

**Comprehensive with Special Emphasis  
Institutional Self-Study**

**for the  
Commission on Higher Education  
of the  
Middle States Association of Colleges and Schools**

**Shippensburg University of Pennsylvania  
in the  
Pennsylvania State System of Higher Education**

**William N. Ruud  
President**

**Spring 2009**

## EXECUTIVE SUMMARY

Shippensburg University is a public regional comprehensive institution and part of the Pennsylvania State System of Higher Education (PASSHE). The University offers forty-seven undergraduate baccalaureate programs in three colleges – the College of Arts and Sciences, the College of Education and Human Services, and the John L. Grove College of Business. The School of Graduate Studies offers master's degrees in eighteen programs. The University's primary commitment is to student learning and personal development, which is accomplished through effective teaching and interactive learning, as well as through student life programs that complement the academic goals of the institution. The University works closely and collaboratively with the surrounding community and the region that it serves.

In developing this self-study, Shippensburg University chose to emphasize three areas: strategic planning, leadership transition, and assessment of academic programs, including General Education. These three areas were selected to allow the University to reflect on its accomplishments, as well as gain insight to make improvements as the University evaluates its position in the PASSHE and the region.

Shippensburg University undertook the development of its first comprehensive strategic plan in 2003. While the institution had engaged in the development and implementation of a Facilities Master Plan, the purpose of the strategic plan was to evaluate how the University would position itself for the future. Upon its approval, the strategic plan served as the cornerstone of the University's efforts while the institution's leadership team changed.

During the period under review in this self-study, Shippensburg University moved from an institution characterized by uncommon stability in its administrative leadership to an institution experiencing significant transitions in virtually every crucial administrative position. In addition to the transition in administration, an unprecedented number of faculty and staff retirements occurred in July 2005 because of changes in the health care benefits package for retirees. Even though the transition lasted for a period of approximately three years, Shippensburg University was able to maintain and, in some instances, thrive because of its proven administrative structure, tradition of shared governance, and existence of a strategic plan and University goals.

Consistent with the University's mission and goals, the campus community focused on the assessment of its operations. In addition to the long-standing process of conducting five-year program reviews in the Divisions of Academic Affairs and Student Affairs, campus leaders worked to identify best practices in assessment and to implement mechanisms to annually report results of student learning outcomes. In conjunction with the strategic plan, these efforts have led to the reallocation of resources within and across departments, as well as the development of new off-campus programs designed to serve the needs of the region.

Shippensburg University must continue to evaluate current and future needs through its strategic planning and assessment process. As a public institution, the University cannot afford to rest on its rich history in the face of declining support from the Commonwealth each year; Shippensburg University must be prepared in order to continue its leadership in the region and PASSHE.

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# PART I – INTRODUCTION

## Chapter 1

### **INSTITUTIONAL PROFILE**

After the passage of the Pennsylvania Normal School Act in 1857 and two attempts to establish a teacher training facility in the area, a group of prominent citizens, encouraged by the state's Department of Public Instruction, signed a charter to create a normal school at Shippensburg in March 1870. Private funds for building construction were raised and the first class of 217 men and women was admitted in 1873. Two-year programs of study leading to certification were available in three areas – elementary, scientific, and classical – and a laboratory or model school was established to assist in training undergraduates.

The institution was named the Cumberland Valley Normal School and, despite early financial difficulties, it prospered and reached an enrollment of 500 by the end of the century. During World War I, the Commonwealth of Pennsylvania purchased Cumberland Valley and its sister normal schools in an effort to more efficiently regulate and manage institutions that received public subsidies. In 1927, a state charter changed the name of the institution to Shippensburg State Teachers' College, and the curriculum was amended to provide four-year programs in elementary and secondary education leading to a bachelor of science in education degree. A business education major was added in the next decade and, in 1939, Shippensburg became the first teachers' college in Pennsylvania to receive accreditation from the Middle States Association of Colleges and Schools.

After World War II, Shippensburg's enrollment grew rapidly and its programs diversified and expanded. By 1960, there were over 1300 students, undergraduate programs were expanded, and a two-year general education requirement for all students was added. Master's degrees in elementary education, secondary English, and secondary social studies were authorized in 1959 and, in 1962, a small liberal arts curriculum was begun. Business administration followed as a major in 1967. In recognition and anticipation of the rapid curricular and structural changes at the school, the institution became Shippensburg State College in 1960.

By the mid-1970s, the new state college achieved much of the shape it has maintained in the last three decades. Undergraduate enrollment reached approximately 5000 students, with another 1000 in graduate master's programs in both education and the liberal arts. The undergraduate population was balanced among four areas – education, the arts and sciences, business, and professional studies – in forty majors and numerous minor programs and concentrations. A Division of Undeclared Majors was created to accommodate the increasing number of students who entered the college without a major. The number of faculty increased from fifty-nine in 1960 to almost 300 by the end of the decade and they were grouped within academic departments assigned to newly established schools within the college. After 1972, the faculty members were unionized, and their salaries and working conditions were negotiated as part of a statewide master contract that included professional staff at the other state colleges. The facilities were also greatly

expanded with the addition of classroom and residential structures that more than doubled the usable space on campus.

In 1983, Shippensburg and its sister colleges became universities as part of the Pennsylvania State System of Higher Education (PASSHE) by act of the Pennsylvania General Assembly. The legislation created an Office of the Chancellor to oversee the system and an appointed Board of Governors to establish overall policy. Local Councils of Trustees were retained, but their responsibilities for institutional governance were reduced. At Shippensburg, numerous structural changes followed University status. Some schools became colleges, giving the University three new divisions – the College of Arts and Sciences, the John L. Grove College of Business, and the College of Education and Human Services. Master’s programs remained within the School of Graduate Studies.

Perhaps the most visible change after 1983 was the adoption of a new academic and co-curricular governance structure for Shippensburg University. With the cooperation of the Association of Pennsylvania State College and University Faculties (APSCUF) and the administration, a shared governance system was implemented and remains in place that allows faculty members, managers, and students to participate together in the decision-making process that determines courses, programs, and student life matters at Shippensburg University. By design, the University governance structure does not supersede or infringe upon faculty or administrative interests that are part of collective bargaining. General issues of contractual concern are handled at monthly meetings of the Faculty/Management Committee or through frequent contacts between APSCUF and management leadership. Similarly, the governance structure complements the organization of both the undergraduate and graduate student associations.

Parallel to the shared governance structure of Shippensburg University is its administrative organization. The responsibilities of the President of the University are defined by the same legislation that created PASSHE, and two groups directly assist the President in the operation of the institution. The first is the Executive Management Team (EMT), which includes the Provost and Senior Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Vice President for Information Technologies and Services, the Executive Vice President for External Affairs and University Relations, and the President and CEO of Shippensburg University Foundation. The EMT advises the President on all University policy. The second group is the President’s Cabinet, a larger group that includes academic deans and directors, selected administrators, and the Chair of the University Forum, who is a faculty member. Representatives from the faculty, staff, students, Athletic Department, and Public Safety were invited to join the cabinet beginning in Spring 2007. This group discusses issues and serves as a vehicle for the discussion and dissemination of policy.

The respective Vice Presidents direct the divisions of the University. The Student Affairs Division contains eight departments, all of which deal directly with student life on campus and range from supervision in the residence halls to the scheduling of co-curricular programming and student counseling, health, financial aid, and career services. The Administration and Finance Division has five departments that supervise all institutional funds, maintain the University’s facilities, and provide safety and security for the University community. The Information Technologies and Services Division supports the institution’s mission by providing equipment, software, training and support; this division also oversees the operations of the University’s library and instructional media services. The Division of External Affairs coordinates the outreach activities of the University, including alumni relations, marketing, and communication. The Academic Affairs Division, led by the Provost, directs the three colleges of the University, the School of Graduate Studies, the School of Academic Programs and Services, which includes

the undeclared division and academic support programs, Enrollment Services, and the Institute for Public Served and Sponsored Programs. The dean of each area meets regularly with the Provost and is a member of the Academic Affairs Council. The Associate Provost supervises the Office of Institutional Research and Planning.<sup>1</sup>

The governance, academic, and administrative structure of Shippensburg University is the framework through which the institution seeks to accomplish its mission and goals. For years, Shippensburg's mission statement emphasized many components common to those of similar institutions, such as teaching effectiveness, faculty scholarship, and service to the surrounding community. While these elements are still included in the current document, the mission of the University was revised after 1995 to reflect a more student-oriented focus, one that emphasizes the total learning process, both inside and outside the classroom, with the aim of fostering the development of individuals who are prepared for citizenship and for the workplace.

### ***Mission Statement***

Shippensburg University of Pennsylvania is a regional state-supported institution. It is part of the State System of Higher Education of Pennsylvania, which is made up of 14 universities located in various geographic regions throughout the Commonwealth. Founded in 1871, Shippensburg University serves the educational, social, and cultural needs of students primarily from south central Pennsylvania. The University enrolls students from throughout the Commonwealth of Pennsylvania, the Mid-Atlantic region, the United States, and various foreign countries as well.

Shippensburg is a comprehensive University offering bachelor's and master's degree programs in the Colleges of Arts and Sciences, Business, and Education and Human Services. The curricula are organized to enable students both to develop their intellectual abilities and to obtain professional training in a variety of fields. The foundation of the undergraduate curriculum is a required core of courses in the arts and sciences. These courses prepare students to think logically, read critically, write clearly, and verbalize ideas in a succinct and articulate manner; they also broaden students' knowledge of the world, past and present.

The University's primary commitment is to student learning and personal development through effective and innovative teaching and a wide variety of high-quality out-of-class experiences. The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study. The personal attention given each student at Shippensburg is reflective of the strong sense of community that exists on campus and the centrality of students within it. The University encourages and supports activities which give students many opportunities to apply the theories and methods learned in the classroom to real or practical situations, such as faculty-student research and student internships. Student life programs and activities complement the academic mission and further assist students in their personal, social, and ethical development.

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<sup>1</sup> See Appendix 1-1 for the University's Organizational Chart for 2007.

Committed to public service and community-centered in its relationships to the region, the University works closely and collaboratively with other organizations at institutional, programmatic, and individual levels to develop common goals, share resources, and invest cooperatively in the future of the region.

### ***Faculty Profile***

At the beginning of the 2007-2008 Academic Year, Shippensburg University employed 316 full-time faculty members. Full-time faculty members have nine-month contracts, the details of which are outlined in the Collective Bargaining Agreement (CBA), July 1, 2007, to June 30, 2011. The University hires adjunct (temporary) faculty members as needs arise; the hiring of adjuncts is also governed by the CBA.

Approximately fifty-four percent of full-time, permanent faculty members have been awarded tenure; thirty-six percent of full-time, permanent faculty members are on the tenure-track, awaiting a tenure decision during their fifth year of service. The University hires approximately fifty adjunct faculty members each academic year; this is within the twenty-five percent cap in the CBA (see Article 11.F.1 of the agreement).

Faculty members at Shippensburg University are highly qualified. According to data from PASSHE, ninety-four percent of Shippensburg University faculty members held terminal degrees, ranking the University second in PASSHE for the 2007-2008 Academic Year.

The CBA governs the workload of faculty members. The contract provides that the full workload for each academic year is twenty-four workload hours, with twelve workload hours being standard for each semester.<sup>2</sup> The CBA provides specific terms for laboratories, studios, clinics, as well as field and activity courses: these are “equated on the basis of three (3) contact hours being equal to two (2) workload hours for that period of time which is actually spent in such work” (Article 23.A.1.a.). The CBA also provides that faculty members shall have no more than three preparations each semester and faculty members shall hold a minimum of five office hours on no fewer than three days each week (Article 23.A.1.b. and Article 23.A.1.c.).

The outcome of the language of the CBA is that faculty members at Shippensburg University effectively have a four-four teaching load. Faculty members may have their teaching loads reduced for service as the chair of an academic department (Article 6.D.1.), the director of an interdisciplinary program, the President of APSCUF, the chair of the University Forum, and the chair of the University Curriculum Committee (UCC). Faculty members may receive reassigned time to complete research projects through their individual colleges and through the University Research and Scholarship Program (URSP).<sup>3</sup> The University administration may offer reassignments to faculty members to support programs and administrative efforts. (See Appendix 1-2 for a complete list of reassigned time for Academic Year 2007-2008.)

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<sup>2</sup> The full workload for faculty members who teach graduate courses exclusively is nine hours per semester. This provision of the 2007 Collective Bargaining Agreement (CBA) affects eighteen faculty members at Shippensburg University who are in the Departments of Counseling and College Student Personnel, and Educational Leadership and Special Education.

<sup>3</sup> See Appendix 6-3 for details about the URSP.

Outside the classroom, faculty members engage in continuing scholarly growth and service to the University and/or community. Faculty members report their activities in these two areas through the Snyder Report.<sup>4</sup> Faculty members reported engaging in scholarly or applied research for an average of 8.9 hours each week, as well as engaging in service activities for 17.4 hours each week.

***Student Profile***

Undergraduate and graduate student enrollment at Shippensburg University is provided in Figure 1-1.

Figure 1-1: Enrollment Reported By Fall Headcount

	Headcount Fall 2003	Headcount Fall 2004	Headcount Fall 2005	Headcount Fall 2006	Headcount Fall 2007
Undergraduate	6567	6579	6459	6423	6621
Graduate	1040	1074	1026	1093	1144

Approximately ninety-five percent of undergraduate students are from within Pennsylvania; for Fall 2007, undergraduate students represented sixty-four of the Commonwealth’s sixty-seven counties, with the greatest number of students enrolling at Shippensburg University from Cumberland (911) and Franklin (818) counties. The number of female undergraduate students (3519) is greater than the number of male undergraduates (3102). Approximately nine percent of undergraduate students identify themselves as students of color; the largest group of minority students is African American (396). For Fall 2007, there were sixteen undergraduate and seventeen graduate students from outside of the United States.

For Academic Year 2007-2008, incoming first-year students had a mean SAT score of 1020 (Math 513; Verbal 507).<sup>5</sup> Slightly less than two-thirds (63.6 percent) of the incoming class in 2007 graduated in the top half of their high school classes.<sup>6</sup> The average high school Grade Point Average for all degree-seeking, first-time, first-year students in 2006 was 3.2.

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<sup>4</sup> The Snyder Report is the annual compilation of data from each of the state-owned and state-related universities within the Commonwealth of Pennsylvania. The data are the basis for the annual report to the General Assembly by the Joint State Government Commission on instructional output and faculty salary costs. The report includes historical data tables on topics such as the number of degrees conferred, average weekly student contact hours, average weekly hours faculty members engaged in research, average weekly hours faculty members engaged in University and community service, average class size, Commonwealth instructional appropriations, and the academic year tuition and required fees for full-time students.

<sup>5</sup> Nearly all (99.9 percent) students provided SAT scores to the University. The mean scores reported do not include students admitted through the Academic Success or Summer Bridge programs; the mean scores also do not include non-degree students.

<sup>6</sup> As part of their application, eighty-one percent of admitted students reported their class rank.

## Chapter 2

### NATURE AND SCOPE OF THE SELF-STUDY

Due to Shippensburg University's focus on strategic planning since 2003,<sup>7</sup> and its subsequent transition in Presidential leadership, a comprehensive self-study with special emphasis on strategic planning, leadership transition, and assessment is being used. A comprehensive approach to the current self-study has allowed the institution to review its operations, not only to ensure compliance with the fourteen accreditation standards of excellence, but to further inform the campus community of its strategic planning processes, and to engage its leaders and constituents. The ongoing focus on strategic planning was introduced in the University's 2004 periodic review report. Given the numerous significant transitions among administration, faculty, and staff in recent years, the comprehensive approach to the self-study was critically important and the themes of strategic planning, leadership transition, and assessment were especially germane.

The comprehensive approach provides not only an assessment of strategic planning efforts to this point, but provides the basis for ongoing strategic planning efforts for the next five years. These efforts serve as the cornerstone for planning for new academic initiatives, facilities' construction and renovation, and a comprehensive capital campaign in collaboration with Shippensburg University Foundation. In the face of projected demographic changes, a continuing trend of declining support each year from the state, and increasing demands for accountability, these efforts will help meet current and future needs and help to set priorities while reinforcing Shippensburg University's accountability to its constituents.

#### *Intended Outcomes*

The self-study occurs at an opportune time as it has produced an assessment of the institution's strategic planning efforts in a time of transition in leadership. It produces a plan that includes a set of recommendations that will serve to guide Shippensburg University's ongoing planning for initiatives, enrollment, program development, and fundraising in support of our mission, vision, and goals for the next five to ten years. The self-study also demonstrates the degree to which the institution possesses the characteristics of excellence described in the fourteen accreditation standards and makes recommendations necessary for improvement. *The most important aim of the self-study is the improvement of teaching and learning at Shippensburg University.*

#### *Campus Involvement in the Self-Study Process*

The then co-chairs of the Middle States Steering Committee along with the then interim President attended The Self-Study Institute in November 2006. At the Institute, these institutional representatives met with the Middle States' Staff Liaison. Subsequent to this meeting, the Strategic Planning Steering Committee was identified as the key existing committee that would serve as the Steering Committee for the Middle States Self-Study. This group already included members of President's Cabinet, Planning and Budget Council, University Forum Executive

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<sup>7</sup> The initial stages of the University's strategic planning process were discussed in the 2004 Middle States Periodic Review Report.

Committee, as well as representatives of the Council of Trustees and Shippensburg University Foundation. It was during this period that the proposed approach to the self-study emerged.

The Middle States Self-Study Steering Committee held its first formal meeting in mid-February 2007. This coincided with the arrival of the University's newly-appointed President, who indicated that he, along with the rest of the campus community, looked forward to the committee's draft reports and final recommendations. Each committee member received copies of *Self Study: Creating Useful Process and Report* and *Characteristics of Excellence in Higher Education*, along with an overview of the self-study process, possible approaches, and a tentative timeline.

The Steering Committee developed and administered a survey<sup>8</sup> to assist in determining key issues for the self-study, worked to achieve consensus around the proposed self-study model and timeline, and developed a draft of a self-study design to share with the Middle States' Staff Liaison before his visit in late March 2007, approximately twenty-four months prior to the evaluation team visit.

The Steering Committee divided into six work groups. The work groups were directed to consider particular aspects of the institution; these groups were to prepare data-driven, analytical reports on the extent to which Shippensburg University was fulfilling its mission and goals in their respective areas.

In August 2007, the co-chairs of the Steering Committee changed due to administrative transitions. The faculty co-chair took a permanent position within the University administration and a new faculty co-chair was named.

During Fall Semester 2007, the work groups proceeded to collect information and prepare their reports. The co-chairs of the work groups met to discuss their progress and exchange information. The Steering Committee met in December 2007 to share their work groups' conclusions and to examine areas for additional consideration during Spring 2008.

Throughout Spring Semester 2008, the co-chairs of the Steering Committee worked to compile the reports and request additional information from across campus. The Steering Committee met before Spring Break to review its work and prepare for sharing the first draft of the self-study with the campus. The self-study was posted on an internal website and individuals were invited to comment either in writing or during one of two campus-wide forums held in April 2008. The Steering Committee closed the 2007-2008 Academic Year with a meeting to review the next steps in the process.

At the outset of the 2008-2009 Academic Year, the University President and the Association of Pennsylvania College and University Faculties (APSCUF) President reminded the campus community of the Middle States' accreditation visit and stressed the importance of involvement from all campus and community stakeholders. Following the same process to encourage campus review, the second draft of the self-study was posted on an internal website and two campus forums were scheduled in August and September 2008.

The final draft of the report was completed during September 2008 in preparation for the October 13, 2008, visit of the Team Chair.

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<sup>8</sup> The survey results are found in Appendix 4-4.

Following the visit of the Team Chair in October 2008, the work groups reconvened to review his comments and make final recommendations for the self-study.

