRU Strategic Plan: 2005-2012 and Strategic Planning Committee

F   American College & University Presidents' Climate Commitment

G   Enrollment Management Plan

H   University Curriculum Committee Rules of Procedure and Form for New Course

I   SRU Yearly Assessment Cycle

J   Formula for Academic Departments to Connect Assessment to Performance Indicators

K   Board of Governors Policy for General Education (Liberal Studies) and Degrees

L   President's Awards for Excellence

M   Student Course Effectiveness Evaluation & Peer Class Observation

N   Liberal Studies Six Critical Goals

O   Undergraduate Programs and Graduate Programs

P   Governance

Q   Organizational Charts

R   Transfer Articulation Agreements

S   Campus Map

T   Comprehensive Institutional Assessment Plan

U   Budget Process

V.   Liberal Studies Assessment Plan

W.   Undergraduate & Graduate Online Catalogs & Student online handbook (Green & White)

X.   SRU/PASSHE Performance Indicators

Y.   Library Budget 2005-2011

Z.   Financial Statements/ Management Letters for 2009 & 2010 and Institutional Profile

Appendix A: President's Vision

Slippery Rock University has embraced a simple but compelling vision for two decades: *Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.*

We will fulfill this vision in the coming years by our commitment that Slippery Rock University will be the premier residential public university for this region. We believe that students who come to SRU will be provided the best educational and personal growth through a sustained emersion in the intellectual community made possible by capable, committed faculty and staff members in the living laboratory of our campus. Our pedagogical approach will rely on personal engagement with students as residents of our community.

The focus of our pedagogy is not on earning a diploma. Our focus is on developing people capable of making positive differences in the lives of others. We will develop people who understand the problems of our global society and have confidence in their skills and values to address those problems throughout their life. To this end, we are identifying five global imperatives around which to shape our strategic plan to address the educational needs for every student. These imperatives are adapting to global population dynamics, advancing our preeminence in the use of science and technology, understanding and embracing the contributions of other cultures, responding to environmental stewardship and intelligent resource utilization, and protecting our commitment to social mobility and the achievement of social justice.

To achieve our pedagogical focus in this residential laboratory, we expect our employees to be models of the values and civic responsibilities to which we wish our students to aspire.   Everyone is a potential teacher.   Our faculty members will be exemplary teachers first and foremost, fully credentialed, and committed to continuing professional development in their areas of academic responsibility. Our student life and support service employees will be actively engaged in helping our students become better citizens and develop their leadership talents. Our facilities and grounds staff members will demonstrate innovative stewardship of our resources and respect for our environment. Our administration will be the campus' servant-leaders for continuous improvement of our University goals and providing the support necessary to achieve our vision.

We believe that this "community of learners" is best maintained with an enrollment of approximately 8,500-9,000 for the near term (~2012). This target allows us to have sufficient critical mass to offer a rich variety of substantive academic programs and student support without losing a level of caring service and instruction. This target provides a budgeting model that is sustainable to weather projected demographic and state funding challenges forecast for the foreseeable future without adding undue financial burden on our students and their families.
Consequently, we will focus our primary recruitment on traditional-age undergraduates who seek a residential learning-community and who have the academic portfolio to excel in our competitive environment. We understand that for our community to be a meaningful learning experience within this vision, it must be representative of the diversity of our world. This means that we will affirmatively seek to attract and support students from across a wide-spectrum of life experiences and provide support for their academic, social, and economic needs.

We understand that we have a responsibility to be transparent to our constituents in our claims of quality and value. We will demonstrate accountability and stewardship by publicly posting understandable and comparable measures of educational outcomes, costs, and the results of our educational practices. We will demonstrate the credibility of our programs by achieving accreditation for all programs where accreditation is available. We will demonstrate our dedication to the teaching profession by employing 90% of our faculty members as full time. We will demonstrate the commitment of our faculty members to their disciplines by employing at least 90% who hold terminal degrees in their disciplines.

Finally, in our role as a public university we must provide for the betterment of the Commonwealth by creating new knowledge, generating economic growth, and elevating the cultural experiences of our citizens. Most noble of all is our public responsibility to produce competent, civil and caring citizens who will make their communities and our world a better place for all people to live and work. *– Robert M. Smith 2009*

Appendix B: E & G - Five-Year Budget 2005-06 to 2009-10

Slippery Rock University — E&G Operations — FY 06 TO FY 10	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual
Revenues:					
Tuition	43,041,352	45,745,323	46,939,853	50,255,019	53,713,800
Academic Enhancement Fee	4,342,083	4,586,887	4,718,044	5,075,916	5,468,279
BOG Technology Fee	1,053,077	1,075,222	1,531,917	1,626,277	1,966,098
Other Fees	2,317,353	2,308,930	2,328,888	2,353,980	2,328,160
E&G Base Appropriation	32,445,004	34,070,670	34,844,446	34,666,995	32,644,468
Performance Funding	1,945,358	3,270,891	2,974,693	2,739,614	4,396,828
Extra 2% Earmarked Funding	778,138	1,090,227	991,588	913,189	
McKeever Appropriation	315,134	327,731	345,131	352,678	368,332
Interest Income	1,979,295	2,846,642	3,038,671	2,160,505	1,363,396
Other Revenue	3,156,781	3,218,223	3,406,909	4,597,534	9,881,043
Total revenues	91,375,575	98,540,746	101,120,140	104,741,707	112,130,404
Expenses:					
Personnel					
Salaries & Wages	46,644,569	51,316,155	54,015,928	57,607,109	58,601,595
Benefits	20,749,668	22,662,088	23,491,403	25,494,137	27,789,555
Total personnel	67,394,237	73,978,243	77,507,331	83,101,246	86,391,150
Non-personnel					
Travel and Transportation	1,001,663	1,138,402	1,285,444	1,312,257	1,144,908
Utilities	1,431,590	2,420,565	1,970,239	1,978,836	1,416,982
Rental/Lease - Real Estate	170,141	174,840	202,138	146,569	184,178
Student Aid Expense	963,448	1,009,811	1,053,069	1,136,223	1,319,882
All Other service and supply expenses	12,685,043	12,536,143	13,315,865	14,231,900	13,619,845
Total non-personnel	16,251,885	17,279,761	17,826,755	18,805,785	17,685,795
Other					
Capital Expenditures	909,344	1,354,384	1,015,357	990,964	878,785
Mandatory transfers for debt service	1,299,935	1,275,954	1,347,550	2,267,334	1,808,309
Other transfers	3,169,038	5,065,560	6,382,086	4,159,379	7,814,642
Total other	5,378,317	7,695,898	8,744,993	7,417,677	10,501,736
Total expenses	89,024,439	98,953,902	104,079,079	109,324,708	114,578,681
Revenues less Expenses	2,351,136	(413,156)	(2,958,939)	(4,583,001)	(2,448,277)
Postretirement benefits accrual included above	2,902,911	3,013,624	4,202,621	3,934,221	4,093,980
Compensated absences accrual included above	446,015	265,899	342,476	331,735	343,209
	3,348,926	3,279,523	4,545,097	4,265,956	4,437,189
Revenues less Expenses (excluding accruals)	5,700,062	2,866,367	1,586,158	(317,045)	1,988,912

Appendix C: SRU Five-Year Budget Plan Projections 2010-2015	2010-11	2011-12	2012-13	2013-14	2014-15
	Projected	Projected	Projected	Projected	Projected
Tuition	57,460,863	59,875,194	61,072,698	62,294,152	63,540,035
Academic Enhancement Fee	5,562,514	5,658,373	5,771,540	5,886,971	6,004,710
BOG Technology Fee	1,820,000	1,820,000	1,820,000	1,820,000	1,820,000
Other Fees	2,448,004	2,496,964	2,534,419	2,572,435	2,611,021
PASSHE Appropriations	32,644,467	32,644,467	32,644,467	32,644,467	32,644,467
PASSHE Performance Funding	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000
Program initiatives Perf Funding					
McKeever Appropriation	368,332	368,332	368,332	368,332	368,332
Federal stimulus 09-10	3,125,400				
Federal stimulus 08-09					
Interest Income	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000
Other Revenue	4,297,800	4,397,800	4,463,767	4,530,724	4,598,684
Projected Use of Fund Balance					
TOTAL SOURCES	**111,627,380**	**111,161,130**	**112,575,223**	**114,017,081**	**115,487,250**
PERSONNEL					
Salaries & Wages	63,345,906	65,751,709	68,381,777	71,117,048	73,961,730
Benefits	27,031,772	28,896,999	30,052,879	31,254,994	32,505,194
SUBTOTAL	90,377,678	94,648,708	98,434,656	102,372,043	106,466,924
Academic Enhancement Exp	5,562,514	5,658,373	5,771,540	5,886,971	6,004,710
Technology Fee Expenses	1,820,000	1,820,000	1,820,000	1,820,000	1,820,000
Program initiatives Perf Funding	0				
Utility Expenses	3,692,200	4,024,498	4,386,703	4,781,506	5,211,842
All Other NON-PERSONNEL Exp	7,638,648	7,406,350	7,044,145	6,649,342	6,219,006
SUBTOTAL	18,713,362	18,909,221	19,022,388	19,137,819	19,255,558
Mandatory Transfers Debt serv	3,154,280	3,177,280	3,177,280	3,177,280	3,177,280
Subtotal Operating Expenses	112,245,320	116,735,209	120,634,325	124,687,142	128,899,763
NET OPERATING	**(617,940)**	**(5,574,079)**	**(8,059,102)**	**(10,670,061)**	**(13,412,512)**
Discretionary Expenditures:					
Capital Expenditures	800,000	700,000	714,000	728,280	742,846
Non-Mandatory Transfers	0				
Subtotal Non-Mandatory	**800,000**	**700,000**	**714,000**	**728,280**	**742,846**
TOTAL USES	**113,045,320**	**117,435,209**	**121,348,325**	**125,415,422**	**129,642,608**
SOURCES LESS USES	**(1,417,940)**	**(6,274,079)**	**(8,773,102)**	**(11,398,341)**	**(14,155,358)**

Appendix D: Fee Policies For Slippery Rock University

TUITION:	Tuition set by Board of Governors annually

Tuition is based on your credit load and residency status. Full-time tuition is based on a credit load of 12-18 credit hours for an undergraduate student and 9-15 credit hours for a graduate student. Students registering for credits in excess of the maximums will be charged for each additional credit at the current rate. Tuition for students taking summer classes will be charged by the credit hour.
http://www.passhe.edu/inside/bog/pol/Policies/Policy%201999-02.pdf

HEALTH SERVICES FEE:	Last Adjusted March, 2010

This fee supports the student health program, which is available to all students at no additional cost, 24 hours/day, 7 days/week during the academic year. Physicians, nurse practitioners and registered nurses provide a comprehensive program including office visits for illness and injury, medication such as antibiotics, preventative care including physical exams, walk-in urgent care, inpatient overnight care, and campus-wide health education including peer education. (Health Services)

UNIVERSITY UNION FEE:	Last Adjusted April, 2010

The State System of Higher Education requires that student unions be funded through a student fee. The Student Union fee provides for the fiscal support of Student Union programs, services, and operations including maintenance, utilities, staffing, equipment, and special activities and events.

GENERAL SERVICE (ACTIVITY) FEE:	Last Adjusted March, 1998

Collected from all students and administered through the Student Government Association under regulations approved by the Council of Trustees, this fee helps defray the cost of athletic events, lectures, movies, entertainment, and publications; and to support student organizations and the campus shuttle bus. The fee will be 5.25% of the in-state tuition. Summer session students pay a General Service Fee of $1.25 per week. (Cooperative Activities)

ACADEMIC ENHANCEMENT FEE:	Last Adjusted March, 1992

This fee is for the purpose of supporting academic activities that enhance the traditional instructional activities of the classroom. (Academic Affairs)
The fee is calculated as follows:

Undergraduate student	10% of in-state tuition
Graduate student	15% of tuition
Physical Therapy student	20% of tuition

RECREATION COMPLEX FEE:	Last Adjusted September 2001

Students voted to establish this fee, beginning in the fall semester of 1994, to fund the construction and operation of the new Aebersold Student Recreation Center. This fee also includes access to the Russell Wright Fitness Center located in the recreation center. The fee is $7.25 per credit hour. (Campus Recreation).

TECHNOLOGY FEE:	Last Adjusted July, 2009 set by Board of Governors

Implemented by the Board of Governors of the State System of Higher Education, this fee enables the university to invest in instructional technology by upgrading computer labs and classrooms and providing other technological enhancements. (Fee set by the Board of Governors).

Appendix E: Strategic Planning Committee and SRU Strategic Plan: 2005 – 2012 "Reaching for 2025 and Beyond"

President Robert M. Smith
Dr. William F. Williams, Provost
Dr. Charles Curry, VP Finance/Administration
Ms. Barbara Ender, VP Advancement
Dr. Constance Foley, VP Student Life
Ms. Rita Abent, Ex. Director Public Relations
Ms. Tina Moser, Assistant to the President
Mr. Simeon Ananou, AVP Inf. & Adm. Tech. Serv.
Mr. Eliott Baker, Ex. Director Academic Records
Mr. Nick Barcio (SGA)
Dr. Nancy Barta-Smith, English Faculty
Ms. Carrie Birckbichler, Director IR
Dr. John Bonando, AVP Student Life
Mr. Herb Carlson, AVP Facilities
Dr. Jerry Chmielewski, Biology Faculty
Dr. Sean Colbert-Lewis, Elem. Ed Asst. Prof.
Dr. Joan Condravy (President, APSCUF)
Dr. Cornelius Cosgrove, Co-Chair Middle States
Ms. Cynthia Dillon, Assistant to the Provost
Dr. Thomas Flynn, Assessment Coordinator
Ms. Audrey Foreback

Ms. Barbara Frankenburg (President, AFSCME)
Dr. Susan Hannam, Dean HES
Dr. Athula Herat, Physics Faculty
Mr. Adam Kennerdell (ARHS)
Ms. Mary Ann King, Director Academic Resources
Mr. Paul Lueken, Director Athletics
Mrs. Bonnie Lukasik, President Alumni Association
Ms. Holly McCoy, AVP Social Equity
Ms. Lynne Motyl, AVP Human Resources
Dr. Paula Olivero, AVP Residence Life
Ms. Deb Pincek, Assistant to the VP Student Life
Dr. Katrina Quinn, Communication Faculty
Ms. Rebecca Morrice, Theatre Faculty
Mr. Regis Schiebel
Dr. Langdon Smith, Geography, Geol, & the Env.
Dr. Steven Strain, Biology Faculty
Dr. Kathleen Strickland, Interim Dean Education
Ms. Lorraine Stubbs
Mr. Philip Tramdack, Director Library
Dr. Eva Tsuquiashi-Daddesio, Dean HFPA
Dr. Amanda Yale, AVP Enrollment

Link to the: Slippery Rock University Strategic Plan: 2005 – 2012

"Reaching for 2025 and Beyond"

(http://www.sru.edu/president/strategicplanning/Pages/HigherEducationin2025.aspx#_ftn1)

Appendix F: American College & University Presidents' Climate Commitment

Home > SRU News > 2009 News Releases > November 2009 > SRU president signs American College and University Presidents Climate Commitment

IMMEDIATE RELEASE
Nov. 12, 2009
CONTACT: K.E. Schwab
724.738.2199

SRU president signs American College and University Presidents Climate Commitment; outlines SRU efforts in greening, sustainability

SLIPPERY ROCK, Pa. – Robert Smith, president of Slippery Rock University and a longtime proponent of environmental sustainability, today signed the American College and University Presidents Climate Commitment saying, "Slippery Rock University is committed to helping lead the region in reducing global emissions of greenhouse gases, starting with our own campus."

"Slippery Rock University has long been a leader in modeling sustainability issues. Joining with presidents of other American colleges and universities is a natural step as we accept the challenge to become even more sustainable," Smith said.

Launched in 2007, the American College and University Presidents' Climate Commitment is a network of signatory schools, representing all 50 states and the District of Columbia. More than 660 institutions have signed the ACUPCC. This high-visibility effort to address global warming garners institutional commitments to neutralize greenhouse gas emissions and accelerate the research and educational efforts of higher education in an effort to equip society to re-stabilize the earth's climate.

The ACUPCC is led by a steering committee comprised of more than 20 university and college presidents. The lead supporting organization of the initiative is the national nonprofit Second Nature, based in Boston, with additional key support provided by the Association for the Advancement of Sustainability in Higher Education

"We are proud of our decades-long greening efforts which have already proven successful. We are proud of the graduates of our master's in sustainable systems program and their work in the region and across the U.S. in expanding and creating new sustainability solutions, including building support for buying locally grown produce and promoting organically grown foods, while simultaneously reducing carbon footprints. We also realize there is much more to accomplish," Smith said.

"By becoming a party to the President's Climate Commitment, I am signifying that Slippery Rock University will expand even further its greening and sustainability efforts. We have a 600-plus acre campus with more than 8,600 students supported by more than 1,000 faculty and staff. We must find ways to help reduce the impact the University has on the environment. To that end, we will continue to explore and implement opportunities to reduce greenhouse gasses, reduce and recycle waste and improve efficiencies that lead to a reduction in the University's overall environmental impact," he said.

The University is currently developing its Strategic Plan that will set the institution's course and mission through the year 2025.

"Our new Strategic Plan will incorporate steps that allow SRU to continue its leadership role in both sustainability and greening and will bring new projects to campus that help ensure our graduates have the skills, experience and leadership qualities necessary to continue to identify and solve issues related to the environment," Smith said.

Smith was joined at the signing ceremony in Old Main by a number of students and faculty supporting the University's greening efforts.

"Our students have clearly been at the forefront of our greening programs, and we thank them for their leadership," Smith said. He cited The Green Fund, a student-initiated program that seeks project ideas and steers funds to green and sustainable programs on campus and in the community as one example of where students were the driving force.

This year's projects included funding for trash/recycling containers, electricity usage monitors, support for the Student Government Association bus project allowing greater efficiency in routing and fuel consumption, renovations to Harmony House at the Robert A. Macoskey Center for Sustainability Education and Research, and purchase of a recycling bailer, as well as other projects.

"Our students have stepped forward to create the Green Bike Initiative, which allows students to share bicycles and helps reduce the number of cars on campus, and our students have attended numerous workshops and programs, including the annual PowerShift Conference, that promote environmental issues and understanding. It is clear SRU students understand that greening and sustainability are issues important today and in the future, and I am particularly proud of their work and their research," Smith said.

In addition to student and faculty initiatives, Smith pointed to SRU' academic programs in environmental studies programs, including geology, geography and the environment, and the University's programs in environmental education programs offered

by the parks and recreation department.

SRU also serves as the administrator for the Pennsylvania Center for Environmental Education and the McKeever Environmental Learning Center in Sandy Lake.

Using a series of slides, Smith said that while the campus square footage in buildings has increased from 1.9 million in 2003-04, to just under 2.5 million in 2008-09, total energy use has decreased, primarily through a 44 percent reduction in coal usage over the last five years and through increased efficiency and better use of insulation and energy-efficient windows.

The University's annual Btu energy use per square foot of building area stood at 187,714 in 2003-04, and was down to 142,498 Btus last year. "The other side of that coin, however, is that actual energy costs for suppliers, which are beyond our control, have continued to climb, and are having a dramatic impact on our overall budget."

The University has pursued an ESCO process to decrease the Btu/sq.ft. -consumption of energy on campus by 1.5 percent each year. The ESCO project is guaranteed to save $3,657,085 during the 15-year service life of the project and save 549,482 kilowatts per year. For FY '07-'08, BTU/sq.ft. - consumption decreased 33.13 percent versus the base year FY '04-'05 and decreased 8.70 percent versus FY '03-'04.

"Information we have shows that at peer institutions, energy usage has also decreased, down about 5 percent on average, while at SRU, energy usage is down 25 percent," Smith said.

As part of its greening efforts, SRU makes use of natural cleaning supplies where possible and the SGA Bookstore offers natural cleaning and hygiene products and recycled school supplies to the campus community. At SRU's spring 2010 graduation, graduates will wear caps and gowns made from 100 percent, post-consumer recycled plastic – another small step toward greening.

According to the ACUPCC, most colleges and universities across the nation will likely develop plans with many incremental steps and strategies for revision of the plan over the 20-40 year time period they cover. These plans offer specific, good faith steps the institutions expect to take to reach climate neutrality. Many schools are also outlining innovative ways that they are re-orienting their educational offerings to prepare students to meet the massive challenge of climate change they will face after graduation.

As part of SRU's entry to the Climate Commitment, the University will submit its own plan within two years.

"SRU, like other University, faces a number of serious environmental problems, including finding adequate funding to implement plans to reduce our carbon footprint. Some of the solutions are simple, but possibly at an increased cost. Our heating plant, which supplies steam for heat and hot water to our campus, including our residence halls, makes use of a coal-fired system. We have steadily decreased our dependency on coal and have drastically reduced emissions. We are in the process of installing of a very expensive baghouse system to further decrease emissions. Despite the cost, we are going ahead, because it is the right thing to do. Are we where we want to be, no, but we are committed to finding a cost-effective solution. At the same time, we are implementing programs to help reduce use of electricity as the price of electrical power continues to increase."

Greening efforts have been under way on campus for more than two decades, starting primarily with the ALTER Project created by the late Robert A. Macoskey, SRU philosophy professor for whom the on-campus Robert A Macoskey Center for Sustainable Systems Education and Research is named.

The Macoskey Center serves as a laboratory and demonstration center for numerous greening projects, including a photovoltaic array that turns sunlight into electrical power and a wind turbine that generates electricity. Straw-bale building techniques have been taught by the center along with community, organic gardening projects.

