



Slippery Rock University

Middle States Commission on Higher Education Self-Study Design

4/26/2019

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Institutional Overview

HISTORY OF THE INSTITUTION

Slippery Rock University is a public, comprehensive, moderately-selective, residential institution with an enrollment of 7538 undergraduate and 1286 graduate students. The University is comprised of four academic colleges – Business; Education; Liberal Arts; and Health, Environment, and Sciences. Located in western Pennsylvania, the 660-acre campus is in the borough of Slippery Rock in Butler County, Pennsylvania, a rural community of approximately 3,000 people approximately an hour north of Pittsburgh.

Slippery Rock University is a member of the 14-institution Pennsylvania State System of Higher Education. The University is shaped by its normal school heritage and characterized by its commitment to intellectual development, leadership, civic responsibility, and a commitment to a liberal arts education. SRU provides students with a comprehensive learning experience that intentionally combines academic instruction with enhanced educational and learning opportunities.

Slippery Rock University opened on March 26, 1889 as Slippery Rock State Normal School with the primary purpose of training teachers. In 1926, the institution was purchased by the Commonwealth, renamed Slippery Rock State Teachers College, became a four-year teachers' college, and continued the tradition of teacher training. Slippery Rock State College was established in 1960 and began awarding undergraduate and graduate degrees in the liberal arts and in the professions. Expanded curricular offerings and an increased number of degree programs created an appreciable rise in enrollment and Slippery Rock was granted university status in 1983.

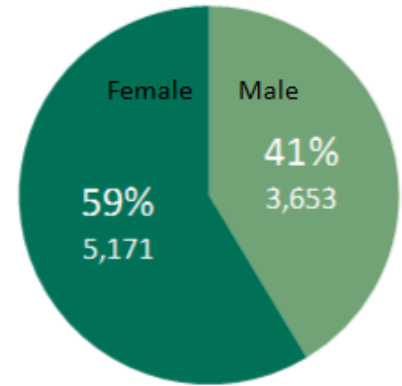
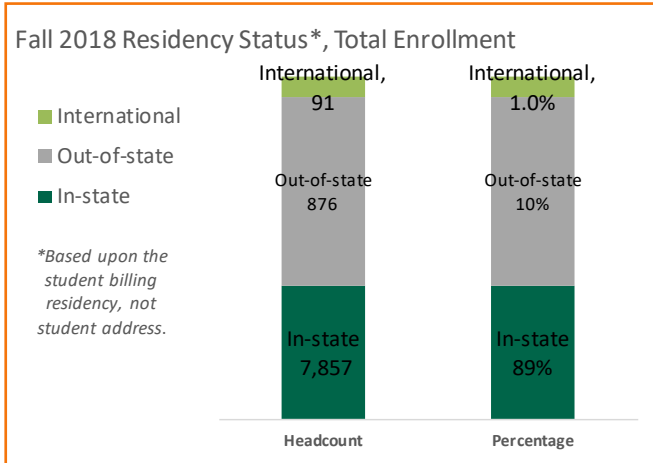
In its 130-year history, SRU has transitioned to a four-year, public, coeducational, master's level public university offering more than 101 programs leading to 68 baccalaureate, 29 master's, and 4 doctoral degrees. In addition, students can choose a variety of minors, concentrations and certificates. Certificates are also available to non-degree students seeking additional career preparation.

ADDITIONAL LOCATIONS

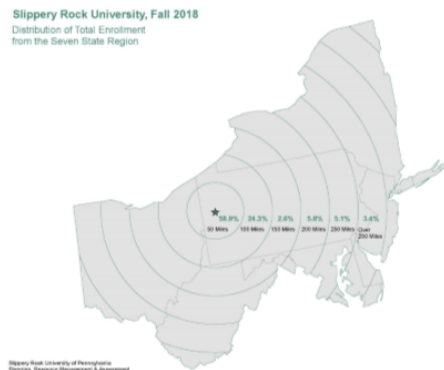
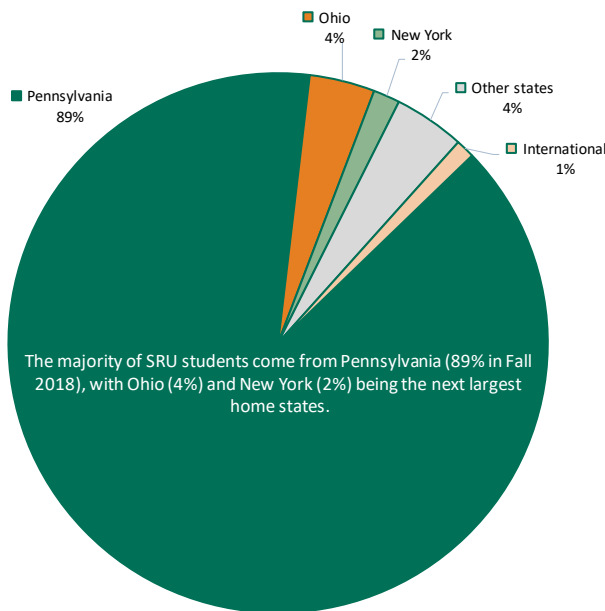
SRU has two additional locations beyond its main campus. The Regional Learning Alliance is an educational center located in Cranberry township where SRU offers a trio of graduate degree programs (MBA, education, and public health) and its doctoral degree in special education. The RLA was created to help provide western Pennsylvania businesses with workforce training facilities and remains a unique operation and the largest such cooperative in the nation. A new, second location is a health education facility located in nearby Harrisville, Pennsylvania which houses the Physician Assistant Studies and Occupational Therapy programs.

SLIPPERY ROCK STUDENTS

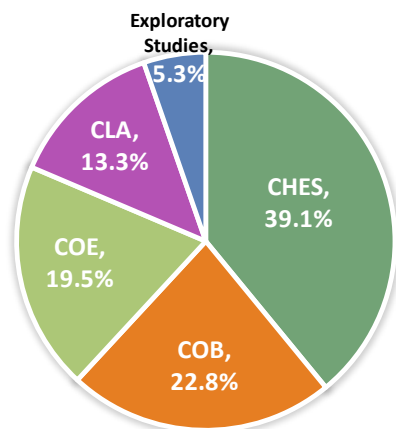
Slippery Rock University’s overall student population has grown since 2013 with the largest growth in graduate enrollment. Fall 2018 total enrollment was 8824, compared to 8347 in 2013, with 7538 undergraduate and 1286 graduate students. 89% of these students have in-state residency status and 59% are female.



93% of Slippery Rock University’s undergraduate students are traditional-age college students. The majority of undergraduate students are in-state, full-time, female and under the age of 25. The majority of graduate students are part-time and online. 90% of all students come from Pennsylvania and 85.8% come from homes within 150 miles of SRU. Nevertheless, Fall 2018 students come from 45 states and 38 foreign countries and are 12 percent non-majority.



Top Five		
PA Counties	States	Foreign Countries
Allegheny	Pennsylvania	Japan
Butler	Ohio	South Korea
Mercer	New York	Nepal
Westmoreland	Maryland	Canada
Beaver	New Jersey	China



Combined Undergraduate and Graduate Enrollment by College, Fall 2018

In Fall 2018, 39.1% of all student enrollment was represented by the College of Health, Environment and Science, which is an increase of 6.3% from 10 years prior. This is significant considering Slippery Rock University was once a teachers' college, with the majority of its enrollment being from the College of Education. Ten years ago the College of Education represented 27.9% of all enrollment but as of Fall 2018 represents 19.5%.

SRU MISSION, VISION, STRATEGIC GOALS, AND LEARNING OUTCOMES

In 2015-16, a collaborative process led to the refinement of the University's mission and to the establishment of nine strategic goals.

In 2016-2017, a joint committee of faculty and directors in co-curricular areas collaborated to draft a revised set of SRU student learning outcomes, along with a framework to help students understand how the learning outcomes fit together in their educational experience. In 2018-2019, a new set of graduate learning outcomes was approved. The undergraduate and graduate outcomes are available in Appendix II.

VISION

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

MISSION

The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services.

SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

STRATEGIC PLANNING AND INSTITUTIONAL GOALS

The following goals delineate the strategic planning focus of Slippery Rock University. As such, the administration, faculty, and staff align their objectives with these goals and use them to frame planning, budget requests, and assessment.

Goal 1: Increase enrollment while enhancing student quality and diversity.

1. Tailor data-driven recruitment, marketing, communication and financial aid/scholarship approaches to market segments (freshmen, transfers, graduates, internationals, adults).

Goal 2: Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students.

1. Be responsive to the needs of employers and the interests of students.
2. Ensure the curriculum has a meaningful liberal arts and sciences foundation.
3. Enhance the curriculum with programs and courses reflecting global trends such as demographics; resources and sustainability; science and technology; globalization; inequality; health and wellness; and security (data, cyber, national).
4. Interweave value-adding co-curricular activities with curricula.
5. Offer programs at times, in places, and using modalities accessible to target audiences.
6. Engage in accreditation, assessment and program review to improve programs.