## Chapter 3

### **ORGANIZATION OF THE STEERING COMMITTEE AND WORK GROUPS**

The Middle States Steering Committee was created based upon the organizational structure of the 2004-2005 Strategic Planning Steering Committee. After the selection of participants based upon their position and experience at Shippensburg University, the Middle States Self-Study Steering Committee was divided into six work groups, each with a chair and an identified skeptic. Chairs were responsible for coordinating the work of the committee and working directly with the co-chairs of the Steering Committee. The identified skeptic was responsible for offering constructive criticism of the group's work, findings, or recommendations.

The work groups were directed to seek answers to central questions developed by the Steering Committee and to propose solutions to identified challenges. Work groups were charged with understanding processes used by Shippensburg University in implementing its policies and to provide data on the processes' outcomes. Work groups were directed to provide an inventory of supporting documents. The work groups were then to evaluate the evidence for consistency with the University's mission, goals, and vision. Reports from the work groups were to be analytical and interpretive rather than simply descriptive. The conclusions reached by the work groups were reformulated into recommendations in this self-study. The most important aim of the self-study is the improvement of the teaching and learning at Shippensburg University.

Specific tasks and "seed" questions for each work group are found in Appendix 3-1. As methodological approaches were considered and data was gathered for the work group's study, each work group was free to expand its analysis. All work groups were permitted to draw upon the resources of the Office of Institutional Research and Planning; the Office of the Provost provided staff support during the completion of the self-study.

#### **Middle States Steering Committee Membership and Work Group Assignments (as of August 1, 2008)**

**Co-chairs:** Dr. Tracy Schoolcraft  
Associate Provost and Dean, School of Graduate Studies  
Dr. Sara Grove  
Professor and Chair, Political Science

## Work Group Membership

### Strategic Planning: A Process for Institutional Renewal (Standards 1, 2, 3, and 7)

<b>Chairperson:</b>	Dr. Sara Grove Professor and Chair, Political Science
<b>Co-Chairperson:</b>	Mr. Lance Bryson Executive Director, Physical Plant
<b>Skeptic:</b>	Dr. C. Nielsen Brasher Professor, Political Science
<b>Members:</b>	Mr. John Clinton President/CEO, Shippensburg University Foundation Dr. Peter Gigliotti Executive Director, Communications and Marketing Dr. George F. "Jody" Harpster Executive Vice President, External Affairs and University Relations Mr. Mark Pilgrim Director, Institutional Research and Planning Dr. David Topper Associate Vice President, Administration and Finance Ms. Deborah Yohe Executive Assistant, Office of the Provost

### Leadership Transition, Shared Governance, and Institutional Integrity (Standards 4, 5, and 6)

<b>Chairperson:</b>	Dr. Dennis Mathes Assistant Vice President, Information Technologies and Services
<b>Co-Chairperson:</b>	Dr. Douglas Cook Professor, Ezra Lehman Library
<b>Skeptic:</b>	Dr. Curtis Berry Professor, Political Science; Chair, University Forum
<b>Members:</b>	Dr. Debra Cornelius Professor, Sociology/Anthropology; Past President, APSCUF Ms. Mindy Fawks Associate Vice President, Administration and Finance Mr. Eugene Herritt President, Alumni Association Board of Directors Ms. Robin Maun Executive Assistant to the President Dr. Donald F. Mayer, Jr. Professor Emeritus; Member, Foundation Board of Directors Mr. Joseph Peltzer Former President, Student Association Mr. B. Michael Schaul President, Council of Trustees

**Quality Faculty, Quality Programs, and Discipline Specific Accreditation  
(Standards 10, 11, and 13 {Additional Locations and Certificates})**

- Chairperson:** Dr. Rick Ruth  
Vice President, Information Technologies and Services
- Co-Chairperson:** Dr. Kim Martin Long  
Associate Dean, College of Arts and Sciences
- Skeptic:** Dr. Christine Royce  
Associate Professor and Chair, Teacher Education
- Members:** Dr. Barbara Lyman (as of March 2008)  
Provost and Senior Vice President, Academic Affairs
- Dr. Robert Bartos (retired June 2008; replaced by Dr. James Johnson)  
Dean, College of Education and Human Services
- Mr. Dennis Castelli  
Professor Emeritus; Member, Council of Trustees
- Dr. Debra Cornelius  
Professor, Sociology/Anthropology; Past President, APSCUF
- Dr. Sharon Harrow  
Associate Professor, English; Past Chair, University Curriculum Committee
- Dr. Stephen Holoviak  
Dean, John L. Grove College of Business
- Dr. Kate McGivney  
Associate Professor, Mathematics
- Mr. Ray Ryan  
President, Student Association

**Creating a Diverse, Engaging, and Supportive Learning Community  
(Standards 8, 9, and 13 {Developmental Education})**

- Chairperson:** Dr. James Mike  
Dean, College of Arts and Sciences
- Co-Chairperson:** Dr. Kimberly Presser  
Associate Professor, Mathematics
- Skeptic:** Dr. Melody Wehrung  
Director, Social Equity
- Members:** Ms. Laura Beltzner  
Representative, Graduate Student Association
- Dr. Jamonn Campbell  
Associate Professor, Psychology
- Ms. Holly Kalbach (graduated May 2008; replaced by Mr. James Manuel)  
Representative, Graduate Student Association
- Dr. David Lovett  
Associate Vice President, Student Affairs; Acting Dean of Students
- Dr. Marian Schultz  
Dean, School of Academic Programs and Services; Dean, Library and Media Services
- Dr. Thomas Speakman  
Dean, Enrollment Services

### **Innovation, Outreach, and Economic Development**

**(Standard 13 {Excluding Developmental Education, Additional Locations and Certificates})**

- Chairperson:** Dr. Thomas Enderlein (retired January 2009)  
Executive Director, Institute for Public Service and Sponsored Programs
- Co-Chairperson:** Dr. Brendan Finucane  
Professor and Chair, Economics; President, APSCUF
- Skeptic:** Dr. Deborah Jacobs  
Professor and Chair, Social Work and Gerontology
- Members:** Dr. Kimberly Bright  
Associate Professor, Educational Leadership and Special Education
- Mr. Timothy Ebersole  
Executive Director, University Relations
- Dr. Leslie Folmer Clinton  
Associate Vice President, External Relations
- Ms. Cathy McHenry  
Representative, Undergraduate Students
- Ms. Colleen McQueeney  
Secretary, AFSCME
- Dr. Christina Sax  
Dean, Extended Studies
- Dr. Anthony Winter  
Associate Dean, John L. Grove College of Business

### **Student Learning and Development (Standards 12 and 14)**

- Chairperson:** Dr. Tracy Schoolcraft  
Associate Provost and Dean, School of Graduate Studies
- Co-Chairperson:** Mr. Thomas Gibbon  
Assistant Professor, Academic Programs and Services
- Skeptic:** Dr. Phillip Diller  
Director, Grace B. Luhrs University Elementary School
- Members:** Dr. Michael Coolsen  
Assistant Professor, Management/Marketing
- Ms. Sarah Ford  
Secretary, Student Association
- Ms. Debra Gentzler  
Member, Council of Trustees
- Dr. Roger Serr  
Vice President, Student Affairs
- Ms. Maria Weinzierl (graduated May 2008; replaced by Ms. Denise Yarwood)  
Representative, Graduate Student Association

## **Campus Resources**

### **Academic Affairs Assessment Team**

College of Arts and Sciences

Dr. Lea Adams, Psychology

Dr. Kimberly Klein, History/Philosophy

Director, Honors Program

Dr. Kate McGivney, Mathematics

Dr. Jose Ricardo, Modern Languages

College of Education and Human Services

Dr. Laura Patterson, Criminal Justice

Dr. Todd Whitman, Counseling and College Student Personnel

John L. Grove College of Business

Dr. Michael Coolsen, Management/Marketing

Dr. Thomas Verney, Management/Marketing

Office of Institutional Research and Planning

Mr. Mark Pilgrim, Director

## PART II – SELF-STUDY TOPICS

### Chapter 4

#### **Strategic Planning: A Process for Institutional Renewal (Standards 1, 2, 3, and 7)**

##### **Standard 1: Mission and Goals**

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

##### **Standard 2: Planning, Resource Allocation, and Institutional Renewal**

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

##### **Standard 3: Institutional Resources**

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

##### **Standard 7: Institutional Assessment**

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

The degree to which Shippensburg University achieves and accomplishes its mission, goals, and the vision of its future is an extremely important part of this evaluation. While each of the six substantive chapters in the self-study assesses how well we are meeting our stated mission and goals, this chapter evaluates the overall effectiveness of the University through an analysis of continuous planning procedures. Furthermore, this chapter examines our performance as an institution and assesses the comprehensive results of these efforts. Finally, this chapter assesses the degree to which the results of these procedures are linked to resource allocation by the University.

### ***Planning and Resource Allocation***

Since 1982, Shippensburg University has used a campus-wide planning and budgeting model. Each year, the University President, the President's Cabinet, and the Planning and Budget Council of the University Forum review the institution's mission and establish priorities among the strategic directions. Based upon these meetings, the Office of the President, in conjunction with the leadership of the Administration and Finance Division, prepares the Program Planning and Budget Guidelines, a document that is distributed to academic departments and administrative offices, for use in the allocation of operating funds.<sup>9</sup> Based upon these guidelines and a matrix that details the distribution of funds across commitment items, each unit prepares a program and budget plan and submits it to its unit supervisor and then to the appropriate Vice President. Vice Presidents review the submissions, make modifications, and submit their documents to the President and Budget Office.

In addition to this process, the Division of Academic Affairs has a parallel process that requires each academic department to review its faculty personnel complement, considering its programmatic offerings and contributions to University programs such as General Education. These Faculty Staffing Plans are submitted to the college deans for review; the college deans make recommendations to the Provost who determines if changes are necessary for the next academic year.

Working with budget projections for the coming fiscal year, the amount needed to balance the budget is determined. This information is shared with the EMT, which then works with their respective divisions (or across divisions) to create a list of budget reduction or revenue enhancement possibilities. These divisional lists are combined to create a University-wide list that is then prioritized by the EMT. This prioritized list is then shared with the President's Cabinet and the Planning and Budget Council for their feedback before submission to the President for final approval. Shippensburg University has been successful in maintaining a balanced budget over the past five fiscal years as shown in Figure 4-1.

Figure 4-1 shows the Total Educational and General Budget (E&G) from fiscal year 2003-2004 through fiscal year 2007-2008. During this time period, Shippensburg University has had to identify cost reductions and/or additional revenues in the amount of \$8,748,528 in order to balance the institution's E&G budget. These reductions have been necessitated by declining state support and limited tuition increases<sup>10</sup> as shown in Figure 4-2.

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<sup>9</sup> See Appendix 4-1 for the most recent set of Program Planning and Budget Guidelines.

<sup>10</sup> The tuition decision which is made by the PASSHE Board of Governors each July has not been based on the actual needs of the institutions, but has been capped at the rate of inflation or below. Shippensburg University has needed to carefully evaluate its resource allocation decisions in order to ensure adequate funding to carry out the strategic directions.

Figure 4-1 Revenue and Expense Statement  
Total Education and General Budget (Excluding Auxiliaries)  
Fiscal Years 2003-2004 through Fiscal Year 2007-2008

	FY03/04	FY04/05	FY05/06	FY06/07	FY07/08
	Actual	Actual	Actual	Actual	Actual
	E & G Budget				
Tuition and Student Fees	\$42,112,814.00	\$43,584,838.00	\$44,563,309.00	\$45,693,636.00	\$48,294,020.00
State Appropriation	\$30,130,244.00	\$31,636,878.00	\$32,591,097.00	\$32,672,461.00	\$34,754,301.00
Other	\$3,123,792.00	\$3,084,890.00	\$4,286,613.00	\$4,911,983.00	\$5,216,948.00
<b>Total Revenue</b>	<b>\$75,366,850.00</b>	<b>\$78,306,606.00</b>	<b>\$81,441,019.00</b>	<b>\$83,278,080.00</b>	<b>\$88,265,269.00</b>
Personnel	\$59,469,827.00	\$60,693,075.00	\$59,843,225.00	\$64,302,149.00	\$65,115,293.00
Services & Supplies	\$12,182,242.00	\$13,143,436.00	\$13,949,144.00	\$14,184,056.00	\$14,740,805.00
Capital	\$623,893.00	\$792,882.00	\$1,771,628.00	\$838,331.00	\$803,698.00
Transfers	\$2,423,060.00	\$3,009,110.00	\$5,322,961.00	\$3,953,544.00	\$5,598,369.00
<b>Total Expense</b>	<b>\$74,699,022.00</b>	<b>\$77,638,503.00</b>	<b>\$80,886,958.00</b>	<b>\$83,278,080.00</b>	<b>\$86,258,165.00</b>
<b>Total Revenue Over Expense</b>	<b>\$667,828.00</b>	<b>\$668,103.00</b>	<b>\$554,061.00</b>	<b>\$0.00</b>	<b>\$2,007,104.00</b>
Note: Does not include changes in Compensated Absences and Post-Retirement Liabilities					

Figure 4-2 Commonwealth E&G and Tuition Increases  
Fiscal Year 2003-2004 through Fiscal Year 2007-2008

Fiscal Year	Commonwealth E&G Appropriation	% Increase Over	% of Shippensburg University Total E&G	Pennsylvania Resident Undergraduate Tuition Per Year	% Increase Over
2003-04	\$417,222,000	-5.00%	38.51%	\$4,598	5.0%
2004-05	\$433,435,000	3.89%	37.84%	\$4,810	4.6%
2005-06	\$445,354,000	2.75%	37.79%	\$4,906	2.0%
2006-07	\$467,622,000	5.00%	37.53%	\$5,038	2.7%
2007-08	\$483,989,000	3.50%	36.70%	\$5,177	2.8%

**Recommendation 4.1**

Continue to promote transparency in the process of allocating resources by sharing budget projections with the entire campus community.

**Recommendation 4.2**

Assess the impact of declining revenue from the Commonwealth and develop an action plan that identifies additional external resources as well as a strategy for obtaining those resources.

***Strategic Planning Processes***

Chapter 1 of this self-study provides the Mission Statement (see page 7 of this report) under which the University has operated during this review period. This statement guided the creation of the first ever Shippensburg University Strategic Plan that was referred to in the 2004 Periodic Review Report.

As the Strategic Planning process began, the Provost appointed individuals representing multiple campus constituencies to the Strategic Planning Committee; four individuals (the Associate Provost and one faculty member from each of the University's three colleges) were selected to

assist the Provost and serve as a coordinating committee. At a series of meetings, the Strategic Planning Committee identified core values associated with the operation of the University. The core values (Strategic Plan, viii) included:

- a strong focus on the creation of a broadly educated person
- a strong focus on the development of skills necessary for life-long learning
- a continued emphasis on quality programs
- a culture of community support and caring for employees and students
- a student-centered environment
- a commitment to access, equity, and diversity; and
- a continued strong focus on integrated learning.

In addition to delineating the core values of Shippensburg University, the Strategic Planning Committee recognized constraints on the University, including the anticipated national decline in University enrollments from traditional-age students, the decline in state funding for higher education, and the increased pressure for accountability to the public.

As the strategic planning process moved forward, four task forces were established<sup>11</sup> to evaluate four areas essential to the University's development over the next five years: regional partnerships; facilities master planning; learning communities; and marketing and recruitment. Each of these task forces addressed the four central goals stated in the University's mission – serving the educational, social and cultural needs of our students; developing students' intellectual, personal, and social capabilities; providing programs and activities that complement the academic mission; and sharing resources and investing cooperatively in the future of the region (Mission Statement).

For example, the Task Force on Regional Partnerships recognized the changing demographics of our student population as it recommended the University support external degree programs and distance education. Furthermore, this task force recognized the promotion of regional and international programs and partnerships that would provide additional opportunities for students to develop their intellectual, personal, and social capabilities and these programs and partnerships would further complement the academic mission of the University. Finally, the task force recognized the unique position of the University to serve as not only a clearinghouse for information, but to also support the greater community by enhancing existing centers of expertise and developing new ones to meet regional needs.<sup>12</sup>

As the development of the strategic plan concluded with its approval by the Council of Trustees in March 2005, Shippensburg University initiated three efforts to move toward implementation of the plan: the identification of a set of aspirational peers; the completion of an environmental scan to determine perceptions of the University within the region; and the completion of feasibility studies relating to University's Master Plan.

The four task forces created during the strategic planning process offered recommendations for the University and the 2005 Strategic Plan identified four strategic directions: establish recognition for the best undergraduate education in the Mid-Atlantic region; achieve recognition

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<sup>11</sup> Individuals not serving on the Strategic Planning Committee were invited to participate in the meetings of the task forces to further solicit input from the campus and community.

<sup>12</sup> Task force recommendations are included in Appendix 4-2 – Shippensburg University Strategic Plan (2005).

for key programs of professional graduate study and research; become more inclusive and diverse; and be a leading community partnership University.

Given the transitions in leadership that occurred between 2005 and 2008, the interim leadership team used the 2005 Strategic Plan to keep the University on track and created a bridge for the incoming administration. While the 2005 Strategic Plan provided directions for the University’s initiatives, the Strategic Planning Committee and its supporting task forces did not meet during the transition years to review the implementation of new initiatives or the plan itself. In fact, of the original fifty-six individuals who served on the Strategic Planning Committee as co-facilitators or as members of a task force, only thirty-five (approximately sixty-three percent) remain employed at the University. Only thirteen individuals (approximately twenty-three percent) remain in the role they held at the time of the creation of the 2005 Strategic Plan.<sup>13</sup>

**Recommendation 4.3**  
 Reconstitute the Strategic Planning Steering Committee given the significant number of retirements and role transitions since the Strategic Plan was approved in March 2005.

**Assessment**

Shippensburg University’s approach to assessment is well documented. The Office of Institutional Research has developed a matrix showing the schedule for University-wide assessments, including the CIRP, Noel-Levitz Satisfaction Inventory, a locally-developed student satisfaction survey, and the National Survey of Student Engagement.<sup>14</sup> A cross-section of the matrix is found in Figure 4-3; the full matrix is available in Appendix 4-3. The data collected from these instruments is shared by the Office of Institutional Research at meetings of the Planning and Budget Council and the University Forum.

Figure 4-3 Cross-Section of University-Wide Assessment Instrument Administration

ASSESSMENT INSTRUMENT	2004		2005		2006		2007		2008		2009		2010	
	SP	FL	SP	FL	SP	FL	SP	FL	SP	FL	SP	FL	SP	FL
Admitted Student Questionnaire (ASQ) Admissions Office	Green													
Cooperative Inst Research Program (CIRP)		Green			Green		Green							Orange
Noel-Levitz Satisfaction Inventory (SSI)											Orange			
Local Marketing Research Interview Student Satisfaction Survey							Green							Orange
National Survey of Student Engagement (NSSE)	Green		Green						Orange					
Alumni Survey One (ASI) (3 year)					Green						Orange			
ACT Alumni Survey											Orange			

Green fill indicates a past administration with data  
 Orange fill indicates a current or future administration without data

<sup>13</sup> See Chapter 5 for additional discussion of the leadership transition.

<sup>14</sup> Academic departments, as well as units within the Division of Student Affairs, may administer alumni surveys developed as part of the Program Review Process.

An evaluation of the University's efforts to develop and assess student learning outcomes is found in Chapter 8. The University also relies on validation of its programs in specific areas by external accrediting bodies and professional associations as seen in Chapter 6 (see Figure 6-4). As described in the next section, Five-Year Program Reviews are conducted throughout the Divisions of Academic and Student Affairs. Furthermore, by Board of Governors' policy, an external evaluator must be used once every ten years as part of the program review process, adding to the rigor of the reviews.

The discussion of University-wide assessment efforts has historically taken place at the University Forum and at the College Councils, which are composed of department chairpersons. Given the limited scope of participation in these venues, the University needs to consider alternative mechanisms for the dissemination of information regarding assessment efforts.

**Recommendation 4.4**

Communicate the results of University-wide assessment efforts beyond the venues of the University Forum and the College Councils.