The University has a robust recycling program. In total, the University annually recycles more than 273,000 tons of material that would have been sent to landfills. In addition, 16 tons of pre-consumer food scraps are taken from campus dining halls and combined with leaves collected on campus and from the community to make compost that is then used for campus beautification projects.

SRU also recycles its electronics (computers and televisions) through the state prison system which dismantles the units making parts and other components available for reuse.

The University's six new residence halls, built in collaboration with the Slippery Rock University Foundation Inc., are LEED (Leadership in Energy and Environmental Design) certified and the University has declared that all need construction and renovation projects must meet LEED standards.

The new halls include motion detectors that provide lighting on demand as well as computer-controlled heating systems that monitor outside air temperature as a way of efficiently providing heating or cooling as needed within the halls. In addition, the University launched a campus-wide program to automatically move computers to "sleep mode" when not in use.

Water conserving sink faucets and automatic flush toilets have been installed where feasible and are helping the University conserve water – and money. A massive office and classroom lighting retrofit was completed in 2002 and is showing considerable electrical energy saving for the campus.

For more information, visit www.presidentsclimatecommitment.org .

Slippery Rock University is Pennsylvania's premier public residential university. Slippery Rock University provides students with a comprehensive learning experience that intentionally combines academic instruction with enhanced educational and learning opportunities that make a positive difference in their lives.

Appendix G: Slippery Rock University Enrollment Management Plan

Since 1999 'Rock Solid' enrollment strategies have included strategic measures to....

- Focus on increasing enrollment (after a 9 year enrollment decline), which has now shifted to stabilizing enrollments (Freshman, Transfer, Graduate, Off-Campus).
- Improve quality of new admits and reduce the number of qualified-admit students (at risk students).
- Link intentionally marketing and recruitment strategies, academic programs (faculty), student services, and information technology to the EM process.
- Evaluate processes, procedures, and policies to improve service.
- Evaluate recruitment and retention strategies and tactics.
- Optimize use of electronic, print, & in-person resources.
- Improve service delivery and experiences (student delight).
- Improve access to information.
- Reduce vulnerability to the environment - stabilize finances.

Strategic Enrollment Planning is About Building Relationships

Building a Comprehensive Approach to Enrollment Planning

- Match marketing strategies to specific enrollment goals
- Target/Develop relationships with prospective students to initiate application
- Cultivate relationships with specific groups of applicants
- Provide enrolled students with comprehensive orientation and transition services
- Delight-Satisfy Students Know What Students Need/Want to be Successful
- Assist students' success throughout their college experience
- Assist students' success as they transition to work and graduate school
- Enhance alumni relations

Enrollment Services Institutional Impact Model   Building Cross-Campus Collaborations

Institutional Strategic Enrollment Management Projection Goals:

- ❖ Five Year Projections:
  - Guide program growth over the course of the next five-years at an annual projected credit hour increase and FTE increase of 2.0% per year dependent on PASSHE estimated average, budgetary needs, and optimal institutional enrollment needs. It is anticipated that growth will be higher in some programs and colleges than in others.

  - Aim at attaining a student enrollment of approximately 9,489 students for fall 2015 at the projected growth rate of 1.4% and a credit hours generated target of 136,849 at a projected growth rate of 2.0%. This includes students on the Slippery Rock campus (degree and non-degree), at the Regional Learning Alliance and via distance-delivered programs.

  - Growth targets for the next five-years are less ambitious than growth rates since 2000, however, the strategies employed to reach these growth targets for the future will be more challenging than the past due to program capacity, demographic trends and resource distribution and/or availability.

Highlights from the Results of SEM Planning

◆ **Enrollment Management Results Since 1999**
- **Twenty-Two** consecutive semesters of unbroken enrollment increases
  - Headcount enrollment up **30%** and credit hour generation up **30%**
- Quality of entering freshmen class up
  - SAT scores of freshman class up to **1018** in 2010 from **945** since 2000
  - Selectively is at **68%** in 2010 as compared to **83%** in 2000
- Increases in first year student enrollment across each of the four colleges
  - Academic program increases ranged from **15%** to over **440%**
  - Incoming first year students choosing majors in the College of HES increased from **22% in 2000 to 38%**
- Since 2001, diversity enrollments up to **97** students from 53 for African-American students and **26** students from 8 for Hispanic students.
- **Ten** years of improved first-to-second year retention. Overall retention up **80-81%** as compared to **69-70%**
- Improvement of first-to-second year retention rates for at-risk students and students of color. Improved first-to-second year retention of at-risk students (22%), African-American (26%), and Hispanic students (28%) since 2000
- Six year graduation rates are increasing from **47%** to **57.7%** (2003 cohort). Five year from **43%** (1995 cohort) to a current status of **57.6%** (2004 cohort). Rates are expected to increase as first cohort of enrollment management plan reach their fifth year
- New Transfer students have increased from **518** to **613** students.
- New Graduate students have increased from **231** to **368** students.

7

Summary of Strategic Enrollment Management Annual Goals for 2011

Increase new student spring semester enrollment at all levels (freshman, transfer, and graduate) to offset the need to increase the first time full time students for fall 2011.

Increase in credit hours generation by 2%+ @ 123,948 (123,948 + 2% -2479 = 126,427).

Increase headcount at 1.4 to 1.68%.
    (Headcount – [1.4% -15CR (8852 + 124 = 8976 // 1.68% - 15CR (8852 + 142 = 9001)]

Reduce freshman class to 1525 (dependent on meeting spring enrollment goals).

Improve quality for first year cohort for 2011.
    SAT to 1025 from SAT 1018
    HSGPA 3.45 from HSGPA 3.39
    Top 10% to 13,5 from 13.1
    Top 25% to 44.0 from 42.8
    Bottom 50% to 15% from 18%

Increase full time transfer students by 25-30 (613+25/30).

Increase in Transfer students from PACCs (10+).

Increase in number of new students of color by 10% for all ethnicity and race categories representing students of color for both FR and TR enrollment groups.

Increase in out-of-state new first year enrollment by 25-30 students and new transfer enrollment by 10%.

Increase international student enrollment by 10% for both the freshman and transfer groups.

Increase graduate students in specific programs where capacity has not been reached.

Increase the number of online graduate enrollment by 35 students.

Begin to re-establish level of merit scholarships to 150 and president's to the number of student recruited (2010 92 & 2010 – 9, respectively) – Set 2011 merit scholarship request at 120.

Increase in first-to-second year retention rates @ 1-2% and upper-division retention rates @ 1-2%.

Increase in retention rates for students of color (AA & H) @ 1-2% for AA & 1-2 for H%.

Enrollment Services Division Goal Statement I

To achieve marketing prominence and position Slippery Rock University as the institution of first choice among its students.

◆ **The ESD will develop strategies and tactics to:**
- Understand the demographics, needs and primary influences on the marketplace from which our students come.
- Deliver the programs and services which drive the SRU student marketplace.
- Make quality, cost, convenience, customization, student relevance, and timely efficiency strategic directions of the marketing and recruitment efforts.
- Use market research to guide decision-making on new programs.
- Present a consistent message and design in marketing and recruitment efforts.
- Complement external marketing with internal marketing efforts.
- Value "image" marketing in our initiatives.
- Promote an all-University attitude of support regarding the importance and impact of delivering University enrollment services to current and future students.

Enrollment Services Division Goal Statement II

To achieve optimal enrollments.

◆ **The ESD will develop strategies and tactics to:**
- Meet or exceed all enrollment projections for new and continuing undergraduates and graduates.
- Use admissions selection criteria that are predictive of persistence and academic success.
- Ensure that diversity expectations and goals are met through the recruitment and retention processes.
- Ensure that out-of-state expectations and goals are met through the recruitment and retention processes.
- Ensure that improvements are made in the first-to-second year retention rate and the four- and five-year graduation rates.
- Provide data to inform decisions about capacity management for housing and course planning.
- Provide students with quality academic support services.
- Effectively support and guide activities of Graduate Council relating to marketing, recruitment, and retention of graduate students.
- Apply the programming, policies, and procedures affected by Graduate Council to the benefit of new and continuing graduate students.
- Optimize the use of technology and the Internet to attract and retain undergraduate and graduate students.
- Increase the participation of faculty and professional staff in recruitment and retention activities at both the undergraduate and graduate levels.

Enrollment Services Division Goal Statement III

To support the academic mission of the University.

◆ **The ESD will develop strategies and tactics to:**
- Create, implement, and internalize a learning organizational model through Enrollment Services that promotes team learning and focuses on core values of promoting the institution as a caring community of learners.
- Utilize technology for the dissemination of knowledge and the reduction of manual processes.
- Develop and implement operational systems to communicate effectively and maximize resources.
- Work positively and creatively to represent and communicate the enrollment services message to all constituent groups.
- Proactively participate in defining the institution's future enrollment needs.
- Collaborate with departments and service units to develop roles for graduate assistants that support and enhance the academic mission of the University and create learning environments for students.

Enrollment Management Goal Statement IV

To enhance student learning and success.

◆ **The ESD will develop strategies and tactics to:**
- Enhance student learning and success for students in their first year and students in transition.
- Enhance student retention.
- Expand learning assistance and academic opportunities which enhance student success.
- Expand virtual student services to provide students with daily business applications, decision-making tools, communication options, and information 24/7/365.
- Cultivate relationships with students and their families from their first expression of interest in the University until they graduate and beyond.
- Expand the concept of a living/learning environment.
- Provide foundational activities that encourage all students to develop behaviors as active participating alumni.

Enrollment Services Division Goal Statement V

To provide quality services and improve processes

- **The ESD will develop strategies and tactics to:**
  - To implement service strategies that optimize the ability of the institution to provide quality service to students and external constituents.
  - To continue emphasize the importance of service by providing training in customer service skills to all staff within the division.
  - To increase the use of technology to deliver service in a more timely and convenient manner to all university constituencies.
  - To implement operational strategies that optimize efficient use of resources, simplify procedures, and create an attitude of quality service by/for the division.
  - To implement on-going research and assessment strategies throughout the division and in support of applicable SSHE goals.

Campus Wide Enrollment Planning Goals – 2.0% Annual Increase Over the Next Five Years

- **EM Goal I:**
  - Increase the Size, Diversity, and Quality of the Total Undergraduate Student Body

- **EM Goal II:**
  - Increase the Size, Diversity, and Quality of the Graduate Student Body

- **EM Goal III:**
  - Enhance Efficiency and Productivity of Marketing, Recruiting and Retention Initiatives

- **EM Goal IV:**
  - Consider Academic Department and Faculty Resource Needs as Enrollment Grows

- **EM Goal V:**
  - Provide Excellent Student Services and Co-curricular Programs

- **EM Goal VI:**
  - Provide Excellent Facilities and Infrastructure

- **EM Goal VII:**
  - Ensure that the SRU SEM Plan supports the Financial Plan of the Institution

SlipperyRock University of Pennsylvania

EM Goal I: Increase the Size, Diversity, and Quality of the Total Undergraduate Student Body

◆ *Overview of Strategies*
- Use admissions selection criteria to admit high quality first-time full-time students as measured by SAT, H.S. GPA, and H.S. Rank which are also measures of predicting persistence and academic success;
- Focus recruitment initiatives in targeted urban environments in Western Pennsylvania and Eastern Pennsylvania to ensure diversity expectations and goals are met;
- Ensure that out-of-state expectations and goals are met through increased out-of-state recruitment initiatives in Eastern Ohio, Northern Virginia and West Virginia, Maryland, Washington, DC, and Northern and Central New Jersey;
- Recruit for specific majors and programs of distinction while increasing enrollment across the colleges;
- Use out-of-state, non-resident tuition differential policy to attract high quality students;
- Use the merit scholarships and president's scholarship, in particular, to attract high quality students;
- Continue to build relationships with Pennsylvania community colleges (PACCs) with a focus on strengthening relationships with PACCs in Eastern Pennsylvania;
- Establish relationships with community colleges in Eastern Ohio;
- Offer targeted distance education program (programs in place - criminology) and course (liberal studies offerings in summer sessions) opportunities for students;
- Explore the opportunities for offering targeted distance education programs (programs in place - criminology).
- Create a package of online "liberal studies program" course opportunities in the summer sessions for SRU and other students to increase their credits attained and improve grade point average (The latter will be particularly is useful for out-of-state students and students on probation as a retention tool);
- Explore opportunities for dual enrollment agreements with Butler County Community College;
- Expand relationships with local high schools for "college in high school" opportunities;
- Finalize and implement the International Student Recruitment Plan as a means to driving international student enrollment;
- Expand transfer initiative program for students who are initially denied admission to SRU and choose to attend a community college to improve basic skills;
- Cultivate relationships with students and their families from their first expression of interest in the university until they graduate and beyond; and
- Expand opportunities for alumni to participate in foundational recruitment and retention-related activities.

SlipperyRock University of Pennsylvania

EM Goal II: Increase the Size, Diversity, and Quality of the Graduate Student Body

◆ *Overview of Strategies*
- Increase applicant pool for graduate programs through increased recruitment initiatives and website improvements; drive students to the website for information and to apply as a call to action
- Strategic participation at selected regional and national graduate fairs
- Develop a regional marketing campaign for graduate programming; develop a national marketing program for select online degrees that have the ability to draw outside of our typical geographic population
- Increase graduate student enrollments through distance learning opportunities through online programs (K-8 Math and Science Education, Environmental Education, Park and Resource Management, Criminology, and Sport Management)
- Promote new programs (K-8 Math and Science Education, Online Environmental Education, Educational Leadership and Criminology)
- Develop a communication flow (email, direct mail, and phone calling) that better addresses students in the inquiry phase; begin to implement time sensitive emails to students in specific stages of the application funnel in preparation for a CRM
- Create new brochures to target students most likely to enroll in new and online programs (Education Brochure, Online Program Brochure, Postcards that highlight specific programs and drive students to the website)
- Review and revise open house structure to best serve prospective students
- Implement assessment initiatives that involve survey groups such as open house attendees and key constituents (prospective students, current students, graduate coordinators, and other departments on campus)

SlipperyRock University of Pennsylvania

EM Goal III: Increase Efficiency and Productivity of Marketing, Recruiting, and Retention Activities

◆ *Overview of Strategies*
- Understand the demographics, needs, and primary influences on the marketplace from which our students come;
- Make quality, cost, convenience, personalization, student relevance, and timeliness important characteristics of marketing, recruitment and retention-related strategies;
- Use market research to guide decision-making on recruitment initiatives and the development of new programs;
- Refine, create, and market programs that define the Slippery Rock University "experience" and highlight the benefits of these programs;
- Develop a coordinated marketing and communications approach which includes all colleges, academic departments, and student service areas with a laser focus on benefits and outcomes of programs and services;
- Create, implement, and internalize a learning organization model which promotes team learning and focuses on core values of promoting the institution as a caring community of lifelong learners;
- Continue to provide data to inform decisions about key recruitment trends, capacity management for housing, retaining students, course planning, and faculty complement planning.
- Improve website functionality and navigation for prospective and current student usage;
- Optimize the use of technology and the Internet to retain undergraduate and graduate students;
- Utilize technology for the dissemination of knowledge and the reduction of manual processes; and
- Identify action strategies for meeting the needs of sophomore students, upper-division students, and graduating seniors.

SlipperyRock University of Pennsylvania

EM Goal III: Increase Efficiency and Productivity of Marketing, Recruiting, and Retention Activities (continued)

◆ *Overview of Strategies*
- Assess and adjust faculty complement for appropriate growth needs.
- Align resources (budgets, faculty, and space) to meet critical needs of academic programs to adjust for growth in programs.
- Offer sufficient course offerings and scheduling options for improved academic program progression to graduation.
- Expand virtual student services to provide students with daily business applications, decision-making tools, communication options, and information 24/7/365;
- Increase visibility and access to SRU videos via podcasting, YouTube, and strategic web placement;
- Improve daily campus and large campus visit programs;
- Employ effective enrollment strategies to high school visits through the use of enrollment data and College Board software;
- Segment College Board student search purchases for improved inquiry development;
- Purchase student search services through ACT for highly qualified college bound students from Ohio;
- Develop a coordinated marketing and communication approach which includes all colleges, academic departments, and student service areas with a laser focus on benefits and outcomes
- Develop and implement operational systems to communicate effectively and maximize resources;
- Define roles and responsibilities for recruitment & retention the university-, college-, and department-level and
- Enhance student learning and success for students in their first year and beyond by supporting retention-related programs and services including Academic Services and Retention Services (FYRST Seminar/LCCs, peer leadership, tutoring, supplemental instruction, Early Alert Programs, academic progress interventions, etc), Center for Student Leadership, Community Service Learning, Intercultural Programs, Career Services, Health Services, Residential Living/Learning Communities, Services for Students with Disabilities, and the Counseling Center (to name only a few) which provide academic, social, and personal support to our students.

EM Goal III: Increase Efficiency and Productivity of Marketing, Recruiting, and Retention Activities (continued)

◆ *Overview of Strategies*
- Intensify interventions and establish earlier interventions with students having academic challenges (early-alert, midterm review, final grade review, not-registered reviews, etc);
- Identify academic transitional services which meet the needs of students (LCC/FYRST Seminar, academic advising, tutoring, supplemental instruction, early alert program & mid-term and coordinated readmit and probation student interventions, etc.) and improve service efficiency through a one-stop service approach
- Use the assessment outcomes from the Foundations of Excellence Project to identify and continue to improve transition programs and services;
- Improve efficiency through the implementation of a one-stop service approach for all administrative services (financial aid, academic records, and student accounts) and academic support services (academic advisement, FYRST Seminar, learning communities, tutoring, college success workshops, at-risk support programs, summer reading, services for students with disabilities, and career services);
- Tailor services to support the needs of ALL students, including student of color, traditionally-aged first-year students, sophomore students, upper-division students and graduating seniors, transfer students, international students, non-traditionally-aged students, students with special needs, graduate students, and distance-delivery students;
- Create and utilize tools to assess and improve international recruitment activities;
- Create and utilize tools to assess and improve the experience of currently enrolled international students;
- Continue to emphasize the importance of services by providing training and development activities in customer service skills to all staff; and
- Continue to implement operational strategies that optimize efficient use of resources, simplify procedures, and create an attitude of quality service.

EM Goals IV through VII are integrated within other institutional planning efforts

◆ **Goal IV: Consider Academic Department and Faculty Resource Needs as Enrollment Grows**
(See Academic Affairs Plan)

- Provide support for the faculty through faculty complement, resources, and facility needs of the growth of programs and service programs and assess and adjust resources and facilities for appropriate growth needs;
- Offer sufficient course offerings and scheduling options for improved academic program progression to graduation; and
- Continue to recruit strongly for all majors, with particular attention on the areas of distinction'
- Increase the participation of faculty and professional staff in recruitment and retention-related activities at both the undergraduate and graduate levels;
- Identify and communicate the roles and responsibilities for recruitment & retention at the university-, college-, and department-level;
- Focus on long-range planning to include new curricula and academic programs in both the undergraduate and graduate areas.
- Refine, create, and market programs that define the Slippery Rock University "experience" and highlight the benefits of these programs

EM Goals IV through VII are integrated within other institutional planning efforts (continued)

- Goal V: Provide Excellent Student Services and Co-curricular Programs
  (See Student Life Division Plan)
  - Continue to improve collaboration efforts with the division of student life on programs and services which improve student engagement and involvement.

- Goal VI: Provide Excellent Facilities and Infrastructure
  (See Facilities Plan)
  - Provide facilities and quality infrastructure that support current and future academic and co-curricular programs.

- Goal VII: Ensure that the SRU SEM Plan supports the Financial Plan of the Institution
  (See Finance Plan)
  - Connect student enrollment goals with projected revenue needs; and
  - Align resources (budgets, personnel, and space) to meet critical needs and necessary functions.