Goal 3: Fuel learning with powerful pedagogies and transformational experiences.

1. Increase the number of students participating in courses and non-credit activity which involves study away, undergraduate scholarship, and service learning, among other things.
2. Raise the level of student engagement in learning through providing challenging courses, opportunities for peer learning, faculty-student interaction, and effective teaching practices.

Goal 4: Maintain an unwavering focus on success for all students.

1. Invest in data-driven initiatives that increase retention and graduation rates for students in general, and that distinguish the needs of different classes and special populations.

Goal 5: Provide a caring campus experience, supported by quality housing, dining, recreation, health, safety and administrative services.

1. Optimize student facilities and services, balancing quality and cost.
2. Strive for quality interactions and a supportive environment through training.

Goal 6: Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.

1. Train those involved in hiring to recruit and select desirable employees.
2. Focus on development of teaching, scholarship, and service.
3. Make SRU an attractive place to work.
4. Develop employees to help them to be more successful in their positions.

Goal 7: Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices.

1. Prioritize activities that lead to greater state appropriations, enrollment and hence tuition revenues, grants, and donations.

2. Promote continuous improvement through efficiency, effectiveness, productivity, use of available technology, and the development of technological solutions.
3. Steward our physical resources to support the mission.
4. Reduce risk to the campus community.

Goal 8: Engage alumni and friends in the life of the university.

1. Develop a greater appreciation for the transformative effects of an SRU education.
2. Increase alumni participation in the Alumni Association and campus activities.

Goal 9: Support external communities through programming and expertise.

1. Engage communities in collaborative and mutually-beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.

Implementation Strategies:

- Leverage economic, environmental, human, and intellectual resources of the university for the well-being of local, regional, national, and international communities.
- Address community defined priorities through service-learning.
- Co-create socially-useful and academically-sound knowledge that serves the common good.
- Engage students, faculty, staff, and partners to promote civil society and strengthen democratic values.

IMPORTANT CHANGES SINCE THE LAST SELF-STUDY

Slippery Rock University had its last Middle States Accreditation reaffirmation on June 23, 2011 with no findings. The subsequent 2016 Periodic Review Report was also accepted with no findings.

The sitting president during the last self-study, Dr. Robert Smith, retired in early 2012, and was replaced that summer by Dr. Cheryl Norton. In 2013, three members of the President's Cabinet retired: the Provost and Vice President for Academic Affairs, the Vice President of Finance and Administration, and the Vice President for Student Life. In 2015, the Vice President for Advancement retired.

These changes in leadership provided a unique opportunity to rethink the structure of the University including creating one division of Finance, Administrative Affairs, and Advancement Services and another which integrated Academic Affairs and Student Affairs into one new division, the Division of Academic and Student Affairs. In particular, the latter change allowed the opportunity to promote an institutional focus on student success. Three new leadership positions were established at the associate provost level. The Associate Provost for Student Success was created to integrate academic and non-academic support services to ensure student retention and graduation. The Associate Provost for Transformational Experiences position was charged with increasing the University's commitment to student leadership development, involvement, service learning, global engagement, undergraduate research and other programs that add significant value to students' traditional experiences. In 2018, the Associate Provost for Global Engagement was culled out of Transformational Experience to address the University's growing international presence. In alignment with the strategic goal to focus on success for all students, the University hired four success coaches to help students connect to its academic and social services. The coaches are proactive, and initiate contact with struggling students as well as providing services upon request.

In 2017, President Cheryl Norton retired from SRU after 5 years of service and Provost Philip Way was appointed Interim President for one year. Dr. William Behre was chosen as SRU's 17th president in 2018.

Over the past five years, the strategic plan and administrative structure of the University have been revised to support the new mission and vision. Slippery Rock continues to evolve by creating new graduate programs, online programming, off-site instruction and international partnerships. Twenty-four new academic programs have been introduced since 2013.

The University has implemented new programs and opportunities as a way to serve the needs of its changing student population and regional employers. The most recently approved programs focus on health-related degrees, security and information intelligence, and engineering, but also include the Bachelor of Fine Arts degrees in Dance and Acting, the Doctor of Education in Special Education, the Master of Public Health, the Master of Accountancy, and the Master of Social Work. A list of programs approved since 2013 is in Appendix III.

SRU opened a new location in 2017 in Harrisville, Pennsylvania, about six miles from campus. The University planned for this site to be a health sciences center, and it currently houses the Physician Assistant Studies and Occupational Therapy programs. To create this center, the University renovated an empty school building in Harrisville, which strengthened community ties, provided new revenue for the town and the University, and allowed the development of a needed facility within the parameters of State System restrictions.

Based in part on past Middle States feedback, the general education curriculum, (currently known as the Liberal Studies Program) is undergoing significant revision and has been renamed the Rock Integrated Studies Program (RISP). This revision process began in 2017, with the first phase of the revision implemented for incoming freshmen in Fall 2018. SRU is expecting to make a full transition to the new program in Fall 2019. This revision process has brought about significant changes to the structure and content of the general education program while maintaining an unwavering focus on goals which enable students to develop their intellectual abilities, develop skills in oral and written communication, critical thinking and quantitative reasoning while exploring connections among various areas of study.

Institutional Priorities to be Addressed in the Self-Study

Institutional stakeholders from a wide variety of constituencies were consulted via a series of open forums, surveys, and meetings that began immediately after the 2018 Self-Study Institute.

The forums, meetings, and online surveys are designed to both seek opinions on institutional priorities and educate the various audiences on the purpose, importance, value, process, and timeline of the SRU MSCHE Self-Study and Accreditation process.

Table 1: SRU FORUMS ON INSTITUTIONAL PRIORITIES		
Event	Audience	Date
Chair/Provost Forum	SRU Department Chairs	11/15/18
Open Forum	SRU Stakeholders	11/27/18
COT presentation	Council of Trustees and others	12/6/18
Open Forum	SRU Stakeholders	12/10/18
Individual Meeting	Lauren Moran	12/14/18
Focus Group	Student Success Group	1/8/19
Focus Group	Enrollment Management Group	1/10/19
Focus Group	Academic Planning, Resource Management, and Assessment Group	1/23/19
Focus Group	APSCUF Meet and Discuss	2/13/19
Focus Group	SGA Executive Board and Senate	3/4/19
Focus Group	Facilities Group	3/15/19
Focus Group	Library	4/26/19

SRU stakeholders are able to stay apprised of progress with the Self Study process via a focused website at <http://www.sru.edu/msche> and have been invited to provide feedback on the priorities via a survey link found on that website. The site also has a voiceover presentation about the planned self-study process for those who could not attend a meeting, and a digital volunteer form that will be active through the team visit in 2021.

Four Institutional Priorities:

1. Student success
2. Transformation of students through a quality, flexible, agile, and integrated curriculum and co-curriculum using powerful pedagogies and High-Impact Practices
3. Caring community
4. Use of resources: financial, facilities, technology, efficiency and effectiveness, and sustainability

Intended Outcomes of the Self-Study

1. Reaffirmation of accreditation;
2. Demonstration of how SRU currently meets Middle States Standards, Requirements of Affiliation, and all federal compliance mandates;
3. Evaluation of four institutional priorities through the lens of the Middle States Standards;
4. Engagement of University community in a thoughtful and transparent self-assessment process that actively seeks involvement from all areas of the Slippery Rock University Community.

Table 2: INSTITUTIONAL PRIORITIES MAP - Alignment with SRU Mission/Strategic Plan and MSCHE Standards/Requirement of Affiliation

	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of the Student Learning Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, & Improvements	Standard VII: Governance, Leadership, & Administration
Requirements of Affiliation	7 and 10	1-15	8, 9, 10, 15	8, 10, 15	8, 9, 10, 15	8, 10, 11, 15	12, 13, 14
SRU Strategic Goal	1-9	1-9	2, 3, 4, 6, 7, 8, 9	1, 2, 4, 5, 7, 8	2, 3	1, 4, 5, 6, 7	1, 5, 6, 7
Institutional Priority #1 Student success	<i>The fundamental educational mission of SRU is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success.</i>	<i>SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.</i>	Strategic Goal 2 Strategic Goal 3 Strategic Goal 4 Strategic Goal 6	Strategic Goal 4	Strategic Goal 3	Strategic Goal 4	
Institutional Priority #2: Student transformation			<i>Complementary missions are to engage in scholarly activity and professional service.</i>			<i>In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of the art technology.</i>	
Institutional Priority #3: Caring community	<i>Students study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services.</i>		<i>...empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities</i>	<i>...empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities</i>		<i>SRU strives to be a best-value institution with an affordable cost and substantial student financial support.</i>	Strategic Goal 5
Institutional Priority #4: Use of resources	<i>SRU strives to be a best-value institution with an affordable cost and substantial financial support.</i>	Strategic Goal 6 Strategic Goal 7	Strategic Goal 6 Strategic Goal 7 Strategic Goal 8 Strategic Goal 9	Strategic Goal 1 Strategic Goal 7 Strategic Goal 8		Strategic Goal 1 Strategic Goal 6 Strategic Goal 7	
						<i>SRU strives to be a best-value institution with an affordable cost and substantial student financial support.</i>	

Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report (check one box):

- Standards-Based Approach
 Priorities-Based Approach

With the recent changes to the MSCHE accreditation procedures, SRU has chosen to engage the process through the structure of the seven standards. This will give us time to familiarize the campus with the new structure and to ensure that the University is engaging completely with new Middle States expectations.