***Program Reviews of Academic Programs in Academic and Student Affairs***

To demonstrate the effectiveness of each academic program and administrative unit, Shippensburg University conducts program reviews every five years. The purpose of these reviews is to evaluate how the program or unit is meeting its goals and fulfilling the University's mission.

In the Division of Academic Affairs, academic departments conduct a thorough program review every five years. Included in each program review is an evaluation of enrollments in each of a department's majors, curriculum changes over the preceding five-year period, an evaluation of space needs and library holdings, an evaluation of the professional development and level of engagement of faculty members in service, student participation in internships and innovative out-of-class experiences, and departmental assessment efforts. The Five-Year Program Review evaluates the department's progress on recommendations outlined in the previous review and sets new directions for the next five-year period. College deans read and comment on the departmental report and transmit their recommendations to the Associate Provost. The Associate Provost and the Program Review Committee (comprised of three faculty members from disciplines not under review) critically review the report and prepare draft recommendations to be shared with the academic department. The Associate Provost then prepares a report to transmit to the Provost and PASSHE.

In the administrative units, program review concentrates on seven key areas: leadership; information and analysis; planning; use of human resources; process management and development; performance results; and stakeholder satisfaction. Following the completion of the unit's report, the Program Review Committee, chaired by the appropriate Vice President and composed of three members from the division, follows the same practices as the Division of Academic Affairs. The final report, including recommendations, is shared with the President and sent to the appropriate PASSHE official. PASSHE shares its reports with the Board of Governors.

### *Alignment of University and PASSHE Goals*

During the end of President Ceddia's administration and through the tenure of Interim President Harpster, the institution relied on the 2005 Strategic Plan to keep the University on course. Upon the arrival of President Ruud in February 2007, the University community offered its evaluation of the University's list of twenty-one goals and their importance to the institution through a survey. (See Appendix 4-4 for the results of the survey.) Following the analysis of the survey results, the University's set of general goals was refined and consciously tied to the five core areas emphasized by the Pennsylvania State System of Higher Education (PASSHE): student achievement and success; University and system excellence; commonwealth service; resource stewardship; and public leadership (see Figure 4-4).

As noted, the University's internal planning process is affected by its operation as one of the fourteen state-owned universities in PASSHE. In 2000, the PASSHE Board of Governors approved the first iteration of its Performance Funding Program designed to enhance organizational effectiveness and operational efficiency, as well as to promote and reward excellence. Using measures from the previously established System Accountability Plan, each University in PASSHE now competes for performance funding based upon benchmarks established using the institution's own performance, the performance of institutions in its peer group, and system performance targets. In July 2003, the PASSHE Board of Governors adopted a new funding formula that reflected growing demands for accountability. The new formula significantly altered the allocations of state monies based on instruction, support, facilities, and revenue.

While PASSHE often adds a layer of complexity, its initiatives have permitted Shippensburg University to demonstrate its institutional effectiveness. Figure 4-5 provides two examples of performance funding measures – Percentage of Faculty Members with Terminal Degrees and Four-Year Graduation Rates. A complete set of charts detailing Shippensburg University's performance is including in Appendix 4-5.

Figure 4-4 Alignment of PASSHE Core Areas  
with the General Goals of Shippensburg University

PASSHE Core Area Description	General University Goal	General University Goal #
Student Achievement and Success	Enhance student development opportunities and participation in the residence hall learning environments that are complementary and supportive to curricular programs	7+8
	Provide appropriate computing and information technology to the University community and related groups	11
	Continue as an active leader and participant in collaborative activities with the Pennsylvania State System of Higher Education	17
	Continue to assess and implement strategies to improve student retention	20
University and System Excellence	Emphasize excellence and innovation in teaching and learning through the implementation of a strategic plan that results in lifelong purposeful learners	1+2
	Enhance a campus environment which embraces an understanding and appreciation of diversity, using a broad definition of diversity, by providing multi-cultural activities which are complementary to curricular programs and through the creation of an educational environment which is more inclusive	3+6
	Develop and implement an integrated university-wide marketing program	13
	Continue to assess PASSHE Performance Funding and Funding Formula criteria in planning and implementing new University strategic directions	19
	Continue to invest in the recruitment, retention, and professional development of faculty, staff, and administration	21
Commonwealth Service	Develop and provide collaborative, undergraduate and graduate curricula in the liberal arts, professional fields, science and technology, consistent with the mission and strategic directions of the University, colleges, schools, and academic departments	4
	Enhance and expand opportunities and facilitate participation in community service by members of the university community, with a regional emphasis	5
Resource Stewardship	Maintain and enhance resource management systems and procedures that provide timely and accurate information and assure sufficient accountability and compliance	9
	Continue to develop a more effective and people-oriented approach to the provision of financial, administrative, human resources, facilities, public safety and computing services to the University community through application of technology, staff training and possible functional realignment	10
	Develop campus physical facilities to more adequately support current programs and services as well as future directions and maintain a facilities master plan to assure efficient and effective allocation and use of space, long-term viability of facilities through adequate maintenance and repair programs, and regulatory and statutory compliance	12
	Continue initiatives and activities that strengthen the work of alumni programming, friend-raising, and overall University enhancement	14
	Encourage and support charitable giving and other related ventures that help meet the University's needs in collaboration with the Shippensburg University Foundation	18
Public Leadership	Continue to enhance the quality of life in the University's service region through economic development initiatives, community relations and public service, shared cultural and educational activities, and athletics	15
	Continue to develop, market, and sustain a vibrant Extended Studies program serving various constituent and regional needs	16

Figure 4-5 Sample Performance Funding Measures<sup>15</sup>  
 Percentage of Faculty Members with Terminal Degrees and Four-Year Graduation Rates  
 2007-2008

Terminal Degrees % of Faculty 2007/2008		Four-Year Graduation Rates Cohort Entering Fall 2003	
Millersville	95.77%	Shippensburg	44.85%
Shippensburg	94.39%	Bloomsburg	40.54%
West Chester	93.06%	West Chester	39.68%
Indiana	89.20%	East Stroudsburg	36.62%
Slippery Rock	89.81%	Millersville	36.00%
Bloomsburg	89.69%	Indiana	32.68%
East Stroudsburg	89.06%	Clarion	31.04%
Clarion	87.01%	Slippery Rock	30.92%
Edinboro	85.67%	California	30.50%
Mansfield	84.17%	Kutztown	30.08%
Kutztown	83.69%	Lock Haven	29.15%
Lock Haven	79.64%	Mansfield	27.41%
California	77.48%	Edinboro	22.30%
Cheyney	76.81%	Cheyney	11.64%

The University's 2005 Strategic Plan and the initiatives of PASSHE, including its strategic plan, entitled *Leading the Way*, provide a foundation for the processes that support the University's mission. The mission of the institution is furthered by well-established processes relating to planning and resource allocation as well as program development and assessment.

In addition to evaluating Shippensburg University's existing academic needs, the Provost links resource allocation to PASSHE's initiatives. For example, the Chancellor's Office has determined each institution is to seek program-specific accreditation for those disciplines where the accreditation is valued, such as computer science. To prepare for the recent ABET accreditation, the Provost implemented a plan that separated computer science and mathematics faculty members into two distinct academic departments, each with independent resources including support staff and classroom facilities. The faculty members in the newly created Department of Computer Science then revised their curriculum in accordance with ABET standards and proceeded to prepare their self-study. Based upon ABET's review, the Department of Computer Science received additional resources to enhance the professional development of its faculty members; the department also received an additional faculty line to comply with ABET standards.

This process of aligning the goals and initiatives of PASSHE and Shippensburg University is ongoing. During Academic Year 2007-2008, the Department of Communication and Journalism began revision of its curriculum in preparation for its accreditation visit in 2010. Plans have been approved for the renovation of Huber Art Center across Academic Years 2008-2009 and 2009-2010, in anticipation of needs associated with accreditation for the Department of Art in 2009.

<sup>15</sup> The data in Figure 4-5 are from the 2007 System Accountability Results (August 2008). To evaluate institutional effectiveness, Shippensburg University has identified three "peer" PASSHE institutions based on enrollment figures: California University, East Stroudsburg University, and Edinboro University. In Figure 4-5 and in Appendix 4-5, Shippensburg University and its peers are highlighted to demonstrate Shippensburg's performance.

### ***Program Development and Assessment***

As with the planning and budgeting process, Shippensburg University has established procedures for curriculum development and revision. Article 31 of the Collective Bargaining Agreement (CBA) between the Association of Pennsylvania State College and University Faculties (APSCUF) and PASSHE provides for the creation of a Curriculum Committee on each campus. It is clear from the language in the CBA that the curriculum process is to be driven by faculty members as it is at Shippensburg. Faculty members within academic departments are responsible for the development of new academic programs and courses as well as the revision of existing academic programs.<sup>16</sup> Standing committees created by the University Curriculum Committee (UCC) oversee the General Education Program and Distance Education. A standing committee on Academic Policies and Procedures reviews proposed changes related to general academic administration (a recent example is the revision of the University's process to permit students to appeal their final grade in a course). Since 2004, the University Curriculum Committee has required the inclusion of student learning outcomes as part of the proposal process. Furthermore, the UCC has required academic departments to demonstrate the impact of the new program or course on its allocation of resources.<sup>17</sup>

This process has been effective for individual course proposals, but has presented challenges in the development of new academic initiatives. While college councils approve new academic programs before the proposals are submitted to the UCC for vetting, the question of resource allocation has often been unaddressed. Establishing best practices for the use of assessment data in the development of new academic programs and the allocation of resources to these programs would benefit the University.

#### **Recommendation 4.5**

Establish an academic master plan committee with broad representation to establish planning processes and develop a draft plan for review by all stakeholders.

#### **Recommendation 4.6**

Direct the academic master plan committee to develop a model that systematically examines institution-wide and program assessments to establish institutional needs and make recommendations about the allocation of resources.

While the PASSHE performance funding mechanism provides measures of the University's effectiveness and efficiency, the implementation of an assessment program has enabled Shippensburg University to evaluate more accurately its operations within academic disciplines, in the General Education program, and through evaluations of administrative operations.

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<sup>16</sup> The University Curriculum Committee form for a new program or course is included in Appendix 8-4.

<sup>17</sup> Academic departments typically provide a matrix of course offerings to demonstrate how the new course or program will be delivered using its existing faculty complement. This process replaced the "One-for-One Rule," which provided that for a new course to be approved, one existing course had to be removed from the catalog.

### *Linking Resource Allocation to Assessment Processes*

Data collected from various sources guide the planning and budgeting process annually at Shippensburg University as it relates to achieving its objectives. Within the Division of Academic Affairs, this process focuses on the allocation of the faculty complement and relies on data such as credit hours generated, departmental contribution to the University's General Education Program, and needs based upon external accreditation requirements.

Curriculum changes proposed by faculty members rely on data about student performance. The University administered the National Survey of Student Engagement (NSSE) in the spring of 2003, 2004, and 2005. To address concerns raised by NSSE with regard to students' experiences with writing, faculty members in the English Department proposed the creation of a writing-intensive first-year seminar (WIFYS). WIFYS would replace the traditional course, College Writing, and place increased emphasis on critical reading and oral communication. To offer these additional components, the English Department sought a reduction in class size from twenty-six in College Writing to twenty in WIFYS. This reduction of six seats across an average of thirty-six sections meant the English Department needed at least two additional full-time faculty positions. The WIFYS proposal was approved at the departmental, college, and University levels based upon assurances that sufficient resources from the academic administration were forthcoming. In conjunction with the interim Dean of the College of Arts and Sciences and the interim Provost, faculty positions were reallocated within the college, taking one full-time position from the Chemistry Department and the second full-time position from the Modern Languages Department. WIFYS began in Fall 2006 and faculty members began the annual collection of student performance data. The Director of Composition, who is a senior faculty member in the English Department, reviews the data and provides a report to the General Education Coordinating Committee. The results are used by faculty members teaching WIFYS courses to refine their assessment efforts, modify their assignments, and review the educational methods used in the courses.

Assessment results feed back into curriculum and instruction in a number of ways. Each semester WIFYS faculty work together to refine the course rubrics, choose new readings for the common final assignment, and share successful instructional strategies and assignments. Furthermore, the collaborative development of a common assessment provides consistency across sections and provides students with a coherent WIFYS experience.

## Chapter 5

### Leadership Transition, Shared Governance, and Institutional Integrity (Standards 4, 5, and 6)

#### **Standard 4: Leadership and Governance**

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

#### **Standard 5: Administration**

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

#### **Standard 6: Integrity**

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

During the period under review in this self-study, Shippensburg University moved from an institution characterized by uncommon stability in its administrative leadership to an institution experiencing significant transitions in virtually every crucial administrative position. In addition to the transition in administration, changes in the health care benefits package for retirees who were faculty and staff members prompted an unprecedented number of retirements in June 2005.

As these transitions took place, the institution's governance structures remained relatively unchanged, owing in part to the existence of collective bargaining agreements that covered approximately eighty-nine percent of the institution's employees and a long-standing tradition of shared responsibility in pursuing the University's mission and goals.

#### ***Administrative Transitions – The Presidential Search***

Dr. Anthony Ceddia served as President of Shippensburg University from 1981 until 2005; during his twenty-four year tenure, the major administrators working with him remained relatively constant. Such longevity was healthy for the institution in that the culture and unique characteristics of the University strongly influenced decision-making. Another benefit of this longevity was that each senior administrator was able to build a strong team of employees to provide critical services at the University. These teams included not only managers, but also support staff members who had been employed at the University for a number of years.

On May 24, 2004, President Ceddia announced his retirement, scheduled for no later than June 30, 2005, to the President's Cabinet and the Council of Trustees. Over the next several months, five other senior members of the administration (the Vice President for Administration and Finance, the Associate Provost and Dean of the Graduate School, the Dean of Admissions, the

Director of Social Equity, and the University Registrar) announced their retirements due to changes in the structure of the PASSHE retirement plans and health benefits.

Selection of the University President is regulated by the PASSHE Board of Governors Policy 1983-13-A: Guidelines for Recommending Presidential Appointment. Pursuant to the policy, the Shippensburg University Council of Trustees appointed a Presidential Search Committee (PSC) in July 2004.<sup>18</sup> Korn/Ferry International screened initial candidates and the PSC completed its review of the applicant pool by November 2004. In December 2004, the PSC conducted airport interviews for the purpose of screening applicants for possible on-campus interviews. Shortly thereafter, the two faculty members serving on the PSC resigned from the committee, citing their concerns about procedural flaws with the search. Attempts to address the faculty members' concerns were unsuccessful and the Council of Trustees closed the search in March 2005.

The leadership transition was further complicated by the January 2005 resignation of the Provost and Vice President for Academic Affairs, who had been selected as the Chancellor of the University of Washington Tacoma. To fill this position, President Ceddia appointed Dr. Rick Ruth as Interim Provost and Vice President for Academic Affairs in February 2005. In March 2005, the PASSHE Board of Governors with support of the Shippensburg University Council of Trustees announced that Dr. George "Jody" Harpster, Vice President for Student Affairs, would serve as Interim President, beginning June 25, 2005.

Because of the extent of the administrative transition, Figure 5-1 provides a detailed list of senior and middle-level management positions and the individuals who served in those roles before the transition in Academic Year 2003-2004 and after the transition in Academic Year 2005-2006.

By the end of May 2006, a new Presidential Search Committee<sup>19</sup> had been appointed by the Council of Trustees and R. H. Perry and Associates conducted an initial screening of applications. By December 2006, the search committee had completed their work and submitted a final report to the Council of Trustees which recommended three candidates for President. The Trustees accepted the report and subsequently recommended the three candidates to the PASSHE Board of Governors for their consideration. The PASSHE Board of Governors appointed Dr. William Ruud as the new President of Shippensburg University in January 2007.

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<sup>18</sup> See Appendix 5-1 for the composition of the 2004-2005 Presidential Search Committee.

<sup>19</sup> See Appendix 5-1 for the composition of the 2006-2007 Presidential Search Committee.

Figure 5-1 Administrative Transitions from Academic Year 2003-2004 to  
Academic Year 2005-2006<sup>20</sup>  
[Individuals holding interim positions are highlighted.]

Position Title	Academic Year 2003-2004	Academic Year 2005-2006
President	Dr. Anthony Ceddia	Dr. George "Jody" Harpster
Provost and Vice President for Academic Affairs	Dr. Patricia Spakes	Dr. Rick Ruth
Associate Provost and Dean of Graduate Studies	Dr. James Coolsen	Dr. Tracy Schoolcraft
Vice President, Information Technologies and Services	Dr. Rick Ruth	Dr. Rick Ruth
Assistant Vice President, Information Technologies and Services	Dr. Hector Maymi-Sugranes	Mr. Dennis Mathes
Vice President, Student Affairs	Dr. George "Jody" Harpster	Dr. Roger Serr
Associate Vice President, Student Affairs	Dr. David Lovett	Vacant
Associate Vice President, Student Affairs and Dean of Students	Dr. Roger Serr	Dr. David Lovett
Associate Vice President, Student Affairs for Campus Programs and the H. Ric Luhrs Performing Arts Center	Ms. Leslie Folmer Clinton	Ms. Leslie Folmer Clinton
Vice President, Administration & Finance	Mr. Don Wilkinson	Vacant
Associate Vice President, Administration & Finance	Ms. Melinda Fawks	Ms. Melinda Fawks
Associate Vice President, Administration & Finance and Director of Human Resources	Dr. David Topper	Dr. David Topper
Director, Facilities Management and Planning	Mr. J. Lance Bryson	Mr. J. Lance Bryson
Dean, College of Arts and Sciences	Dr. John Benhart	Dr. Sara Grove
Associate Dean, College of Arts and Sciences	Dr. David Twining	Dr. Eugene Fiorini
Dean, College of Education and Human Services	Dr. Robert Bartos	Dr. Robert Bartos
Associate Dean, College of Education and Human Services	Dr. Peggy Hockersmith	Dr. Peggy Hockersmith
Dean, John L. Grove College of Business	Dr. Stephen Holoviak	Dr. Stephen Holoviak
Associate Dean, John L. Grove College of Business	Dr. Anthony Winter	Dr. Thomas Verney
Dean, School of Academic Programs and Services	Dr. Marian Schultz	Dr. Marian Schultz
Assistant Dean, School of Academic Programs and Services	Mr. David Henriques	Mr. David Henriques
Dean, Extended Studies	Dr. Kathleen Howley	Dr. Anthony Winter
Dean, Library and Media Services	Dr. Hector Maymi-Sugranes	Ms. Barbara Rotz
Dean, Admissions	Mr. Joseph Cretella	Dr. Thomas Speakman
Registrar	Ms. Alana Moriarty	Ms. Cathy Sprenger
Director, Institutional Research and Planning	Mr. Mark Pilgrim	Mr. Mark Pilgrim
Executive Director, Institute for Public Service and Sponsored Programs	Dr. Tom Enderlein	Dr. Thomas Enderlein
Director, Social Equity	Dr. Lois Waters	Vacant
Director, Public Safety	Vacant	Ms. Cytha Grissom
Executive Director, University Communications and Marketing	Dr. Peter Gigliotti	Dr. Peter Gigliotti
Executive Director, University Relations	Mr. Timothy Ebersole	Mr. Timothy Ebersole
President and CEO, Shippensburg University Foundation	Mr. John Clinton	Mr. John Clinton

<sup>20</sup> Individuals selected to fill various administrative functions on an interim or acting basis were long-time University employees with an average of twelve years of service at the time of their interim appointment.

### ***The Beginning of the Ruud Administration***

President Ruud began his service as President on February 19, 2007. The new President reported to the President's Cabinet that he intended to gather as much information as possible regarding the current state of affairs on campus. He would thoroughly evaluate the needs and the wants of the campus community before announcing any major organizational or policy changes. To collect this information, the President set a goal to meet with all campus departments during his first 120 days in office.

Reporting to both the President's Cabinet (Minutes, March 19, 2007) and the University's Council of Trustees (Minutes, March 30, 2007), the President stated that through his meetings with campus constituencies he had gained valuable information, which had helped him identify items for the University's Strategic Plan, facilities plan, and technology plan. The President continued to emphasize his open management style and his desire to have administrators work as a team.