Comparing the National Knowledge Base for SEM with SRU's Conditions for SEM in the 1990s

National Knowledge Base for SEM:
- the growing research and theories of student persistence (retention)
- the emerging sensitivity to marketing in student recruitment and in higher education generally
- an emphasis on integrating financial aid, pricing and net revenue planning
- inclusion of adult, part-time, and graduate enrollments
- the explosion of information technology
- increasing and changing competition
- a mushrooming consulting industry

SRU's Conditions for SEM:
- eight years of steady enrollment decline
- stagnant first-to-second year retention rates and graduation rates
- fragmented responsibilities for enrollment
- numerous committees and task forces assigned to resolve enrollment challenges
- no empowered champions for change
- no comprehensive plan for managing enrollment
- very few cross campus collaborations

22
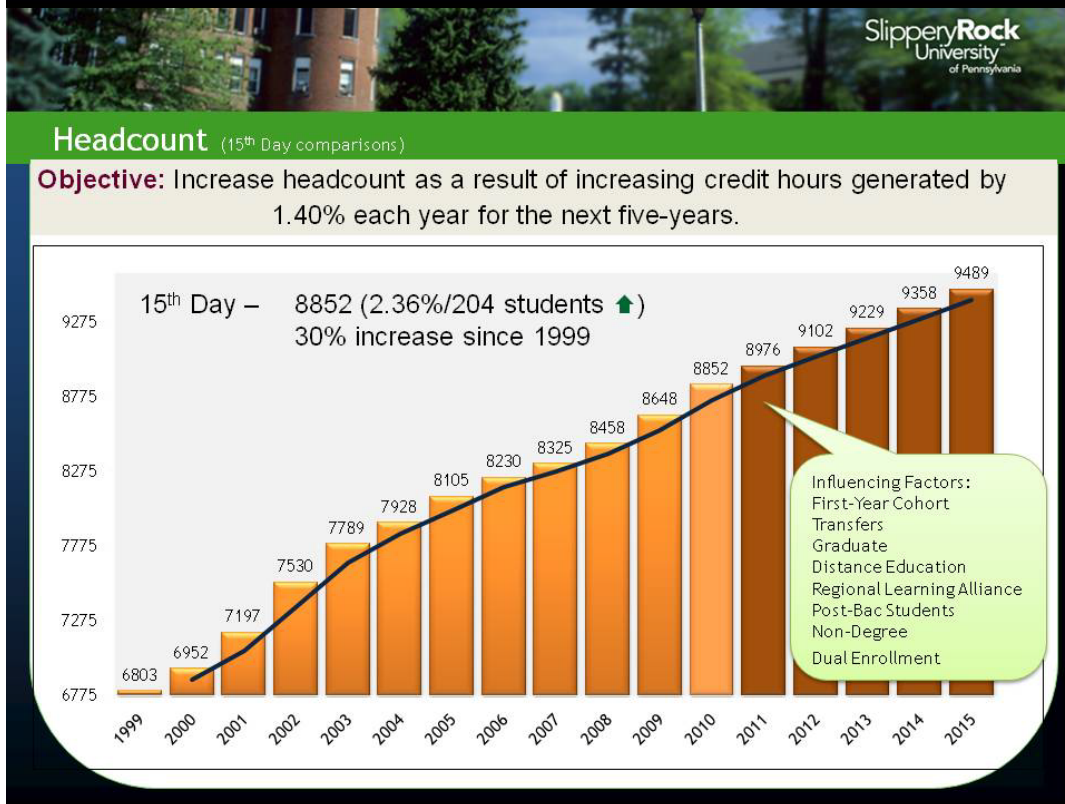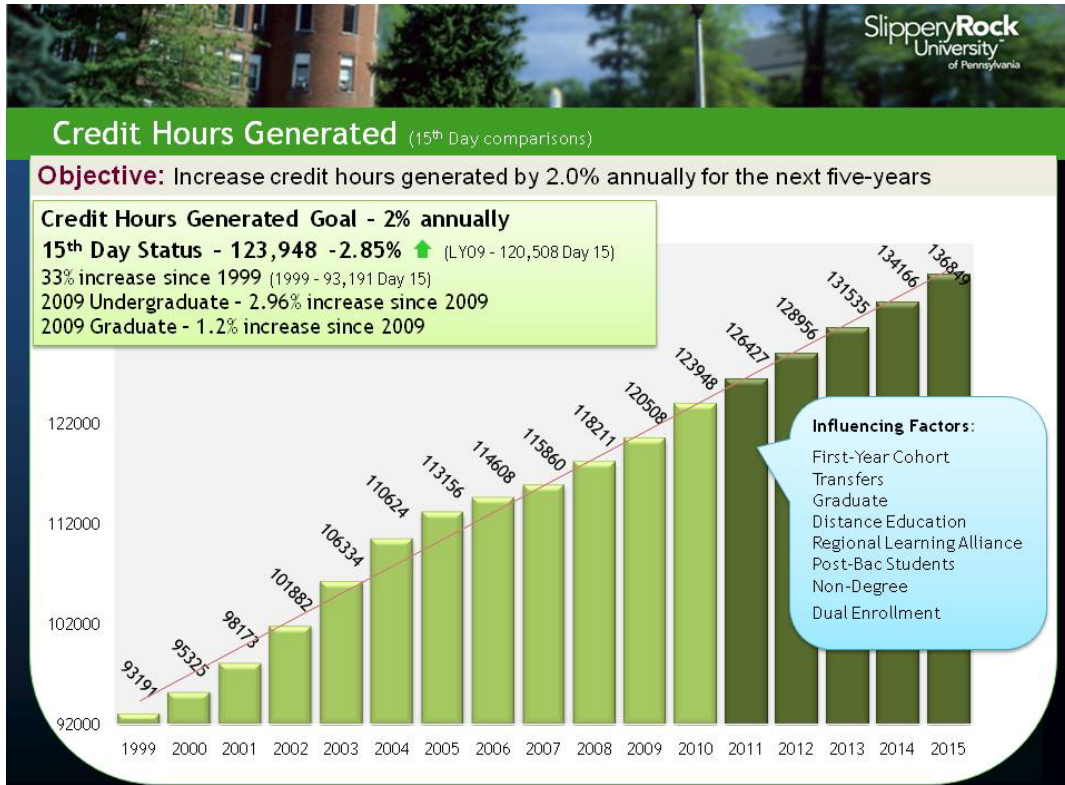
New First Time Full-Time Students

Objective: Continue to improve quality and selectivity of First-Year students

Bar chart values (2000–2015): 1350, 1330, 1435, 1489, 1540, 1464, 1429, 1506, 1546, 1545, 1575, 1525, 1525, 1525, 1525, 1525
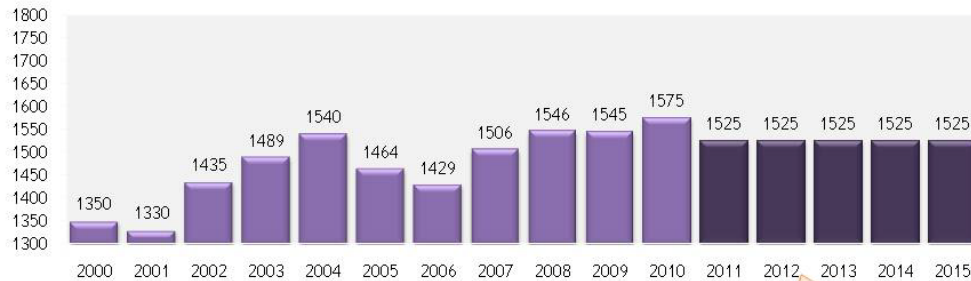
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
SAT	945	977	958	990	983	1001	1004	1030	1026	1018
HSGPA	2.99	3.00	3.09	3.18	3.23	3.24	3.24	3.39	3.39	3.39
To 2nd	70	74	78	77	78	76	79	80	81.21	

Significant Influencing Factors:
Increased Transfer Enrollment
Improved Retention Rates at ALL Class Levels
Improved Graduation Rates
Increased Graduate Enrollment

New First-Year Students – African-American

Objective: Increase our incoming students of color – African-American

Increased size of African-American first year cohort by 70% since 2001 ⬆

Bar chart values (2001–2015): 53, 80, 86, 93, 78, 105, 98, 83, 97, 90, 100, 110, 120, 130, 140
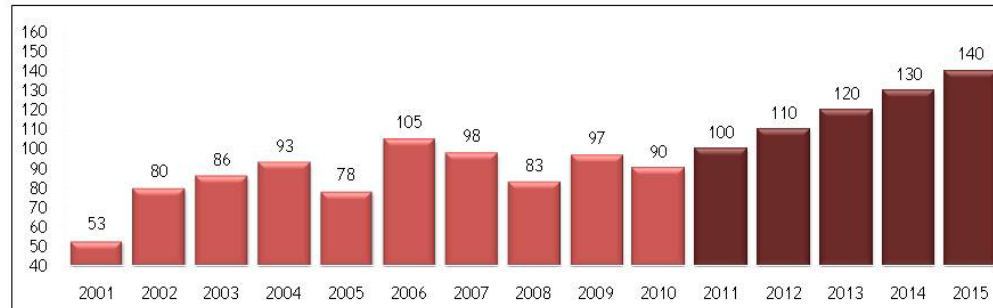
	2000- SAT	2001- SAT	2002- SAT	2003- SAT	2004- SAT	2005- SAT	2006- SAT	2007- SAT	2008- SAT	2009- SAT	2010- SAT
SAT	804	848	852	871	879	910	872	843	899	901	904
HSGPA	2.61	2.75	2.85	2.84	2.90	3.03	2.93	2.81	3.15	3.07	3.11
Ret to 2nd Yr	65.7%	58%	64.9%	77.9%	65.6%	74.4%	68.3%	78.4%	80.3%	76.29%	

New First-Year Students - Hispanic

Objective: Increase our incoming students of color - Hispanic

Increased size of Hispanic student first year cohort from 8 in 2002 to 24 in 2009 (200%) ⬆

2000-Ret to 2nd Yr	2001-Ret to 2nd Yr	2002-Ret to 2nd Yr	2003-Ret to 2nd Yr	2004-Ret to 2nd Yr	2005-Ret to 2nd Yr	2006-Ret to 2nd Yr	2007-Ret to 2nd Yr	2008-Ret to 2nd Yr	2009-Ret to 2nd Yr
50%	50%	75%	84.6%	71.4%	68.8%	63.2%	75%	68.18%	75%

Fall - New Transfer Students

Objective: Increase transfer students from Pennsylvania Community Colleges (PI)

2009 – 13.2%, 2009 – 14.4%, 2008 – 13.8%, 2007 – 11.9%, 2006 – 14.3%, 2005 – 12.5%, 2004 – 10.66%, & 2003-11.51% PACC transfers as a measure of new enrollment for fall only.

Retention

Retention of current students will be key to the success of our SEM plan. Retaining students is more cost effective than recruiting them.

Retention begins in the classroom with the delivery of quality programs taught by knowledgeable and caring instructors. Colleges and departments aid in building connections with students by continuing to value advising and providing students with mentoring and professional relationships outside of the classroom experience.

Student Learning and Support units like the Department of Academic Services and Retention Services (FYRST Seminar/LCCs, peer leadership, tutoring, supplemental instruction, probation student support, at-risk student programming, Early Alert Programs, academic progress interventions, etc), Center for Student Leadership, Community Service Learning, Intercultural Programs, Career Services, Health Services, Residential Living/Learning Communities, and the Counseling Center (to name only a few) provide academic and personal support, vision and perspective that keep students grounded and help them plan successfully for the future.

Fall 10 New Graduate Students

Objective: Increase new graduate students

Influencing Factors:
Increase Online Graduate Programs
Increase Offerings @ the Regional Learning Alliance

Year	Value
1998	231
1999	225
2000	223
2001	224
2002	255
2003	285
2004	285
2005	286
2006	282
2007	315
2008	347
2009	366
2010	368
2011	375
2012	390
2013	400
2014	410
2015	420
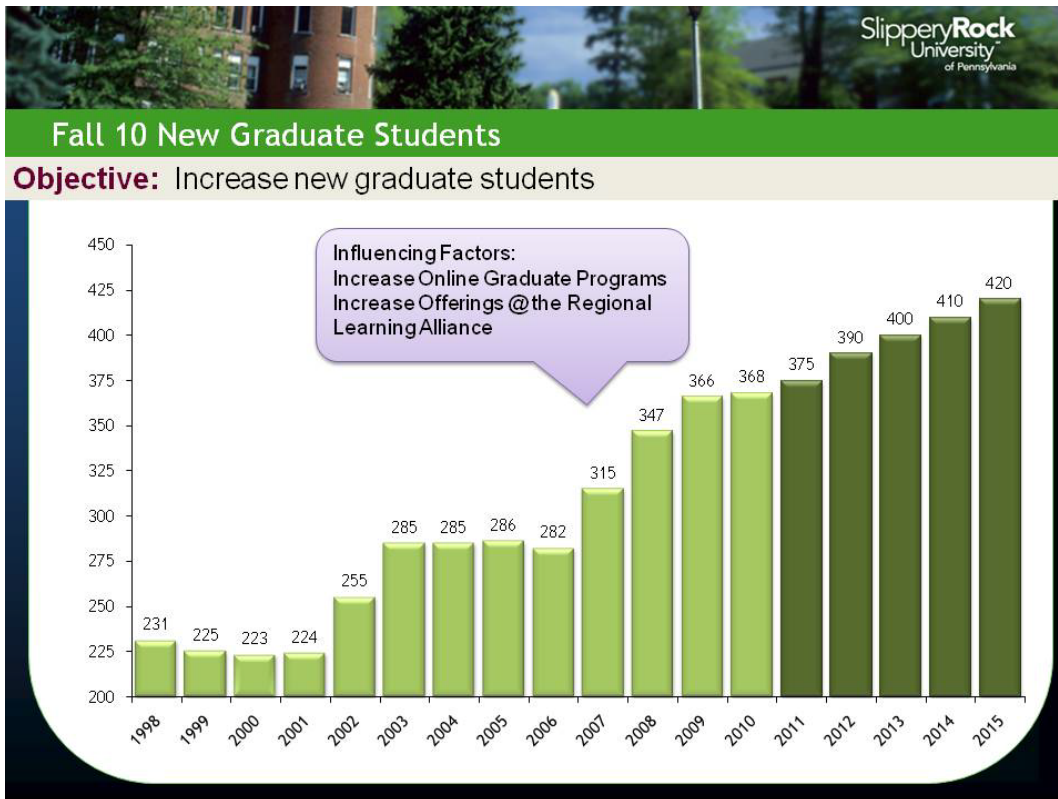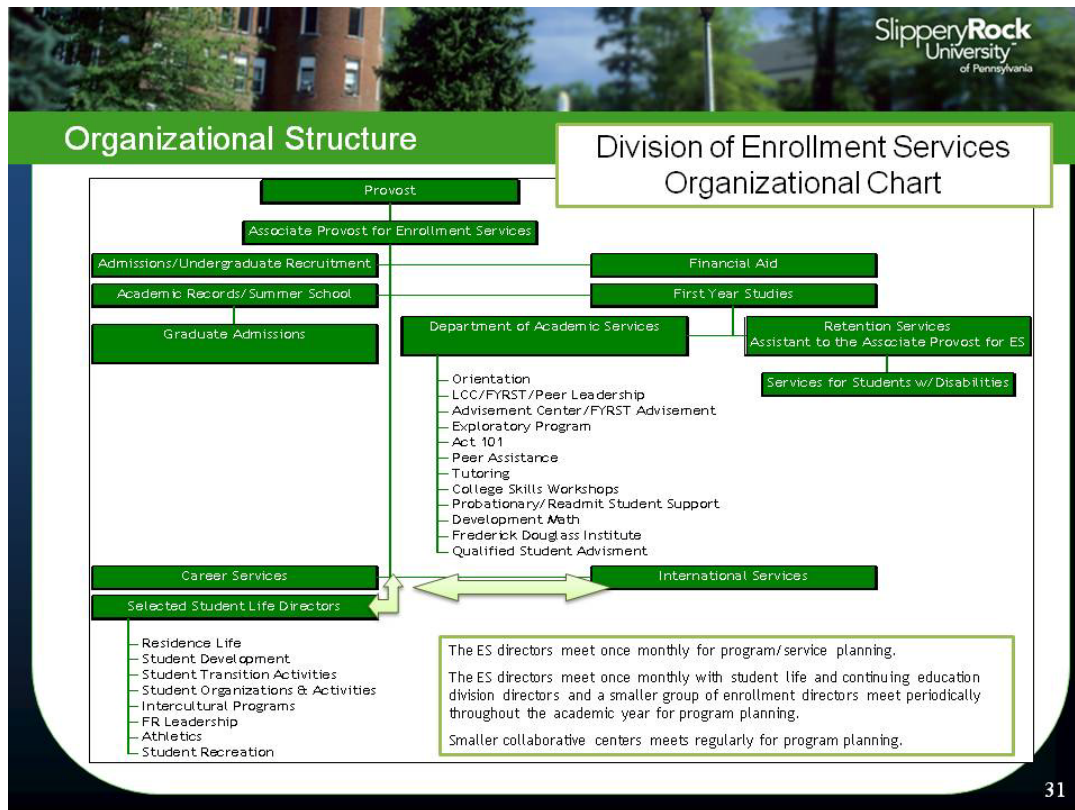
The Strategic Enrollment Management (SEM) Plan represents the collaborative initiatives, communications, energies and efforts of the Enrollment Services personnel as well as many constituencies across departments and divisions on campus. View all sections of the enrollment management plan at: (http://www.sru.edu/academics/enrollment/Pages/StrategicEnrollmentManagementPlan.aspx)

Most frequently accessed SEM Plan sections include the following:

Section 2C: Enrollment Management Charts:
(http://www.sru.edu/academics/enrollment/Documents/SEM/2C%20-%20EM%20Charts%20-%20Accompanies%20Section%202B%20(update%20in-progress).pdf)
(accompanies Section 2B: Middle States Narrative:
http://www.sru.edu/academics/enrollment/Documents/SEM/2B%20-%20Enrollment%20Management%20at%20SRU%20-%20MS%20Narrative.pdf)

The information in Section 2C presents quantitative data about SRU's students spanning last six years. The narrative in Section 2B accompanies Section 2C and provides qualitative context for the numeric figures.

Section 6: Historical and Current Enrollment Funnel Activity, Retention, and Financial Aid
(http://www.sru.edu/academics/enrollment/Documents/SEM/6%20-%20Historical%20and%20Current%20Enrollment%20Funnel%20Activity,%20Retention,%20and%20Financial%20Aid.pdf). The slides in section 6 present a historical perspective of enrollment at Slippery Rock University. The information is provided to show the changes in the enrollment environment over the past eleven years and information on financial aid and scholarships.

Section 7: Eight Year Enrollment Patterns - by Enrollment Type
(http://www.sru.edu/academics/enrollment/Documents/SEM/7%20-%20Eight%20Year%20Enrollment%20Patterns%20-%20by%20Enrollment%20Type.pdf
The slides in section 7 present slides that aid in the understanding of SRU's Enrollment Patterns since 2001.

Slippery Rock University of Pennsylvania   -- ENROLLMENT PROJECTIONS 2009 - 2012 --   Division of Enrollment Services

Enrollment Planning - Five Years

Enrollment Status	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15
Headcount												
Undergraduate HC	7202 90.84%	7414 91.47%	7545 91.68%	7585 91.11%	7691 90.93%	7825 90.48%	8026 90.67%	8139 90.68%	8253 90.68%	8369 90.68%	8486 90.68%	8605 90.68%
Graduate HC	726 9.16%	691 8.53%	685 8.32%	740 8.89%	767 9.07%	823 9.52%	826 9.33%	837 9.33%	849 9.33%	861 9.33%	873 9.33%	885 9.33%
Headcount Total	7928	8105	8230	8325	8458	8648	8852	8976	9102	9229	9358	9489
Diff YR to YR	139 1.78%	177 2.23%	125 1.54%	95 1.15%	133 1.60%	190 2.25%	204 2.36%	124 1.40%	126 1.40%	127 1.40%	129 1.40%	131 1.40%
Total CR IIRS Gen	110542 3.96%	113156 2.36%	114608 1.28%	115860 1.09%	118211 2.03%	120508 1.94%	123948 2.85%	126427 2.00%	128955 2.00%	131535 2.00%	134165 2.00%	136849 2.00%
Undergraduate Students	104790 94.80%	107720 95.20%	109017 95.12%	110145 95.07%	111720 94.51%	113537 94.22%	116893 94.31%	120106 95.00%	122508 95.00%	124958 95.00%	127457 95.00%	130006 95.00%
Graduate Students	5695 5.15%	5436 4.80%	5591 4.88%	5748 4.96%	6491 5.49%	6971 5.78%	7055 5.69%	6321 5.00%	6448 5.00%	6577 5.00%	6708 5.00%	6842 5.00%
Diff CR HR YR to YR	4208 3.96%	2614 2.36%	1452 1.28%	1252 1.09%	2351 2.03%	2297 1.94%	3440 2.85%	2479 2.00%	2529 2.00%	2579 2.00%	2631 2.00%	2683 2.00%
FTE	7467	7641	7741	7819	7989	8150	8381	8548	8719	8894	9072	9253
Diff FTE YR	285 3.97%	174 2.33%	100 1.31%	78 1.01%	170 2.17%	161 2.02%	231 2.83%	168 2.00%	171 2.00%	174 2.00%	178 2.00%	181 2.00%
UNDERGRADUATE & GRADUATE												
Undergraduate In-State	6762 93.56%	6910 93.05%	6951 91.94%	6975 91.71%	6976 90.70%	7080 90.48%	7198 89.68%	7264 89.25%	7323 88.73%	7384 88.23%	7446 87.74%	7510 87.28%
Undergraduate Out-of-State	338 5.01%	408 5.62%	492 6.65%	525 7.19%	628 8.17%	660 8.43%	756 9.42%	800 9.83%	850 10.30%	900 10.75%	950 11.19%	1000 11.62%
Undergraduate International (Other)	102 1.43%	96 1.32%	102 1.40%	85 1.11%	87 1.13%	85 1.09%	72 0.90%	75 0.92%	80 0.97%	85 1.02%	90 1.06%	95 1.10%
Total Undergraduate	7202 100.00%	7414 100.00%	7545 100.00%	7585 100.00%	7691 100.00%	7825 100.00%	8026 100.00%	8139 100.00%	8253 100.00%	8369 100.00%	8486 100.00%	8605 100.00%
Graduate In-State	659 87.33%	632 90.59%	624 90.22%	690 90.68%	692 90.22%	700 85.05%	704 85.23%	710 84.78%	715 84.20%	720 83.62%	725 83.04%	730 82.45%
Graduate Out-of-State	61 11.85%	56 8.83%	56 8.76%	44 8.65%	71 9.26%	113 13.73%	118 14.29%	123 14.69%	128 15.07%	133 15.45%	138 15.81%	143 16.15%
Graduate International (Other)	6 0.83%	3 0.58%	5 1.02%	6 0.68%	4 0.52%	10 1.22%	4 0.48%	4 0.48%	6 0.71%	8 0.93%	10 1.15%	12 1.36%
Total Graduate	726 100.00%	691 100.00%	685 100.00%	740 100.00%	767 100.00%	823 100.00%	826 100.00%	837 100.00%	849 100.00%	861 100.00%	873 100.00%	885 100.00%
UNDERGRADUATE & GRADUATE - YR to YR DIFF												
Year FT & PT												
Undergraduate In-State	6738 1.54%	6899 2.39%	6937 0.55%	6956 0.27%	6976 0.29%	7080 1.49%	7198 1.67%	7264 0.92%	7323 0.81%	7384 0.83%	7446 0.84%	7510 0.86%
Undergraduate Out-of-State	361 29.86%	417 15.51%	502 20.38%	545 8.57%	628 15.23%	660 5.10%	756 14.55%	800 5.82%	850 6.25%	900 6.67%	950 5.88%	1000 5.26%
Undergraduate International	103 -26.43%	98 -4.85%	106 8.16%	84 -20.75%	87 3.57%	85 -2.30%	72 -15.29%	75 4.17%	80 6.67%	85 6.25%	90 5.88%	95 5.56%
Total Undergraduate	7202 2.10%	7414 2.94%	7545 1.77%	7585 0.53%	7691 1.40%	7825 1.74%	8026 2.57%	8139 1.41%	8253 1.40%	8369 1.40%	8486 1.40%	8605 1.40%
Graduate In-State	659 -3.09%	632 -4.10%	624 -1.27%	690 0.95%	692 0.03%	700 1.16%	704 0.57%	710 0.85%	715 0.70%	720 0.70%	725 0.69%	730 0.69%
Graduate Out-of-State	61 22.00%	56 -8.20%	56 0.00%	44 -2.39%	71 4.95%	113 59.15%	118 4.42%	123 4.24%	128 4.07%	133 3.91%	138 3.76%	143 3.63%
Graduate International	6 20.00%	3 -50.00%	5 66.67%	6 0.00%	4 -2.38%	10 150.00%	4 -60.00%	4 0.00%	6 50.00%	8 33.33%	10 25.00%	12 20.00%
Total Graduate	726 -1.22%	691 -4.82%	685 -0.87%	740 0.73%	767 0.36%	823 7.30%	826 0.36%	837 1.39%	849 1.40%	861 1.40%	873 1.40%	885 1.40%
ETHNICITY												
Ethnicity - New UGRAD												
AA UGRAD HC w/ YR Diff	93 8%	78 -16%	105 35%	98 -7%	83 -15%	97 17%	90 -7%	99 10%	104 5%	109 5%	114 5%	120 5%
H UGRAD HC w/ YR Diff	15 2%	16 1%	19 4%	29 4%	20 -9%	24 5%	26 2%	30 4%	33 3%	36 3%	39 3%	41 2%
Ethnicity - ALL UGRAD	7928 1.78%	8105 2.23%	8230 1.54%	8325 1.15%	8458 1.60%	8648 2.25%	8852 2.36%	8976 1.40%	9102 1.40%	9229 1.40%	9358 1.40%	9489 1.40%
AA UGRAD Total w/ YR Diff	307 10%	311 1%	359 15%	380 6%	402 6%	409 2%	419 2%	440 5%	462 5%	485 5%	509 5%	535 5%
H UGRAD Total w/ YR Diff	63 34%	64 2%	75 17%	85 13%	88 4%	93 6%	118 27%	124 5%	130 5%	137 5%	143 5%	151 5%
AA Total - Perf Indicator	307 3.87%	311 3.84%	359 4.36%	380 4.56%	402 4.75%	409 4.73%	419 4.73%	440 4.90%	462 5.08%	485 5.08%	509 5.26%	535 5.64%
H Total - Perf Indicator	63 0.79%	64 0.79%	75 0.91%	85 1.02%	88 1.04%	93 1.08%	118 1.33%	124 1.38%	130 1.43%	137 1.48%	143 1.53%	151 1.59%