Organizational Structure of the Steering Committee and Working Groups

Mary Hennessey, Assistant to the Provost, and Rebecca Morrice, Chair and Associate Professor of Theatre, will serve as the co-chairs of the Middle States Self-Study Steering Committee and co-authors of the Self-Study.

Slippery Rock University has created nine working groups which will comprise the SRU Middle States Self-Study Evaluation Team. The co-chairs of the self-study and the co-chairs of each Working Group comprise the Steering Committee. The co-chairs of the Working Groups were chosen for their connection and experience with the nature of their assigned standard. Working group members have been identified through nominations and self-nominations from across the university, including a campus-wide call for volunteers. The working groups have between 15 and 20 faculty, staff, and student representatives.

The members of the Steering Committee and their titles are listed in Table 3.

Table 3: STEERING COMMITTEE MEMBERSHIP		
Working Group	Co-Chair	Co-Chair
Self-Study Authors	Mary Hennessey, Assistant to the Provost Academic Affairs	Rebecca Morrice, Chair and Associate Professor Theatre Department
1: Standard I	Brad Wilson, Associate Provost Transformational Experiences	Keith Dils, Dean College of Education
2: Standard II	Lynne Motyl, Associate Vice President Human Resources and Diversity	David Wilmes, Associate Provost Student Success
3: Standard III	Jerry Chmielewski, Dean College of Health, Environment and Science	Dan Bauer, Dean College of Liberal Arts
4: Standard IV	Amanda Yale, Associate Provost Enrollment Management	Kris Benkeser, Director Student Health and Wellness
5: Standard V	Lawrence Shao, Dean College of Business	Michael Zieg, Chair Assessment Core Committee
6: Standard VI	Carrie Birckbichler, Associate Provost Academic Planning, Resource Management and Assessment	Molly Mercer, Associate Vice President Finance
7: Standard VII	Tina Moser, Chief of Staff President's Office	Rita Abent, Executive Director University Communication and Public Affairs
8: Compliance	Samantha Kelly, Director Institutional Assessment and Accreditation	

The Steering Committee will meet regularly and provide guidance and oversight to the Working Groups, ensuring that they are clear in their charge and assisting with concerns and issues that may arise. Having the working group co-chairs as members of the Steering Committee will assist communication between groups where there may be overlap or questions of scope. Additionally, a common repository and sharing of documents/reports created by each committee will aid in identifying areas of commonality and assist with communication between groups.

The Steering Committee will provide support to the Working Groups by establishing regular meetings, deadlines for reports and evidence submission, the use of rubrics to guide the process, and by providing feedback designed to keep the groups on track.

The Institutional Priorities Map (Table 2) will be shared with the working groups to aid in illustrating MSCHE Standards and Requirements with SRU's Institutional Priorities and Mission and Goals. This will help to demonstrate the possible connections in the process to the working groups and co-chairs.

WORKING GROUP MEMBERSHIP – co-leaders in bold

Working Group 1 on University Mission and Goals (Standard I):

Dr. Bradley Wilson, Associate Provost of Transformational Experiences

Dr. Keith Dils, Dean, College of Education

Ms. Barbara Westman Faculty, College of Liberal Arts

Dr. Frances Amatucci Faculty, College of Business

Ms. Nora Ambrosio, Faculty, College of Liberal Arts

Dr. Joseph Cali, Department Chair/Faculty, College of Business

Dr. Suzanne Rose, Faculty, College of Education

Dr. Jeffrey Lynn, Faculty, College of Health, Environment, and Science

Dr. John Rindy, Director of Career Education and Development

Ms. Corinne Gibson, Director of Inclusive Excellence

Dr. Anne Rose, Faculty, College of Education

Working Group 2 on Ethics and Integrity (Standard II):

Ms. Lynne Motyl, Associate Vice President for Human Resources

Dr. David Wilmes, Associate Provost for Student Success

Ms. Holly McCoy, Assistant Vice President for Diversity and Equal Opportunity

Mr. Michael May, Director of Undergraduate Admissions

Dr. Randall Nichols, Faculty, College of Education

Ms. Judith Silva, Faculty, Bailey Library

Ms. Leigh Ann Gilmore, Director of Student Conduct

Dr. Sharon Sykora, Faculty, College of Liberal Arts

Ms. Andrea Miller, Assistant Athletic Director

Dr. Heike Hartmann, Faculty, College of Health, Environment, and Science

Dr. Ann Romanczyk, Faculty, College of Health, Environment, and Science

Ms. Lisa Weinzetl, Manager of Compliance for Academic and Student Affairs

Dr. Stephen Larson, Faculty, College of Business

Dr. Michelle Amodei, Faculty, College of Education

Ms. Kayla Nolan, Student

Working Group 3 on Design and Delivery of Learning (Standard III):

Dr. Jerry Chmielewski, Dean, College of Health, Environment, and Science**Dr. Dan Bauer, Dean, College of Liberal Arts**

Ms. Elizabeth Stevens, Associate Director of Transfer Admissions

Mr. William Huber, Learning Systems Administrator

Dr. Thaddeus Boron, Faculty College of Health, Environment, and Science

Ms. Constance Edwards, Director, Staff, Enrollment Management

Dr. Christophas Walker, Faculty, College of Health, Environment, and Science

Dr. Kathleen Melago, Faculty, College of Liberal Arts

Dr. Adelaida Cortijo, Faculty, College of Liberal Arts

Dr. Rebecca Ridener, Faculty, College of Liberal Arts

Dr. Jeremy Lynch, Faculty, College of Education

Mrs. Sunshine Mushrush, Student Success Coach

Ms. Jenny Kawata, Director of Global Exchanges and Partnerships

Ms. Brandi Weber-Mortimer, Director of Graduate Admissions

Dr. John Ziegler, Associate Provost for Information & Administrative Technology Services

Dr. Melissa Ford, Faculty, College of Liberal Arts

Dr. Elizabeth Boerger, Faculty, College of Health, Environment, and Science

Dr. Derrick Pitard, Faculty, College of Liberal Arts

Dr. Doug Strahler, Faculty, College of Business

Dr. Dave Keppel, Faculty, College of Business

Working Group 4 on Student Support (Standard IV):**Dr. Amanda Yale, Associate Provost for Enrollment Management****Ms. Kris Benkeser, Director of Health Services and Wellness**

Dr. Christine, Pease-Hernandez, Faculty, College of Business

Mrs. Natalie Burick, Director of Disability Services

Mrs. Karla Fonner, Director of Student Support

Dr. Sara Tours, Faculty, College of Education

Ms. Noora Alie, Assistant Director International Student Services

Ms. Lauren Moran, Director Student Engagement & Leadership

Ms. Renee Jenkins, Director of Student Accounting

Ms. Alyssa Dobson, Director of Financial Aid & Scholarships

Mr. Robert Lagnese, Director of Transfer Admissions/Orientation

Mrs. Musiette Clay, Faculty, Academic Services

Ms. Deanna Brookens, Faculty, College of Liberal Arts

Mr. Torry Rollins, Associate Athletic Director

Dr. Heather Rice, Faculty, College of Liberal Arts

Dr. Natalie Dick, Faculty, College of Business

Dr. Vaughn Bicehouse, Faculty, College of Education

Mr. Earl Coburn, Student Success Coach

Working Group 5 on Educational Assessment (Standard V):**Dr. Lawrence Shao, Dean, Administration, College of Business****Dr. Michael Zieg, Faculty, College of Health, Environment, and Science**

Ms. Samantha Kelly, Director, Institutional Assessment & Accreditation

Dr. Emily Dolan, Faculty, College of Business

Dr. Christopher Cole Director, Auxiliary Operations & ASA Resources,

Dr. Mark Campbell, Department Chair, Faculty, Academic Services
Dr. Jennifer Nightingale, Faculty, College of Business
Dr. Brian Danielson, Director of Center for Teaching Excellence
Mr. Justin Kleemook, Associate Director of Residence Life
Dr. Thomas Sparrow, Faculty, College of Liberal Arts
Dr. Danette DiMarco, Department Chair, Faculty, College of Liberal Arts
Dr. Istvan Kovacs, Faculty, College of Education
Dr. Rebecca Thomas, Faculty, College of Health, Environment, and Science
Dr. Michael Holmstrup, Faculty, College of Health, Environment, and Science
Mrs. Elizabeth LaGamba, Faculty, College of Education
Dr. Martha Elizabeth Kemeny, Faculty, College of Health, Environment, and Science
Ms. Megan Borger, Faculty, College of Health, Environment, and Science
Dr. Justin Siebert, Faculty, College of Health, Environment, and Science
Ms. Alison Vlasnik, Student