The President's first organizational change took effect at the President's Cabinet meeting of April 16, 2007. In order to work with a broader base of individuals on campus, he announced the expansion of the President's Cabinet by including the President of the local American Federation of State, County, and Municipal Employees (AFSCME) unit, the President of the local Association of Pennsylvania State College and University Faculties (APSCUF) unit, the Director of Public Safety, the Director of Institutional Research and Planning, the Student Senate President, and the Director of Athletics.

### ***The 120 Day Report***

On May 8, 2007, the President released his *120 Day Report* to the entire Shippensburg University community (see Appendix 5-2). He wrote that he had listened to the following campus constituents: all of the academic departments, Student Affairs, Athletics, Administration and Finance, Facilities, the Council of Trustees, University Relations, Communications and Marketing, Shippensburg University Foundation, and the community of Shippensburg.

In his report, the President reviewed the issues raised during meetings with the various constituency groups. In discussing the Division of Academic Affairs, the President noted the importance of shared decision-making with input from faculty members and the University administration. He noted concerns about the adequacy of classroom space and the need for upgrades and improvements at the Ezra Lehman Memorial Library. The President further noted the importance of curriculum revision to enhance students' educational experiences. He expressed his desire to continue to recruit high quality faculty members and students and to promote increased diversity among these two groups. Finally, the President suggested the revision of promotion and tenure processes for consistency with national standards.

The President's review of the needs of the Division of Student Affairs focused primarily on facilities. He noted the need to improve student housing and student-centered spaces, such as the Ceddia Union Building, Heiges Field House, Henderson Gymnasium, and Seth Grove Stadium.

In reviewing the operations of the Administration and Finance Division, the President recommended that all policies should be reviewed, with specific emphasis on those related to out-of-state tuition. He emphasized the need for efficiency, noting that increased use of PASSHE contracts could maximize value.

In the area of University Relations, the President concluded there was a need for improved coordination of this office with University Communications and Marketing. He recommended the University develop additional relationships with corporations and external foundations. Finally, he suggested the endowment held by Shippensburg University Foundation needed to be at least equal to the University's annual operating budget.

The President invited members of Shippensburg University community to provide feedback regarding his analysis. He stressed that his report and its accompanying feedback would serve as the basis for the annual administrative planning retreat in June.

### ***The Administrative Planning Retreat***

At the June 2007 retreat,<sup>21</sup> the President and representatives from the University's units<sup>22</sup> discussed the *120 Day Report* and the five most pressing issues facing each unit. The goal for the retreat was to develop achievable short-term goals for Shippensburg University. After discussion, the retreat participants determined the University needed to plan for growth by completing a marketing study, an analysis of housing needs, and an assessment of classroom and office space. Increasing enrollment in graduate programs was one area singled out for emphasis. Additional initiatives reviewed by the retreat participants included: an evaluation of the non-resident student tuition differential, the need to upgrade library facilities, and the need to promote the development of external partnerships. Participants also concluded the University should evaluate its efforts to enhance the academic profile of entering students, to retain admitted students, and to increase diversity on campus. It was determined the revision of the Campus Facilities Master Plan should proceed immediately.

### ***Implementing the Retreat Recommendations***

As determined by the participants at the 2007 Administrative Retreat, the University set out to achieve two short-term goals: the revision of the Campus Facilities Master Plan, including an assessment of classroom and office space and an analysis of housing needs, and implementation of a marketing study directed toward finding a "brand" for Shippensburg University.

### ***Updating the Facilities Master Plan***

The process to update the 1998 Facilities Master Plan began with a nationwide search for a highly qualified and experienced consulting firm that specialized in academic planning. The selected team led by WTW Architects included Ellerbe Becket, Brailsford and Dunlavey, Entech Engineering, Pennoni Associates, and Comprehensive Facilities Planning. Over the course of five months, in more than 100 meetings, a "hub and spoke" Facilities Master Plan Committee facilitated discussions with the entire campus community and communities surrounding the University. To develop the cohesive and comprehensive Facilities Master Plan document, the

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<sup>21</sup> President Ceddia instituted an annual administrative retreat to review the University's priorities at the beginning of his presidency in 1982.

<sup>22</sup> John L. Grove College of Business, College of Arts and Sciences, College of Education and Human Services, Extended Studies, School of Academic Programs and Services, Institute for Public Service and Sponsored Programs, Enrollment Management and Admissions, Information Technologies and Services, Library and Media Services, Student Affairs, Student Association, Athletics, Administration and Finance, Facilities, Shippensburg University Foundation, H. Ric Luhrs Performing Arts Center, Communication and Marketing, University Relations, APSCUF, and AFSCME.

consultants and the Facilities Master Plan Committee investigated existing conditions and current definitions of needs; anticipated and developed assessments related to program development and student population growth; and evaluated open space, building siting, housing options, and pedestrian and vehicular circulation.

Comprehensive Facilities Planning, Inc. (CFP) performed a study of space needs, evaluating current conditions, identifying physical deficiencies, analyzing the utilization of classrooms, determining current classroom need and need for projected enrollment increases of 500, 1500 and 2500, and recommending strategies to meet those needs. CFP's report recommended eighteen classrooms be removed from the classroom supply due to poor conditions;<sup>23</sup> following CFP's recommendation would leave eighty-four classrooms for use. According to the consultants, net space deficiencies exist in three areas: library, instructional space, and research laboratories. They further concluded the existing mix of classroom space is not the most efficient. Increasing the on-campus student population by more than 500 students would require the creation of additional academic space; CFP determined service space would need to be increased for any growth in the number of on-campus students.

The update to the Facilities Master Plan also included the task of examining the replacement of the University's stock of mid-1950s and 1960s student housing with modern facilities. Included in these discussions were the evaluations of the use of third-party developers (through 501(c)(3) structures) to finance the construction of the new residence halls.

The primary Facilities Master Plan concepts that resulted are: strengthening the academic core of campus; transforming the residential environment; improving vehicular circulation and parking; improving campus identity and sense of place; removing specific buildings and renovating others to meet changing programs; improving facilities for athletics and recreation; improving utility generation and distribution to meet sustainable goals; and encouraging interaction between the University and the region.

### ***Marketing SHIP***

In 2005, the University hired Lipman Hearne, a national educational research marketing firm, to conduct extensive research on- and off-campus to determine the expectations of students about Shippensburg University's academic programs and service. The firm also evaluated the market as it relates to growth and development of new academic programs or student populations.

Following the discussions at the 2007 Administrative Retreat, members of the University Marketing Committee (composed of representatives of all campus constituencies and University alumni) met with Lipman Hearne representatives to evaluate proposed marketing concepts. The committee endorsed the marketing concept of using words ending in "ship" (Scholarship, Leadership, Internship, and Partnership, to name a few). The President and the Executive Management Team (EMT) adopted the recommendation and the SHIP campaign began in March 2008 with a series of billboards in the region. The University ran commercials during the Summer Olympics on local NBC affiliates; the University will also sponsor "Smart as a Fox," a program recognizing outstanding high school students on the local Fox affiliate beginning in Fall 2008.

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<sup>23</sup> The classrooms are in three of the University's four historic buildings (Horton, Gilbert, and Stewart Halls) or in buildings recommended for demolition (Faculty Office Building and Wright Hall) in other portions of the Master Plan.

Recommendation 5.1

Use the findings from the marketing study to assess the development and growth of academic programs for traditional college-aged and adult students.

*Administrative Transitions – The Vice Presidential Searches*

After the appointment of the President, the University began its quest to hire three senior administrators: Provost and Vice President for Academic Affairs, Vice President for Student Affairs, and Vice President for Administration and Finance. Relying on the sound practices established by his predecessors, the President selected search committees that reflected the diverse interests of the faculty, students, staff, and administration. Figure 5-2 shows the composition of these search committees and the constituent units represented by each search committee member. The President provided direction to each search committee and encouraged the process to move swiftly once the search committees were established.

Fifty-four individuals applied for the Provost position; from this pool, the search committee conducted eleven airport interviews in November 2007. Following these interviews, three individuals participated in on-campus interviews during late November and early December. Candidates had the opportunity to meet with faculty members, union leadership, academic administration, staff from the Provost's Office, and students, as well as members of the Council of Trustees. Participation across these groups of stakeholders was high with 213 evaluation forms returned as part of the search process. The search reached a successful conclusion with the hiring of Dr. Barbara Lyman as Provost and Senior Vice President for Academic Affairs in February 2008.

The searches for the Vice President for Student Affairs and the Vice President for Administration and Finance proceeded simultaneously during Spring Semester 2008. Forty-four individuals applied for the position in Student Affairs, while sixty-two candidates submitted materials for the Administration and Finance position. Following telephone interviews, the Administration and Finance search committee invited five individuals for campus interviews during the final two weeks of the academic year. The search committee for the Student Affairs position invited six applicants to campus during the same time period. Unlike the high interest shown by virtually every campus constituency during the search for the Provost, low levels of turnout for candidates' on-campus interviews during these searches were the norm. The President announced the selection of Dr. Roger Serr as Vice President of Student Affairs and Dr. Denny Eakle Terrell as Vice President of Administration and Finance to the campus community on May 31, 2008.

While all three Vice-Presidential searches followed the University's protocols, participation in the process and response to the outcomes varied. Anecdotal evidence suggests the timing of the searches and announcement of the successful applicants affected the campus constituencies' perceptions of the processes. The timing of the conclusion of the Provost search and her subsequent inclusion in campus activities during the final months of the 2007-2008 Academic Year produced a positive response. Conducting two major administrative searches at the conclusion of the academic year decreased participation in the process and made the transition for the new Vice-Presidents more challenging.

**Recommendation 5.2**  
Evaluate the timing of administrative searches to maximize participation by faculty members and students.

Figure 5-2 Composition of the Search Committees for the Provost, Vice President for Student Affairs, and Vice President for Administration and Finance

<b>PROVOST SEARCH COMMITTEE</b>	
Dr. George F. “Jody” Harpster, Co-Chair	Executive Vice President, External Affairs and University Relations
Dr. Linda Hoover, Co-Chair	Professor, Teacher Education
Dr. Azim Danesh	Associate Professor, Management Information Systems
Dr. Pablo Delis	Associate Professor, Biology
Ms. Mindy Fawks	Associate Vice President, Administration and Finance
Dr. Sara Grove	Professor, Political Science
Professor Stephanie Jirard	Assistant Professor, Criminal Justice
Dr. David Lovett	Associate Vice President and Acting Dean of Students
Dr. James Mike	Dean, College of Arts and Sciences
Mr. Ray Ryan	Vice President, Student Association
Ms. Cindy Stitt	Administrative Assistant, John L. Grove College of Business
Dr. Vickie Taylor	Associate Professor, Management and Marketing
Dr. Melodye Wehrung	Director, Social Equity
Dr. Christopher Woltemade	Professor, Geography and Earth Science
<b>VICE PRESIDENT FOR STUDENT AFFAIRS SEARCH COMMITTEE</b>	
Dr. Rick Ruth, Co-Chair	Vice President, Information Technologies and Services
Mr. Joseph Peltzer, Co-Chair	President, Student Association
Ms. Nipa Browder	Staff Development Manager, Human Resources
Mr. Darrell Claiborne	Director, Ceddia Union Building
Dr. Leslie Folmer Clinton	Associate Vice President, External Relations
Dr. Steven Haase	Associate Professor, Psychology
Dr. George F. “Jody” Harpster	Executive Vice President, External Affairs and University Relations
Dr. Philip Henry	Director, University Counseling Center
Mr. Dan Hylton	Director, Career Services
Ms. Roberta Page	Athletic Director
Dr. Marian Schultz	Dean, School of Academic Programs and Services; Dean, Library and Media Services
Mr. Tyree Slappy	Student Representative
Ms. Nicolette Yevich	Director, Women’s Center
<b>VICE PRESIDENT FOR ADMINISTRATION AND FINANCE SEARCH COMMITTEE</b>	
Dr. Roger Serr, Chair	Acting Vice President for Student Affairs
Ms. Ashley Bergstresser	Treasurer, Student Association
Mr. Lance Bryson	Executive Director, Physical Plant
Ms. Cytha Grissom	Director, Public Safety
Dr. George F. “Jody” Harpster	Executive Vice President, External Affairs and University Relations
Mr. Wayne Hershey	Electrician, Physical Plant
Ms. Robyn Lovett	Staff Assistant, Human Resources
Dr. Dennis Mathes	Assistant Vice President, Information Technologies and Services
Ms. Janet McKeithan-Janifer	Assistant Dean of Students
Dr. Kate McGivney	Associate Professor, Mathematics
Dr. Tracy Schoolcraft	Associate Provost and Dean of Graduate Studies
Dr. David Topper	Associate Vice President, Administration and Finance

### ***Administrative Transitions – Mid-Level Managers***

In addition to the searches for senior administrators, searches for mid-level managers were needed when the change in structure for retirement and health care prompted the retirements of key mid-level managers, including the Dean of Admissions, the Registrar, and the Associate Provost/Dean of Graduate Studies/Dean of Enrollment Management in 2005. These simultaneous retirements provided an opportunity to reorganize enrollment services and reduce the scope of the Associate Provost/Dean of Graduate Studies/Dean of Enrollment Management position. By expanding the duties and responsibilities of the Dean of Admissions to include additional aspects of enrollment services, specifically the scheduling and academic progress monitoring functions of the registrar, and overall responsibility for enrollment management, the Associate Provost/Dean of Graduate Studies/Dean of Enrollment Management position responsibilities were scaled back so more emphasis and attention could be given to strengthening and growing graduate programs as well as providing new and improved services to graduate students. The trend in enrollment services in recent years has been toward a one-stop-shopping model for student services, and this realignment was seen as a step in that direction.

### ***Evaluation of the Administrative Transition***

The ability of Shippensburg University to maintain and, in some instances, enhance its services and the quality of its programs during the large-scale administrative transition was due in large part to the appointment of individuals with long tenure at the institution to interim roles. These individuals had a strong understanding of the culture of the University and had developed leadership skills through various professional development opportunities before the transition began. The University was able to build a successful transition team which continued to move the institution toward the goals stated in its 2005 Strategic Plan. The University faced greater challenges in the replacement of mid-level managers, like the Registrar, because the institutional structure did not afford staff members in critical offices with the opportunity to develop the necessary skills to serve on an interim basis or to assist a new hire in learning University policy and procedure.

#### **Recommendation 5.3**

Review the continuity planning processes used by peer academic institutions, particularly for mid-level leadership positions (i.e., Registrar), and develop appropriate professional development opportunities for current staff.

#### **Recommendation 5.4**

Emphasize the need to promote cross-training for administrative support staff through divisional managers.

Since the beginning of his administration, President Ruud has taken the opportunity to broaden the institution's administrative structure to better serve the University's constituents. The President has expanded the President's Cabinet to provide that governing body with a greater range of input into decision-making. He has emphasized communication with the campus community, providing information and seeking input through multiple means, as seen in the *120 Day Report*.

**Recommendation 5.5**

Develop a plan to invite faculty and staff members to Cabinet meetings to observe the decision-making process to promote increased knowledge about the operation of the University.

***Promoting Shared Governance***

Shippensburg University has a strong system of checks and balances incorporated into its shared governance structure. While the University administration (the Council of Trustees, the President, and the President’s Cabinet) has the primary responsibility for setting the course of the University, faculty members play a strong leadership role through the Executive Committee of APSCUF, as well as through the University Forum and the University Curriculum Committee.

***APSCUF***

Shippensburg University faculty members are represented by the Association of Pennsylvania State College and University Faculties (APSCUF). The APSCUF Executive Committee is comprised of elected and appointed faculty members who are charged with sharing the concerns of faculty members with the University administration. Over the last decade, there has been a conscious effort by APSCUF’s leadership to recruit faculty members who represent a cross-section of the University, not just in terms of academic discipline but also in terms of seniority. Figure 5-3 lists the members of the APSCUF Executive Committee for Academic Year 2007-2008, their academic discipline, and their respective years of service at Shippensburg University.

Figure 5-3 Members on the APSCUF Executive Committee  
Academic Year 2007-2008

<b>Faculty Member (APSCUF Office Held)</b>	<b>Academic Department</b>	<b>Years of Service at Ship</b>
Dr. Debra Cornelius (President)	Sociology/Anthropology	15
Dr. Deborah Jacobs (Vice President)	Social Work and Gerontology	16
Dr. Angela Bartoli (Meet and Discuss)	Psychology	29
Dr. Curtis Berry (Assembly Delegate)	Political Science	20
Dr. J. Kent Chrisman (Public Relations Chair)	Teacher Education	13
Dr. Michael Coolsen (Assembly Delegate)	Management/Marketing	5
Dr. Azim Danesh (Technology Chair)	Management Information Systems	8
Dr. Pablo Delis (Assembly Delegate)	Biology	6
Dr. Brendan Finucane (Grievance Chair)	Economics	26
Dr. Sara Grove (Meet and Discuss)	Political Science	16
Dr. Steve Haase (Assembly Delegate)	Psychology	6
Dr. Robert Hale (Assembly Delegate)	Psychology	16
Dr. Sharon Harrow (Gender Issues and Social Justice Chair)	English	8
Dr. Todd Hurd (Treasurer)	Biology	8
Ms. Stephanie Jirard (Secretary)	Criminal Justice	5
Ms. Bertie Landis (State Coaches Representative)	Athletics	3
Dr. Tim Maret (Enrollment Management)	Biology	12
Dr. Kate McGivney (Planning and Budget Chair)	Mathematics	8

Figure 5-3 Members on the APSCUF Executive Committee  
Academic Year 2007-2008 (continued)

<b>Faculty Member (APSCUF Office Held)</b>	<b>Academic Department</b>	<b>Years of Service at Ship</b>
Dr. David Mooney (Webmaster)	Computer Science	12
Dr. Robert Pineda-Volk (Meet and Discuss)	Sociology/Anthropology	13
Dr. Kimberly Presser (Meet and Discuss)	Mathematics	8
Dr. John Quist (Legislative Chair)	History/Philosophy	11
Dr. Robert Shaffer (CAP Chair)	History/Philosophy	10
Dr. Dawn Vernooy-Epp (Assembly Delegate)	English	5
Dr. Kay Williams (Health and Welfare Specialist)	Geography/Earth Science	15

### *The University Forum*

At the apex of the shared governance system is the University Forum, which makes recommendations to the President of the University. The University Forum is chaired by a faculty member and is composed of faculty members representing the colleges, administrators from across the campus, and student representatives. These elected and appointed representatives hold monthly meetings that are open to the entire campus community. The Forum has several standing committees, each of which includes representation from the administration, faculty, and student bodies. These include the Student Affairs Committee, which serves as a liaison with the undergraduate and graduate student organizations, and the Governance Review Committee, which recommends changes to the structure itself. There is also a continuous flow of information between the President and the chair of the Forum. Figure 5-4 provides a list of the Forum's membership for Academic Year 2007-2008.

Figure 5-4 Membership of the University Forum, Academic Year 2007-2008

<b>Forum Member</b>	<b>Position Title</b>
Dr. Curtis Berry, Chair	Professor, Political Science
Dr. Kathryn Potoczak, Vice Chair	Assistant Professor, Psychology
Mr. Joseph Peltzer, Secretary	President, Student Association
Dr. Debra Cornelius	Professor, Sociology/Anthropology
Ms. Mindy Fawks	Associate Vice President, Administration and Finance
Dr. Leslie Folmer Clinton	Associate Vice President, External Affairs
Dr. Tomoko Grabosky	Assistant Professor, Counseling Center
Dr. Sharon Harrow	Associate Professor, English
Ms. Holly Kalbach	President, Graduate Student Association
Dr. Kurt Kraus	Professor, Counseling and College Student Personnel
Dr. Paul Marr	Professor, Geography and Earth Science
Dr. Russell Robinson	Assistant Professor, Exercise Science
Dr. Rick Ruth	Interim Provost and Vice President for Information Technologies and Services
Mr. Ray Ryan	Vice President, Student Association
Dr. Chris Sax	Dean, Extended Studies
Dr. Christine Senecal	Associate Professor, History and Philosophy
Dr. Roger Serr	Acting Vice President, Student Affairs
Dr. Richard Stewart	Associate Professor, Biology
Dr. Joanne Tucker	Associate Professor, Management and Marketing

The Planning and Budget Council is a subcommittee of the University Forum. It has several important responsibilities including review of University budget submissions to PASSHE each fall, the drafting of procedures affecting the range of planning processes on campus, and consideration of changes to the mission and strategic directions of Shippensburg University.