Undergrad Women - 55,636

Slippery Rock University of Pennsylvania — ENROLLMENT PROJECTIONS, 2009–2012 — Division of Enrollment Services

NEW STUDENTS-FALL

	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15
New FR — Residency												
PA		1312 89.19%	1247 87.26%	1340 88.86%	1332 86.16%	1367 88.83%	1345 85.40%	1265 82.95%	1243 81.51%	1221 80.07%	1199 78.62%	1177 77.18%
Out of State	128	147 9.99%	174 12.18%	154 10.21%	205 13.26%	166 10.74%	227 14.41%	250 16.39%	270 17.70%	290 19.02%	310 20.33%	330 21.64%
International		12 0.82%	8 0.56%	14 0.93%	9 0.58%	12 0.78%	3 0.19%	10 0.66%	12 0.79%	14 0.92%	16 1.05%	18 1.18%
Total FR	1540 3.56%	1471 -4.48%	1429 -2.86%	1508 5.53%	1546 2.52%	1545 -0.06%	1575 1.94%	1525 -3.17%	1525 0.00%	1525 0.00%	1525 0.00%	1525 0.00%
New TR (FT & PT) — Residency												
PA	489 93.14%	497 82.15%	510 91.07%	503 92.29%	547 89.97%	638 92.60%	543 89.16%	546 88.06%	551 87.60%	561 87.25%	571 86.91%	581 86.72%
Out of State	24 4.57%	28 4.63%	27 4.82%	24 4.40%	38 6.25%	31 4.50%	47 7.72%	50 8.06%	53 8.43%	56 8.71%	59 8.98%	61 9.10%
International	12 2.29%	31 5.12%	23 4.11%	18 3.30%	23 3.78%	20 2.90%	19 3.12%	24 3.87%	25 3.97%	26 4.04%	27 4.11%	28 4.18%
Total TR	525 6.88%	605 15.24%	560 -7.44%	545 -2.68%	608 11.56%	689 13.32%	609 -11.61%	620 1.81%	629 1.45%	643 2.23%	657 2.18%	670 1.98%
New FR & TR	2065 -0.19%	2076 0.53%	1989 -4.19%	2053 3.22%	2154 4.92%	2234 3.71%	2184 -2.24%	2145 -1.79%	2154 0.42%	2168 0.65%	2182 0.65%	2195 0.60%

OUT-OF-STATE (NRTR – FULL TIME Students ONLY)

Year	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15
Total New FT Students (FR & TR) Out of State	152 46.15%	175 15.13%	201 14.86%	178 -11.44%	243 36.52%	197 -18.93%	274 39.09%	300 9.49%	323 7.67%	346 7.12%	369 6.65%	391 5.96%
Total FT New & Continuing Out of State	324	394	473	523	614 17.40%	660 7.49%	733 11.06%					
% of Total Receiving NRTR	55%	58%	65%	69%	71%	69%	68%					
% of New FR Receiving NRTR	79%	79%	75%	81%	87%	82%	79%					
% of New TR Receiving NRTR	27%	21%	35%	44%	51%	42%	39%					
% of CONT Students Receiving NR	42%	47%	62%	66%	64%	66%	65%					

Enrollment Classifications — Full- & Part-time

	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15
1st Time Freshmen	1,543 21.42%	1,466 19.77%	1,432 18.98%	1508 19.88%	1547 20.11%	1545 19.74%	1575 19.62%	1525 18.74%	1525 18.48%	1525 18.22%	1525 17.97%	1525 17.72%
Other 1st Year Students	706 9.80%	707 9.54%	647 8.58%	975 12.85%	713 9.27%	677 8.65%	625 7.79%	655 8.05%	675 8.18%	695 8.30%	715 8.43%	738 8.58%
Sophomores	1,577 21.90%	1,663 22.43%	1,651 21.88%	1579 20.82%	1648 21.43%	1810 23.13%	1810 22.55%	1846 22.68%	1872 22.68%	1900 22.70%	1930 22.74%	1960 22.78%
Juniors	1,420 19.72%	1,589 21.43%	1,674 22.19%	1527 20.13%	1595 20.74%	1646 21.04%	1801 22.44%	1845 22.67%	1880 22.78%	1905 22.76%	1991 22.76%	1965 22.84%
Seniors	1,692 23.49%	1,732 23.36%	1,893 25.09%	1738 22.91%	1922 24.99%	1845 23.58%	1913 23.83%	1988 23.93%	1968 23.85%	1998 23.87%	2026 23.87%	2045 23.77%
Post Bac	212 2.94%	220 2.97%	248 3.29%	258 3.40%	195 2.54%	245 3.13%	271 3.38%	283 3.48%	295 3.57%	305 3.64%	315 3.71%	325 3.78%
Other-Unclassified-NOND	52 0.72%	37 0.50%	0 0.00%	0 0.00%	71 0.92%	57 0.73%	31 0.39%	35 0.43%	38 0.46%	41 0.49%	44 0.52%	47 0.55%
Total	7,202 100.00%	7,414 100.00%	7,545 100.00%	7,585 100.00%	7,691 100.00%	7,825 100.00%	8,026 100.00%	8,139 100.00%	8,253 100.00%	8,369 100.00%	8,486 100.00%	8,605 100.00%
YR to YR Diff	148 2.10%	212 2.94%	131 1.77%	40 0.53%	106 1.40%	134 1.74%	201 2.57%	113 1.41%	114 1.40%	116 1.41%	117 1.40%	119 1.40%

GRADUATE — Full- & Part-time

	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15
1st Time	277 38.15%	270 39.07%	282 41.17%	315 42.57%	347 45.24%	366 44.47%	367 44.43%	375 44.38%	395 44.63%	415 44.89%	435 45.08%	460 45.54%
Continuing	449 61.85%	421 60.93%	403 58.83%	425 57.43%	420 54.76%	457 55.53%	459 55.57%	470 55.62%	490 55.37%	510 55.14%	530 54.92%	550 54.46%
Total	726 100.00%	691 100.00%	685 100.00%	740 100.00%	767 100.00%	823 100.00%	826 100.00%	845 100.00%	885 100.00%	925 100.00%	965 100.00%	1,010 100.00%
YR to YR Diff	-9 -1.22%	-35 -4.82%	-6 -0.87%	55 8.03%	27 3.65%	56 7.30%	3 0.36%	19 2.30%	40 4.73%	40 4.52%	40 4.32%	45 4.66%

UNDERGRAD & GRADUATE

	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15
Full-time	7,001 88.31%	7,184 88.64%	7,316 88.89%	7340 88.17%	7,525 88.97%	7,651 88.47%	7,880 89.02%	7976 88.86%	8090 88.88%	8194 88.79%	8313 88.83%	8434 88.88%
Part-time	927 11.69%	921 11.36%	914 11.11%	985 11.83%	933 11.03%	997 11.53%	972 10.98%	1000 11.14%	1012 11.12%	1035 11.21%	1045 11.17%	1055 11.12%
Total	7,928 100.00%	8,105 100.00%	8,230 100.00%	8,325 100.00%	8,458 100.00%	8,648 100.00%	8,852 100.00%	8,976 100.00%	9,102 100.00%	9,229 100.00%	9,358 100.00%	9,489 100.00%

Retention/Graduation BY YR Cohort

	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07	FA08	FA09
First to Second Year	####	74%	78.30%	76.80%	77.60%	75.90%	77.60%	78.80%	80.04%	81.21%
Second to Third Year		61.90%	68.50%	66.70%	67.80%	67.50%	70.30%	70.30%	73.00%	
Third to Fourth Year		57.80%	64.30%	62.50%	64.40%	63.10%	65.20%		67.00%	68.00%
Graduated 4 Yrs		28.90%	29.00%	30.90%	35.90%	37.70%			38.50%	39.00%
Graduated 5 Yrs		49.10%	54.60%	52.80%	57.60%				60.00%	61.00%
Continuing to 6th YR							58.00%	59.00%		
Graduate 6 Yrs		53.20%	59.20%	57.70%		62.00%	63.00%	64.00%	65.00%	66.00%

Undergrad Women 55,636

Appendix H: University Curriculum Committee Rules of Procedures (electronically)

and - Slippery Rock University Request for: New Course (below)

College		Semester Hours	
School or Department		Hours/week in lecture	
Date		Hours/week in lab	
Full Course Title		Hours/week in other*	
Abbreviated Course Title#		Enrollment per section	
Course Number			

Title must not exceed 16 characters, including spaces.   *Explain in Rationale/Justification

Checklist: **Yes   No**

1	Will other departments or programs be affected by this action?*		
1A*	*If yes** to #1, have you discussed it with those departments?		
2	Is this course proposed for liberal Studies? *If yes, attach rationale/Justification for Liberal Studies approval according to Goal Statements and corresponding university Outcomes for Student Learning for the Liberal Studies Program, headed with (1) "Goal Area" (or Block): _____ and "Goal Course" or "Enrichment Course," and (2) "Targeted University Outcomes for Student Learning: _____ (Limit of three).**		
3	Is this course proposed as an experimental course?*		
3A*	*If yes** to #3, are other experimental courses submitted by the department for the same semester?		
4	Is this course repeatable? If yes, for up to how many credits? _____		
5	Will the course be offered every semester?		
6	Will the course be offered once per year? If no to #5 and #6, how often will the course be offered? _____		
7	Are any existing course being dropped at this time? If yes, include **Deletion of Course** Request.		
8	Will Additional staff be need? **If yes**, explain in rationale/justification.		
9	Will additional resources (materials, equipment, etc.) be needed? **If yes,** explain in rationale/justification.		

10	Will course be graded **A, B, C, D, F?** (Answer yes to one only: either #10, 11, or 12)		
11	Is this a Basic Competencies course to be graded **A, B, C, NC?**		
12	Will this course be graded **Pass/No Credit?**		
13	Is this course have any impact on teacher certification or education programs?* ***If yes**, obtain the signature of the Certification Officer in the College or Education on signature page of this Request.		
14	Will this course count toward your students' major QPA within your department?		
15	If this course intended to be included in any of your existing major, minor, or certification programs? If yes, include a **Revision of Program** request along with old and new curriculum sheets		
16	Are accreditation /certification requirements and/or standards the basis of this proposed change? ***If yes, attach a copy of those requirements and/or standards.**		

For the New Course include all of the following information with these headings:

1.   Catalog Description and Prerequisites

2.   Rationale/Justification (discuss how the course fits into the existing curriculum without duplication the content of any existing course of the department, college, or university). If requesting liberal studies classification, include specific information (see #2 on checklist above)

3.   Objectives, Outcomes, and/or Competencies (indicate their connection to University and Degree Program Outcomes for student Learning and Development. See page 6 in *Rules of Procedure* of the UCC.)
4.   What assessment evidence supports the need for a new course?
5.   Evaluation Procedures

6.   Course Activities (Describe methods to be used to present course content.)

ATTACH: Course Outline and Bibliography prepared in consultation with the liaison librarian (See Appendix "I" in *Rules of Procedures* or the UCC). Identify by asterisk (*) any item listed in bibliography <u>not</u> available in Bailey Library.

Appendix I: SRU Yearly Assessment Cycle

Spring Yearly Report of Assessment Progress

Due to Deans
By May 30

Summer

Assessment Coordinator will:
- Review reports to monitor progress toward meeting MSCHE standards
- Report to Deans and Chairs regarding departmental assessment needs
- Compile information necessary to University's Assessment Reporting

Fall Assessment

Department members review and discuss their department's Assessment Report

Curricular Changes

Recommendations and Alterations to a degree program's curriculum are made through the UCC process throughout the academic year

Budget Process

All Division use assessment results to inform annual budgets requests
- Performance On-time Funding
- Technology Fee

Appendix J: Formula to Connect Assessment to Performance Indicators

Performance Funding - CHES

	Points	BIOL	CHEM	ERS	GGE	MATH	NURS	PREE	PHSW	PHYS	PSYC	PT
Faculty Scholarly Growth	10	9	8	10	10	8	10	8	10	7	8	10
Program Review	10	10	9	8	10	7	10	8	9	10	7	10
Assessment												
Assessment Plan	5	5	5	5	5	3	5	4	5	5	4	5
Collection of Assessment Data	5	4	5	5	5	3	4	4	5	4	3	5
Data Analysis	5	3	4	4	5	3	5	4	5	4	4	5
Using Data for Program Improvement	10	8	9	9	10	7	10	8	9	8	3	10
TOTAL	45	39	40	41	45	31	44	36	43	38	29	45

Dean of the College of Health, Environment and Science

Computer Science Department Performance Funding 1998-2009

COMPUTER SCIENCE

	Weight	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Score 2009
FTE Faculty		8.00	9.00	10.25	11.00	10.00	11.00	11.00	11.00	11.00	11.50	13.00	13.00	
Overload & Dept Adj		0.65	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.03	
FTE Teaching Faculty		7.75	8.75	8.75	9.50	9.00	10.25	10.00	10.00	10.00	9.83	10.25	11.03	
FTE Teaching Faculty (inc ovld)		8.40	9.00	8.75	9.50	9.00	10.25	10.00	10.00	10.00	9.83	10.25	11.06	
Credit Hours		2,856	3,172	3,126	3,195	3,045	2,916	2,911	3,011	3,075	3,098	2,978	3,232	
Honors Credit Hours Adjustment					40	43	72	29	0	0	0	0	0	
Adj Credit Hours		2,856	3,172	3,126	3,235	3,088	2,988	2,940	3,011	3,075	3,098	2,978	3,232	
Credit Hours/FTE Teaching Faculty (inc ovld)		340	352	357	341	343	292	294	301	308	315	291	292	
Benchmark				224	282	259	226	220	205	194	193	187	174	
Ratio to Benchmark	20			1.59	1.21	1.32	1.29	1.34	1.47	1.59	1.63	1.55	1.68	33.58
Credit Hrs per FTE Faculty-PASSHE Annualized	5					595.12	612.64	607.23	517.81	529.04	565.68	552.21	532.79	0.00
Majors (Full & Part-Time, 2nd, SEFE Adj)		227	272	318	346	312	268	231	187	179	163	176	193	
Majors/FTE Teaching Faculty	15	29.29	31.09	36.34	36.42	34.67	26.15	23.10	18.70	17.90	16.58	17.17	17.49	8.79
Student Diversity	0					7.7%	4.3%	7.2%	8.0%					
Faculty Diversity	5					20.0%	18.2%	18.2%	18.2%	27.3%	27.3%	27.3%	27.3%	10.00
Graduates (Summer, Fall, Spring)		31	38	44	66	52	49	47	35	39	36	29	0	
Graduates/FTE Teaching Faculty	10	4.00	4.34	4.63	7.33	5.07	4.90	4.70	3.50	3.97	3.51	2.63	0.00	4.57
(Based on previous year grads)														
Faculty Scholarly Growth	10													9.00
Program Review	10													10.00
Assessment														
Assessment Plan	5													5.00
Collection of Assessment Data	5													5.00
Data Analysis	5													5.00
Using Data for Program Improvement	10													9.00
Totals	100													99.95

Appendix K: Board of Governors Policy

PA State System of Higher Education
Board of Governors

Effective: October 18, 1990   Page 1 of 5

POLICY 1990-06-A: ACADEMIC DEGREES

Adopted: October 18, 1990
Amended: July 18, 1991, April 11, 2002, July 22, 2010

A.   Purpose

To establish broad educational policy for the respective councils of trustees, administrations, and faculties of the universities of the State System of Higher Education governing criteria and definitions for earned academic degrees. (The policy does not address professional certification standards or definitions, except as they may coincide with degrees.)

B.   Degree Designations

An academic degree is an earned degree. Degree designations used within the State System of Higher Education may include the following:

1.   Associate Degrees – Associate degrees indicate that the holder has developed proficiencies sufficient to prepare for advanced[1] collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts – a general education component and an area of concentration or major component. General education requirements should be consistent with the Statewide Transfer Credit.

   a.   Associate in Arts (A.A.) – An Associate in Arts degree program is designed primarily for transfer into baccalaureate degree programs in the arts, humanities, social or behavioral science fields, or in professional fields based upon these disciplines. The general education component of Associate in Arts degrees comprises at least 30 semester credit hours.

   b.   Associate in Science (A.S.) – An Associate in Science degree program is designed primarily for transfer into baccalaureate degree programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these disciplines as its base. The general education component for Associate in Science degrees comprises no less

than 24 semester credit hours.

c. Associate in Applied Science (A.A.S.) – An Associate in Applied Science degree program is primarily designed to prepare students for immediate employment or career entry. The general education component for Associate in Applied Science degrees includes no less than 21 semester credit hours.

d. Other Associate Degrees – Specialized associate degrees may be authorized within certain professions; some are career entry, and others lead to transfer. Examples include the Associate in Science of Nursing (A.S.N.), and Associate in Engineering Technology (A.E.T.). The general education component for these degrees should include no less than 21 semester credit hours.

2. <u>Baccalaureate Degrees</u> – Baccalaureate degrees require 120 semester credit hours unless (1) otherwise required by statute, regulation, or accreditation, and (2) approval by the Board of Governors, upon recommendation of the chancellor. Baccalaureate degrees consist of two principal components, general education and study in depth in a major, which taken together, are designed to prepare the student for a productive career, involved citizenship, and continuous growth:

- General education consists of a broad program of study in the liberal arts and sciences, such that at least 40 semester credits hours are focused on competencies consistent with the liberal education learning outcomes as defined in Policy 1993-01: *General Education at State System of Higher Education Universities.* These competencies are typically met through study in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural/physical sciences. In addition, general education requirements should be consistent with distribution requirements of the statewide Transfer Credit Framework. Transfer credits up to 30 semester hours will be applied to the general education requirement assuming the courses meet the standards of the Transfer Credit Framework and are designated as equivalent through identification of comparable competencies attained by students. Certain majors have specific requirements prescribed by external agencies that may pertain to general education requirements.

- The program for the major consists of at least 30 semester credits hours and provides depth of knowledge in an academic disciplinary or interdisciplinary program.