Working Group 6 on Planning and Improvement (Standard VI):

Ms. Carrie Birckbichler, Associate Provost, Planning, Resource Management, and Assessment

Ms. Molly Mercer, Associate Vice President of Finance

Mr. Steve Saylor, Manager of Academic and Student Affairs Resources
Mr. Scott Albert, Assistant VP, Administration, Facilities, Planning and Environmental Safety
Ms. Samantha Swift, Director of Development, SRU Foundation
Dr. Deborah Whitfield, Faculty, College of Health, Environment, and Science
Dr. James Preston, Assistant to the Dean, Faculty, College of Education
Dr. Michael Stapleton, Faculty, College of Health, Environment, and Science
Mr. Larry McCarthy, Assistant to the Dean, Faculty, College of Business
Ms. Cara Kriebel, Senior Budget Analyst
Dr. Patricia Pierce, Department Chair/Assistant to the Dean, College of Health, Environment, & Science
Dr. Athula Herat, Department Chair, Faculty, College of Health, Environment, and Science
Ms. Nancy Cruikshank, Director, Staff, Grants, Research, and Sponsored Programs
Ms. Jennifer Bartek, Manager of Library Operations, Bailey Library
Ms. Jennifer Keller, Faculty, College of Liberal Arts

Working Group 7 on Governance and Administration (Standard VII):

Ms. Tina Moser, Chief of Staff, President's Office

Ms. Rita Abent, Executive Director, University Communication and Public Affairs

Dr. Ben Shaevitz, Faculty, APSCUF President, College of Health, Environment, and Science
Dr. Lia Paradis, Department Chair, Faculty, College of Liberal Arts
Dr. Jason Hilton, Faculty, College of Education
Dr. Marnie Petray-Covey, Faculty, College of Liberal Arts
Ms. Wendy Leitera, Staff, Smith Student Center
Ms. Tina Renaud, Staff, Contracts and Purchasing
Mr. Justin Zackal, Communication Specialist, University Communication and Public Affairs
Mr. Tim Harlan, Controller, Accounting Services

Working Group 8 on Compliance:

Ms. Samantha Kelly, Director of Institutional Assessment and Accreditation

Ms. Shawna McLister, Assessment and Accreditation Coordinator

Ms. Connie Edwards, Director, Academic Records and Registration

Ms. Michelle Houston, Administrative Assistant, Academic and Student Affairs

Ms. Lisa Weinzetl, Manager of Compliance for Academic and Student Affairs

General Charge and Process of the Working Groups

The initial Working Group membership will be finalized in Spring 2019. The process will begin with a meeting of the Steering Committee in March/April 2019. Each working group member will be given a copy of MSCHE Requirements of Affiliation and Standards for Accreditation, 13th Edition, the University Strategic Plan, the General Charge to Working Groups, and their standard-specific charge as outlined below.

Working Groups will be provided with the following information at the initial meeting of the full Steering Committee in March/April 2019:

Middle States accreditation is an expression of confidence in an institutions mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors. – MSCHE, STANDARDS for Accreditation and REQUIREMENTS of Affiliation, THIRTEENTH EDITION.

The SRU Middle States Self-Study is intended to evaluate how well SRU aligns with MSCHE Standards and Requirements of Affiliation, as well as our own stated mission, strategic goals, and institutional priorities. It also seeks examples of, and opportunities to, implement innovative practices as well as possible solutions to identified challenges. The conclusions in the self-study report must be evidence-based requiring Working Groups to engage in a process of thoughtful self-reflection and analysis.

For the Self-Study process, there will be nine Working Groups established; one for each of the seven Middle States Standards, one to focus on Compliance with federal regulations, and one to facilitate the Communication needs of the self-study process.

Working Groups will be led by co-chairs who will also serve as members of the SRU Middle States Accreditation Steering Committee.

OVERVIEW OF SELF-STUDY WORKING SCHEDULE



Throughout the process, committee members may access important information by visiting the SRU Middle States website at <https://www.sru.edu/msche>.

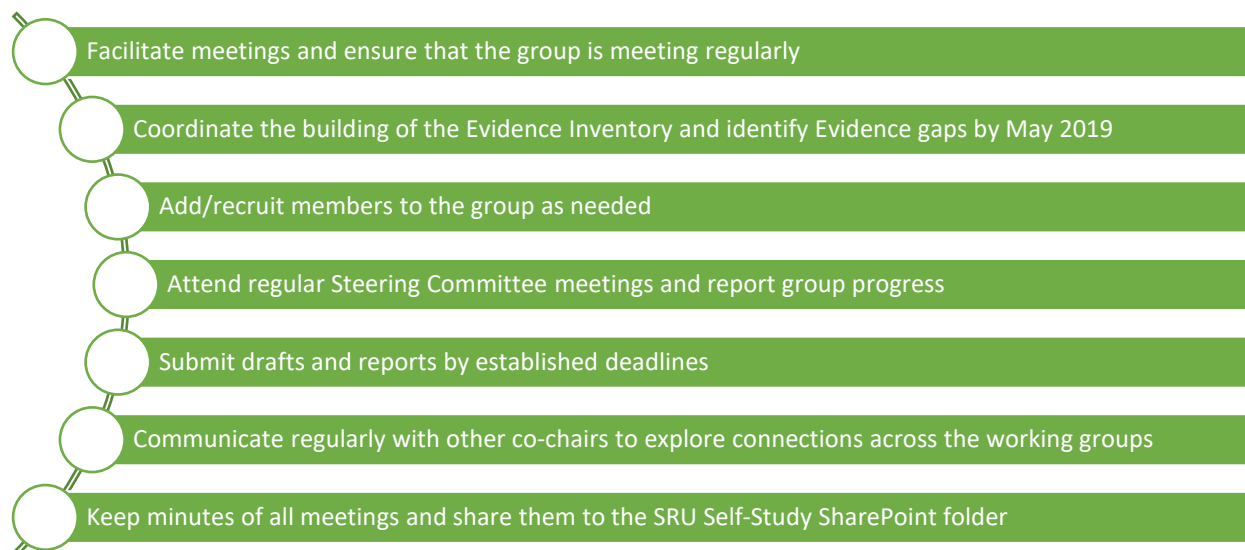
In the Spring 2019, Working Groups will begin their process by gathering and reviewing existing university documents (such as assessment data, policies & procedures, financial information, statistical reports, etc.) to determine which documents will be needed to assess how Slippery Rock University is meeting the group's assigned standard and/or requirements of affiliation. Where reports, statistical information, and data are lacking and gaps are identified, the Working Group will begin by reporting the need to the Steering Committee and, where possible, facilitating the gathering of the needed information or documentation.

As they engage in the process outlined above, each Working Group will complete their portion of the Evidence Inventory listing the documents identified to support its analysis and assessment. The Inventory will consolidate documents used by all of the groups involved in the self-study process and will be housed on SharePoint.

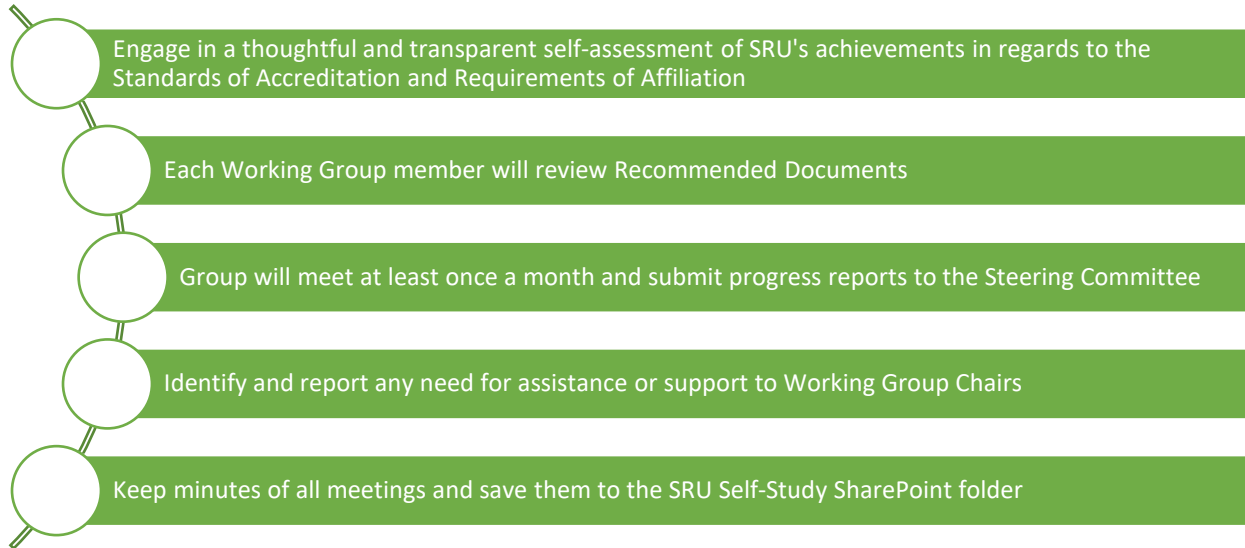
Working Groups will then begin the process of analyzing and assessing the information in the Evidence Inventory to determine how well SRU aligns with the specific criteria in their assigned standard as well as the University's mission, strategic goals, and institutional priorities. Each Working Group will submit reports to the Steering Committee documenting their conclusions, identifying opportunities for improvement, and highlighting specific criteria where innovative practices either have been or could be used to assist in meeting it. Working Groups should identify specific documents used when making a conclusion or recommendation and should strive in their writing to be analytical and prescriptive rather than just descriptive.