From time to time, the Forum creates *ad hoc* groups to address issues such as the process of recruiting and hiring new faculty members.

Recommendation 5.6  
 Charge the University Forum to lead a review of the University's primary governance documents to insure the inclusion of all campus constituencies.

***The University Curriculum Committee***

The University Curriculum Committee (UCC), a committee created by the CBA, reports to the University Forum. The UCC is chaired by a faculty member and consists of faculty members representing the colleges, the college deans, and student representatives. Figure 5-5 provides the composition of the UCC for Academic Year 2007-2008. The UCC is charged with overseeing the curriculum and course-related issues of the colleges, the School of Academic Programs and Services, and the Office of Extended Studies.

Figure 5-5 Membership of the University Curriculum Committee, Academic Year 2007-2008

UCC Member	Position Title
Dr. Sharon Harrow, Chair	Associate Professor, English
Dr. Robert Bartos	Dean, College of Education and Human Services
Dr. Lynn Baynum	Assistant Professor, Teacher Education
Dr. John Bloom	Assistant Professor, History/Philosophy
Jeff Burns	Undergraduate Student Representative
Dr. Allison Carey	Assistant Professor, Sociology/Anthropology
Dr. Chantana Charoenpanitkul	Associate Professor, Library
Dr. Michael Coolsen	Assistant Professor, Management and Marketing
Christopher Gray	Undergraduate Student Representative
Dr. James Griffith	Assistant Professor, Psychology
Professor Deborah Hocking	Assistant Professor, Accounting and Information Systems
Dr. Stephen Holoviak	Dean, John L. Grove College of Business
Dr. James Mike	Dean, College of Arts and Sciences
Dr. David Mooney	Associate Professor, Computer Science
Dr. Kimberly Presser	Associate Professor, Mathematics
Dr. Vera Reber	Professor, History/Philosophy
Dr. Todd Whitman	Assistant Professor, Counseling & College Student Personnel
Ms. Denise Yarwood	Graduate Student Representative

The UCC provides the Forum with most of its activity. The UCC receives and recommends course and curriculum changes that have originated with individual faculty or departments and have also been reviewed by college councils composed of department chairs and academic deans. The UCC has two standing subcommittees: the Academic Policies and Procedures Subcommittee that examines academic policies and standards; the General Education Subcommittee which reviews curriculum proposals recommending modifications to the University's General Education Program.

### *Evaluation of Shared Governance*

During the recent transition in presidential leadership from Dr. Ceddia to Dr. Harpster to Dr. Ruud, the model of shared governance carried on as usual. The checks and balances system ensured a large part of the day-to-day academic business of Shippensburg University was not affected by the administrative transition.

Because of the checks and balances put in place by the strong shared governance structure at Shippensburg, Middle States' goals such as "adherence to ethical standards" and "support for academic and intellectual freedom" are facilitated from the dual perspectives of the administration and the faculty. This robust and workable system provides opportunity for a tremendous amount of dialogue regarding campus directions and practices.

#### Recommendation 5.7

Encourage ongoing input from University stakeholders and constituents and continue to improve communication across the University's varied operations.

Chapter 6

**Quality Faculty, Quality Programs and Discipline Specific Accreditation  
(Standards 10, 11, and 13 {Graduate Programs})**

**Standard 10: Faculty**

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

**Standard 11: Educational Offerings**

The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

**Standard 13: Related Educational Activities**

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

*Transitions in the Faculty*

Recruiting and retaining highly-qualified faculty is the hallmark of a strong institution. Figure 6-1 provides information on the turnover of faculty members between Academic Year 2003-2004 and Academic Year 2007-2008.

Figure 6-1 Faculty Retirements, Resignations, Deaths, and Non-Renewals  
Academic Years 2003-2004 through 2007-2008

<b>Academic Year</b>	<b>Retirements</b>	<b>Resignations</b>	<b>Deaths</b>	<b>Non-Renewals</b>	<b>TOTALS</b>
2003-2004	22	6	1	2	31
2004-2005	12	8	1	0	21
2005-2006	5	3	1	0	9
2006-2007	10	14	0	2	26
2007-2008	8	6	1	0	15
<b>TOTALS</b>	<b>57</b>	<b>37</b>	<b>4</b>	<b>4</b>	<b>102</b>

These 102 vacancies have posed challenges for Shippensburg University, particularly with the 24 credit hour annual teaching load required under the Collective Bargaining Agreement and the slowed growth of faculty compensation under the agreements negotiated in 2004 and 2007, especially as compared to peer institutions. Figure 6-2 shows the success rates of faculty searches by college from Academic Year 2003-2004 through Academic Year 2007-2008.

Figure 6-2 Success Rates of Faculty Searches by College  
Academic Years 2003-2004 through 2007-2008

Academic Year	Arts and Sciences	Education and Human Services	John L. Grove College of Business	Other Faculty Positions <sup>24</sup>	TOTALS
2003-2004	76%	100%	80%	50%	77%
2004-2005	75%	75%	67%	57%	70%
2005-2006	82%	73%	86%	60%	78%
2006-2007	85%	60%	80%	100%	81%
2007-2008	88%	100%	50%	0%	84%
<b>TOTALS</b>	<b>81%</b>	<b>81%</b>	<b>76%</b>	<b>58%</b>	<b>77%</b>

Overall, three of every four faculty searches produces a new hire at Shippensburg University. Challenges in recruiting faculty members are discussed in the next section of the self-study.

### *Recruiting Faculty Members*

Each academic department prepares an annual Faculty Staffing Plan that examines data showing demand for major courses, the student-to-faculty ratio, and the department's contribution to the University's General Education Program for academic departments within the College of Arts and Sciences. The Provost, in conjunction with the academic deans, determines how to allocate vacant faculty lines when a faculty member retires or a new faculty line is created due to changes in the University's overall enrollment.

When an academic department receives permission to fill a faculty position, the department begins by writing a job description that reflects program needs, the demands of the existing student population, and the department's assessment efforts, including the projected direction for the department over the next five years as outlined in the Five-Year Program Reviews. After the department develops the job description and selects its search committee, materials are sent to the appropriate college dean, the Provost, and the Office of Social Equity for approval. In addition to forwarding the job description, departments identify discipline-specific avenues used to recruit faculty members and the general timeframe when most hiring occurs within the discipline. The department is also responsible for developing evaluation instruments for the initial screening of applications and a list of expectations for candidates who are invited to campus for an interview. When approval is granted, the Office of Social Equity and the Provost's Office place the position announcement in the discipline-specific publication,<sup>25</sup> *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, and *The Hispanic Outlook in Higher Education Magazine*.

Applications are processed at the department level and screened by members of the search committee. The department, upon the conclusion of its review, forwards to the respective college dean the names of three candidates recommended for campus interviews. The academic dean examines the candidates' credentials and if acceptable, forwards the recommendation to the Office of Social Equity for its review. If either the college dean or the Office of Social Equity has concerns about the applicant pool or the list of candidates for campus interviews, the search committee chair is contacted and a discussion about the applicants occurs.

<sup>24</sup> Other includes hiring of faculty members assigned to the School of Academic Programs and Services, the Library, the Counseling Center, as well as administrative faculty (i.e., the Director of Athletics).

<sup>25</sup> Discipline-specific job announcements typically appear on the Internet rather than in a traditional periodical.

In order to hire individuals who complement the University's mission and exemplify the teacher-scholar model, academic departments routinely incorporate a teaching demonstration as part of the interview process in order to evaluate the candidate's skill as a teacher and to allow for input from students. Academic departments also include research presentations to evaluate the candidate's commitment to continuing professional development. Candidates currently meet with the academic department, the college dean, and the Provost to discuss the expectations for faculty members at the University.

Following the interviews, academic departments recommend candidates to the University administration. When the college dean receives a recommendation, he or she is responsible for conducting a final reference check, typically with the candidate's college dean if the candidate is teaching at another institution or with the candidate's dissertation advisor if the candidate is completing doctoral studies. The Office of Social Equity conducts a final review to insure the integrity of the process. The recommendation of the college dean and the final assurance of compliance with University procedure from the Office of Social Equity are sent to the Provost, who determines if an offer will be made. The Provost, considering the recommendations of the academic department and college dean, determines the rank and step included in the offer to the candidate.

Recognizing the increased competition for highly skilled faculty members, the University Forum, at the request of local Association of Pennsylvania State College and University Faculties (APSCUF), created an *ad hoc* subcommittee on faculty recruitment and retention in Fall 2007. The subcommittee held two open campus meetings where participants expressed concerns about faculty workload from applicants, as well as support for professional development, particularly in the natural sciences. Additional questions about moving expenses and assistance in locating positions for applicants' spouses or partners emerged from these discussions. The subcommittee compiled the findings and presented a final report to the University Forum at the May 2008 meeting; the report included thirteen recommendations including the "creation of a standing committee of faculty and administrators dedicated to the mission of recruiting, hiring, and retaining faculty, with a special focus on recruitment of under-represented faculty" (Joint Recommendations of the Ad Hoc Committee on Faculty Searches and University Forum Minutes, May 7, 2008). The implementation of this recommendation, as well as ones related to revisions of the *Search Manual*, will be initiated during Academic Year 2008-2009.

**Recommendation 6.1**

Communicate the findings from the Ad Hoc Committee on Faculty Searches to the campus community and develop an action plan for implementing the recommendations.

***Retaining Faculty Members***

***Orientation Programs for New Faculty Members***

Shippensburg University seeks to welcome newly hired faculty members and provide them with support to ease their transition to our institution. The University has developed multiple means to provide new hires with relevant information and support to enable them to be successful.

When a new faculty member joins the University, he or she is assigned a mentor from their academic department. Mentors are to serve as a resource for new faculty members and to help ease their transition to the University and the community. Department chairs assign mentors based upon the new faculty member's area of interest within the discipline, as well as the senior faculty member's willingness to serve as a mentor.

Typically, the department chair and the Provost's Office contact the new faculty member with information about the mentoring process and the assignment of his or her mentor. Mentors often contact the new faculty member as he or she is moving to the local area and, in some instances, provide information about housing options and job opportunities for spouses or partners in the community. When new faculty members arrive on campus, a formal luncheon with their mentors is one of the first events they attend. Formal mentoring continues into the new faculty member's first year as the mentor explains departmental policies, procedures, and informal norms. If a successful match has been made, these relationships last throughout faculty members' careers. If the mentoring relationship does not prove rewarding for either party, the relationship typically ends as the new faculty member finds other sources of support within the University.

**Recommendation 6.2**

Conduct a systematic evaluation of the faculty mentoring system in place at the University and improve this support as needed.

Shippensburg University welcomes newly-hired faculty members by providing a comprehensive three-day orientation to the campus. One of the critical elements of this program is the participation of representatives from virtually every constituency within the University. Faculty members associated with the Center for Excellence in Scholarship and Teaching (CFEST) provide newly-hired faculty with a profile of Shippensburg's undergraduate students and emphasize the University's commitment to quality teaching. Representatives of APSCUF meet with new faculty members to provide an overview of the structure of the union and the Collective Bargaining Agreement. Administrative offices send representatives to discuss the educational, administrative, and student services that support teaching and learning.

After the initial orientation, new tenure-track faculty members are encouraged to attend a series of workshops known as Faculty Exchanges. During these sessions, which are planned across both semesters, new faculty members learn about salient topics related to their success at Shippensburg University. Figure 6-3 provides the Faculty Exchange schedule, topics, and campus hosts for Academic Year 2007-2008.

Figure 6-3 Faculty Exchange Program for Academic Year 2007-2008

<b>Date</b>	<b>Topic</b>	<b>Host(s)</b>
August 30, 2007	Academic Integrity – Turnitin.com	Professor Berkley Laite, Department Chair, Ezra Lehman Memorial Library
September 13, 2007	Faculty Evaluation System	Dr. Robert Hale, Chair, Professional Affairs Committee; Dr. Sara Grove, Co-Chair, University-Wide Promotion Committee; Dr. Susan Stone, DPAC Chair, Management and Marketing
September 27, 2007	Professional Development Opportunities	Dr. Christopher Woltemade, Director of CFEST Grants; Ms. Mary Lehman, Institute for Public Service
October 18, 2007	University Governance and Fulfilling Your Professional and Community Service Obligations	Dr. Sharon Harrow, Chair, University Curriculum Committee; Dr. Curtis Berry, Chair, University Forum
November 1, 2007	Networking Dinner	Dr. Suzanne Morin, Director, CFEST Campus Support
January 24, 2008	Student Behavior: What Are Your Options?	Mr. Bob Smith, Associate Dean of Students
February 21, 2008	Special Programs	Dr. Kim Klein, Honors Program; Dr. Chris Sax, Extended Studies; Dr. Shari Horner, Women’s Studies Minor; Dr. Michael Pressler, Interdisciplinary Arts; Dr. Robert Stevens, International Studies Minor; Dr. Sharnine Herbert, Ethnic Studies Minor; Dr. Carla Kungl, Technical and Professional Writing Minor
March 20, 2008	Networking Dinner	Dr. Suzanne Morin
April 10, 2008	End of Year Celebration: Meet Last Year’s Class of New Faculty!	Dr. Rick Ruth, Interim Provost Dr. Suzanne Morin, Director, CFEST Campus Support

Participants are asked to evaluate each session included in the Faculty Exchange program. The coordinator of the Faculty Exchange workshops also conducts a focus group for new faculty members at the end of their first year. The comments gathered through the evaluations and focus groups have led to changes in the orientation program for newly-hired faculty. One example of a change incorporated for Academic Year 2007-2008 was the inclusion of the networking dinners for new hires with administrators. At the conclusion of the 2007-2008 Academic Year, new faculty requested the inclusion of a workshop from the Office of Disability Services in the intensive orientation program.

Finally, to prepare new faculty members to serve as academic advisors, the Advisor Development and Resource Team hosts training sessions during the academic year. While these sessions are open to all faculty members, new faculty members are encouraged to participate in order to learn about the philosophy of academic advising at Shippensburg, including the nuances of advising associated with the University’s General Education Program. Workshops focus on procedures and policies as well as the University’s efforts to curb substance abuse through the Connections Program.

By providing newly-hired faculty members with these support programs, Shippensburg University has taken important first steps to retain these faculty members.

### ***Faculty Evaluation Procedures***

Faculty performance evaluations are conducted in accordance with Article 12, Performance Review and Evaluation of Faculty, of the Collective Bargaining Agreement (CBA) annually for tenure-track faculty members, and every fifth year for tenured faculty members.<sup>26</sup> Tradition at Shippensburg University has emphasized the developmental nature of the evaluation process. At the departmental level, the Department Evaluation Committee (DEC)<sup>27</sup> and the department chair offer constructive evaluations designed to improve the new faculty member's teaching effectiveness, to assist their development of a scholarly agenda consistent with the culture at the University, and to emphasize service opportunities at the University and in the community.

The DEC and Department Chairperson provide independent evaluations and recommendations about retention to the University administration. Academic deans review these materials and make a recommendation to the Provost; the Provost conducts a review similar to the academic deans and provides a summary to the University President. The President provides the notice of renewal or non-renewal by the contractually mandatory dates.<sup>28</sup>

While the evaluation process at Shippensburg University may be used to remove faculty members who are not meeting the institution's expectations, the process is generally viewed as developmental by faculty members within academic departments and academic administrators. During the five-year probationary period, newly hired faculty members receive support to develop their skills in the classroom, to learn the University's procedures for serving as an academic advisor, and to fulfill the University's mission relating to the teacher-scholar model.

### ***Support for Faculty Professional Development and Service***

Shippensburg University considers faculty scholarship, research, and service critical as each of these contributes to the quality of teaching at the institution. Faculty members, as part of the evaluation, tenure, and promotion processes, provide evidence of their achievements in these three areas. Opportunities for faculty professional development are provided through the institution as well as from the Pennsylvania State System of Higher Education (PASSHE).<sup>29</sup> Service opportunities abound, with faculty members serving within the academic units, on University-wide committees, through the faculty union, and in the community.

Faculty scholarship and research have been supported by the Center for Faculty Excellence in Scholarship and Teaching (CFEST), the PASSHE Professional Development Fund, the University Research and Scholarship Program (URSP), and through the academic colleges. Information about the availability of support from these various programs is disseminated each academic year through the Office of the Provost. The Office of the Provost also provides

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<sup>26</sup> Adjunct faculty members are evaluated through the same process as tenure-track and tenured faculty members.

<sup>27</sup> The Departmental Evaluation Committee (DEC) is referred to as the Departmental Professional Affairs Committee (DPAC) in many academic departments. DEC is mandated by the CBA, Article 12.

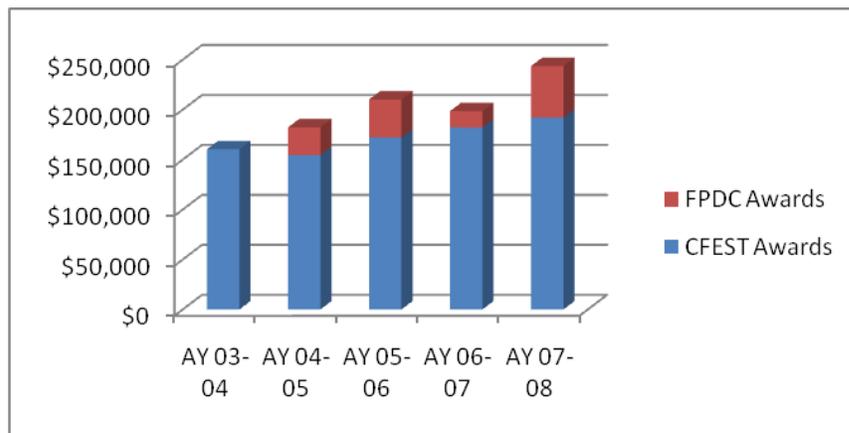
<sup>28</sup> Faculty members who have earned tenure are evaluated every five years using the same procedure.

<sup>29</sup> In addition to grant funding available through the PASSHE Faculty Professional Development Council (FPDC), faculty members, staff, and administrators work with the Institute for Public Service and Office of Sponsored Programs to secure external grant funding. Appendix 6-1 provides data on funding obtained by each college, Extended Studies, the Library, administrative units, and the Juvenile Court Judges' Commission.

additional support for faculty professional development as it relates to program accreditation needs.

Created in response to the 1999 self-study Recommendations, CFEST provides financial support for faculty travel to conferences, coordinates the University's submissions to the PASSHE Faculty Professional Development Council (FPDC) Grant Program, and awards summer stipends for faculty research. Figure 6-4 shows the amounts awarded by CFEST and the FPDC for Academic Years 2003-2004 through 2007-2008; CFEST annual reports are included in Appendix 6-2.

Figure 6-4 Funding for Faculty Professional Development from CFEST and FPDC Academic Years 2003-2004 through 2007-2008



In addition to its evaluation of faculty professional development grant proposals, CFEST is also responsible for the New Faculty Orientation and for the Faculty Exchange programs throughout the academic year.

To further enhance its support of faculty professional development, Shippensburg University initiated the University Research and Scholarship Program (URSP) in 2005. This program provides support for faculty research projects as they are nearing fruition; faculty members may apply for funding either for summer projects or for reassigned time during the academic year. As of the conclusion of the 2007-2008 Academic Year, twenty-seven faculty members have received support for research projects from the URSP. (See Appendix 6-3 for details about the URSP initiative.)