- The remainder of the curriculum may consist of coursework related to the major, advanced coursework (see endnote) in the liberal arts and sciences, or electives. At least 42 semester credits hours must consist of advanced coursework.

Page **2** of **5**

Note: Definitions of advanced coursework are institutional, and may or may not be inherent in course numbers. The object is to assure that a significant portion of a student's studies prepare the student to develop advanced competencies requiring depth of knowledge of the discipline. During program review, the program unit is expected to review its curriculum against this general standard. Programs that have articulation agreements with community colleges or other entities must demonstrate that articulated courses approved to meet this standard address the acquisition of advanced competencies with adequate depth and academic rigor; and if so, these courses can be applied toward this requirement.

a. Bachelor of Arts (B.A.) – The Bachelor of Arts degree is the common degree in the arts and humanities, typically offered through the liberal arts and sciences. Bachelor of Arts degrees emphasize breadth and depth of study, and encourage aesthetic, ethical, and intercultural inquiry. The major program should not exceed 40 semester credit hours, including required cognate courses, unless approved by the chancellor. Cognate courses are those courses in related disciplines required for the major. For example, a major in sociology might require a cognate course in social psychology taught through Psychology.

b. Bachelor of Science (B.S.) – The Bachelor of Science degree is the common degree in mathematics, the natural sciences, and many of the behavioral and social sciences. The Bachelor of Science degree generally represents a more structured major program, and more direct orientation toward professional preparation than the Bachelor of Arts degree. The courses required by the major, including required cognate courses in related disciplines, must comprise at least 40 semester credit hours but no more than 60 semester credit hours, unless approved by the chancellor. Cognate courses are those courses in related disciplines required for the major. For example, a major in biology might require a cognate course in biochemistry taught through Chemistry.

c. Professional Baccalaureate Degrees – Professional degrees may be approved and granted in certain professional fields, and may reflect standards of professional societies or accrediting agencies as well as requirements of the university. The general education component may be specifically adapted to the profession, but must be consistent with the competencies appropriate for all students at the institution.

Only a limited number of professional baccalaureate degrees will be recognized. These include Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus. or B.M.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social Work (B.S.W.), Bachelor of Science in Business Administration (B.S.B.A) and the Bachelor of Science in Education (B.S.Ed.). No other degree designations may be used unless approved by the chancellor.

Page 3 of 5

3.   <u>Master's Degrees</u> – Master's degrees represent advanced study beyond the baccalaureate degree and signify mastery in a discipline or professional field. A master's program requires a minimum of 30 semester credit hours and usually includes three basic components: (a) a common core of courses related to the discipline or field of study; (b) a concentration or specialization in a focused area of the discipline; and (c) cognate courses which broaden perspective or mastery, or provide special skills such as statistics or foreign language. Master's degree programs will also be required to demonstrate that all students have participated in a culminating experience. This requirement may be met through a thesis, research project, or comprehensive examination, or in some cases this requirement can be met through integrative experiences, such as practica, internships, and other field work that synthesize theory and practice. At least 50 percent of coursework (excluding thesis, research or internship hours) to complete a master's degree must be identified as primarily directed at graduate students with the majority of students in the course obtaining graduate credits.

Master's degrees include:
Master of Arts (M.A.)
Master of Liberal Arts (M.L.A.)
Master of Science (M.S.)
Master of Business Administration (M.B.A.)
Master of Fine Arts (M.F.A.)
Master of Physical Therapy (M.P.T.)
Master of Public Administration (M.P.A.)
Master of Science in Library Science (M.S.L.S.)
Master of Science in Nursing (M.S.N.)
Master of Social Work (M.S.W.)
Professional Science Masters (P.S.M.)

Master of Education (M.Ed.), or Master of Science in Education (M.S.Ed.)
The Master of Education (M.Ed.) degree is intended for the person who has been working within the preK-12 environment and desires to acquire advanced or updated knowledge within the discipline, human development, assessment and/or pedagogy.

Master of Arts in Teaching (M.A.T.)
The Master of Arts in Teaching (M.A.T.) degree is intended for the person with expertise in a discipline (e.g., chemistry or history or music) who needs to develop the skills and strategies to convey an understanding of the discipline to children and adolescents within the preK-12 context.

4.   Educational Specialist (Ed.S.) – The Educational Specialist degree is intended for the person who requires advanced knowledge of research and practice in selected specialty fields in education and such programs are grounded in extensive field work to develop the appropriate level of clinical practice. The educational specialist degree provides focused study beyond the master's level and is designed to develop skills in special areas of professional practice. For certain areas it may be considered a terminal professional practice degree and not all Ed.S. coursework is compatible with doctoral

Page **4** of **5**

study. As this degree typically represents advanced study, all of the coursework should be designed for graduate students with backgrounds in related areas of study.

5.   Doctoral Degrees – The doctorate is the highest academic degree awarded in American higher education and is of two general types: the Doctor of Philosophy (Ph.D.) and the Professional Doctorate. Though the primary distinction is that the Ph.D. is a research degree and professional degrees are applied degrees, most doctoral programs include both research and applied studies. The doctoral program usually follows completion of a master's degree, except in some fields where admission after the baccalaureate degree is permitted or encouraged. The common components of a doctoral program include a core of increasingly advanced subject-area studies, culminating in seminars involving research. Research skills necessary for such studies, e.g., foreign languages, statistics, or computing, and/or internships or practica in applied fields should be required. Culminating experiences such as comprehensive examinations and a dissertation are required.

The Doctor of Philosophy is offered only through Indiana University of Pennsylvania (IUP); jointly in cooperation with IUP; or jointly with another institution approved to offer Ph.D. degrees assuming approval by the chancellor. The number of hours beyond the baccalaureate degree (including dissertation hours) required for the Doctor of Philosophy degree must meet the typical expectations of the discipline unless approved by the chancellor.

C.   **Implementation**

All new degree programs submitted for approval after August 10, 2010, must comply with the above definitions, and all previously approved programs must be in such compliance by conclusion of the next program review cycle after July 1, 2012, with all programs in compliance by August 1, 2015. The chancellor has the responsibility to take action to ensure compliance with this document.

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[1]   Advanced coursework in this context usually refers to courses with advanced depth of content knowledge in the field and carry the expectation of more complex competencies identified in the expected student learning outcomes. These courses often have prerequisites and are usually beyond the "Introduction to…" level. Most courses with at least two prerequisites will be "advanced." The complexity of competencies is often reflected in the higher levels of understanding, analysis, synthesis and application of content to novel situations (see various models rooted in concepts similar to Bloom's taxonomy). Thus, whereas an introductory or foundational knowledge course might use learning outcomes framed as "demonstrate familiarity with" or "demonstrate knowledge of"; advanced level courses might use: "demonstrate ability to critically analyze and synthesize" or "ability to apply content knowledge to novel situations." Some disciplines use the model of three levels of "introductory," "intermediate" and "advanced." In this case, courses labeled as "intermediate" as a second of a two course sequence providing basic or foundational content knowledge in a discipline would likely not meet the definition of "advanced" as used here but that is to be determined on a course by course basis.

Page **5** of **5**

Appendix L: President's Awards for Excellence

President's Award for Excellence in Teaching

The Award for Excellence in Teaching was created for outstanding teachers based on many factors including their commitment to teaching beyond contractual obligations, a participatory and engaging pedagogy, developing and using innovative classroom practices and their commitment to scholarly growth. Faculty members are nominated by students, peers, staff or alumni. The Award recipient is recognized at Academic Honors Convocation.

President's Award for Outstanding Service

The Award for Outstanding Service was established in 1981 through the generosity of the late Donna and Robert McMullen, long-standing patrons of SRU, who consistently supported the university's advancement effort. Mr. McMullen was a member of the Class of 1951 and chaired the Slippery Rock University Foundation, Inc., Board of Directors.

The award continues through the generosity of their son Douglas, and his wife Linda.

Scholarly and Creative Achievement Award

The Award for Scholarly and Creative Achievement recognizes annually a distinguished faculty member who has had works published, presented, developed, or performed in the last three years as a member of Slippery Rock University. Each department nominates one faculty member for consideration. The Award recipient is recognized at Academic Honors Convocation.

Appendix M: Student Course Effectiveness Evaluation

SLIPPERY ROCK UNIVERSITY
Student Survey of Course Effectiveness

Dear Student:

This survey is part of the professor's, department's and the university's on-going efforts to improve curriculum and teaching, and some of the best data that we can gather about these come from you. The information that you provide on this survey can help your instructor modify the course to make it more effective. You should also know that your comments will be summarized and used in faculty reviews, promotions, and tenure decisions. Because your responses on this survey are so important, please answer each question carefully and thoughtfully; questions are on both sides of this form.

To maintain confidentiality, your instructor will not administer this survey. Also, the results will not be available to her/him until after course grades have been submitted. Thank you.

1. Dept. #:   2. Course #:   3. Sect. #:

4. I am a:
① First-year student
② Sophomore
③ Junior
④ Senior
⑤ Post-baccalaureate
⑥ Graduate

5. I am taking this course as:
① Basic Competency
② Liberal Studies
③ Major/Minor
④ Elective

Please indicate how much you agree or disagree with each statement:

STRONGLY AGREE / AGREE / STRONGLY DISAGREE / DISAGREE / NOT APPLICABLE

Course Goals and Outcomes
6. Course objectives/goals were clear throughout the semester.
7. Coursework (i.e. papers, exams, assignments) addressed course objectives/goals.
8. I received clear instructions for completing assignments.

Assessment
9. I received feedback which helped me to improve my understanding/performance in the course.
10. I received graded or non-graded responses on coursework in a reasonable time.
11. My learning was evaluated in a variety of ways (e.g., papers, tests, presentations, quizzes).
12. The criteria (standards) on which my work was evaluated were clear to me.

Independent Thinking
13. The course provided opportunities for me to use and develop critical thinking.
14. The course provided opportunities for me to seek more knowledge about the subject.

Learning Environment
15. Class sessions had a clear purpose.
16. The instructor attempted to create an atmosphere that encourages student expression of ideas.
17. The instructor was available to meet with students during office hours or by appointment.
18. I felt comfortable asking the instructor for help if I needed it.
19. The instructor attempted to involve all students in classroom activities.

Overall Evaluation
20. The teaching in this course was effective.
21. I learned a lot in this course that was valuable to me.

Discipline Specific Items
22. _____
23. _____
24. _____

DE Mark Reflex® forms by NCS Pearson EW-234361-2:654321   ED06   Printed in U.S.A.

SLIPPERY ROCK UNIVERSITY
Student Survey of Course Effectiveness

Instructor Name: _____

Fall/Spring/Summer: _____ Year: _____

Date Survey Completed: _____

Dear Student:

This survey is part of the professor's, department's and the university's on-going efforts to improve curriculum and teaching, and some of the best data that we can gather about these come from you. The information that you provide on this survey can help your instructor modify the course to make it more effective. You should also know that your comments will be summarized and used in faculty reviews, promotions, and tenure decisions. Because your responses on this survey are so important, please answer each question carefully and thoughtfully; questions are on both sides of this form.

To maintain confidentiality, your instructor will not administer this survey. Also, the results will not be available to her/him until after course grades have been submitted. Thank you.

Open-ended Questions:

Please explain the extent to which you fulfilled your responsibilities as a student (e.g., keeping up on the reading, carefully planning and executing the work, preparing for participating in class, attending class). Also explain what else you could have done to improve your performance in the course.

Please state what you think are the strengths of this course and why you think so. Also, how do you think the course may be improved?

(Over)

SRU Office of Institutional Research, 08/00

Appendix N: Liberal Studies Six Critical Goals

Basic Requirements
The educated person must be able to communicate effectively in oral and written modes using varied media and information sources. PRIMARILY: *Communication* and *Personal Development* outcomes.

The Arts
Through the creative process writers and artists express, challenge, and extend societal values. To understand our own and other cultures, one must come to terms with artistic efforts. The educated person also uses creative ways to express feelings and insights. The student will demonstrate an understanding of the creative process and be able to analyze and interpret creative works in literature and fine arts. PRIMARILY: *Aesthetic Perception and Ability* outcome. (This block includes courses focusing heavily on several other outcomes, especially *Communication*, *Critical Thinking and Problem Solving*, and *Personal Development*).

Global Community
NON-U.S.
The educated person who is aware of other people, places, and values exhibits an enlightened perspective and appreciates cultural diversity. Students will develop insights and skills which will enable them to value humanity's worth, dignity, and contributions worldwide. PRIMARILY: *Global Interdependence* and *Values and Ethics* outcomes.

U.S
In addition, the educated person has a sense of historical perspective and keen perception of the values and forces which have formed the American experience. The student will demonstrate an understanding of our political, economic, and social heritage which leads to good citizenship. PRIMARILY: *Social Awareness and Civic Responsibility* and *Values and Ethics* outcomes.

Human Institutions and Interpersonal Relationships
Our society depends heavily upon groups, organizations, and institutions to function. The student will demonstrate an understanding of individual and group behavior by developing cooperative work strategies, examining individual and societal values, and exploring social issues. PRIMARILY: *Social Awareness and Civic Responsibility*, V*alues and Ethics*, and *Personal Development* outcomes.

Science, Technology and Mathematics
We study science and mathematics not only to master specific disciplinary content, but also to understand the modes of thought, reasoning, and methods of inquiry of the scientist and mathematician. Rigorous, disciplined inquiry enables us to utilize scientific facts, mathematical principles, and the scientific method to analyze issues and problems in the world. PRIMARILY: *Critical Thinking and Problem Solving* outcomes. (This block includes courses primarily focusing on *Global Interdependence*).

Challenges of the Modern Age
We live in a rapidly changing world that demands making difficult decisions. The student will demonstrate the ability to weigh alternatives and make thoughtful choices. PRIMARILY: Critical Thinking and Problem Solving and Values and Ethics outcomes.
The educated person must be able to communicate effectively in oral and written modes using varied media and information sources. In addition, students will understand and apply physical fitness knowledge behaviors necessary to promote and sustain lifelong wellness. PRIMARILY: *Communication and Personal Development* outcomes.

Appendix O: Undergraduate Programs and Graduate Programs

College of Business, Information and Social Sciences	
Communication	BA
Communication – Public Relations Track	BS
Communication – Journalism Track	BS
Communication – Emerging Technology and Multimedia Track	BS
Communication	Minor
Communication – Graphic Design (Art Majors)	Minor
Computer Science	BS
Information Systems	BS
Information Technology	BS
Computer Science	Minor
Information Systems	Minor
Information Technology	Minor
Criminology and Criminal Justice	BA
Criminology	Minor
Community Corrections	Specialization
Criminology	MA
Gerontology	Minor
Gerontology	Certificate
Military Science - Leadership	Minor
Professional Studies	
Health Services Administration	BS
Professional Studies	BS
Anthropology	Minor
Sociology	Minor
Non Profit Leadership	Minor
Safety Management	
Safety Management	BS
Safety Management – 3+3 Pre-Physical Therapy Track	BS
School of Business	
Accounting	BSBA
Economics	BSBA
Finance	BSBA
Management	BSBA
Marketing	BSBA
Business Administration (Non-Business Majors)	Minor
Accounting (Business Majors)	Minor
Economics (Business Majors)	Minor
Finance (Business Majors)	Minor
Management (Business Majors)	Minor
Marketing (Business Majors)	Minor
Accounting	Certificate

College of Education	
Counseling and Development	
Community Counseling – Child & Adolescent	MA
Elementary Education/Early Childhood	
Elementary Education	BSEd
Early Childhood Education (PK-4 Certification)	BSEd
Reading	MEd
Physical Education	
Health and Physical Education	BSEd
Adapted Physical Activity	Minor
Aquatics	Minor
Coaching	Minor
Health and Physical Education	PBAC Certification
Adapted Physical Activity	MS
Secondary Education/Foundations of Education	
Biology – Pre-Masters of Education (7-12) Track	BA
Chemistry – Pre-Masters of Education (7-12) Track	BA
Environmental Geoscience Pre-Masters of Education (7-12) Track	BA
Mathematics Pre-Masters of Education (7-12) Track	BA
Physics Pre-Masters of Education (7-12) Track	BA
Biology – Professional Pre-Masters of Education (7-12) Track	BS
Chemistry Pre-Masters of Education (7-12) Track	BS
Mathematics Pre-Masters of Education (7-12) Track	BS
Physics Pre-Masters of Education (7-12) Track	BS
Middle Level Language Arts (4-8)	BSEd
Middle Level Mathematics (4-8)	BSEd
Middle Level Social Studies (4-8)	BSEd
Middle Level Science (4-8)	BSEd
Secondary Education – English (7-12)	BSEd
Secondary Education – French (K-12)	BSEd
Secondary Education – Social Studies/History (7-12)	BSEd
Secondary Education – Spanish (K-12)	BSEd
Mathematics and Science	MEd
Special Education	
Community Programs for Americans with Disabilities-Adapted Physical Activity Track	BS
Community Programs for Americans with Disabilities – Non Profit Management Track	BS
Special Education/Early Childhood Education	BSEd
Exceptionalities	Minor
Mentally & Physically Handicapped	Certification
Master Teacher	MEd
Sport Management	
Sport Management	BS
Sport Management	Minor
College of Health, Environment and Science	
Biology	

Biology	BA
Biology – Pre-Masters of Education (7-12) Track	BA
Biology - Professional Track	BS
Biology – Professional Pre-Masters of Education (7-12) Track	BS
Biology – Cytotechnology Track	BS
Biology – Medical Technology Track	BS
Biology – 3+4 Pre-Osteopath (LECOM) Track	BS
Biology – 3+3 Pre-Chiropractic (Logan) Track	BS
Biology – 3+3 Pre-Physical Therapy Track	BS
Biology – 2+3 Pre-Pharmacy (LECOM) Track	Program
Biology	Minor
Marine Science	Minor
Chemistry	
Chemistry	BA
Chemistry – Pre-Masters of Education (7-12) Track	BA
Chemistry	BS
Chemistry – Environmental Track	BS
Chemistry – Biochemistry Track	BS
Chemistry – Forensic Track	BS
Chem – Biochemistry – 3+3 Pre-Pharmacy (LECOM) Track	BS
Chemistry – Pre-Masters of Education (7-12)Track	BS
Chemistry	Minor
Marine Science	Minor
Exercise & Rehabilitative Sciences	
Exercise Science	BS
Exercise Science – 3+3 Pre-Physical Therapy Track	BS
Athletic Training	BS
Geography, Geology & the Environment	
Environmental Geosciences	BA
Geography – Environment and Society Track	BS
Geography – Environmental Studies Track	BS
Geography – Applied Geographic Technology Track	BS
Environmental Geosciences – Geology Track	BS
Environmental Geosciences – Environmental Science Track	BS
Environmental Science	Minor
Geographic Information Technology	Minor
Geography	Minor
Geology	Minor
Meteorology	Minor
Marine Science	Minor
Science Sustainable Systems	MS
Mathematics	
Mathematics	BA
Mathematics Pre-Masters of Education (7-12) Track	BA
Math – Actuarial Science Track	BS

Math – Biology Track	BS
Math – Business Administration Track	BS
Math – Chemistry Track	BS
Math – Computer Science Track	BS
Math – Economics Track	BS
Math – Finance Track	BS
Math – Environmental Geoscience Track	BS
Math – Graduate Track	BS
Math – Philosophy Track	BS
Math – Physics Track	BS
Math – Psychology Track	BS
Math – Public Health Track	BS
Math – Pre MBA Track	BS
Math – Statistics Track	BS
Actuarial Studies	Minor
Mathematics	Minor
Elementary School Math	Minor
Middle School Math	Minor
Statistics	Minor
Elementary School Math	PBAC Certificate
Middle School Math	PBAC Certificate
Statistical Applications	Certificate
Nursing	
RN-BSN Completion	BSN
School Nurse Certificate	Certificate
Parks & Recreation Environmental Education	
Park & Resource Management	BS
Park & Resource Management – Environmental Education/Interpretation Track	BS
Resort Recreation Management/Tourism	BS
Park & Resource Management – Outdoor Leadership Track	BS
Therapeutic Recreation	BS
Therapeutic Recreation (3+3 PT) Track	BS
Therapeutic Recreation	Minor
Environmental Education -Campus or Online	Med
Physical Therapy	
Physical Therapy	DPT
Physics	
Physics	BA
Physics Pre-Engineering with Penn State Track	BA
Physics Pre-Engineering with Youngstown State Track	BA
Physics Pre-Engineering Tech with Youngstown State Track	BA
Physics	BS
Physics – Computational Physics Track	BS
Physics – Pre-Masters in Ed (7-12) Track	BS
Physics	Minor

Nanofabrication Technology	Certificate
Marine Science	Minor
Psychology	
Psychology	BA
Psychology	BS
Psychology	Minor
Public Health and Social Work	
Heath Science – Public Health Track	BS
Heath Science – Public Health 3+3 Pre-Physical Therapy Track	BS
Social Work	BS
Public Health	Minor
College of Humanities, Fine and Performing Arts	
Art	
Art	BA
Art	BFA
Art - teacher certification with Carlow University	BFA
General Art	Minor
Art History	Minor
Art – Graphic Design (Communication Majors)	Minor
Art (Elementary Ed Majors)	Minor
Asian Studies	
Asian Studies	Minor
Dance	
Dance	BA
Dance	Minor
English	
English Literature	BA
English – Creative Writing Track	BS
English – Professional Writing Track	BS
English Literature	Minor
Writing	Minor
Film & Media Studies	Minor
History	
History	BA
General History	Minor
American History	Minor
European History	Minor
Military History	Minor
Non-Western History	Minor
Modern Languages & Cultures	
French	BA
French – Business Administration Track	BA
Spanish	BA
Spanish – Business Administration Track	BA
French	Minor