At the start of the process, a common charge and standard-specific questions will be given to each Working Group. These charges and questions should form the basis of the group's work but do not limit the group's scope.

Working Group Chairs are expected to coordinate the work of their group, represent their group as needed, and to follow these guidelines:

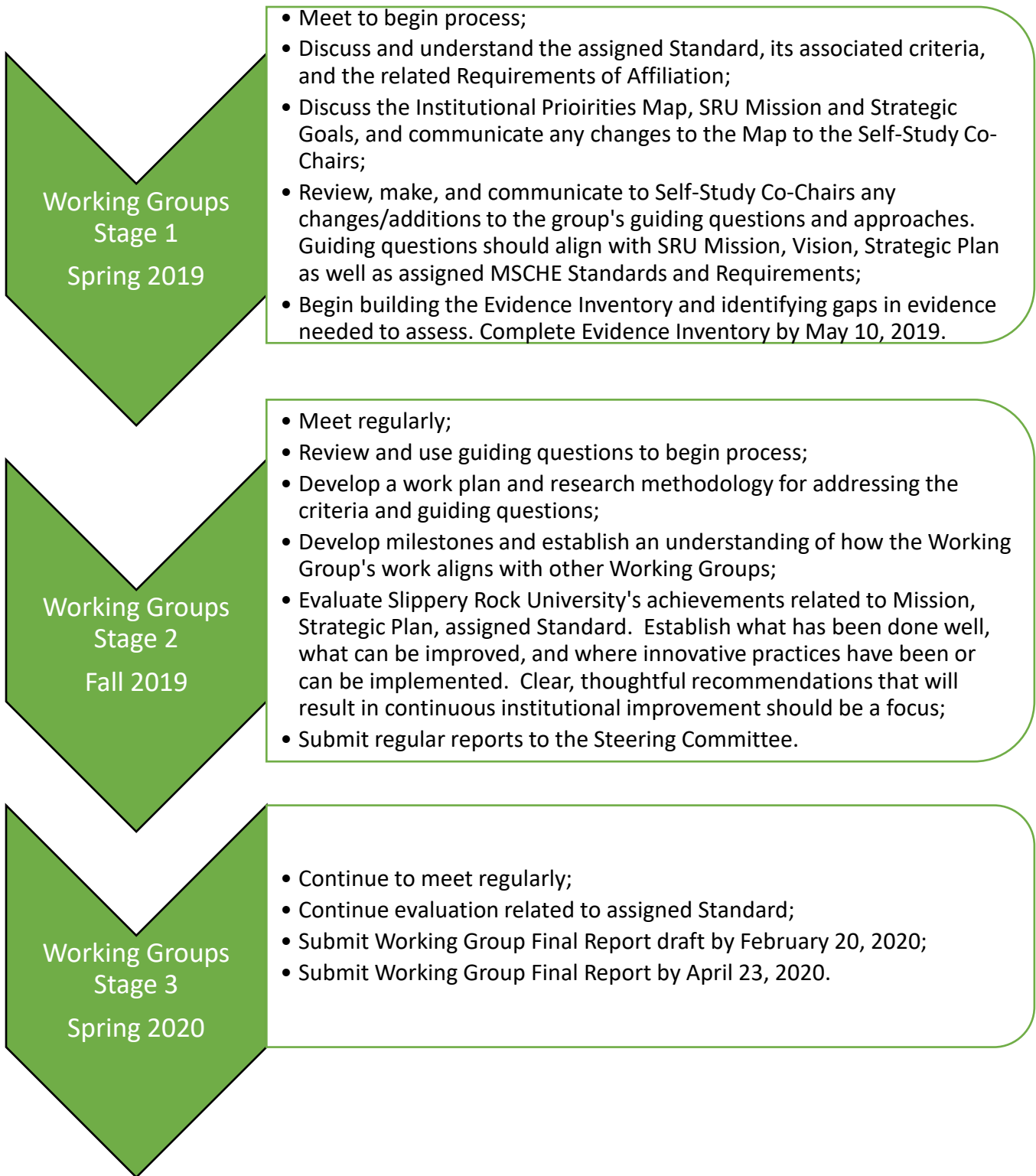
- 
- Facilitate meetings and ensure that the group is meeting regularly
 - Coordinate the building of the Evidence Inventory and identify Evidence gaps by May 2019
 - Add/recruit members to the group as needed
 - Attend regular Steering Committee meetings and report group progress
 - Submit drafts and reports by established deadlines
 - Communicate regularly with other co-chairs to explore connections across the working groups
 - Keep minutes of all meetings and share them to the SRU Self-Study SharePoint folder

Working Groups are expected to follow these guidelines throughout the process:

- 
- Engage in a thoughtful and transparent self-assessment of SRU's achievements in regards to the Standards of Accreditation and Requirements of Affiliation
 - Each Working Group member will review Recommended Documents
 - Group will meet at least once a month and submit progress reports to the Steering Committee
 - Identify and report any need for assistance or support to Working Group Chairs
 - Keep minutes of all meetings and save them to the SRU Self-Study SharePoint folder

Specific Charges to the Working Groups

WORKING GROUP OVERALL PROCESS



Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Co-Chairs: Dr. Brad Wilson, Associate Provost, Transformational Experiences
Dr. Keith Dils, Dean, College of Education

Working Group 1 Charge

- Review SRU's Mission, Vision, and Strategic Goals for efficacy and relevancy.
- Understand Slippery Rock University's mission, visions, and strategic goals.
- Consider Requirements of Affiliation 7 and 10.
- Examine how the mission, vision, and strategic goals guide University planning and decision-making.
- Determine areas of success, areas needing improvement, and areas where innovative approaches either have led to success or could be an avenue for improvement.
- Recommend 2-3 improvements focused on continuous improvement and related to Standard I.

Guiding Questions for Working Group 1:

1. To what extent does Slippery Rock University meet the criteria for Standard I?
2. To what extent does Slippery Rock University meet Requirements of Affiliation numbers 7 and 10 as they relate to Standard I?
3. To what extent do the mission and strategic goals inform University planning and decision-making?
4. How well does Slippery Rock University engage in the assessment of its mission and goals?
5. Recommend 2-3 improvements focused on continuous improvement and related to Standard I.

Approach

1. Identify, review, and discuss all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 3, 4, 5, 6, and 7.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Co-Chairs: Lynne Motyl, Associate Vice President, Human Resources and Diversity
Dr. David Wilmes, Associate Provost, Student Success

Working Group 2 Charge

- Collect and analyze information to ensure that Slippery Rock University is *faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.*
- Examine how the mission, vision, and strategic goals align with Standard II.
- Determine areas of success, areas needing improvement, and areas where innovative approaches either have led to success or could be an avenue for improvement.

- Recommend 2-3 improvements focused on continuous improvement and related to Standard II.

Guiding Questions for Working Group 2:

1. To what extent does Slippery Rock University meet the criteria for Standard II?
2. How well does Slippery Rock University engage in the assessment of the ethics and integrity of all activities, policies, processes, and practices?
3. How well do campus learning and distance education opportunities adhere to concepts of academic integrity and ethical practice?
4. To what extent are the criteria of Ethics and Integrity reflected in the University mission, and strategic goals?

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider Collaboration with Working Groups 7 and 8.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence in all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program, pace/schedule, level, and setting, are consistent with higher education expectations.

Co-Chairs: Dr. Jerry Chmielewski, Dean, College of Health, Environment and Science
Dr. Dan Bauer, Dean, College of Liberal Arts

Working Group 3 Charge

- Examine how well Slippery Rock University designs and delivers rigorous and coherent learning experiences to its students.
- Consider Requirements of Affiliation 8, 9, 10, and 15.
- Examine how the mission, vision, and strategic goals align with Standard III.
- Describe all programs, degree levels, certificates, high-impact practices, and delivery methods.
- Determine areas of success, areas needing improvement, and areas where innovative approaches either have led to success or could be an avenue for improvement.
- Recommend 2-3 improvements focused on continuous improvement and related to Standard III.