Academic deans and the Provost also support faculty members' professional development by providing funding for travel and expenses for conferences associated with the development of programs and assessment. Faculty members may also seek support from their respective academic colleges to attend professional development workshops focused on innovative pedagogical techniques and student retention strategies.

Faculty members at Shippensburg University demonstrate a strong commitment to the institution and the community through their service activities. On campus, faculty members participate in departmental, college, and University-wide committees and through service to APSCUF, the faculty union. Each year, academic departments determine the membership of departmental committees, including the Departmental Professional Affairs Committee (DPAC), the

Departmental Curriculum Committee, and the Grade Appeals Committee. Faculty members' outreach to community organizations and schools is documented in the University's publication, *Community Connections: 2006-2007 Annual Report of Service*.

At the University level, annual elections take place for APSCUF offices, the University-wide Promotion Committee, and the University Forum. Faculty members are appointed to shared governance committees by the APSCUF President. Appendix 6-4 provides a list of membership on University-wide committees for Academic Year 2007-2008. In total, 129 faculty members from 30 academic units provided service through these standing University committees.

### ***Developing Quality Academic Programs***

Shippensburg University has actively worked to maintain high standards for its academic programs and towards discipline-specific accreditations. The University has developed new majors, minors, certificates, and concentrations at both the undergraduate and graduate levels. Faculty members are full participants in academic program and course development, as well as assessment. Evidence of faculty leadership in program and course development is discussed in Chapter 4 and its review of the University Curriculum Committee.

Faculty involvement in assessment efforts begins at the departmental level with input on assessment reports and contributions to departmental Five-Year Program Reviews. At the University level, faculty members on the General Education Coordinating Committee (GECC) develop the learning objectives for the curriculum and their subsequent assessment. Further evidence of faculty contributions is seen through their participation in the Program Review Committee. Finally, efforts to achieve accreditation of academic programs are driven by faculty members, often supported by the administration with reassigned time.

Over the course of the past five years, Shippensburg University has used its thorough review processes to create new academic programs at the undergraduate and graduate level. Appendix 6-5 provides specific information about the programs created, including degree programs, minors, certificates, and concentrations. As the University's resources are finite, the development of these new initiatives required a reallocation of resources. Appendix 6-5 also provides a list of the programs that are no longer offered by the University. Given the number of programs created during this review period, the self-study will examine the genesis of two programs in greater detail: the Undergraduate Degree Completion Program and the M.A. in applied history.

### ***Creating An Undergraduate Degree Completion Program***

In response to data on the labor market from the Pennsylvania Department of Labor and Industry and information regarding the need for health care professionals from the Pennsylvania Department of Health, Shippensburg University conducted a needs assessment to evaluate the feasibility of a program in health care administration in 2003. The needs assessment revealed more than 2,500 associate degrees were being conferred in the biological sciences, life sciences, and health professions across the Commonwealth annually. Individuals graduating from these associate degree programs were seeking additional training to move from positions as direct service workers into managerial positions.

Using this information, faculty members at Shippensburg University met with external stakeholders and discussed the skills and competencies necessary for success as a manager in the health care field. These discussions informed the development of the University's Degree

Completion Program, a program offered in conjunction with the Harrisburg Area Community College (HACC) at the Penn Center in Harrisburg and the HACC campus in Gettysburg. The program, while initially focusing on health care administration, was designed so it could be adapted as needs emerged.

The framework, created by faculty members at Shippensburg University, included:

- Three credits in a foundation course in the chosen concentration
- Twelve credits in core courses to include: Technical Professional Writing II (ENG438); Information Technology and Business Operations (ISM300); Organizational Behavior (MGT305); and Resolving Conflict Through Communication (SPE375)
- Twelve credits in professional courses<sup>30</sup>
- Twelve credits of approved electives
- Six credits of internship or completion of a professional research project.

The program moved rapidly through the University's internal approval process (approved, University Curriculum Committee, February 1, 2005; approved, University Forum, February 15, 2005; approved, University President, March 4, 2005); the PASSHE Board of Governors approved the program on April 16, 2005. (The entire program proposal for the Degree Completion Program will be available in the Resource Room.)

The rapid approval of the program, coupled with the desire to build a strong relationship with HACC, prompted the University to admit its first group of students to the undergraduate Degree Completion Program for Fall Semester 2005. Campus offices, accustomed to dealing with an on-campus, traditional-age student population, had to adapt their systems to students who might never come to Shippensburg while earning their degree. The Office of Admissions was able to adapt by sending its transfer counselor to the HACC campuses to meet with prospective students; the counselor reviewed students' transcripts and assisted students with their applications to the program. The College of Arts and Sciences developed templates to facilitate the evaluation of transfer credits; faculty members in the college served as academic advisors for the degree completion students, meeting with students at the HACC locations. The Bursar's Office addressed questions about tuition and fees, resolving questions about differences in services provided to on-campus and off-campus students. The Financial Aid Office addressed issues for students who were enrolled in HACC courses and Shippensburg courses simultaneously.

The first graduates of the Degree Completion Program earned their degrees in Health Care Administration in May 2008. While a formal Five-Year Program Review will not be scheduled until 2010, the University has monitored this program's operations closely. Starting in Fall Semester 2007, all courses were moved from HACC's Penn Center campus in Harrisburg to the Dixon University Center due to concerns about access to the facilities and safety. The College of Arts and Sciences carefully scrutinizes course enrollments at both locations as part of its evaluation of the program and its potential for future expansion or contraction.

### *Using Assessment to Revitalize Graduate Programming*

During the 1990s, the Department of History/Philosophy witnessed the decline of its master's of art program due to low numbers of qualified applicants. By the beginning of the 1999-2000

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<sup>30</sup> For the Degree Completion Program leading to a B.S. in Health Care Administration, the twelve credits included Legal Aspects of Health Care (HCS451); Health Care Financial Management (HCS452); Human Resources Management for Health Care Administrators (HCS453); and Health Care Strategic Management (HCS454).

Academic Year, there were only sixteen students in the program. This low enrollment contradicted the results of a survey conducted by the department just three years earlier; the survey of selected residents in the surrounding area reported 88 percent of respondents were interested in completing a master's program. Additional survey results convinced the faculty members their traditional M.A. program needed a new direction because the survey respondents' interests were in the field of public history. Acting on the results of the survey, the Department of History/Philosophy hired a public history specialist who joined the department in Academic Year 1999-2000. During Spring 2000, in preparation for the department's Five-Year Program Review, a visit by an outside consultant further underscored the need to create an M.A. program that included more training in practical applications and technology.

During Academic Year 2000-2001, the Provost's Office worked closely with the Department of History/Philosophy to transform its under-enrolled M.A. program. The results of a second survey that year played a major role in shaping the new curriculum. The resulting Applied History M.A. program emphasized practical applications relating to technology and historical methods so as to better serve the needs of secondary education teachers, professionals employed at local historic sites, graduates seeking training for the region's burgeoning heritage tourism industry, and students seeking training in preparation for Ph.D. programs. In cooperation with the Provost and President, the History Department has established a close working relationship with the nearby U.S. Army Heritage and Education Center and partnered with the Capital Area Intermediate Unit to secure a \$940,000 Teaching American History Grant. The department has continued to refine its program based on an ongoing assessment program and the visit of a second outside consultant during Academic Year 2004-2005. By Fall Semester 2007, the number of students in the Applied History M.A. program had more than doubled from its nadir of sixteen students in 1999, and its classes are operating at full capacity.

### ***Discipline-Specific Accreditation***

While the Chancellor's Office has directed Shippensburg University to seek accreditation for specific programs (computer science, communication and journalism, and art) as part of its 2004-2009 Strategic Plan, the University has valued external accreditation throughout its history. Figure 6-5 shows the specific external accreditations currently held by the University.

### ***Supporting Academic Programs through the Division of Information Technologies and Services***

The University's academic programs are supported by the Division of Information Technologies and Services; this division includes the services provided by the staff of the Ezra Lehman Memorial Library, Multi-Media Services, Broadcasting, and Instructional Design and Development Services. Like other offices at Shippensburg University, these units have experienced significant personnel transitions since 2004. These personnel shifts have provided opportunities for organizational change; changes in technology and enhanced resources have moved this division to the forefront of the University.

Including representatives from the faculty, student body, and administration, the University Technology Council assists the professional staff with planning, coordinating, and monitoring the purchase and usage of technology. The Council recommends policies and procedures related to the use of technology on the Shippensburg campus. The Council coordinates its work through seven committees addressing various aspects of technology use on campus; one of these committees is the Academic Technology Review Committee, which evaluates the proposals submitted for funding from revenues generated through the technology fee. Figure 6-6 provides

information on the fifteen proposals funded through the technology fee for Academic Year 2007-2008; additional information on proposals supported by technology fees will be available in the Resource Room.

Figure 6-5 External Accreditations for Shippensburg University

<b>Program</b>	<b>Accreditation Body</b>	<b>Accreditation Status</b>
Business Administration	Association to Advance Collegiate Schools of Business (AACSB) International	Accredited through 2011
Chemistry	American Chemical Society (ACS) <sup>31</sup>	
Coaching Minor	National Council for Accreditation of Coaching Education (NCACE)	Accredited through December 2008
Computer Science	Accreditation Board for Engineering and Technology (ABET)	Accredited through September 30, 2012
Counseling Center	International Association of Counseling Services	Probation ends February 2009; accredited through 2014
Counseling and College Student Personnel	Council for Accreditation of Counseling and Related Education Programs (CACREP)	Accredited through June 30, 2011
Social Work (BSW)	Council on Social Work Education (CSWE)	Accredited through June 30, 2010
Social Work (MSW)	Council on Social Work Education (CSWE)	In Phase 3 of candidacy; team visit scheduled for Fall 2009
Teacher Education (including secondary education programs within the College of Arts and Sciences)	National Council for the Accreditation of Teacher Education (NCATE)	Accredited through Spring Semester 2013

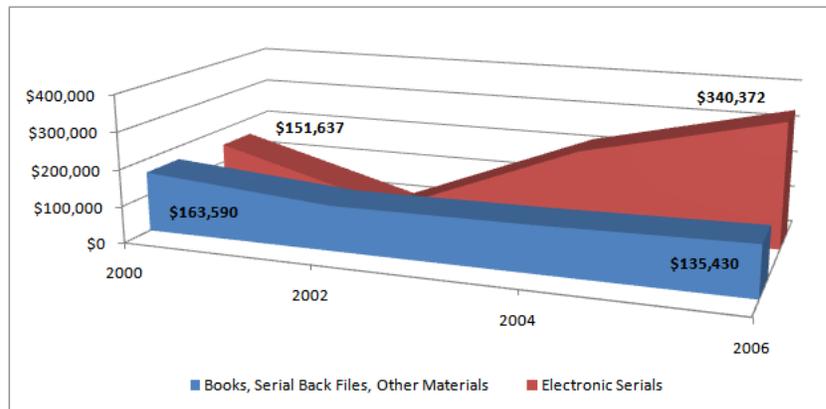
Figure 6-6 Proposals Awarded Technology Fee Funds  
Academic Year 2007-2008

<b>Department and Proposal Title</b>	<b>Amount Awarded</b>
Geography/Earth Science Augmentation of GIS Teaching Laboratory	\$29,400
Lehman Library Instructional Classroom and Computer Laboratory	\$40,108
Computer Science Computer Graphics Laboratory Augmentation	\$6,500
Lehman Library ARES Electronic Reserve Software	\$9,000
Exercise Science Purchase of Automatic Digitizing Software	\$12,200
Art Augmentation of Tablet Laptop Laboratory	\$7,959
Campus-Wide Wireless Network Access	\$150,000
Media Services Enhanced Technology for Videoconferencing	\$17,450
Communication/Journalism Augmentation of Teaching Laboratory	\$30,190
Campus-Wide Student Presentation Stations	\$50,000
Geography/Earth Science Purchase of GPS Software	\$37,700
College of Education and Human Services Purchase of Web Cameras	\$6,240
Art Purchase of Large Format Printer	\$6,295
Campus-Wide Enhancement of Student E-mail and File Services	\$285,000
Computer Science ACM Digital Library	\$9,645
<b>TOTAL</b>	<b>\$697,687</b>

<sup>31</sup> The Department of Chemistry is an ACS-approved program. ACS does not have a formal accreditation program.

The Ezra Lehman Library has benefited from its move to the Division of Information Technologies and Services. Since its last Five-Year Program Review in Academic Year 2004-2005, library faculty and staff members have worked to change the image of the library and have consciously developed strategies to reach out to academic departments. The library faculty and staff have addressed issues of limited space by “weeding the collection” with the assistance of faculty members in the relevant academic departments. Like most academic libraries, Lehman Library is changing the emphasis of its holdings from ownership of print volumes to access to electronic resources. This decision reflects the will of Lehman Library’s on-campus users. It is also true that the more electronic resources that can be accessed from off-campus the better served are Shippensburg University’s distance learners. From 2000 to 2006, Lehman Library spent 17.21 percent less on print monographs and 124.46 percent more on electronic resources (see Figure 6-7).

Figure 6-7 Comparison of Ezra Lehman Memorial Library’s Spending on Print and Electronic Resources, 2000 – 2006



While the majority of recommendations from the 2003 Library Feasibility Study (which called for an addition to the library) have not been implemented, renovations on the main floor of the library, including the addition of a Starbucks franchise and the reconfiguration of the circulation desk, have produced a dynamic environment.

The library faculty and staff at Lehman Library have developed a curriculum and have established learning goals for general skills in Information Literacy. Instruction librarians have collaborated extensively with faculty members teaching the Writing Intensive First-Year Seminar (WIFYS) to include information literacy in the course. The library assesses student learning through the use of Project SAILS, a standardized test of information literacy skills that documents skill levels for groups of students and identifies areas for improvement. The library also provides a Librarian Liaison Program that pairs librarians with each academic department. The program fosters communication about information resources and library services.

**Recommendation 6.3**

Review recommendations from the 2003 Library Feasibility Study and develop an action plan to promote more availability of physical space and materials to enhance student learning and information literacy.

## Chapter 7

### **Creating a Diverse, Engaging, and Supportive Learning Community (Standards 8, 9, and 13 {Developmental Education})**

#### **Standard 8: Student Admissions and Retention**

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

#### **Standard 9: Student Support Services**

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

#### **Standard 13: Related Educational Activities**

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

One of the primary Shippensburg University and Pennsylvania State System of Higher Education (PASSHE) strategic goals has been to include new populations, increase human understanding, and enhance diversity, broadly defined, while maintaining and enhancing the strong learning community that currently exists.

#### ***Admissions Policies and Trends***

Recognizing the changing demographics of Pennsylvania is paramount to the future of public universities like Shippensburg. As part of its enrollment management process, Shippensburg University has evaluated demographic trends that will affect our student base. Five principal trends have been identified and incorporated into the University's planning process.<sup>32</sup>

- Since 1995, the total number of high school graduates in Pennsylvania has steadily increased, and is projected to continue growing, but only through 2009. A projection of high school graduates by county through 2008 shows that the number of high school graduates is forecasted to increase in forty of the Commonwealth's sixty-seven counties. Despite years of decreasing high school graduates before 1995, college enrollments increased during much of the period due to increased college participation rates, especially among women and non-traditional adult students.
- Eastern counties in Pennsylvania will experience much larger increases in the growth in the number of high school graduates than western counties, and will have smaller decreases after 2014. This trend indicates western PASSHE universities will be disproportionately impacted by the declining pool beginning in 2009. By 2016, nearly all counties will have a smaller number of high school graduates than in 2008.
- The percentage of high school graduates who go on to college has increased over recent decades, and Pennsylvania's rate continues to be above the national average, reaching a high of seventy-three percent last year. However, the

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<sup>32</sup> See Appendix 7-1 for *Demographic Transitions and Enrollment Trends for PASSHE* (January 2006).

number of Pennsylvania high school graduates dropped significantly, by 44,000 students, between 1975 and 1995. In addition, while about thirty-five percent of the Commonwealth's population was eighteen years old or younger in 1970, only twenty-five percent were eighteen years old or younger in 2000, with a further drop anticipated by 2010. Pennsylvania colleges and universities will face a new round of enrollment challenges after 2008 when the modern-day peak year for college-bound high school students will pass.

- Challenges lie ahead in maintaining student body diversity as Pennsylvania is significantly white; by 2010, the Commonwealth's population is expected to be eighty-two percent white, ten percent African American, and five percent Hispanic. However, while national demographic trends are that about sixty-five percent of the population growth through 2020 will be in ethnic minority groups - particularly Hispanics and Asians -- about seventy-five percent of that increase will take place in just three states: California, Florida, and Texas. By 2025, while the U.S. population is expected to be nineteen percent Hispanic, Pennsylvania's Hispanic population is expected to reach only seven percent.
- Women, who already make up fifty-six percent of the undergraduate population on U.S. campuses, will continue to outpace men in earning college degrees. Nationally, for every 100 men who earn bachelor's degrees, 113 women will do the same. By 2020, the gap is expected to widen to 156 women per 100 men earning degrees.

These trends guide the work of Shippensburg University's Enrollment Management Team. The Enrollment Management Team is directed by the Dean of Enrollment Services and the Associate Provost and Dean of the Graduate School; the other members of the team include the Director of Institutional Research and Planning, the Registrar, the Vice President for Administration and Finance, the Dean of Students, the Director of Financial Aid, and a faculty representative. The Enrollment Management Team meets to review enrollment trends, consider PASSHE data and initiatives, and examine national and regional geo-demographic data. These facts are used to inform the University's enrollment goals. The collection of information and data analysis by the Enrollment Management Team is a critical element in the University's approach toward strategic enrollment management.

The President and the Provost and Senior Vice President for Academic Affairs, in collaboration with the Enrollment Management Team, establish specific new student enrollment goals each year. These goals are reviewed by the University's Admissions/Enrollment Management Committee, which meets at least three times each semester. The Committee also discusses a variety of policies and initiatives. This committee is comprised of the Enrollment Management Team, faculty members, and other administrators. This comprehensive enrollment management approach has been successful over the past five years, as evidenced by the University's enrollments at the undergraduate and graduate levels. Enrollment management is now a continuous process that includes all constituents within the University. Documents that are analyzed include the University's Strategic Plan, Growth Committee reports, and the University budget.

Faculty members participate in the recruitment of students by reviewing admissions materials for currency and through on-campus Open House programs. At the Open House programs, prospective students and their families have the opportunity to meet with faculty members and current students who share informational materials outlining the programs of study and information about career opportunities in their respective fields.

As part of the University's efforts to create a diverse student population, the Office of Admissions hosts minority recruitment fairs. The Office of Admissions collaborates with the Office of Multicultural Student Affairs (MSA) in hosting, "Mi Casa, Su Casa," a program which pairs current volunteer Shippensburg students with prospective students.<sup>33</sup> To further encourage prospective students from under-represented groups, the Office of Admissions supports bus trips to the University. In 2007, approximately 250 students visited the University through this initiative.

Beyond the efforts of the Office of Admissions, Shippensburg University has brought under-represented high school students to campus each summer through the R. Benjamin Riley Pittsburgh Partnership Program. For outreach within the south-central Pennsylvania region, the College of Education and Human Services supports the Pennsylvania State Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) initiative in partnership with the Harrisburg Area School District.

**Recommendation 7.1**

Evaluate the University's efforts to recruit a diverse student population, with specific evaluations for the programs directed by the Office of Admissions, the Pittsburgh Partnership Program, and the GEAR-UP Initiative.

***Financial Aid***

According to the Office of Institutional Research, approximately three out of every four Shippensburg University undergraduate students (73.5 percent) received some type of financial assistance during the 2006-2007 Academic Year. Further analysis of the level of support shows that of the students receiving financial aid, 65.2 percent had their need met or exceeded, while only six percent received minor (between one and forty percent) support.