German	Minor
Russian	Minor
Spanish	Minor
Spanish for Elementary Education	Minor
Latin American Studies	Certificate
History	MA
Music	
Music	BA
Music Education	Instrumental BM,
Music Performance	Instrumental BM,
Music Therapy	Instrumental BM,
Music	Minor
Philosophy	
Philosophy – Career Related Track	BA
Philosophy – Liberal Arts Track	BA
Philosophy – Professional Track	BA
Ethics	Minor
Philosophy	Minor
Political Science	
Political Science	
American Politics	Minor
Comparative Politics & International Relations	Minor
International Affairs	Minor
Political Science	Minor
Theater	
Theater – Acting Track	BA
Theater – Arts Administration Track	BA
Theater – Design & Technology Track	BA
Theater – Playwriting Track	BA
Theater	Minor
Women's Studies	
Women's Studies	Minor

Appendix P: Governance

Act 188 - Enabling Legislation for the Pennsylvania State System of Higher Education Commonwealth of Pennsylvania

The document can be accessed at the link provided below, and is included as a separate pdf document with the report.
http://www.passhe.edu/inside/legal/Documents/Act188_2005.pdf

President Robert M. Smith- Official Biography and Photograph

(http://www.sru.edu/president/Pages/OfficialPhotographandBiography.aspx)

President's Cabinet

The president's cabinet is composed of the University's vice presidents, the executive director for University Public Relations and the assistant to the president.
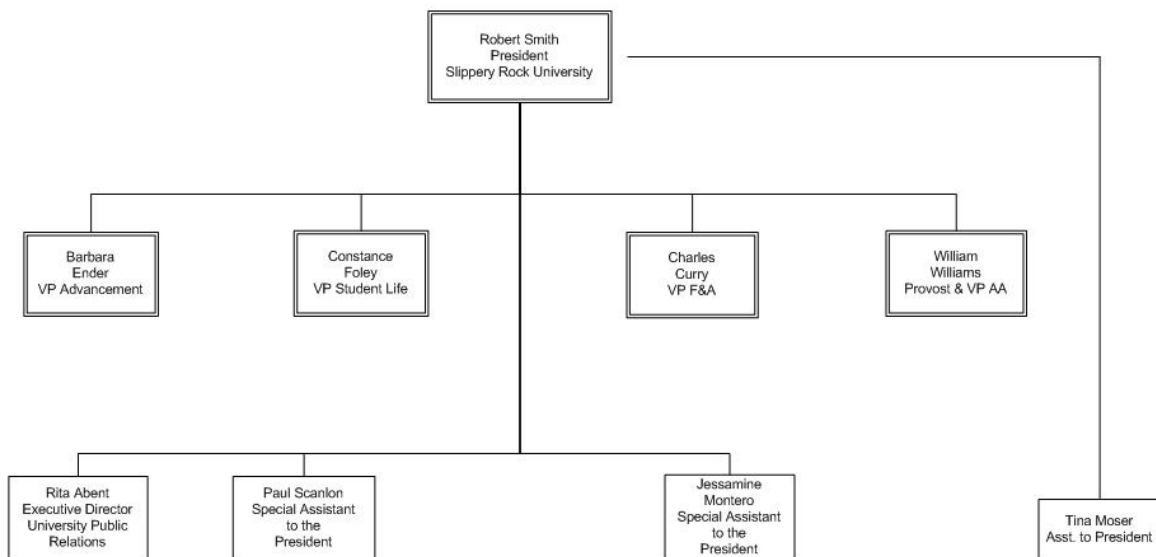
The cabinet provides advice and counsel to the president on matters regarding policies, procedures and strategic planning.

Appendix Q: Organizational Charts

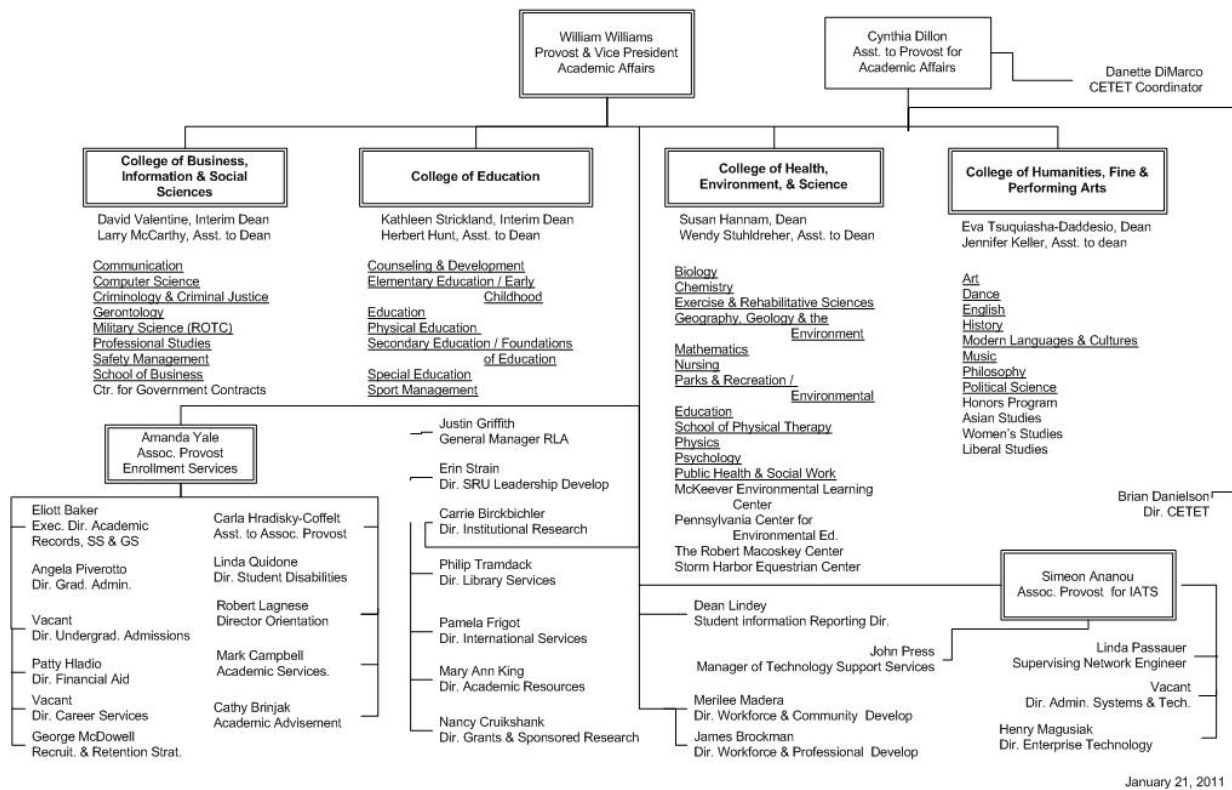## Pennsylvania State System of Higher Education - PASSHE

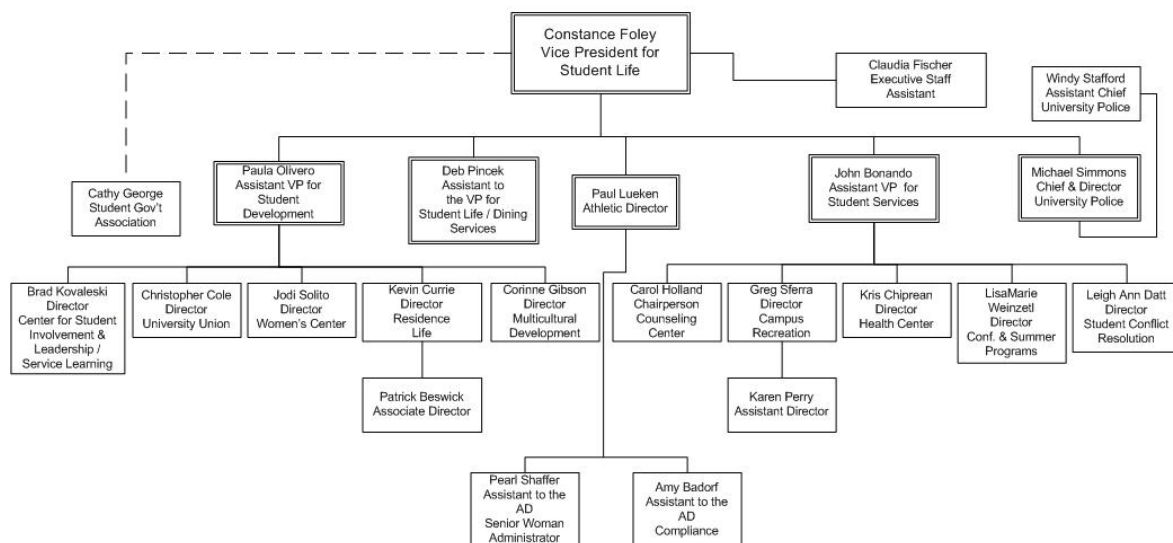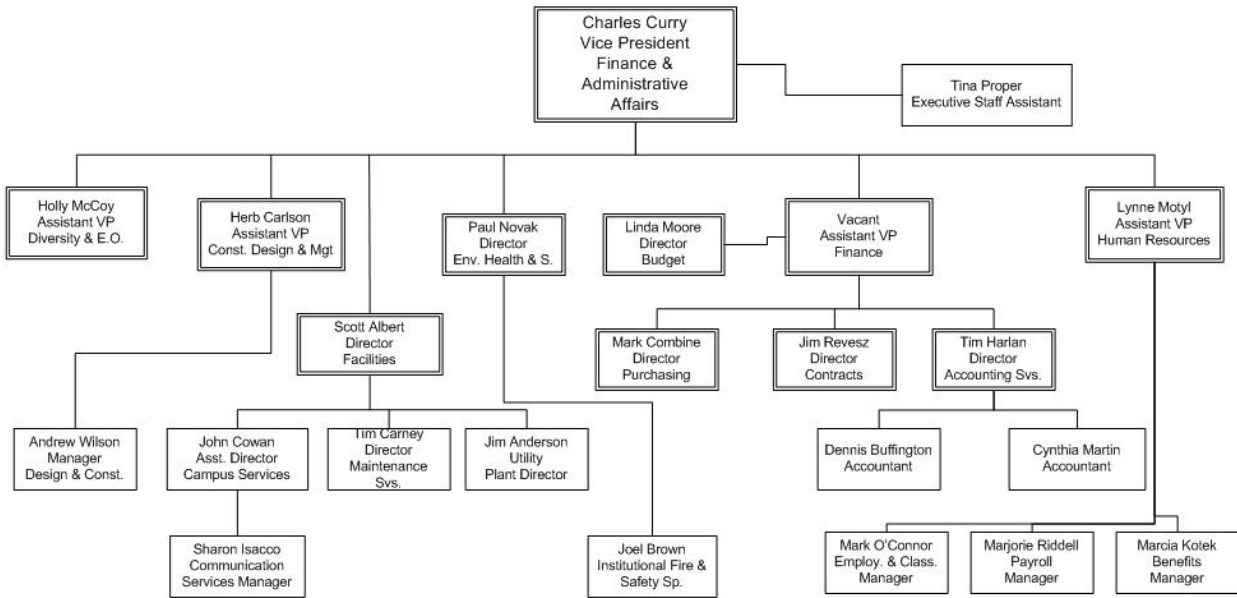## Slippery Rock University - President's Office

Slippery Rock University - Academic Affairs

William Williams
Provost & Vice President
Academic Affairs

Cynthia Dillon
Asst. to Provost for
Academic Affairs

Danette DiMarco
CETET Coordinator

College of Business, Information & Social Sciences

David Valentine, Interim Dean
Larry McCarthy, Asst. to Dean

Communication
Computer Science
Criminology & Criminal Justice
Gerontology
Military Science (ROTC)
Professional Studies
Safety Management
School of Business
Ctr. for Government Contracts

Amanda Yale
Assoc. Provost
Enrollment Services

Eliott Baker
Exec. Dir. Academic
Records, SS & GS

Angela Piverotto
Dir. Grad. Admin.

Vacant
Dir. Undergrad. Admissions

Patty Hladio
Dir. Financial Aid

Vacant
Dir. Career Services

George McDowell
Recruit. & Retention Strat.

Carla Hradisky-Coffelt
Asst. to Assoc. Provost

Linda Quidone
Dir. Student Disabilities

Robert Lagnese
Director Orientation

Mark Campbell
Academic Services.

Cathy Brinjak
Academic Advisement

College of Education

Kathleen Strickland, Interim Dean
Herbert Hunt, Asst. to Dean

Counseling & Development
Elementary Education / Early
　　　　　　　　　　Childhood
Education
Physical Education
Secondary Education / Foundations
　　　　　　　of Education
Special Education
Sport Management

Justin Griffith
General Manager RLA

Erin Strain
Dir. SRU Leadership Develop

Carrie Birckbichler
Dir. Institutional Research

Philip Tramdack
Dir. Library Services

Pamela Frigot
Dir. International Services

Mary Ann King
Dir. Academic Resources

Nancy Cruikshank
Dir. Grants & Sponsored Research

College of Health, Environment, & Science

Susan Hannam, Dean
Wendy Stuhldreher, Asst. to Dean

Biology
Chemistry
Exercise & Rehabilitative Sciences
Geography, Geology & the
　　　　　　　Environment
Mathematics
Nursing
Parks & Recreation /
　　　　　　Environmental
Education
School of Physical Therapy
Physics
Psychology
Public Health & Social Work
McKeever Environmental Learning
　　　Center
Pennsylvania Center for
　　　Environmental Ed.
The Robert Macoskey Center
Storm Harbor Equestrian Center

Dean Lindey
Student information Reporting Dir.

John Press
Manager of Technology Support Services

Merilee Madera
Dir. Workforce & Community Develop

James Brockman
Dir. Workforce & Professional Develop

College of Humanities, Fine & Performing Arts

Eva Tsuquiasha-Daddesio, Dean
Jennifer Keller, Asst. to dean

Art
Dance
English
History
Modern Languages & Cultures
Music
Philosophy
Political Science
Honors Program
Asian Studies
Women's Studies
Liberal Studies

Brian Danielson
Dir. CETET

Simeon Ananou
Assoc. Provost for IATS

Linda Passauer
Supervising Network Engineer

Vacant
Dir. Admin. Systems & Tech.

Henry Magusiak
Dir. Enterprise Technology

January 21, 2011

Slippery Rock University - Student Life

Constance Foley
Vice President for
Student Life

Claudia Fischer
Executive Staff
Assistant

Windy Stafford
Assistant Chief
University Police

Cathy George
Student Gov't
Association

Paula Olivero
Assistant VP for
Student
Development

Deb Pincek
Assistant to
the VP for
Student Life / Dining
Services

Paul Lueken
Athletic Director

John Bonando
Assistant VP for
Student Services

Michael Simmons
Chief & Director
University Police

Brad Kovaleski
Director
Center for Student
Involvement &
Leadership /
Service Learning

Christopher Cole
Director
University Union

Jodi Solito
Director
Women's Center

Kevin Currie
Director
Residence
Life

Corinne Gibson
Director
Multicultural
Development

Carol Holland
Chairperson
Counseling
Center

Greg Sferra
Director
Campus
Recreation

Kris Chiprean
Director
Health Center

LisaMarie
Weinzetl
Director
Conf. & Summer
Programs

Leigh Ann Datt
Director
Student Conflict
Resolution

Patrick Beswick
Associate Director

Karen Perry
Assistant Director

Pearl Shaffer
Assistant to the
AD
Senior Woman
Administrator

Amy Badorf
Assistant to the
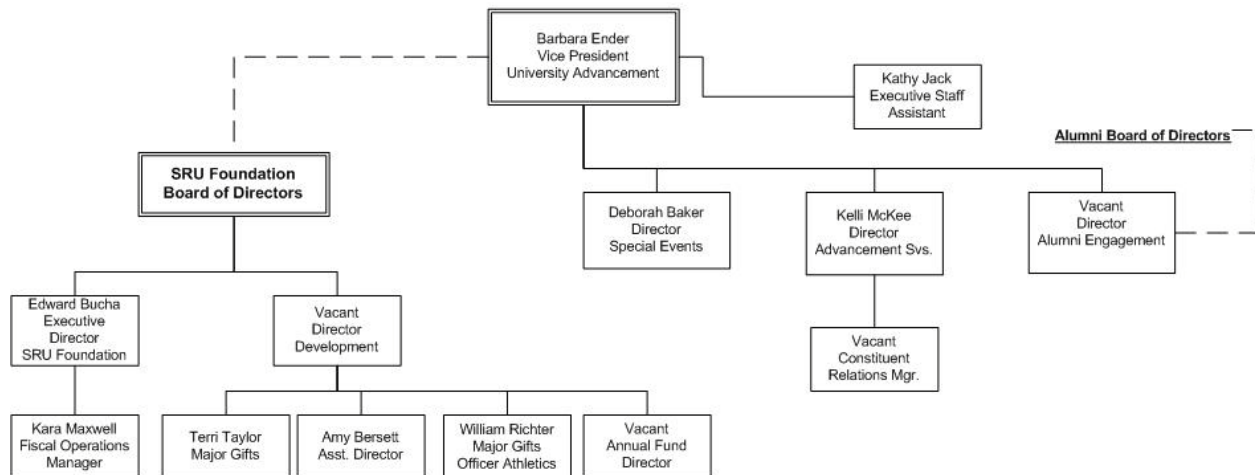AD
Compliance

January 21, 2011

Slippery Rock University - Finance & Administration

January 21, 2011

Slippery Rock University - University Advancement

Appendix R: SRU Transfer Articulation Agreements 2001-2010

Slippery Rock University of Pennsylvania
Articulation Agreement Summary – 2000-2010

Institution	Associate Degree	SRU Program	Current Status
Butler County Community College	AS in Business Administration	BS in Business Administration, majors in:	
		Accounting	Active
		Economics	Active
		Finance	Active
		Human Resources	Inactive – SRU curriculum eliminated
		International Business	Inactive – SRU curriculum eliminated
		Management	Active
		Marketing	Active
	AS in Arts in General Studies: General	BS in Information Systems	Active
		BS in Social Work	Active
		BA in Geography	Active
		BS in BS in Geography: Appl. Geogr. Tech	Active
		BA in Environmental Geosciences	Active
		BS in Environmental Geosc: Environmental Science or Geology	Active
		BA in General Sociology, Anthropology or Criminology tracks	Inactive – SRU Sociology and Anthropology eliminated; Criminology changed
	AS in Arts in General Studies: Communication	BA in Communication	Active
		BS in Communication, Areas of Study in:	Active
		Emerging Technology & Multimedia	Active
		Journalism	Active
		Public Relations	Active
	AA in Arts in Elementary Education	BS in Education, Certification in:	
		Early Childhood Education	Active only for SRU Graduates prior to August 2013, due to statewide changes in Education curricula
		Elementary Education	
		Special Education	
	AA in Psychology	BA or BS in Psychology	Active
	All Associates in Applied Science	BS in Applied Science	Inactive – SRU curriculum eliminated
	AAS in Nursing	BS in Nursing	Active

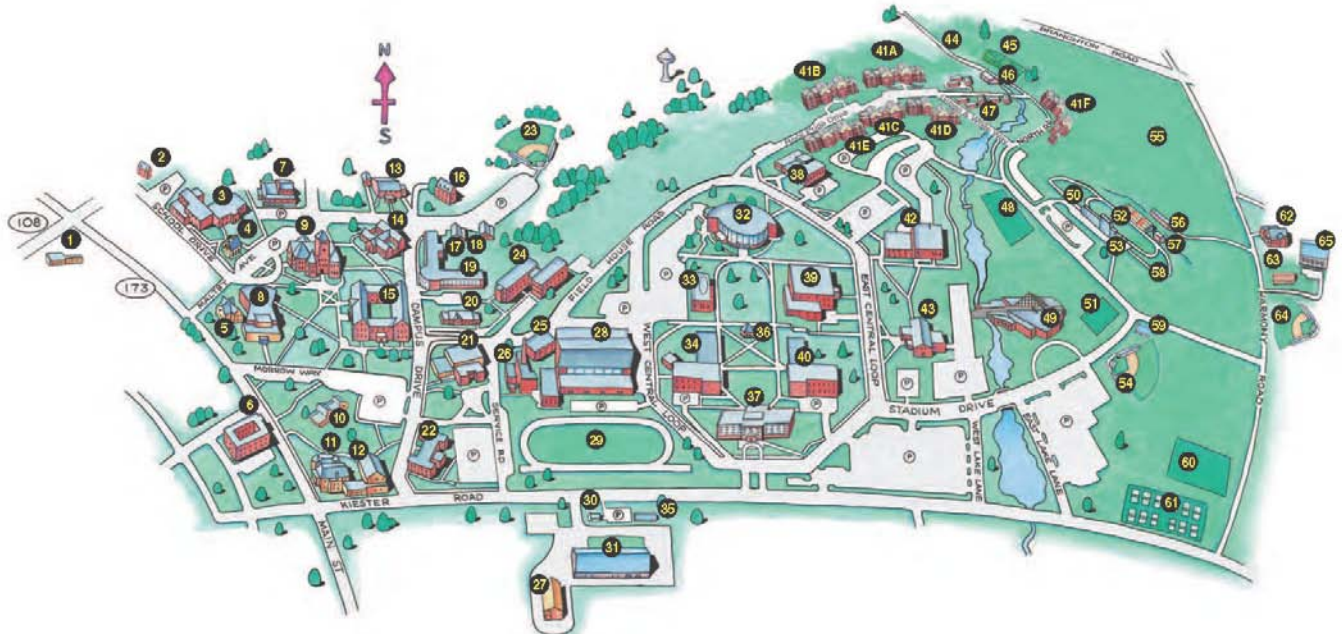| Institution	Associate Degree	SRU Program	Status
CC of Allegheny County	AA in Art	BA in Art	Active
	AS in Fine Arts	BFA in Fine Arts	Active
	AA in Teacher Education or AS in Liberal Arts and Sciences	BS in Education, Certification in:	
		Early Childhood Education	Active only for SRU Graduates prior to August 2013, due to statewide changes in Education curricula
		Elementary Education	
		Special Education	
		Secondary Education - English	
		Secondary Education - SS	
	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
	AAS in Nursing	BS in Nursing	Active
CC of Beaver County	AA in Liberal Arts/Social Sciences	BS in Education, Certification in:	
		Early Childhood Education	Active only for SRU Graduates prior to August 2013, due to statewide changes in Education curricula
		Elementary Education	
		Special Education	
		Secondary Education - SS	
	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
	AAS in Nursing	BS in Nursing	Active
Westmoreland County CC	AA in Visual Arts	BFA in Fine Arts	Active
	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
	AS in Nursing	BS in Nursing	Active
St. Francis Med Center Sch Nsg	Diploma in Nursing	BS in Nursing	Active
St. Margaret Mem Hosp Sch Nsg	Diploma in Nursing	BS in Nursing	Active
Sharon Reg Hlth System Sch Nsg	Diploma in Nursing	BS in Nursing	Active
Jameson Mem Hosp Sch Nsg	Diploma in Nursing	BS in Nursing	Active
Heritage Valley Sewickley Sch Nsg	Diploma in Nursing	BS in Nursing	Active
Antonelli Institute	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
Consolidated School of Business	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
DuBois Business College	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
Erie Institute of Technology	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
ITT Technical Institute	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
McCann School of Business	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
PTI – Pittsburgh Technical Inst	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
Thaddeus Stevens	Applied Associate Degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
Triangle Technical Institute	Applied Associate degrees	BS in Applied Science	Inactive – SRU curriculum eliminated
	Applied Associate Degrees	BS in Professional Studies	Active