Guiding Questions for Working Group 3:

1. To what extent does Slippery Rock University meet the criteria for Standard III?
2. To what extent does Slippery Rock University meet Requirements of Affiliation numbers 8, 9, 10 and 15 as they relate to Standard III?
3. To what extent does the Liberal Studies Program/Rock Integrated Studies Program deliver the learning outcomes outlined in Standard III?
4. To what degree do traditional and distance education learning opportunities provide equivalent instruction, quality, faculty support, and resources and faculty and students?
5. How well does Slippery Rock University engage in the assessment of the effectiveness of student learning programs (including its general education program)?

6. How well does the University's physical and technological environment support the student learning experience?

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 1, 4, 5, and 7.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Co-Chairs: Dr. Amanda Yale, Associate Provost, Enrollment Management
Kris Benkeser, Director, Student Health and Wellness

Working Group 4 Charge

Working Group 4 will:

- Assess how well SRU provides students with a living/learning environment that fosters transformational growth.
- Assess how well SRU supports student persistence in ethical and effective ways.
- Assess how well the educational and co-educational experiences at SRU foster qualities in students that are essential to life-long learning.
- Examine how the mission, vision, and strategic goals align with Standard IV.
- Consider Requirements of Affiliation 8, 10, and 15.
- Recommend 2-3 improvements focused on continuous improvement and related to Standard IV

Guiding Questions for Working Group 4:

1. To what extent does Slippery Rock University meet the criteria for Standard IV?
2. To what extent does Slippery Rock University meet Requirements of Affiliation numbers 8, 10, and 15 as they relate to Standard IV?
3. How well does Slippery Rock University engage in the assessment of the effectiveness of practices, policies, and programs related to support of the student experience?
4. How do the university's strategic goals and strategic plan inform service and practices related to recruitment practices, student retention, and student success?

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 1, 3, 5, and 6.

Standard V: Educational Effectiveness

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Co-Chairs: Dr. Lawrence Shao, Dean, College of Business
Dr. Michael Zieg, Chair, Assessment Core Committee

Working Group 5 Charge

- Collect and analyze information related to Standard V to demonstrate that Slippery Rock University students are meeting educational goals consistent with their program of study, degree level, and program-level accreditation standards.
- Verify that the university assesses the effectiveness and improvement of campus and online offerings.
- Examine how the mission, vision, and strategic goals align with Standard V.
- Consider Requirements of Affiliation 8, 9, and 10.
- Recommend 2-3 improvements focused on continuous improvement and related to Standard V

Guiding Questions for Working Group 5:

1. To what extent does Slippery Rock University meet the criteria for Standard V?
2. To what extent does Slippery Rock University meet Requirements of Affiliation numbers 8, 9, and 10 as they relate to Standard V?
3. How well does Slippery Rock University engage in the assessment of the effectiveness of its assessment standards and practices?
4. How are assessment results used to advance the University's mission, vision, and strategic goals?

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 1, 3, 4, 6, and 7.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Co-Chairs: Carrie Birckbichler, Associate Provost, Academic Planning, Resource Management and Assessment

Molly Mercer, Associate Vice President, Finance

Working Group 6 Charge

- How well does Slippery Rock University effectively allocate its resources to meet the goals of its mission, vision, and strategic goals?
- Examine how the mission, vision, and strategic goals align with Standard VI.
- Consider Requirements of Affiliation 8, 10, and 11.
- Recommend 2-3 improvements focused on continuous improvement and related to Standard VI.

Guiding Questions for Working Group 6:

1. To what extent does Slippery Rock University meet the criteria for Standard VI?
2. To what extent does Slippery Rock University meet Requirements of Affiliation numbers 8, 10, and 11 as they relate to Standard VI?
3. Are Slippery Rock University's institutional resources adequate to support its mission, vision, and strategic goals?
4. How does Slippery Rock University evaluate its physical and technical infrastructure to ensure students, faculty, staff, and programs are adequately supported?
5. How well does Slippery Rock University engage in the assessment of the effectiveness of its planning and resource allocation?
6. How well does Slippery Rock University engage in processes that inform suggestions and methodology for Institutional Improvement?

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 1, 4, 5, and 7.

Standard VII: Governances, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its student, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Co-Chairs: Tina Moser, Chief of Staff, President's Office

Rita Abent, Executive Director, University Communication and Public Affairs

Working Group 7 Charge

- Examine whether the manner in which the University is governed and led benefits the students and reflects the University's mission and strategic goals.
- Examine how the mission, vision, and strategic goals align with Standard VII overall.
- Examine the alignment and compliance of SRU's mission, strategic plan, policies, and procedures with those of the State System (PASSHE).
- Examine whether the University's decision-making and governance processes support the realization of the mission, vision, and strategic goals.
- Consider Requirements of Affiliation 12 and 13.
- Recommend 2-3 improvements focused on continuous improvement and related to Standard VII.

Guiding Questions for Working Group 7:

1. To what extent does Slippery Rock University meet the criteria for Standard VII?
2. To what extent does Slippery Rock University meet Requirements of Affiliation numbers 12 and 13 as they relate to Standard VII?
3. How do Slippery Rock University's governance structures and processes contribute to the delivery of effective programs?
4. How effectively do our student governing bodies contribute to institutional decision-making?

5. How well does Slippery Rock University engage in assessment of effectiveness of all components of governance, leadership, and administration?
6. How is the university working to improve the practice of assessment of its governance, leadership, and administration?

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 1, 2, 3, 5, 6 and Compliance.

Working Group 8: Compliance

Working Group 8 will evaluate Slippery Rock University's compliance with all federal and state regulations concerning higher education.

Co-Chairs: Samantha Kelly, Director, Institutional Assessment and Accreditation

Working Group 8 Charge

Working Group 8 will:

- Address Requirements of Affiliation 1-6, and 14
- Verify SRU institutional compliance with regulations regarding:
 1. Student identity verification in distance and correspondence education
 2. Transfer of credit policies and articulation agreements
 3. Title IV program responsibilities
 4. Institutional records of student complaints
 5. Required information for students and the public
 6. Standing with State and other accrediting agencies
 7. Contractual relationships
 8. Assignment of credit hours
- Complete an early initial assessment to verify that all federal and state mandates are being met. Bring any areas of concern to the attention of the Co-Chairs immediately.
- Verify that systems are in place for maintaining compliance.
- Recommend 2-3 improvements focused on continuous improvement and related to compliance with federal and state regulations.

Approach

1. Identify and review all university documents that address criteria and guiding questions.
2. Identify gaps in documentation.
3. Consider collaboration with Working Groups 2 and 7.

REPORTS

- Working Groups will submit monthly progress reports to the Steering Committee;
- Each Working Group will provide a Working Group Draft Report to the Steering Committee by February 20, 2020;
- Based on feedback from the Steering Committee, each Working Group will provide a Working Group Final Report to the Steering Committee by April 23, 2020;

- All reports should clearly and specifically reference any documents used to compile each report;
- Working Group members should follow the editorial guidelines provided and limit their final report to 15 pages single-spaced.

Working groups should utilize the following template to prepare their Working Group Reports:

Working Group Report Template

OVERVIEW OF WORKING GROUP'S CHARGE

A brief description of the Standards and Priorities assigned to the Working Group and their alignment with one another and the institution's mission.

DESCRIPTION OF LINES OF INQUIRY

Overview of the lines of inquiry addressed by the Working Group and how these enable the Working Group to fulfill its charge and the institution's self-study outcomes.

COLLABORATION, CONNECTIONS AND EVIDENCE INVENTORY APPROACH

Overview of the Working Group's collaborations with those refining the Evidence Inventory and, where applicable, Verification of Compliance process, and a list of documentation to be included in the Evidence Inventory. In addition, a description of collaborative discussions with members of other Working Groups and, where needed, strategies for avoiding undue duplication.

ASSESSMENT INFORMATION UTILIZED

Description (or list) of assessment information utilized to conduct analyses consistent with the lines of inquiry.

ANALYTICAL REPORT

Analytical report that addresses lines of inquiry.

AREAS OF STRENGTH

Based on analytical report, evidence-based areas of strength consistent with the Working Group's charge and assigned Standards and Priorities.

OPPORTUNITIES FOR IMPROVEMENT AND INNOVATION

Based on analytical report, evidence-based opportunities for improvement and innovation consistent with the Working Group's charge and assigned Standards and Priorities.

INITIAL STRATEGIES ON CONTINUOUS QUALITY IMPROVEMENT

Suggested institutional strategies for improvement.