The main sources of financial assistance were (in terms of dollars, in rank order): unsubsidized or alternative loans, subsidized loans, parent loans, Pennsylvania Higher Education Assistance Agency (PHEAA) loans, Pell grants, and Supplemental Educational Opportunity Grant. Figure 7-1 provides data from 2003 to 2007 showing the dollar value of loans, grants, scholarships, and student employment. For Academic Year 2007-2008, the average need-based gift award was \$4,765; the average financial aid package to all full-time undergraduate students who received any form of aid was \$7,211. As the PASSHE's appropriation has been cut by the Commonwealth and the Board of Governors has limited tuition increases, the University has decreased its support for student employment.

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<sup>33</sup> Programs designed to enrich the diversity of the student population often receive financial or administrative support from the University's Office of Social Equity.

Figure 7-1: Value of Loans, Grants, Scholarships, and Student Employment Awarded 2003 - 2007

Year	Loans	Grants	Scholarships	Student Employment
2003	\$24,159,669	\$9,536,025	\$3,200,463	\$1,837,799
2004	\$28,921,205	\$10,290,871	\$3,278,549	\$1,365,102
2005	\$31,617,459	\$10,312,920	\$3,515,359	\$1,460,143
2006	\$33,869,734	\$10,381,043	\$3,545,477	\$1,360,423
2007	\$35,374,451	\$11,570,964	\$3,954,120	\$1,338,856

**Recommendation 7.2**

Monitor sources of financial support for Shippensburg students, working to increase funding available through scholarships and student employment.

***Retaining Students: Providing Support through Academic Programs and Support Services***

Shippensburg University provides academic support programs focused on advising by faculty members and enhancing diversity through its academic programs and support services; the programs are primarily offered through the School of Academic Programs and Services and the Division of Student Affairs.

***Academic Programs***

In addition to services provided through academic departments and colleges, the University has placed an emphasis on providing strong academic support programs in the past five years. These efforts have led to the creation of the Advisor Development and Resource Team (ADRT) and the Developmental Education Council (DEC). The academic support services offered by the Learning Center and as part of the Academic Success Program (ASP) and the Martin Luther King Program (MLK) have been significantly modified in light of changing student populations and resources.

***Advisor Development and Resource Team (ADRT)***

In response to the 1999 self-study Recommendations, the University President directed the new Dean of Academic Programs and Services to improve academic advising across campus. In early 2000, the Dean solicited input from members of the campus community and members of the Commission on Academic Advising. Based on this input, the Advisor Development and Resource Team (ADRT) was established to develop a comprehensive action plan and a timeline to address advising concerns. ADRT has three primary objectives: to promote the value of advising to students; to educate students on the process of academic advising; and to provide training and resources to support faculty advisors.

**Recommendation 7.3**

Evaluate the progress of the ADRT in reaching each of its three goals and determine whether these goals should be modified in light of assessment data.

ADRT serves as the administrative body which awards the annual departmental Advising Excellence Award. This \$5,000 cash award, sponsored by the Offices of the President and the Provost, is given to the academic department that best demonstrates its advising excellence, as documented by supporting materials. The department that receives the award must use the funds for the advancement of undergraduate teaching and learning. Recipients to date are as follows:

- 2003: Geography and Earth Science
- 2004: Art
- 2005: Social Work and Gerontology
- 2006: Sociology and Anthropology
- 2007: Psychology

The departments receiving the award have used the funds to support student travel to professional meetings, host speakers related to their disciplines, and to purchase furniture for student lounges and common areas.

During Spring Semester 2004, four faculty members (one from each college and a representative of ADRT) attended an institute on assessing advisement, which was sponsored by the National Academic Advising Association (NACADA). The faculty members presented their recommendations to the Deans' Council and the Association of Pennsylvania State College and University Faculties (APSCUF) Executive Committee. In addition, using what they learned at the institute, the faculty members spent the 2004-2005 Academic Year gathering information about advising across the University. They submitted the following recommendations to the Provost in Spring 2005:

- Articulate an Advising Mission Statement for the University
- Direct academic departments to report annually to the Dean of Academic Programs and Services on efforts to assess academic advising
- Employ both quantitative and qualitative instruments to assess advising on an institution-wide, ongoing basis.

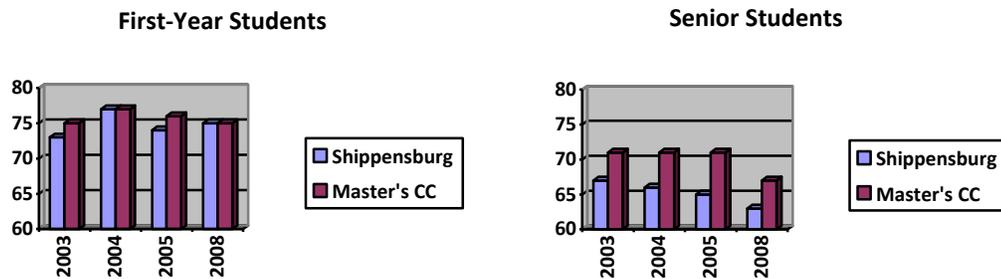
Acting on these recommendations, ADRT adopted an advising mission statement in 2007:

Academic advising at Shippensburg University is a joint endeavor that complements the educational goals of the University by working with and empowering students to obtain appropriate academic information, to develop educational and career goals, to learn the skills needed for academic success, and to access the variety of resources and services available to them.

### ***Assessing Academic Advising***

Shippensburg University has administered the National Survey of Student Engagement (NSSE) to a random sample of first-year and senior students in 2003, 2004, 2005, and 2008. Figure 7-2 compares the students' evaluation of academic advising at Shippensburg University to students at other Master's Carnegie Class (CC) institutions. More than seventy percent of first-year Shippensburg students who participated in the NSSE survey reported their experience with academic advising was "good" or "excellent." Seniors at Shippensburg University reported lower levels of satisfaction with academic advising with more than sixty percent rating academic advising as "good" or "excellent;" this trend mirrors that of Master's Carnegie Class institutions.

Figure 7-2 Satisfaction with Academic Advising (NSSE)  
 Percentage of Students Responding That Academic Advising Was “Good” or “Excellent”



In order to assess academic advising from another perspective, the ADRT assessed student experiences and perceptions of advising in Fall Semester 2007 using an online instrument developed by NACADA. Of the 321 students who participated in the survey, approximately three out of every four students (73.8 percent) expressed satisfaction with the academic advising process. Additional results from the survey include:

- 73.5 percent of respondents agreed or strongly agreed they have received accurate information about courses, programs, and requirements through academic advising;
- 77.6 percent of respondents agreed or strongly agreed sufficient prior notice was provided about the deadlines related to institutional policies and procedures;
- 82.3 percent agreed or strongly agreed advising was available when they needed it; and
- 84.4 percent agreed or strongly agreed sufficient time was available during advising sessions.

Like the results from the NSSE survey, NACADA results showed that students in their senior year were less satisfied with their advising experiences than students in their first and second years. The NACADA data, however, provide a more complete picture of areas for improving the academic advising process.

ADRT will review the findings from the 2007 survey and develop recommendations to improve academic advising at Shippensburg University. ADRT plans to deploy the survey again in Fall Semester 2009 to measure changes in students' perceptions of Shippensburg's advising processes.

### ***Developmental Education Council***

The University's commitment to improving academic advising is further seen in the creation of the position of a coordinator of developmental education and advising development in Fall 2006. The coordinator provides additional centralization of the University's advising process. After initial meetings with each of the academic departments involved in teaching developmental courses (English, Mathematics, and Teacher Education) and other supporting programs, the coordinator of developmental education and the then interim Associate Provost created the Developmental Education Council (DEC) which began meeting during Spring Semester 2007.

Through the DEC, several key initiatives have already taken place to enhance the coordination of services and developmental education provided at Shippensburg University. First, an *Inventory of Student Support Services* was developed to improve advisors' and students' awareness of available campus resources. The three academic departments worked together to create *The Message*, an information sheet for all developmental students which highlighted student responsibilities, University resources, and a uniform attendance policy across all developmental education courses. Finally, the DEC approved a new policy statement for the University catalog which describes the purpose of developmental education at Shippensburg and academic policies for these courses (UCC Proposal 07-65). This policy was approved by the University Curriculum Committee in April 2008.

### *The Learning Center*

The Learning Center, the campus' academic resource and tutoring center, is located in the lower level of the Ezra Lehman Memorial Library. The Learning Center serves the entire University community and its services are available to students who wish to improve their academic performance and learning skills, thus making the most of their University experience. While promoting students' intellectual skills and helping facilitate the academic mission of the University, the Learning Center works closely and collaboratively with the faculty and the Division of Student Affairs to reach an increasingly diverse and changing student population.

With the retirement of the outreach coordinator (a faculty position within the Learning Center), the position was redefined to focus more on helping students with the writing process. The Assistant Director for writing support was hired in Fall 2004. The Learning Center also combined a part-time learning specialist position and a part-time temporary position to create one full-time learning specialist position. Another full-time learning specialist position shared with the Academic Success Program was also created.

In addition to increasing its staff, the Learning Center initiated program changes to assist with student retention. The Academic Improvement Plan (AIM Plan) provides support for students on academic probation and helps them regain good academic standing with the University. The Learning Center seeks to reach additional student populations through workshops typically addressing issues related to study skills, time management, and other relevant academic issues.

The Learning Center continues to serve as Shippensburg University's primary resource for tutoring.<sup>34</sup> While the number of tutors fluctuates each year, the average number of undergraduate tutors is between 30 and 40. The Learning Center also employs seven graduate assistants who serve as tutors and assist in the administration of the Learning Center's academic support programs. To increase the efficiency of the tutoring process, laptops are used in all tutoring sessions, not only as a resource, but to schedule students on the appointment tracking system, WOnline. Figure 7-3 provides a summary of the number of students served by the Learning Center, including the number of visits by these students, over the past five academic years. While the University's enrollment has remained nearly the same, the number of students using the services provided by the Learning Center has increased.

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<sup>34</sup> Academic departments provide specialized tutoring services apart from those offered by the Learning Center: mathematics (36.5 hours available per week); finance (13 hours available per week); chemistry (11 hours available per week); business (7 hours available per week); physics (7 hours available per week); and psychology (available by student request).

Figure 7-3: Utilization of the Learning Center  
Academic Years 2003-2004 through 2007-2008

Academic Year	Number of Students Served	Visits for Assistance
2003 – 2004	903	2614
2004 – 2005	827	2618
2005 – 2006	910	2258
2006 – 2007	1026	3354
2007 – 2008	1192	3885

The Learning Center also coordinates the Supplemental Instruction (SI) Program which is designed to improve the academic outcomes of students enrolled in historically difficult courses. SI leaders are students who have previously excelled in the subject and are interested in helping other students enrolled in these classes to succeed. They are there to help students "learn how to learn," not just re-teach the class. SI leaders sit in on the class, take notes, meet with the professor on a regular basis, and conduct study sessions two or three times each week.

Over the past ten years, the number of SI leaders involved each semester has fluctuated between nine (Fall 2004) and twenty-nine (Spring 2004). The fluctuation in the number of SI leaders reflects a number of different factors such as changing leadership and requirements for SI leaders through the Learning Center, faculty interest, monetary resources (SI leaders have received monetary compensation in the past for working with special programs), and student interest.

**Recommendation 7.4**

Evaluate the effectiveness of the Supplemental Instruction Program and tutoring services and determine if the allocation of additional resources would attract undergraduate or graduate supplemental instructors.

***Academic Success Program (ASP)***

Formerly known as the Act 101 Program, Shippensburg University's Academic Success Program (ASP) provides a comprehensive academic support system to enhance the retention, persistence, and graduation rates of its students. While following the guidelines established by the Pennsylvania Department of Education, ASP seeks to admit students who have the motivation, desire, and the potential to successfully complete the requirements to graduate. To this end, ASP's efforts continue to emphasize skill development and enhancement, while promoting an awareness of and providing links to campus and community resources that will assist students in reaching their goals of obtaining post-secondary degrees and, subsequently, gainful employment.

ASP has established three long-term goals: to provide access to higher education for students who would not be admitted to Shippensburg University using regular admission criteria (specifically, grades and college entrance test scores); to enhance the persistence, retention, and graduation rates of ASP students; and to continue to integrate the program into the culture of the University. ASP seeks to provide a comprehensive support system that will enable ASP students to overcome academic, social, cultural, financial, or racial barriers to become confident leaders. Furthermore, ASP works to enhance the campus image of its program and students while it continues to provide a summer pre-college residential experience program designed to enhance or remediate academic and social skills of its participants.

ASP initiated significant changes to its program in 2001. First, beginning with Fall Semester 2001, ASP began offering two courses, Student Voices: Identity and Connection (ASP101) and Student Voices: Leadership and Community (ASP102) through the School of Academic Programs and Services. Student Voices: Identity and Connection is a mandatory course for all first-year students participating in ASP; Student Voices: Leadership and Community is an elective course for undergraduate students.

The hallmark of ASP, the summer pre-college residential experience, underwent significant transformation in 2004. Before Summer 2004, ASP offered essentially skill-building workshops in the areas of mathematics, reading, and writing; these workshops were typically not led by full-time faculty members. Since Summer 2004, every student in the ASP summer program must take at least one college-level course and either a second college-level course or a developmental-level course taught during Summer Term V. A mandatory study hall program was also initiated in Summer 2004 as part of the restructuring of ASP.

The Academic Year Support Program now provides student community building programs for all ASP students, which are also attended by staff and faculty members. ASP also supports mandatory study hall for students on probation during the academic year.

### ***Martin Luther King Program (MLK)***

The Martin Luther King Program (MLK) is an academic retention program for students who are committed to diversity. The mission of the program is to create an academically-rooted learning community for regularly-admitted students. This program targets students of color, students who may be the first in their family to attend college, and those who may have an economic need. All students with a commitment to diversity are encouraged to participate. It is the goal of the MLK community to improve the quality of their academic careers and enhance the graduation rates of its members. The academic viability of its members is of prime importance to all and the members work collaboratively to ensure personal and collective academic success.

Over time, the MLK Program has adapted to meet the changing needs of students. In 2001, an academic coordinator was hired for the MLK Program through an outside contract and the program began collaborating with the Office of Multicultural Student Affairs (MSA) to increase minority student retention. In 2003, the Peer Mentoring Program was reintroduced and expanded. A non-credit First-Year Experience (FYE) course was developed for MLK students. In 2004, as a response to the U.S. Supreme Court's decision in *Gratz v. Bollinger*, 539 U.S. 244 (2003), the program was expanded to include all traditionally at-risk students with a commitment to diversity. The program further revised its mission statement and created specific objectives focused on student development. In 2005, the MLK program created an online website to provide information and attract students to the program.

Prior to 2000, there were seven students involved in the MLK program on campus. From 2000 to 2008, the number of incoming students in the program rose from twenty-five to forty-seven students. During those eight years, 249 undergraduate students were served by the MLK Program at Shippensburg University.

## *Student Support Services*

### *Office of Disability Services*

The Office of Disability Services (ODS) is currently housed within the School of Academic Programs and Services at Shippensburg University. Until August 2005, ODS reported to the Office of Social Equity. While the services provided have remained unchanged, ODS now manages its own budget.

The first part-time director for coordinating services for students with disabilities was hired in September 1998; due to demand, the position was converted to full-time in December 2000. ODS shares a secretary with four other programs in the School of Academic Programs and Services; ODS hires two graduate students through assistantships and five student employees.

ODS provides accommodation and services to ensure equal educational access to otherwise qualified individuals with disabilities. The services are eligibility-based;<sup>35</sup> the student must present current documentation from a qualified psychologist, medical doctor, or psychiatrist that verifies a learning disability, hearing impairment, visual impairment, ADD/ADHD, psychological condition, physical impairment, chronic illness, or other permanent disability. Even if eligible, University policy stipulates students must be able to perform essential objectives of the course or program with or without ‘reasonable accommodations.’ An accommodation cannot lower the standards or change the objectives of the course or program.

One critical component of ODS’ work involves handling extended time and alternate sites for examinations, a responsibility ODS has assumed since Fall Semester 2002. Figure 7-4 reports the number of testing accommodations provided from Academic Year 2003-2004 through Academic Year 2007-2008.

Figure 7-4 – Testing Accommodations Provided by ODS  
Academic Year 2003-2004 through Academic Year 2007-2008

	AY2003- 2004	AY 2004- 2005	AY 2005- 2006	AY 2006- 2007	AY 2007- 2008
During Semester	503	603	877	836	1194
During Final Exams	146	191	312	324	440
Total	649	794	1189	1160	1634

While the number of students receiving testing accommodations has increased by 151 percent over this time period, the number of professional staff has remained unchanged. ODS received

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<sup>35</sup> To register with the Office of Disability Services, a student must present documentation that is not more than three years old at the time of request; Individualized Education Plans (IEP) are not acceptable documentation. Furthermore, documentation on a prescription pad is not acceptable.

an additional graduate student to assist with testing accommodations at the beginning of Academic Year 2007-2008.

**Recommendation 7.5**

Revisit the program review for the Office of Disability Services and update the vision statement, goals and objectives, as well as outcomes.

**Recommendation 7.6**

Review personnel allocated to the Office of Disability Services to address increases in student services demands.

***University Counseling Center***

The University Counseling Center, a part of the Division of Student Affairs, provides individual, couples, and group counseling, crisis intervention, and psychiatric services for undergraduate and graduate students. Based on a commitment to student learning, and social, personal, and ethical development, the Center's mission evolves from the University's.

While the University Counseling Center has had a director and three full-time staff members for the past decade, all counselors now hold doctorates and are licensed. Psychiatric services have changed as well; at the time of the last self-study, Shippensburg University employed a part-time psychiatrist who scheduled appointments one day each week. The psychiatrist was not available for after-hours consultations or during the summer. To improve the availability of services, the University Counseling Center has modified the contract for the psychiatrist, who now schedules appointments a minimum of one day each week, is available for after-hours emergency consultations, and has scheduled summer hours. Another minor adjustment has been the elimination of treatment services for staff and faculty.

The Counseling Center staff uses a "triage" approach during the initial intake to more accurately identify those students who require immediate clinical assistance. The Counseling Center staff has adopted flexible scheduling (i.e., increasing the number of thirty-minute sessions available) to accommodate the increasing number of "crisis walk-in" clients. The Counseling Center has increased the number of evaluation and treatment follow-up appointment hours by the psychiatric consultant for students presenting with ADD/ADHD, anxiety, depression, and all other psychiatric conditions which impact academic performance.

In addition to providing treatment services, the Counseling Center staff includes five graduate assistants who provide campus-wide programming, in both residence halls and classrooms, to assist under-prepared students with stress management, anxiety, relational difficulties, and other relevant issues which impact academic success.

As with ODS, the demand for services from the University Counseling Center has steadily increased. Figure 7-5 reports the number of students served by the Counseling Center from Academic Year 2003-2004 through Academic Year 2007-2008.

Figure 7-5 Students Served by the University Counseling Center  
Academic Year 2003-2004 through Academic Year 2007-2008

	AY 2003-2004	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008
Total	354	399	372	435	444

Furthermore, students arrive on campus with “developmental” issues (such as existential angst or separation anxiety from leaving home) and often times more serious psychiatric conditions are now the norm. These at-risk students require more intensive evaluation, treatment, and monitoring for them to be academically successful. The budget and staffing for the University Counseling Center have not changed to reflect these realities.<sup>36</sup>

**Recommendation 7.7**

Review personnel allocated to the University Counseling Center to address increases in caseload and the mental health needs of students.

***Retaining Students***

Figure 7-6 provides data on student retention and four- and six-year graduation rates for the cohort of students entering Shippensburg University as first-year students in Fall 2001.

Figure 7-6 Student Retention and Graduation Rates  
Cohort Entering As First-Year Students (2001 through 2007)

Entrance Cohort	First-Year Retention Rate	Second-Year Retention Rate	Four-Year Graduation Rate	Six-Year Graduation Rate
2001	80%	70%	46%	65%
2002	79%	69%	48%	64%
2003	80%	70%	45%	Not available
2004	76%	67%	43%	Not available
2005	77%	68%	Not available	Not available
2006	74%	63%	Not available	Not available
2007	72%	Not available	Not available	Not available

Shippensburg University’s formal Retention Committee was formed during the spring of 2007. The committee, composed of administrators, faculty members, and students, worked through Fall Semester 2007 to evaluate the University’s practices and procedures that contributed to student retention and to evaluate the available data.