	Online Transfer Admissions Resources Slippery Rock University of Pennsylvania
Admissions Website - All policies and processes are provided on the site.	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferAdmissionsHome.aspx
Step-by-Step Transfer Process –	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferProcess.aspx
Transfer Policies – General and Major Specific	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferPolicies.aspx
Admissions Requirements and Academic Major Program Requirements, if applicable	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferAdmissionsRequirements.aspx
Transfer Visit at SRU and SRU Presence on Community College Campuses	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferVisit.aspx
Application of Admissions	http://www.sru.edu/academics/enrollment/Pages/TermSelection.aspx
30 Credit Transfer Framework – PATRAC Articulation Agreement by all PASSHE Institutions and PA Community Colleges	http://patrac.org/Student/TransferCreditFramework/tabid/323/Default.aspx
One Stop for SRU Undergraduate Majors and Minors Curriculum Guides, Department Websites, and College Catalog Links	http://www.sru.edu/academics/Pages/MajorsandMinors.aspx
PA Transfer and Articulation Center – SRU uploaded course equivalencies for all community colleges – Full College Catalog Evaluations	http://patrac.org/Administrators/TransferResources/tabid/715/Default.aspx
Full Liberal Studies Program Course Equivalencies by Community College	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/CommunityCollegeStudentInformation.aspx
Penn State University Liberal Studies Program Course Equivalencies	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Documents/Liberal%20Studies%20Conversion%20Guides/PSU.pdf
Academic Passport (PASSHE transfer agreement with PA Community Colleges)	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferPolicies.aspx
Transfer Student - Transparency and Accountability	http://administration.sru.edu/publicrelations/accountability/accountabilityreport.htm?pageref=transfer
Samples of Transfer Student Marketing	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferSuccessStories.aspx
Graduation Requirements	http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/GradRequirements.aspx

Appendix S: Campus Map

1. Center for Lifelong and Community Learning
2. Counseling Training Facility
3. McKay Education Building
4. Hickory Corner Schoolhouse
5. Drs. Paul and Carolyn Carruth Rizza Hall
6. Stanley B. Kraus Hall
7. Rock Catholic Center
8. Miller Auditorium
9. Old Main
10. Russell Wright Alumni House
11. Pearl K. Stoner Instructional Complex (West Gym)
12. Pearl K. Stoner Instructional Complex (East Gym)
13. Robert A. Lowry Center
14. Maltby Center (Financial Aid, Martha Gault Art Gallery)
15. North Hall* Welcome Center (Admissions)
16. President's Residence
17. Art Metals Building

18. Art Sculpture Building
19. Rhoads Hall*(McLachlan Student Health Center and Student Counseling Center)
20. Art Building
21. Weisenfluh Dining Hall
22. Strain Behavioral Science Building
23. Wally Rose Field
24. Patterson Hall
25. Jack Dinger Special Education Building
26. Art Ceramics Building
27. Maintenance Center
28. Morrow Field House
29. Old Thompson Field
30. University Police
31. Stores Building 1
32. Vincent Science Center
33. School of Physical Therapy Building
34. Spotts World Culture Building
35. Art Fibers Building
36. Gazebo

37. Advanced Technology and Science Hall
38. Boozel Dining Hall
39. Bailey Library
40. Eisenberg Classroom Building
41. Resident Suites*
    A. Building A*
    B. Building B*
    C. Robert J. Watson Hall*
    D. Building D*
    E. Building E*
    F. Building F*
42. University Union
43. Swope Music Hall
44. Knierim Leadership Institute, Reach Program
45. Leadership Development Center
46. Ski Lodge
47. ROCK Apartments
48. Jim Egli Soccer Field
49. Robert N. Aebersold Student Rec Center

50. N. Kerr Thompson Stadium
51. Blase Scarnati Band Field
52. Bob DiSpirito Field
53. Jerry Bejbl Weight Training Facility
54. Jack Critchfield Park
55. James P. McFarland Recreational Sports Center
56. Gail Rose Lodge
57. Field Hockey and Lacrosse Center
58. William Lennox Track
59. SRU Alumni Pavilion
60. Pat Zimmerman Hockey Field
61. Tennis Courts
62. Robert A. Macoskey Center for Sustainable Systems Education and Research
63. Women's Soccer/Softball Facility
64. Softball Field
65. Storm Harbor Equestrian Center

* Residence Hall

10-10

Appendix T: Comprehensive Institutional Assessment Plan

SRU Comprehensive Institutional Assessment Plan

Overall Guidelines

The university seeks to encourage and ensure institutional effectiveness and renewal through a commitment to assessing student learning, to fulfilling our overall educational mission, and to planning processes and resource allocation that will support the mission. To that end, the university has adopted a comprehensive plan for integrating assessment into the structural and procedural fabric of the university.

- All divisions and departments of the university conduct assessment of the effectiveness with which they carry out their specific tasks and responsibilities.
- These assessments seek to link specific programmatic goals and objectives to the institution's overall mission.
- All divisions and departments are responsible for the development and modification of goals and objectives that define their activities, for the development and modification of various instruments for assessing the success of those activities, and for the process by which the information yielded by the instruments is translated into actions intended to improve effectiveness, foster renewal and create innovation.
- All divisions and departments adhere to timetables for performing their particular assessment activities. These timetables take into consideration the appropriate sequencing of assessment activities and are realistic regarding the extent of the activities that can be completed within a given time frame.
- Each division and department is acutely aware of the interdependence that characterizes the institutional enterprise. For example, the individual or office that budgets and allocates resources for departments within a division knows that the decisions made will directly impact efforts by departments to assess and increase the effectiveness of their activities. At the same time, it is the departments' informed assessment of their activities that allow the individuals and offices to plan and budget most effectively.

Assessments of Student Learning

All programs that exist to impart academic learning, including the university's liberal studies (general education) program and interdisciplinary programs such as the Honors program, Gerontology, and Women's Studies, assess the effectiveness of their programs through the following actions:

- Departments, the Liberal Studies Program Committee (LSPC), and interdisciplinary program committees articulate program goals that are clearly linked to the university-wide outcomes for student learning, and to course objectives that directly support those goals; *Standard 11-C*
- Departments, the LSPC and interdisciplinary program committees adopt instruments developed by the departments teaching specific courses for assessing student learning within each program; the LSPC requires and must approve assessment instruments for all courses within the program.
- Departments develop processes by which information obtained from the assessment instruments is applied to instruction and course offerings in ways intended to enhance student learning. With the exception of Liberal Studies and interdisciplinary programs, the academic departments have primary responsibility for assessing all degree, certificate, and minor programs they offer.

Since the mid-1990s specific colleges and departments have made considerable strides in carrying out the steps described above, although there are variances when it comes to full implementation of all three.   The university's Assessment Core Committee is responsible for compiling data regarding program goals, course objectives, assessment instruments and processes for enhancing student learning that faculty implement. All academic programs must have goals and course objectives in place, as well as timetables for continuously carrying out the steps involved in conducting program assessment.

In general, oversight of the assessment activities within a particular college is the responsibility of the dean of that college. Department chairs and program directors submit a report of their programs' assessment activities to their dean and the Assessment Core Committee at the end of each academic year. These succinct reports are designed so that a history of assessment activities within a department or program can be easily reviewed. Each summer, the Deans meet with their department chairs and program directors to review their report of "assessment progress" for the past academic year, including curricular changes, and to plan assessment activities for the coming year. To avoid duplication of effort, assessment activities are closely coordinated with planned program reviews and visitations from accreditation teams. In addition, the Deans will incorporate the assessment results and activities of their departments and programs into their yearly budget meetings with the Provost (Vice President for Academic Affairs).

Academic Program Assessment Cycle:
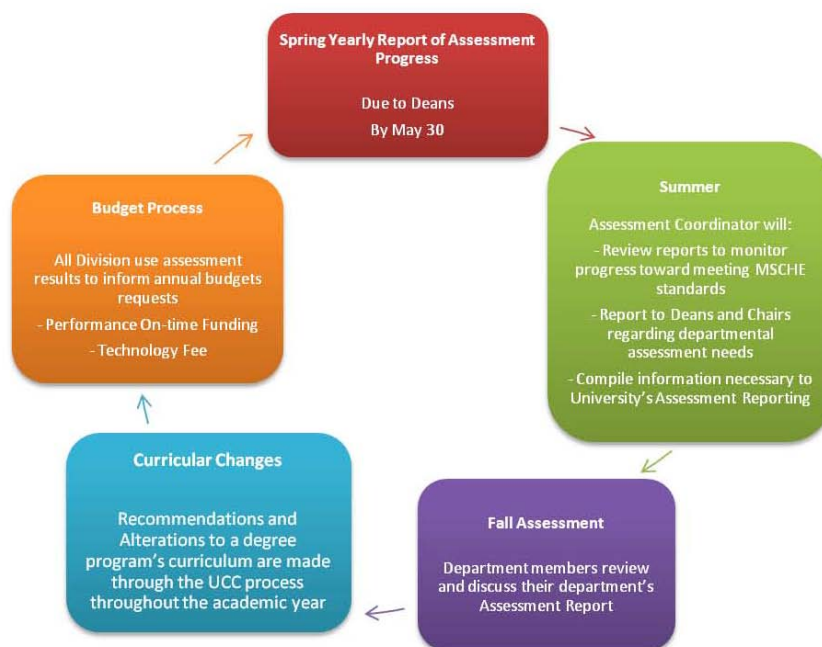
The LSPC is responsible for assessment of student learning within the university's general education component. The committee sets goals for the blocks of courses within the program: these goals are directly related to the university-wide learning outcomes, and determine the courses that are appropriate for each block. Assessment of student learning within the program's individual courses is the responsibility of the department offering the course. Each department offering a course within the program develops objectives for the course that reflect the goals of the block in which the course is offered, and the university-wide learning outcomes. The departments also develop the instruments for assessing student learning within their offered courses, and adhere to a timetable for processing information obtained from the instruments and for implementing changes within their general education courses. The Provost and Vice President for Academic Affairs meets four times a year with the chair of the LSPC and the Dean of the College of Humanities, Fine and Performing Arts. The Dean of the College of Humanities, Fine and Performing Arts will attend the Liberal Studies Committee meetings. At the end of each academic year the Provost, Dean and Liberal Studies chair meet to review the general education assessment activities for the completed year and to plan activities for the coming year.

Assessments of Non-Academic Divisions

All non-academic divisions/offices of the University, such as Enrollment Services, Advancement, Finance and Administration, Student Life, Administrative Information Technology Services, Public Relations, Institutional Research, Library, Center for Excellence in Teaching and Educational Technology, etc, conduct ongoing assessment of their activities, with yearly oversight by the relevant vice-president or director. These assessments follow a similar but not duplicate pattern as those of student learning within academic affairs. (Many programs of the Division of Student Life are directly related to student learning, and should be assessed in a way that subsumes their goals to the university-wide student learning outcomes.)

- Divisions develop ongoing goals relevant to their mission and yearly objectives designed to address those goals. These goals and objectives are consciously related to university goals.

- Divisions will use appropriate instruments to assess how effectively goals and objectives are being met.

- Divisions must articulate processes for using information from the instruments to strengthen, modify, or supplement their activities. These assessments are conducted following a timetable that reflects the extent of assessment activity that a division can reasonably be expected to carry out within a given period of time, such as an academic year.

- All divisions use assessment results to inform annual budget requests.

The university has determined that all divisions will have continuous, planned assessment of the effectiveness of activities in non-academic divisions. All divisions will have ongoing goals and yearly objectives in place, as well as timetables for continuously carrying out assessments of their activities, by June 30 of each year. A networked site will make results of assessments conducted by mandate of the State System of Higher Education, and by all non-academic divisions, accessible to the university community.

The Role of Senior Administrators in Institutional Assessment

The university's president and the vice-presidents of the various divisions (Academic Affairs, Student Life, Finance and Administrative Affairs, Advancement) are primarily responsible for institutional planning and resource allocation. That responsibility makes those persons both key supporters of institutional assessment and key consumers of the information generated by assessment activity. The vice-presidents allocate resources adequate to carrying out the assessment activities described in this plan. For example, since the Assessment Core Committee is responsible for monitoring assessment of student learning, and for assisting departments and programs in carrying out such assessments, the Provost and Vice-President for Academic Affairs ensures that the committee has the resources, such as clerical assistance, necessary to carry out such monitoring and assisting. Moreover, senior administrators employ the results of institutional assessment to determine how effectively the university is fulfilling its mission. This analytical role carries with it the burden of planning and budgeting in such a way as to continuously strengthen the institution's primary educational mission.

Senior administrators are responsible for creating a climate in which institutional assessment is nurtured, supported, encouraged and recognized. Programs guided by assessment activities are supported in their efforts to modify and improve their offerings, and individuals who excel in this process receive recognition and advancement.

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[1]A Note on Terminology

Generally, in assessment literature, an *Outcome* can be defined in this way:
An *Outcome* is a desired trait students will learn through their educational experience.
But in non-academic assessment a definition of an *Outcome* may be altered to read:
An *Outcome* is a desired result of the activity performed by a particular office or division.

Some assessment practitioners have applied the first definition to various levels of an academic structure. For instance, at Alverno College in Milwaukee, a school known for decades for its approach to student learning assessment, practitioners will identify *Degree Outcomes* similar to Slippery Rock's *University-Wide Outcomes*, such as Communication or Global Awareness, but will also identify *Major Outcomes* and *Course Outcomes.*

The terms used in this plan are meant to reflect recent common usage among many assessment practitioners at Slippery Rock University. However, others may be confused by these usages, particularly of the words *Outcomes, Goals, Objectives,* and *Assessment Instruments.* Usage of these terms at Slippery Rock are linked to two circumstances: 1) that the term *Outcomes* has commonly been used in the context of student learning assessment and not as frequently in such contexts as institutional assessment and planning; and 2) that these terms have been applied in ways that suggest a level of abstraction or specificity, hence the usages—*University-Wide Outcomes, Program Goals,* and *Course Objectives* or *Yearly Objectives*.

For the purposes of this plan, the following stipulative definitions of the above-mentioned terms are operative:

An *Outcome* **i**s a generally expressed trait or result obtained through the efforts of a particular group within the university such as students, faculty, residence hall coordinators, and so on. Information Literacy or Diversity may be desired *outcomes.*

A *Goal* is a more specifically expressed set of abilities or consequences sought by a particular academic program, department, office, or division within the university. The Arts block within the Liberal Studies program or the major in Exercise Science may have a particular set of learning *goals*, while the Office of Students with Disabilities may identify a particular *goal* it hopes will occur because of its activities.

An *Objective* is still more specific and may identify particular desired results of an academic course or a set of activities carried out within a set time frame by a university office or division. A course within the Liberal Studies Arts block will have *objectives* that will contribute to or reflect the more general *goals* identified for that block. An office within the Student Life division may develop a set of activities over the course of a year intended to yield a particular set of results or *objectives.*

An *Assessment Instrument* is a process or activity producing observable evidence that will allow evaluation of whether an *outcome, goal,* or *objective* has been met. For assessment of student learning a sample of student writing, a portfolio, an examination, a survey of alumni, or even an advisory board might serve as an *instrument* for assessing the effectiveness of a program or a course or some other educational activity.

Universities, by definition, are made up of multiple entities performing disparate tasks. These entities commonly form specific learning or activity communities. Within these communities, people develop

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idiosyncratic uses of language, and terms take on meaning peculiar to a community. It is less important that everyone at Slippery Rock use terms relevant to assessment in completely uniform ways than it is that individuals working together to do assessment understand each other, no matter what terms are used in what manner.

Approved by Cabinet June 8, 2009
Updated by the Institutional Assessment Task Force October 7, 2009

Appendix U: SRU Budget Process and Timeline

SRU Mission

The fundamental mission of Slippery Rock University is to provide high quality undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally-related economic, health, environmental, social, cultural, and recreational needs of the region served by the university. In accomplishing these missions, Slippery Rock University primarily focuses its efforts on the academic areas of: the arts and sciences, business, communication, computer and information sciences, environmental sciences and studies, health and human services, and teacher education.

Slippery Rock University Budget Process Overview

Slippery Rock University will use a budget hearing process to provide the critical tie between strategic planning and budgeting. Goals, initiatives, and action plans will be included with the budget process.

1 - Slippery Rock University Strategic Planning

> Produces the University Vision, Goals & Initiatives

2 - Deans/Managers/Vice Presidents

> Will develop DIVISIONAL Goals & Initiatives which tie-in to identified University Goals and Performance Indicators as identified and share the results with each budget unit in their respective division.

3 - Budget Units (Department Chair / Organization Supervisor)

> Will develop DEPARTMENTAL Goals & Initiatives which tie in to the DIVISIONAL Goals & Initiatives which will be used as input to the Phase-1 hearings. Department goals should be traceable to the university's strategic plan and based on annual department/program student learning assessments.

4 - Divisional Hearings

> Deans/Managers with their respective Vice Presidents will meet with each budget unit to discuss the DEPARTMENTAL Goals & Initiatives request.

5 - Deans/Managers with their respective Vice President

> Deans/Managers will assemble a summary request of all budget units. The same budget unit forms will be used to bring Divisional requests to the University hearings.

6 - Vice President - Hearings

> Consist of a dialogue between the VPs/Deans/Managers and the University Budget Committee that identifies institutional priorities; clarifies the goals and initiatives and refines the recommendations that will be forwarded to the President.

University Budget Process Time Line

When	Who	What
February	Vice Presidents	Begin process by distributing University budget request forms, reports, and instructions to departments.
Month of February/ Beginning of March	Department Heads / Cost Center Supervisors	Develop department initiatives, action steps, performance indicators, and funding request forms.
Month of March	Department Heads / Cost Center Supervisors	Present the department plans to Vice President, Dean, Manager to clarify the department goals and objectives as they relate to funding priorities.
Month of April	VPs	Continue divisional meetings, prioritize and summarize Division budget requests
May 1	VPs,Deans, Managers	Submit departmental forms to the University Budget Hearing Committee with priority funding recommendations from the Dean/Manager.
Beginning of May	VPs,Deans, Managers	Present departmental plans with priority funding recommendations to the University Budget Hearing Committee
May 15	University Budget Committee	Reviews budget hearings. Makes recommendations to President.
June 1	President	Reviews recommendations of University Budget Hearing Committee. Approves funding plan.
June 15	Budget Office	Prepares final funding plan.

Appendix V: Liberal Studies Assessment Plan

The aim of the Liberal Studies Program is to enable students to intelligently address important personal, social, and global issues from multiple perspectives.

All Liberal Studies goal courses must include a statement in the syllabus and course outline which explains how the course fits within the appropriate Liberal Studies goal area. *Standard 11-L*
All Liberal Studies goal courses must include an assessment plan that:

a) Identifies the student learning outcomes designated <u>below</u> by the Liberal Studies Program Committee (LSPC) within the relevant Liberal Studies goal area.
b) Identifies a means and standard by which to assess if the outcomes have been successfully met.*
c) Will make assessment results available for review according to the timetable prepared by the LSPC.
d) Will provide, along with results, an action plan, if necessary, to modify the course to better produce student outcomes.

*A single course assessment plan agreed to by all faculty who teach the course is preferred; however, if not all faculty members agree upon the same plan, individual faculty members may also submit their particular assessment plan and selected criteria.

Six Critical Goal Areas
Six blocks of courses reflect the Liberal Studies Program's six critical goals, broadly representing contemporary domains of intellectual inquiry. These goals are directly related to the Slippery Rock University's Outcomes for Student Learning and Development. Two university outcomes, *Communication* and *Critical Thinking*, will be developed in all Liberal Studies courses.