Guidelines for Reporting

Each working group will be responsible for submitting a final report to the Self-Study Co-Chairs no later than April 23, 2020. Each report must be created and saved in Microsoft Word 2016 and formatted using the following guidelines:

TABLE 4: FORMATTING, STYLE, AND USAGE STANDARDS	
Length	10-15 pages, excluding supporting documentation
Line Spacing	Single
Font	Times New Roman 12 for narrative sections. Exceptions for illustrations, tables, charts, or similar items.
Margins	1.0" top, .75" left, right, bottom
Justification	Left Justified.
Tables	Insert Table function in Word Centered on page Title line - Shade or use color fill on title line; bold and full caps Content is single spaced, 10-12 font Naming – Graphic Type, Standard #, then follow .1 and .2 etc. (examples: TABLE 3.1, then GRAPH 3.2)
Headings – Main Heading	Title Case, Bold, Underlined, 12 point Times New Roman font, left-justified
Headings – Sub Heading	All Caps, Italics, Bold 12-point Times New Roman font, left-justified
Page Headers	Slippery Rock University MSCHE 2021 Self-Study, left justified Standard X (fill in appropriate number), right justified Calibri 12 font, italics
Page Numbers/Footer	X Page – bottom right of page Calibri 12 font
Numbers	Numbers less than 10 spelled out; numerals for 10 and over MSCHE Standards are written as Roman numerals
Voice	Use third person, active voice
File naming	Use own convention for keeping track of versions and/or dates (examples: Self Study Standard III.2 or Self Study Standard III 4.15.19)
Bullet points	Bullet guidelines: <ul style="list-style-type: none"> • Bullets should be single, solid black dot style. • Bulleted lists should have one blank line after the preceding text. • Bulleted lists should follow standard rules for sentences, phrases, and use of semicolons.

Organization of the Final Self-Study Report

Working Group reports will be utilized in the writing of the final Self-Study report, to be drafted by August 2020 and finalized in January 2021. The final report will contain the following sections:

MSCHE Certification Statement and Executive Summary of Findings and Recommendations

- I. Introduction
 - a. Slippery Rock University Institutional Profile
 - i. History, Background and Major Changes
 - ii. Mission, Vision, and Strategic Goals
 - iii. SRU Students
 - b. Scope of Self Study including Institutional Priorities
 - c. Organizational Structure of the Self-Study Steering Committee and Working Groups
 - d. Self-Study Process Overview
- II. Standards
 - a. Standards 1-7 (each standard will have its own chapter reporting on the following:)
 - i. Analysis process and summary of findings
 - ii. Areas of strength and best practice
 - iii. Recommendations for ongoing improvement
 - iv. Report on innovative practices or recommendations for innovation
- III. Conclusion and Summary of Findings and Recommendations
- IV. Appendixes
 - a. Evidence Inventory

Verification of Compliance Strategy

The Verification of Compliance process will be completed by a team, Working Group 8, led by Samantha Kelly, Director of Institutional Assessment and Accreditation at SRU. Following an initial early assessment of SRU's level of compliance with federal and state regulations, the group will focus on identifying documentation supporting compliance. Any areas of concern will be immediately forwarded to the Self-Study Co-Chairs and a plan to address the concern will be created.

An initial report of SRU's state of compliance will be submitted to the Steering Committee by August 1, 2019.

Self-Study Timetable

Slippery Rock University's timetable for Self Study began in November 2018 with the Self-Study Institute in Philadelphia. The process will culminate with a Spring 2021 visit by the Evaluation Team. Major milestones are listed in Table 5 below.

TABLE 5: SELF STUDY TIMETABLE			
TASK	WHEN		COMPLETE
Attend Self-Study Institute	November	2018	✓
Begin listening sessions on institutional priorities	November	2018	✓
Roll out sru.edu/MSCHE self-study information page	February	2019	✓
Remote meeting with MSCHE liaison	March 1	2019	✓
Prepare Self-Study Design Draft	Jan-March	2019	✓
Submit draft of Self Study Design to MSCHE liaison	March 15	2019	✓
MSCHE VP liaison visits campus to provide feedback on design	March 29	2019	✓
Assemble Steering Committee	March 29	2019	✓
Assemble Working Groups; Working groups gather and analyze data and identify evidence needed; develop research questions	April	2019	✓
Self-Study Design revisions complete (with approval from MSCHE)	July 1	2019	
Working Group 8 Initial Report on Compliance	August 1	2019	
Fall Kick-Off of Self-Study	Fall	2019	
Working groups begin meeting regularly, analyze data and research questions, and submit progress reports to Steering Committee	Fall-Spring	2019-2020	
Working Group Draft Reports submitted	February 20	2020	
Begin Self-Study Report Draft	Spring	2020	
Working Group Final Reports submitted	April 23	2020	
On-site Team chair chosen; Visit dates chosen	April-May	2020	
Self-Study drafted	Summer	2020	
Self-Study Draft shared with campus community	August-Sept	2020	
Self-Study revisions and campus review (survey for feedback)	Sept-October	2020	
Self-Study Report draft sent to Team Chair (at least 2 weeks prior to visit)	September-November	2020	
Team Chair's Preliminary Visit; review roster of peer evaluators (1 day visit, 4-6 months before Team Visit)	October-November	2020	
Self-Study Report finalized based on Team Chair feedback and shared with campus	December-January	2020-2021	

Final Self-Study and Evidence Inventory uploaded to MSCHE portal (6 weeks before Team Visit)	February-March	2021	
Evaluation Team Visit on campus (3-1/2 days, usually Sunday-Wednesday)	April-May	2021	
Team Report Draft	April-May	2021	
Institutional Response (Within 10 business days of Team Visit)	April-May	2021	
Final Report (Within 5 days of the receipt of the corrected draft)	April-June	2021	
Commission meets to determine action	June	2021	

Communication Plan

An initial Communication Plan was created by the Self-Study Co-Chairs for this Self-Study Design Draft.

TABLE 6: COMMUNICATION PLAN DRAFT			
Goal/Purpose	Audience	Method	Deadline
To request input into the identification of Institutional Priorities	SRU Stakeholders	Email and online survey	December 2018
To share info, progress, and milestones about the Self-Study Process	SRU Stakeholders	SRU MSCHE Website; Open forums; focus group meetings; regular email updates	December 2018- June 2021
To share data, documents and research results with	Steering Committee and Working Group members	SRU SharePoint	March 2019
To share info, progress, and milestones pertaining to the Self-Study Process	Students	SRU MSCHE Website; presentation at SGA meeting; open forums; monthly email updates; SGA representative on Steering Committee	Continuous updates to the website; periodic updates at meetings
	Alumni and external stakeholders	SRU MSCHE Website; updates in alumni newsletters/magazine	Continuous updates to the website; periodic alumni newsletter/magazines
	Faculty	SRU MSCHE Website; open forums; faculty reps on Steering Committee; Provost/Chair Forum, College Meetings	Continuous updates to the website; updates at regular meetings
	Staff and Administration	SRU MSCHE Website; open forums; weekly meetings	Continuous updates to website; regular meetings
	Council of Trustees	SRU MSCHE Website; Presentations at COT meetings; Liaison Visit	Ongoing updates to website; regularly schedule COT meetings; March 2019

Evaluation Team Profile

Slippery Rock University requests that the evaluation team be composed of individuals from similarly-sized public institutions that are part of a state system. All team members should understand and value a liberal arts education and understand challenges facing publicly funded institutions. The team chair and team members will ideally be familiar with rural campuses that enroll a student body similar to SRU's and will have experience and success with issues of diversity, student success, emerging global programs, capital campaigns and fundraising, and new enrollment strategies. Ideally, all team members will have experience with a campus environment with multiple bargaining units.

- The Team Chair should be a president or chief academic officer with expertise in state systems.

- The Team Members/Peer Evaluators, in addition to the areas listed above, should have expertise/experience with the revision of general education programs; distance/online education programs; alumni relations; recruitment and retention of faculty, staff, and students.

TABLE 7: COMPARABLE AND PEER INSTITUTIONS	
Comparable Peer Institutions	
SUNY Cortland	NY
SUNY College at Brockport	NY
SUNY Buffalo State	NY
SUNY New Paltz	NY
Salisbury University	MD
Frostburg State University	MD
Stockton University	NJ
William Patterson University	NJ

Institutions whose representatives might present conflicts of interest include:

- Sister institutions in the Pennsylvania State System of Higher Education

Evidence Inventory

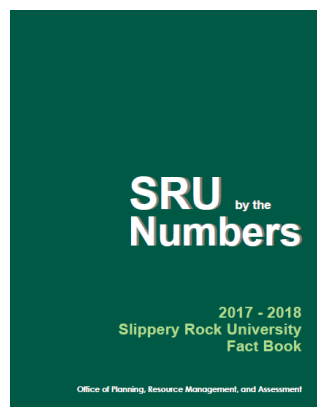
The Evidence Inventory has been created in SharePoint by Lisa Weinzetl, Manager of Compliance for Academic and Student Affairs, who will continue to maintain and manage it. Co-Chairs of the Working Groups will have administrator rights to write to the folders and a process/guidelines for the editing of the Inventory will be shared with the Steering Committee.