Basic Requirements
Intellectual curiosity, critical thinking, and communication provide the foundation upon which a student's education is built. The hallmark of an educated person is the ability to locate, evaluate, organize, and present information, using the appropriate technology. In addition to fundamental skills, it is also important to appreciate the aesthetic value of language (oral and written) through analysis, interpretation, and discussion.

For courses to be included in the Basic Requirements block, the syllabi must incorporate evidence of a focus on the student outcomes listed below, which connect the course to the following university outcomes: *Communication*, *Critical Thinking and Problem Solving*, and *Personal Development*.

The student will:

___Locate, evaluate, and organize information.
___Present information in oral or written formats.
___Conduct independent research on a topic of the student's choosing.
___ Analyze, interpret, and develop an aesthetic understanding of literature.

The Arts
Artists, through a creative process, express and/or challenge human values within a social and historic context. An understanding of one's own and other cultures can be explored through interaction with artists, works of art, and their respective creative processes. Goal and enrichment courses in the Liberal Studies Program Arts Block will provide students with an appreciation of the creative processes, as well as the ability to analyze, interpret, and enjoy the creation, performance, and exhibition of works of art.

For courses to be included in the Arts block, the syllabi must incorporate evidence of a focus on the student

outcomes listed below, which connect the course to the following university outcomes: *Aesthetic Perception and Ability*, *Communication*, *Critical Thinking and Problem Solving*, and *Personal Development*.

The student will:

___ Identify the genres, periods, media, and styles of music, dance, theatre, literature, and the visual arts.

___ Be able to draw interpretive conclusions about the creative processes and artistic media used by artists.

___ Critically analyze works of art and the contexts in which they were produced.

Global Community
Students will gain knowledge and understanding of and respect for the historical and contemporary interconnections evolving among peoples, cultures, societies, and the environment in our national and global communities. Understanding global interdependence requires critical thinking, an expanded appreciation of diverse cultures, and a sense of civic responsibility in local, national, and international contexts. Students will develop an awareness of the values and forces that have shaped our national experience within the global context.

For courses to be included in the Global Community block, the syllabi must incorporate evidence of a focus on the student outcomes listed below, which connect the course to the following university outcomes: *Global Interdependence, Communication*, *Critical Thinking and Problem Solving, Values and Ethics,* and *Social Awareness and Civic Responsibility*.

The student will:
Non-U.S. Courses

___ Describe how values, attitudes, and beliefs affect the ability of people to relate to that which is different.
___ Evaluate general theories, models, arguments, or perspectives that explain the contemporary or historical relationships among social, political, economic, or environmental systems.
___ Communicate an understanding of how language or culture affects one's perception of the world.

The student will:
U.S. Courses

___ Explain the relationships between the major actors and institutions in the American and global political and economic systems.
___Explain the core values of American society, how these have arisen, and how they influence beliefs and behavior.

Human Institutions and Interpersonal Relationships
Human relationships and behavior are the basis of social, economic, and political institutions. Students will examine and critically assess individual and societal values, social issues, and interpersonal relationships. This examination and assessment will result in students understanding their own role in maintaining and improving human life through developing strategies for cooperation and collaboration in globally diverse environments.

For courses to be included in the Human Institutions and Interpersonal Relationships block, the syllabi must incorporate evidence of a focus on the student outcomes listed below, which connect the course to the following university outcomes: *Social Awareness and Civic Responsibility*, *Values and Ethics*, *Personal Development*, *Communication*, and *Critical Thinking and Problem Solving.*

The student will:

____ Identify and evaluate issues and problems within human institutions and interpersonal relationships using ethical criteria.

____ Demonstrate how ethical criteria can be used to foster cooperation and promote respect for diversity.

____ Evaluate social, emotional, cognitive, and/or biological aspects of personal development within human institutions and interpersonal relationships and explain how these affect human beliefs and behavior in everyday life.

____ Analyze and evaluate how globally diverse contexts affect beliefs and behaviors of individuals, groups, organizations, and human institutions and how these contexts influence civic engagement.

Science, Technology, and Mathematics

Through the study of science and mathematics students not only master specific disciplinary content, but also understand the modes of thought, reasoning, and methods of inquiry of the scientist and mathematician. Rigorous, disciplined inquiry enables students to utilize scientific facts, mathematical principles, and the scientific method to analyze issues and problems of the world.

Courses in the Science, Technology, and Mathematics block must be from disciplines recognized by the National Science Foundation's Science, Technology, Engineering, and Mathematics (STEM) program. For a list of Slippery Rock University departments in the STEM program check the STEM Classifications document on the Liberal Studies folder on the I-Drive. If a course comes from a department outside the STEM program, the department must explain how the course meets the student outcomes relevant to the Science, Technology, and Mathematics block.

For courses to be included in the Science, Technology, and Mathematics block, the syllabi must incorporate evidence of a focus on the student outcomes listed below, which connect the course to the following university outcomes: *Critical Thinking and Problem Solving* and *Communication*.

The student will:

_____ Demonstrate basic knowledge of facts, terms, concepts, and theories central to STEM programs.

_____ Develop skill in using materials, techniques, tools, and technology central to STEM programs.

_____ Demonstrate synthesis and integration of information and ideas.

_____ Analyze and interpret experimental data and results effectively.

Challenges of the Modern Age

In a rapidly changing world that demands making difficult decisions, students must have the ability to weigh alternatives and make thoughtful choices.

For courses to be included in the Challenges of the Modern Age block, the syllabi must incorporate evidence of a focus on the student outcomes listed below, which connect the course to the following university outcomes: *Communication*, *Critical Thinking and Problem Solving, and Values and Ethics*.

The student will:

_____ Analyze a contemporary challenge from an ethical perspective.

_____ Evaluate problems using multiple viewpoints.

_____ Locate, synthesize, and evaluate information to make thoughtful decisions.

Slippery Rock University
**Liberal Studies Program Course Assessment Plan**

Department:	Course Name:
Course Number:	Liberal Studies Goal Area:

Mark one: _____Yes, we plan to continue offering this course in Liberal Studies and have drafted the following assessment plan. _____No, we no longer plan to offer this course for Liberal Studies credit and will be filling out the attached "Deletion of Liberal Studies Designation" form and signature page and moving the request through the curricular committees.
How often is the course offered?
Copy below the language required in the syllabus and course outline which explains how the course fits within the appropriate Liberal Studies goal area.

In the forms that follow, write the specific student outcome within the appropriate goal area and describe the course assessment instrument you plan to use in your course.

Required Student Learning Outcome from the appropriate Liberal Studies goal area:
Course Assessment Instrument. Describe which method (survey, portfolio, rubric, etc.) you or your department will use to assess the student outcome listed above:
Required Student Learning Outcome from the appropriate Liberal Studies goal area:

Appendix W: Slippery Rock University
Undergraduate and Graduate Online Catalogs: http://catalog.sru.edu/index.php
(undergraduate) and http://catalog.sru.edu/index.php?catoid=21 (graduate). The undergraduate and
graduate catalogs provide information about academic programs, policies and life; admission to the
university; course descriptions; faculty and administration; financial aid and tuition policies; student life; and
general information about the university. The online catalogs are archived on CDs. *Standard 9-F, Standard
11-J, 13-T, Standard*
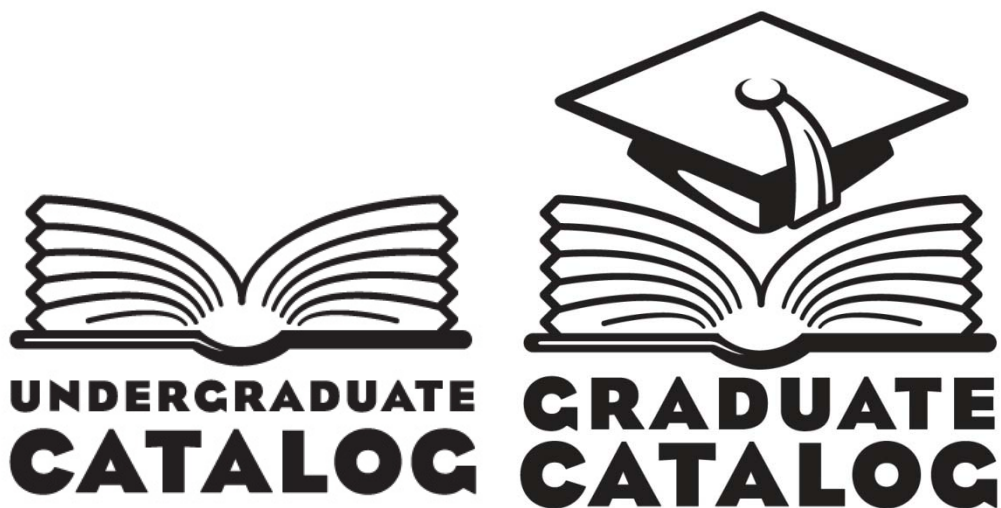
**Undergraduate and Graduate Academic Catalogs CDs are included in this packet. The online versions are the most
current.**

Majors and Minors comprehensive website that provides curriculum guides for
students: http://www.sru.edu/academics/Pages/MajorsandMinors.aspx

 "Green and White" Student Online Handbook

http://www.sru.edu/administration/academicaffairs/Documents/greenandwhite[1].pdf

Student Consumer Information:
http://www.sru.edu/academics/enrollment/Pages/StudentConsumerInfo.aspx

Appendix X: SRU/PASSHE Performance Indicators September 2010

		Table 3-5: Summary of Performance Results (September 2010)					
	Accountability Measures			**Current Year Actual**	**Performance Evaluation**		
University	**#**	**Measure**	**Sub-Measure**		**Baseline/ Target**	**Benchmark**	**System Performance**
SRU	1	Degrees Awarded	Number - Bachelor's	1,547	Met		
SRU	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	21.65%	Met	Met	Met
SRU	1	Degrees Awarded	Number - Masters	248	Met		
SRU	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	44.21%	Not Met	Not Met	Not Met
SRU	1	Degrees Awarded	Number - Doctoral/First Professional	46	Met		
SRU	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	8.20%	Met		Met
SRU	2	Second Year Persistence	Students Persisting - Overall	1235	Met		
SRU	2	Second Year Persistence	Retention Rate - Overall	80.61%	Met	Exceeded	Met
SRU	2	Second Year Persistence	Students Persisting - Black	61	Not Met		
SRU	2	Second Year Persistence	Retention Rate - Black	75.31%	Met	Met	Met
SRU	2	Second Year Persistence	Students Persisting - Hispanic	15	Not Met		
SRU	2	Second Year Persistence	Retention Rate - Hispanic	68.18%	Met	Not Met	Met
SRU	3	Accreditation	Percent of Eligible Programs that are Accredited	84.00%		Met	Not Met
SRU	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	556	Met		
SRU	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	38.16%	Met	Exceeded	Exceeded
SRU	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	25	Exceeded		
SRU	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	32.05%	Exceeded	Exceeded	Exceeded
SRU	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	4	Exceeded		
SRU	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	26.67%	Met	Exceeded	Met
SRU	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	845	Met		

SRU	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	57.68%	Met	Exceeded	Exceeded
SRU	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	45	Exceeded		
SRU	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	52.33%	Exceeded	Exceeded	Met
SRU	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	7	Met		
SRU	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	50.00%	Met	Met	Met
SRU	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	612.60	Met	Met	Exceeded
SRU	6	Distance Education	Number of Enrollments in Distance Education Courses	5740	Met		
SRU	6	Distance Education	Percent of Enrollments in Distance Education Courses	6.06%	Met	Not Met	Exceeded
SRU	7	PRAXIS Aggregate Passing Rate	Pass Rate	97.43%	Met	Met	Not Met
SRU	8	Internships	Number of Enrollments in Internship Courses	2189	Met		
SRU	8	Internships	Percent of Enrollments in Internship Courses	2.31%	Met	Not Met	Not Met
SRU	9	New Pennsylvania Community College Transfers	Number of New Community College Students	345	Met		
SRU	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	14.41%	Met	Exceeded	Exceeded
SRU	10	Diversity of Entering Class	Number of New Black Students	97	Met		
SRU	10	Diversity of Entering Class	Percent of New Students who are Black	6.33%	Met	Not Met	Not Met
SRU	10	Diversity of Entering Class	Number of New Hispanic Students	24	Met		
SRU	10	Diversity of Entering Class	Percent of New Students who are Hispanic	1.57%	Met	Not Met	Not Met
SRU	11	Enrollment Diversity	Number of Black Students	422	Met		
SRU	11	Enrollment Diversity	Percent of Students who are Black	4.88%	Met	Not Met	Not Met
SRU	11	Enrollment Diversity	Number of Hispanic Students	102	Met		
SRU	11	Enrollment Diversity	Percent of Students who are Hispanic	1.18%	Met	Not Met	Not Met
SRU	12	Employee Diversity	Number of Female Executives	17	Met		
SRU	12	Employee Diversity	Percent of Executives who are Female	41.46%	Met	Not Met	Met

SRU	12	Employee Diversity	Number of Minority Executives	2	Met		
SRU	12	Employee Diversity	Percent of Executives who are Minority	4.88%	Met	Not Met	Not Met
SRU	12	Employee Diversity	Number of Female Faculty	167	Met		
SRU	12	Employee Diversity	Percent of Faculty who are Female	48.13%	Met	Exceeded	Met
SRU	12	Employee Diversity	Number of Minority Faculty	68	Met		
SRU	12	Employee Diversity	Percent of Faculty who are Minority	19.60%	Met	Exceeded	Exceeded
SRU	12	Employee Diversity	Number of Female Professional Non-faculty	82	Met		
SRU	12	Employee Diversity	Percent of Professional Non-faculty who are Female	51.25%	Met	Not Met	Met
SRU	12	Employee Diversity	Number of Minority Professional Non-faculty	16	Met		
SRU	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	10.00%	Met	Met	Not Met
SRU	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	6	Met		
SRU	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	17.65%	Met	Exceeded	Exceeded
SRU	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	-22.17%	Not Met	Not Met	Not Met
SRU	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	$1,335,876	Not Met		
SRU	15	Private Support	Endowment - Market Value	$16,360,398	Met		
SRU	15	Private Support	Endowment - Rate of Change in Market Value	-17.56%	Met	Not Met	Not Met
SRU	16	Instructional Cost	Undergraduate Cost per FTE Student	$4,783		Met	
SRU	16	Instructional Cost	Lower Division Cost per FTE Student	$4,261	Met		Exceeded
SRU	16	Instructional Cost	Upper Division Cost per FTE Student	$5,626	Met		Met
SRU	16	Instructional Cost	Masters Cost per FTE Student	$6,525	Exceeded	Met	Exceeded
SRU	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	$4,411	Met		
SRU	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	301	Exceeded		
SRU	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	91.77%	Met	Met	Met

Appendix Y: Library Budget

Trend of Initial Library Budget for Fiscal Years 2005-2011

	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011
Fund 1000 - Student Wage (Initial)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fund 1000 - Non-Personnel (Initial)	$ 6,336	$ 6,336	$ 6,336	$ 6,786	$ 7,686	$ 7,686	$ 5,886
Fund 1000 - Total Initial Budget	**$ 6,336**	**$ 6,336**	**$ 6,336**	**$ 6,786**	**$ 7,686**	**$ 7,686**	**$ 5,886**
Fund 1924 - Student Wage (Initial)	$ 150,000	$ 150,000	$ 179,126	$ 211,165	$ 211,165	$ 214,121	$ 214,121
Fund 1924 - Non-Personnel (Initial)	$ 604,000	$ 604,000	$ 604,000	$ 604,000	$ 604,000	$ 604,000	$ 604,000
Fund 1924 - Total Initial Budget	**$ 754,000**	**$ 754,000**	**$ 783,126**	**$ 815,165**	**$ 815,165**	**$ 818,121**	**$ 818,121**
Fund 1925 - Student Wage (Initial)	$ -	$ -	$ -	$ -	$ 12,000	$ 45,324	$ -
Fund 1925 - Non-Personnel (Initial)	$ 10,499	$ 61,000	$ 94,576	$ 119,500	$ 141,000	$ 67,113	$ -
Fund 1925 - Total Initial Budget	**$ 10,499**	**$ 61,000**	**$ 94,576**	**$ 119,500**	**$ 153,000**	**$ 112,437**	**$ -**
All Funds - Total Initial Budget	**$ 770,835**	**$ 821,336**	**$ 884,038**	**$ 941,451**	**$ 975,851**	**$ 938,244**	**$ 824,007**
Performance Funding	$ -	$ 194,536	$ 272,577	$ 247,897	$ 228,297	$ 205,463	$ 205,467
KLN and EBSCO Expenses	$ -	$ -	$ 123,411	$ 154,559	$ 220,697	$ 223,989	$ 230,000
TOTAL	**$ 770,835**	**$ 1,015,872**	**$ 1,280,026**	**$ 1,343,907**	**$ 1,424,845**	**$ 1,367,696**	**$ 1,259,474**

Appendix Z: Financial Statements and Management Letters for 2009 and 2010, Institutional Profile are provided as a separate attachment to the report. *Standard 3-I*

Links to APSCUF, AFSCME and SCUPA contracts- also linked to the SRU Main website:

APSCUF: http://www.apscuf.com/

AFSCME: http://www.passhe.edu/inside/hr/labor/unions/Pages/AFSCME.aspx

SCUPA: http://www.passhe.edu/inside/hr/labor/unions/Pages/SCUPA.aspx

Paper copies of the contracts are included in the self-study packet.

Standard 10-N

Exhibits (Slippery Rock University's Document room)

1.   Foundations of Excellence (FOE) Assessment

2.   Collegiate Learning Assessment (CLA)

3.   Alumni Survey

4.   National Survey for Student Engagement (NSSE)

5.   Assessment Degree Coherence Matrices for Academic Affairs and Student Life

6.   Facilities Master Plan

7.   Strategic Enrollment Management (SEM) Plan

8.   PASSHE Leading the Way

9.   Narrative Assessment Statement (NAS)

10.   PASSHE Performance Indicators (Current/New)

11.   SRU Strategic Plans and PASSHE Strategic Initiatives

12.   Institutional Assessment Form

13.   [Academic Records](#) Website/Materials

14.   Money Savings Suggestions to the President

15.   Capital Campaign

16.   Regional Learning Alliance Mission and Brochures

17.   Slippery Rock Technology Park

18.   Copyright Policy

19.   Course Syllabi Examples

20.   Alumni Survey for Liberal Studies

21.   Five-Year Budget Projection 2010 to 2015

22.   MSCHE Self-Study Process and Supporting Document

23.   Educational Benchmarking, Inc (EBI)

24.   Center for Student Involvement and Leadership Program Outcomes

25.   MAP-Works

26.   Institutional Assessment Division Reports

27.   SRU Policy and Procedures for Probationary Faculty Annual Performance Review

28.   SRU Policy and Procedures for Faculty Promotion in Rank

29.   SRU Faculty Application for Sabbatical Leave of Absence

30.   Women in Athletics

31.   Storm Harbor Equestrian Center

32.   Program Review Process and Procedures

33.   McKeever Environmental Center

34.   Executive Leadership Program

35.   Institute for Learning In Retirement

36.   Future Watch

37.   SRU Publications and Public Relations Guidelines

38.   Department Mission Statements

39.   Capstone Projects

40.   FYRST Seminar Survey (FYI)

41.   Management Appraisals Instrument

42.   Student Consumer Information

43.   Experiential Learning (internships, military, service learning, or other life experience) guidelines

44.   Orientation Materials

45.   Center for Student Involvement and Leadership Program Outcomes and Activities

46.   Center for Opinion Research at Franklin Marshall College Survey Results

Website References:

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http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferAdmissionsHome.aspx

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Slippery Rock University MSCHE Self-Study Committee and Assigned Standards

Co-Chairs:　　　Dr. Cornelius Cosgrove and Ms. Cynthia A. Dillon

Group A: Standard 1, Mission and Goals and Standard 7, Institutional Assessment
Chair: Ms. Jane Smith, Assistant Professor, Library
Assistant to the Chair: Ms. Holly McCoy, Assistant Vice President, Diversity and Social Equity

Group B: Standard 2, Planning, Resource Allocation, and Institutional Renewal and Standard 3, Institutional Resources
Chair: Ms. Carrie Birckbichler, Director, Institutional Research
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Group C: Standard 4, Leadership and Governance and Standard 5, Administration
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Assistant to the Chair: Dr. Christine Pease-Hernandez, Faculty, Communication

Group D: Standard 6, Integrity and Standard 10, Faculty
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Assistant to the Chair: Dr. Tom Daddesio, Assistant Professor, Modern Languages and Cultures

Group E: Standard 8, Student Admissions and Retention
Chair: Dr. Amanda Yale, Associate Provost, Enrollment Services
Assistant to the Chair: Dr. Mark Shotwell, Associate Professor, Biology

Group F: Standard 9, Student Support Services and Standard 13, Related Educational Activities
Chair: Dr. Theresa Wajda, Associate Professor, School of Business
Assistant to the Chair: Dr. Chris Cole, Director of University Union

Group G: Standard 11, Educational Offerings and Standard 12, General Education
Chair: Dr. Carlis White, Assistant Professor, History
Assistant to the Chair: Dr. Eva Tsuquiashi-Daddesio, Interim Dean, College of Humanities, Fine and Performing Arts

Groups H: Standard 14, Assessment of Student Learning
Chair: Dr. Tom Flynn, Professor, Communication
Assistant to the Chair: Dr. Susan Hannam, Dean, College of Health, Environment and Science