The Evidence Inventory is a working list of all documents and evidence assembled in support of the Self Study. The Inventory has been built by reviewing SRU's 2011 self-study and 2016 Periodic Review Report, and considering inventories from other Middle States institutions. The self-study chairs also asked campus departments to provide appropriate content, and, to validate the Inventory, asked the Working Groups to review the items in their standard and request missing evidence. The Inventory will be edited and enhanced through the self-study process.

The physical inventory is maintained through a SharePoint site. The inventory is divided by standard, with additional folders for compliance. The full inventory can be downloaded as needed into an Excel spreadsheet. Any information in the Inventory can be used by any Working Group. Most Working Group members have read-only access to the inventory to limit the risks associated with multiple individuals having editing access. Working Group co-chairs are able to request access for individuals as needed.

Appendices

- Appendix I Student Data
- Appendix II Student Learning Outcomes
- Appendix III Programs approved since 2013
- Appendix IV Evidence Inventory

Appendix I: Student Data

The Office of Planning, Resource Management, and Assessment (PRMA) publishes *SRU by the Numbers: Slippery Rock University Fact Book*. The data, information, and analytics are used to inform decisions that improve student success and the effective operation of the University. The Office of Planning, Resource Management, and Assessment (PRMA) assists faculty and staff in their evaluation, assessment, and decision-making processes. They also provide prospective and current students, researchers, and other stakeholders information about the University.

SRU by the Numbers: Slippery Rock University Fact Book can be accessed online at

http://www.sru.edu/Documents/offices/PRMA/_SRUFactBook2017_18fnp.pdf?1552232201300&1552232201300

Additional detailed PRMA reports and information can be accessed at

<http://www.sru.edu/offices/planning-resource-management-and-assessment/reports>

TOP UNDERGRADUATE PROGRAMS BY ENROLLMENT FALL 2018	
B.S. Exercise Science	692
B.S. Safety Management	494
B.S. in Education: Early Child-Spec Ed(PK-4)(PK-8)	463
B.S. Health Science – Public Health	332
B.S. Communication	330
B.S. Biology	304
B.S. Psychology	274
B.A. Criminology& Criminal Justice	261
B.S. Computing	256
B.S. Nursing	208
TOP GRADUATE PROGRAMS BY ENROLLMENT FALL 2018	
Doctor of Physical Therapy	141
M.S. Physician Assistant Studies	92
M.Ed in Special Education (Birth to Grade 8)	84
M.Ed. K-12 Reading Specialist	68
M.Ed in Special Education (Autism)	60

Appendix II: University-Wide Student Learning Outcomes***UNDERGRADUATE LEARNING OUTCOMES***

Slippery Rock University's vision is that SRU will excel as a caring community of life-long learners connecting with the world. In addition, the fundamental educational mission of Slippery Rock University is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. With this vision and mission as the foundation, the SRU Student Learning Outcomes provide the basis for SRU graduates to become life-long contributors as citizens and leaders in their communities and the broader world. Students at Slippery Rock will achieve these SLOs through their academic programs, the liberal studies program, and co-curricular programs and activities.

Slippery Rock University students will:

1. Act as effective communicators:
 1. Communicate successfully with diverse audiences in speech and writing.
 2. Demonstrate active listening skills.
 3. Apply analytical reading to support language use.
2. Apply critical thinking to argument and problem solving:
 - Gather, analyze and evaluate information and ideas.
 - Produce well-supported reasons and evidence.
 - Reach well-argued conclusions and decisions.
 - Use a variety of viewpoints and reflective thought.
3. Develop scientific literacy:
 - Explain and predict natural phenomena through use of observation, experimentation using appropriate technology, and scientific reasoning.
 - Make decisions based upon understanding of scientific concepts and processes.
4. Apply quantitative reasoning in appropriate contexts:
 - Create and use mathematics in a variety of forms including formulas, graphs, schematics, and computing, where appropriate.
 - Implement experimentation and quantitative reasoning to solve problems and make inferences.
5. Develop as a whole person:
 - Acquire and apply knowledge and skills in the major and profession, including soft skills.
 - Make connections beyond traditional disciplinary boundaries.
 - Demonstrate a desire for lifelong learning.
 - Establish an identity that incorporates emotional and physical wellness.
6. Demonstrate creativity and develop aesthetic appreciation:
 - Demonstrate understanding of the role of creativity in discovery, innovation, and artistic expression.
 - Develop aesthetic perception and appreciation.

7. Become civically engaged:

- Acquire and apply skills and knowledge based on partnership and reciprocity within and beyond the university community.
- Contribute to the betterment of society.

8. Act ethically:

- Respect the range of ethical perspectives.
- Understand their own values and principles.
- Recognize the consequences and impacts of their actions on others.

9. Develop a worldview that acknowledges diversity and global interdependence:

- Understand the importance of diverse experiences, cultures, and identities.
- Understand the ways that group and individual inequalities and interactions impact self and society.
- Apply multiple perspectives to address local, regional, global, and cultural issues.

10. Act as responsible digital citizens:

- Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.
- Use relevant digital technologies competently in ways that are safe, legal and ethical.

GRADUATE LEARNING OUTCOMES

Upon completion of graduate-level programs, all post-baccalaureate SRU graduates will be able to:

- Apply best practices, theories or research methodologies in the field(s) of study.
- Apply knowledge from the area(s) of study to address problems and issues in the field.
- Formulate arguments or explanations to both an academic and general audience, in both oral and written forms.

Graduate-level programs assess student achievement of these outcomes in their own disciplinary contexts. Assessment results inform program and institutional efforts to strengthen curricula, pedagogy and educational resources.

Appendix III: Programs approved since 2013

Programs approved by State System 2013-2018--Chronological				
Program	Degree	College	Modality	Start
1. MBA	MBA	Business	Regional Learning Alliance	Fall 2013
2. Technology for Online Instruction	MEd	Education	Online	Fall 2015
3. Special Education	EdD	Education	Hybrid	Spring 2015
4. Physician Assistant	MS	Health, Envir, & Sci	Harrisville	Summer 2016
5. Data Analytics	MS	Health, Envir, & Sci	Online	Fall 2015
6. BFA Dance	BFA	Liberal Arts	FACE-TO-FACE	Fall 2016
7. Petroleum and Natural Gas Engineering	BS	Health, Envir, & Sci	FACE-TO-FACE	Fall 2016
8. Corporate Security	BS	Liberal Arts	Hybrid	Fall 2016
9. Homeland Security	BS	Liberal Arts	Hybrid	Fall 2016
10. Master of Public Health	MPH	Health, Envir, & Sci	Hybrid	Fall 2016
11. Music Therapy	MMT	Liberal Arts	Online	Fall 2016
12. Teaching English to Speakers of Other Languages (TESOL)	MA	Liberal Arts	Hybrid	Fall 2016
13. Athletic Training	MSAT	Health, Envir, & Sci	FACE-TO-FACE	Summer 2019
14. Health Informatics	MS	Health, Envir, & Sci	Online	Fall 2016
15. Industrial and Systems Engineering	BS	Health, Envir, & Sci	FACE-TO-FACE	Fall 2016
16. Occupational Therapy Doctorate	OTD	Health, Envir, & Sci	Harrisville	Su 2018
17. Healthcare Information Management	MS	Business	Hybrid	Fall 2018
18. BFA Acting	BFA	Liberal Arts	FACE-TO-FACE	Fall 2019
19. Hospitality and Tourism Management	MS	Business	Online	Spring 2019
20. Cybersecurity	BS	Health, Envir, & Sci	Hybrid	Fall 2019
21. Civil Engineering	BS	Health, Envir, & Sci	FACE-TO-FACE	Fall 2019
22. Mechanical Engineering	BS	Health, Envir, & Sci	FACE-TO-FACE	Fall 2019
23. Social Work	MSW	Health, Envir, & Sci	Hybrid	Fall 2020
24. Accountancy	MAcc	Business	Hybrid	Fall 2019
25. Educational Leadership and Administration	Ed.D.	Education	Online	Fall 2019

Appendix IV: Evidence Inventory

The Evidence Inventory is a working list of all documents and evidence assembled in support of the Self Study. The Inventory has been built by reviewing SRU's 2011 self-study and 2016 Periodic Review Report, and considering inventories from other Middle States institutions. The self-study chairs also asked campus departments to provide appropriate content, and, to validate the Inventory, asked the Working Groups to review the items in their standard and request missing evidence. The Inventory will be edited and enhanced through the self-study process.

The physical inventory is maintained through a SharePoint site by an individual in the Office of Planning, Resource Management, and Assessment, as designated by the co-chairs. The inventory is divided by standard, with an additional folder for compliance. The full inventory can be downloaded as needed into an Excel spreadsheet, and any information in the Inventory can be used by any Working Group. Most Working Group members have read-only access to the inventory to limit the risks associated with multiple individuals having editing access. Working Group co-chairs are able to request access for individuals as needed.