Through subcommittees, the Retention Committee examined five topics: the creation of a stronger academic community (focusing on mentoring and socialization); the structure of the University’s system for placing students on academic probation; the development of a first-year experience (beyond the Writing Intensive First-Year Seminar); the barriers to entry into specific majors (particularly for undeclared students); and the scheduling of remedial math courses for students.

<sup>36</sup> The accreditation body, International Association of Counseling Services [IACS] requires a staff to student ratio of 1:1200-1500. Based on current enrollment and number of professional staff, the ratio for Shippensburg University is 1:1941 with the director maintaining a full caseload.

In its interim report, the Retention Committee identified four additional areas for consideration: the identification and tracking of students who decide to transfer from Shippensburg University who are in good academic standing; an evaluation of support services, defined broadly to include administrative functions, provided at the departmental and University level; the development of alternative delivery mechanisms, including variable-length terms; and the administration of a psychological-social expectations survey to identify at-risk students. The Retention Committee will continue to evaluate these areas and seek to work with the Academic Affairs Council, the School of Academic Programs and Services, and the Division of Student Affairs to enhance Shippensburg University's retention efforts.

**Recommendation 7.8**

Review the efforts of the Retention Committee and share the committee's findings with all University stakeholders to determine how Shippensburg University can take full advantage of its opportunities to retain greater numbers of undergraduate students, particularly those of under-represented populations and those in good academic standing who leave before graduating.

## **Chapter 8 Student Learning and Development (Standards 12 and 14)**

### **Standard 12: General Education**

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

### **Standard 14: Assessment of Student Learning**

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

Student learning and development have always been the primary considerations around which Shippensburg University has devised its academic programs and student support services. Across the University, student learning outcomes for curricula are defined by faculty members -- from General Education outcomes to outcomes for majors, minors, certificates, and graduate programs.

### ***General Education***

At the heart of undergraduate education is the University's comprehensive General Education Program. As stated in the University's mission, the core courses in the arts and sciences "prepare students to think logically, read critically, write clearly, and verbalize ideas in a succinct and articulate manner; they also broaden students' knowledge of the world, past and present" (see page 7 of this report). While the goals for the University's General Education Program are clearly stated in the institution's mission, the University had done little at the time of its last self-study (1999) to assess the achievement of these goals. Furthermore, in its last decennial review, the institution was urged to make the General Education Program more engaging and inspiring.

In order to promote assessment of and informed changes to the University General Education Program, Shippensburg University has developed new institutional structures and worked to change the General Education Program, albeit within the constraints of the existing faculty complement and allocation of resources. Furthermore, over the last five years, Shippensburg University has developed a comprehensive assessment plan for General Education (see Appendix 8-1 for the complete General Education Assessment Plan).

This section of the self-study provides a chronological examination of the University's efforts over the past decade, analyzing leadership of the program, oversight structures and the development of programmatic changes, and concludes with a reflection on the University's attempt to use paired course offerings as part of its General Education Program.

### ***Leadership and Oversight of General Education***

At the time of the last self-study (1999), the General Education Study Committee had just formed; the Committee was charged with evaluating the feasibility of creating a new General Education Program. At the outset, the Committee evaluated curriculum changes, including paired

courses for first-year and upper-division students, residential communities, service-learning courses, and a capstone requirement. The momentum for change was slowed with the departure of the Provost and the Dean of the College of Arts and Sciences who supported General Education Program revisions.

The arrival of the new Provost in Academic Year 2001-2002 ushered in more efforts directed toward improving the General Education Program. Assessment became a focal point and the Provost decided to administer the National Survey of Student Engagement (NSSE) and to focus more intensively on the assessment of General Education coursework. In addition, the Provost created the position of Director of General Education and allocated reassigned time for the position. With these changes, the General Education Coordinating Committee (GECC) was born. The GECC is composed of faculty members from each academic department with at least one course in the General Education Program, along with representatives from the professional colleges. It is, therefore, one of the most comprehensively representative committees on campus. The GECC was charged with developing learning outcomes for each area covered by the General Education Program, to monitor assessment efforts, and to make recommendations for changes to maintain the congruence of the course offerings with the mission of the program. In addition to the GECC, the University Curriculum Committee (UCC) has a standing subcommittee on General Education which reviews all proposals related to General Education courses before the final review by the entire UCC.

In Academic Year 2002-2003, the GECC conducted a series of surveys and held focus groups to discuss General Education. Emerging from these efforts was the broad consensus that General Education courses must facilitate the development of skills and knowledge in the following areas: critical reasoning; oral and written communication; mathematical and numerical data analysis; the natural sciences; the social sciences; diversity and history; literature and the arts; personal and professional ethics; global awareness; and information literacy. The GECC planned to use these broad goals and objectives, which were aligned with the PASSHE goals for General Education as defined by Board of Governors' policy, as the foundation for assessing students' overall experiences in General Education, with an emphasis on students' intellectual development during their crucial first year.

From 2004 through 2007, the Director of General Education worked with the GECC as it developed scoring guides to assist departments and programs in assessing their learning outcomes for General Education, separate from any assessment they were currently conducting at the program or department level. GECC established a three-year timeline or rotation schedule to allow every course within the General Education program to be assessed over the three years. The University is currently in year two of the schedule (see Appendix 8-1).

GECC established review subcommittees for each of the categories and skills areas of the General Education program:

- Required Skills and Competencies
- Logic and Numbers for Rational Thinking (Category A)
- Linguistic, Literary, Artistic, and Cultural Traditions (Category B)
- Biological and Physical Sciences (Category C)
- Political, Economic, and Geographic Sciences (Category D)
- Social and Behavioral Sciences (Category E).

These subcommittees are charged with the primary responsibility of gathering and analyzing assessment data received from departments; for conducting discussions with departmental representatives; and for presenting their findings to the entire GECC, with subsequent reporting to the departments and the Provost's Office through the Academic Affairs Assessment Team (AAA Team) (see the section on Five-Year Program Reviews and Assessment Reports for additional details).

Since its creation, the GECC has moved the General Education program from being loosely attached coursework managed individually by departments to a program with common goals, objectives, and assessment procedures overseen by a university-wide committee. Evidence to support that the GECC's assessment plan is working includes the recent dialogue across departments about whether courses currently in the program meet the agreed-upon learning objectives and whether their method of assessing them is effective. GECC completed a comprehensive survey of faculty across campus to determine whether faculty members are satisfied with the structure of our current General Education program.<sup>37</sup> In addition to administering the survey, members of GECC attended national assessment workshops to gather information about the structure and assessment of general education programs at peer institutions. These assessment and planning efforts provide a sound basis for evaluating potential changes to Shippensburg University's General Education Program.

**Recommendation 8.1**

Direct the GECC to continue its work on assessment of the General Education Program and to disseminate the results to the administration and faculty.

**Recommendation 8.2**

Based upon assessment results, evaluate the current structure of the General Education Program and determine whether it continues to fulfill its role in the University's mission and make adjustments accordingly.

***General Education Assessment: The Paired Course Requirement***

Shortly after its formation, the General Education Review Committee evaluated the creation of paired inter-departmental courses and upper-level integrated clusters to encourage the formation of learning communities. The pairing of courses throughout the program and the addition of integrated clusters in the junior year promised to encourage dialogue among diverse departments and foster innovation and new teaching methods within individual departments.

In Academic Year 2000-2001, the General Education Review Committee began implementing parts of this proposal with the development of a paired course requirement for freshmen and the piloting of a small number of upper-level integrated clusters. Based on the Department of History and Philosophy's willingness to offer the necessary number of pairings by working with other departments and based on the fact that the majority of first-year students take World History I and II, most first-year pairings included world history or philosophy classes. Beginning in Academic Year 2001-2002, all entering first-year students were thus required to complete a pairing. Grants were awarded to encourage faculty members to develop pairings and integrated clusters.

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<sup>37</sup> The results of the survey will be presented at the first GECC meeting of Academic Year 2008-2009.

However, scheduling challenges arose as students were not always enrolled in both classes in the pairing or integrated cluster; these challenges were compounded by the increasing size of the University's incoming classes. Initially, these challenges were exacerbated by the lack of reassigned time allocated for the faculty member chairing the General Education Review Committee, the individual responsible for setting up the pairings and addressing problems relating to them. Even with the creation of a Director of General Education beginning with Academic Year 2003-2004, these problems were not resolved, partly because of the assignment of an administrative duty to a faculty member who lacked the authority to be able to successfully carry out the tasks associated with scheduling.

As part of its assessment of General Education, the GECC collected data on students' experiences in mandated freshmen paired General Education courses with first-year students' experiences in non-paired courses. Student responses revealed that the paired courses were overwhelmingly achieving their major objectives. Students in paired courses were significantly more likely than students in regular courses to report that at least two of their courses covered related subjects, were connected with each other, and shared common projects and themes. The NSSE survey results reinforced these findings, by highlighting exceptionally high levels of engagement and cooperation among freshmen General Education students.

However, the students' responses echoed the concerns of faculty members regarding the logistical problems associated with scheduling paired courses. The GECC responded to these concerns by implementing workshops aimed at encouraging greater linkages between paired courses and by working with the Registrar to modify the process for scheduling paired courses. Despite efforts by the GECC and the administration, the paired course component of the General Education Program was discontinued in 2006 due to mounting administrative challenges with scheduling greater numbers of undergraduate students.

### ***Five-Year Program Reviews***

Academic units evaluate the learning outcomes established for students for their programs (majors, minors, certificates, and graduate programs) through the University's Five-Year Program Review process and their annual submission of their five-column assessment report.

The administrative procedure for program review was established in 1986 by Board of Governor's Policy 1986-04A and was revised in January 2004. Shippensburg's local process is contained in *The Handbook for University-Wide Program Review: A Self-Study Process for Continuous Improvement*. The department conducts a self-study and submits it to the Program Review Committee in mid-March. The self-study examines curriculum (definition, structure, and connections), resources (library, facilities, and technology), faculty (teaching, advising, professional growth, and service) and students (learning, satisfaction, development, and experiences). Each department does its program review once every five years, and has an external consultant as part of the process with every other review, as required by Board of Governor policy.

The Program Review Committee for Academic Affairs is chaired by the Associate Provost and Dean of Graduate Studies and is composed of six faculty representing all colleges and the library, an academic dean (whose programs are not being reviewed that year), the Director of Institutional Research and Planning, an administrator from Student Affairs (typically, the Associate Vice President of Student Affairs), and a student (undergraduate or graduate). The committee members receive the departmental self-studies and review them individually before a meeting

held before the end of May. Each reviewer scores the self-study on: statement of vision, mission, goals and outcomes, assessment plan, integration of data and information, curriculum, resources, faculty, students, policies and procedures, as well as strengths and weaknesses. The reviewers bring their analyses to the meeting and share their feedback for each department. This feedback is recorded. The Dean of the College does an individual review of the self-study during this same period. In July, the department chair meets with the Provost, the Dean of their College and the Associate Provost and Dean of Graduate Studies. The Program Review Committee's feedback is shared with the department chair and the Dean and Provost also share their observations. The department chair is asked if the feedback is accurate and is encouraged to share more information. The result of the meeting is an (oral) action plan for the next five years. In August, the action plan and other relevant data from the program review process is sent in a report to PASSHE and is also drafted into a memo to the department chair and carbon copied to the Dean. Early in the fall semester, the department reviews the draft memo from the Provost and offers its corrections or suggestions for the final draft. Once the final memo is agreed upon, it is sent to the parties involved and placed in the program's file in the Provost's Office. Beginning with the program review cycle initiated during the 2007 – 2008 Academic Year, departments are required to submit a follow-up memo for review by the Program Review Committee one year after the finalized memo, a step not required by the PASSHE policy, but deemed necessary to promote Shippensburg University's ongoing assessment efforts.

As part of this self-study, the qualitative analysis of the most recent two finalized memos for each academic program was conducted. (See Appendix 8-2 for the qualitative analysis of the program review memos.) The analysis shows continued improvements by academic departments as evidenced by the greater number of positive comments in the finalized memos. This analysis also revealed the need for a consistent, comprehensive finalized memo from the Provost's Office.

Recommendation 8.3

Develop a template for a consistent, comprehensive finalized memo for Five-Year Program Reviews.

### *Assessment Reports*

To further support assessment efforts, the Academic Affairs Assessment Team (AAA Team) was created in 2006 to add annual accountability and to ensure the documentation of progress all programs. The AAA Team is composed of faculty members from each college and the Office of the Provost. The Office of the Provost has supported participation in three assessment workshops for members of the AAA Team. The AAA Team serves as a resource for other committees, such as the Advisor Development Resource Team (ADRT), GECC, and the Academic Technology Review Committee. Departments have received assistance from members of the AAA Team, including workshops relating to the development and implementation of assessment plans and one-on-one consultations.

During Spring Semester 2007, academic departments submitted annual assessment reports, including timelines for action, and revisions (if necessary) to their assessment activities reports using a standardized five-column model. Appendix 8-3 is the 2006-2007 assessment report from the Department of Exercise Science; the assessment reports for the remaining academic units will be available in the Resource Room. Individual academic departments are responsible for collecting data through the means determined most effective to provide accurate information for their discipline.

Academic departments in Fall 2007 provided updated information to the Associate Provost at a series of meetings, which enabled the Associate Provost to gain an enhanced understanding of the culture of the academic department and its assessment practices. Starting with the review cycle for Academic Year 2008-2009, academic departments will pull together their annual assessment reports and submit them as one chapter of the Five-Year Program Review. These efforts will provide further organization and help promote systematic assessment and improvement of academic programs at the University.

**Recommendation 8.4**

Continue to standardize regular University, college, and departmental assessment efforts and coordinate the use of the assessment results in planning and budgeting cycles.

A review of the assessment reports for Academic Year 2007-2008 shows students have the opportunity to synthesize and reflect on their learning through a variety of experiences, including student teaching opportunities, internships, capstone courses, and senior seminars. Individual assessment of these experiences is conducted by academic departments and is validated, in some cases, by external reviewers (for example, evaluations from cooperating teachers and internship supervisors).

Program improvements are initiated by faculty members within their departments. Some program improvements are subtle and take the shape of modifying assignments in an existing capstone course or senior seminar to enhance the students' educational experience. Programmatic changes reflecting new trends in the professions may require curriculum modifications and even, perhaps, the creation of new programs. The annual update for program assessment reports will enable Shippensburg University to examine the results of ongoing assessment and assist faculty members in obtaining resources to strengthen their academic programs.

***Student Affairs Assessments***

The Division of Student Affairs conducts reviews of its operations using a process similar to the one used by academic departments. As part of its assessment process, each area develops a review plan that includes: students served, program budget, cost per student served, percentage of the student body utilizing the area's services, staffing, progress since the previous five-year program review, outcomes assessment, and an action plan, which includes steps to be taken and the date by which the action should occur (see Figure 8-1 for an example from the undergraduate orientation program; further discussion of Figure 8-1 occurs later in this chapter).

Additional program reviews for departments in the Division of Student Affairs will be available in the Resource Room.

Figure 8-1 Student Affairs Assessment Action Plan  
Undergraduate Orientation Program

Action Plan	Steps To Be Taken	Date Completed
Review and revise all components of Orientation to reflect national best practices.	A campus-wide advisory council was reconstituted to examine the planning, implementation and evaluation of all programs.	2003
Implement online registration for summer orientation.	Through collaboration with the Computer Center, an online registration method was developed to replace the mail-in card registration method.	2003
Engage in strategic planning.	Reduce program redundancy and contradiction and build continuity throughout the new student experience from admissions to the classroom.	2004
Strengthen sense of belonging between new students & Shippensburg University.	Work with Computer Center and Public Safety to begin issuing I.D. cards to students during the summer program.	2005
Establish a dedicated Orientation fee for all new students.	A \$50.00 per new student fee was paid by all incoming students for fall and spring.	2005
Use revenues from Orientation fee for compensation for undergraduate student orientation leaders.	Pay undergraduate student orientation leaders who work during the summer program to increase commitment to and involvement in the program.	2005
Develop online program evaluation.	In collaboration with the Office of Institutional Research, an online evaluation method was implemented for Summer 2005.	2005
Encourage staff and students to attend national conferences.	Members of the student planning committee began attending national conferences to learn about best practices.	2005
Enhance website development.	Purchase software to allow immediate up-to-date changes online for new students, academic departments and Student Affairs staff.	2006
Increase faculty involvement through compensation.	Faculty participation and academic workshops have improved with budgeting options to compensate their time.	2006
Improve programs for parents and families.	Programs have been added to help parents and family members understand their role, and the University's, in supporting new students.	2006

In addition to evaluating its own programs, the Division of Student Affairs assists the University with assessing student development through three surveys: the CORE Alcohol and Drug Survey, the College Alcohol Risk Assessment (CARA), and the Council for the Advancement of Standards (CAS) Self-Study. Results from these three surveys will be available in the Resource Room.

The CORE Alcohol and Drug Survey, developed at the Southern Illinois University at Carbondale, is administered through the Connection Drug and Alcohol Program, with support from the Office of Institutional Research and Planning; the survey assesses the nature, scope, and consequences of alcohol and other drug use on college campuses. The CORE survey is administered to a random sample of students in a classroom setting every other year; the survey was last administered in February 2008. The survey collects data on rates of use of tobacco,

alcohol, marijuana, and other drugs over the past 30 days and the past 12 months. The instrument also examines factors associated with the use of these substances and explores the negative consequences of their use.

The College Alcohol Risk Assessment (CARA) is designed to help college administrators identify factors within the campus environment that contribute to alcohol-related problems. The survey is administered every four years at Shippensburg University; the last administration was completed in Fall 2005. Applying a public health approach, the survey examines how environmental influences shape behavior.

The Council for the Advancement of Standards (CAS) Self-Study is designed to assist campuses in reviewing their policies, procedures, programs, and services related to alcohol and other drugs. The survey examines human and financial resources, campus and external relations, diversity, and ethics. This survey was last completed in March 2006 at Shippensburg University; it is administered every four years.

Results from these three surveys are used by staff members in the Division of Student Affairs, specifically in the Connection Program, to modify the University's prevention efforts in order to reduce the potential for alcohol-related problems and injury to both students and members of the Shippensburg community. Data from these surveys also served as the foundation for grants which enabled the University to build a Campus-Community Coalition to address alcohol and drug issues. The Coalition includes members of the University faculty and staff, undergraduate and graduate students, representatives from the police force, elected public officials, and public school teachers from the middle and high schools. The coalition meets twice each semester, with all meetings open to the public.

**Recommendation 8.5**

Evaluate the feasibility of the creation of a central office for assessment to coordinate the efforts of departments from both the Division of Academic Affairs and the Division of Student Affairs.

***Using Assessment to Improve Academic and Student Affairs Programming***

Changes to academic and support programs and the development of new initiatives consciously reflect information collected through the assessment processes at the departmental, divisional, and University level. Three illustrations of this process demonstrate the institution's commitment to student learning and personal development: the creation of the Writing Intensive First-Year Seminar (WIFYS); the enhancement of services available through the Learning Center; and the effort to update the University's orientation programs.

***The Creation of the Writing Intensive First-Year Seminar (WIFYS)***

As soon as the General Education Coordinating Committee was established, the director of general education began discussions with the English Department about possibly altering the required first-year writing course (College Writing) to meet the increasing demand for a first-year seminar based upon learning outcomes assessment. Resource limitations of the University made the creation of a separate first-year experience impossible at that time; however, it was determined that changing the writing course to be more of a seminar, with reading, speaking, and critical thinking skills emphasized in addition to the writing skills, would serve the needs of students and meet General Education learning outcomes.

The English Department made adjustments to its curriculum; two additional faculty lines were reallocated from within the College of Arts and Sciences to lower the class size of the writing class to 20 in order to accommodate the new model. The first classes of WIFYS were offered during Fall Semester 2006. The assessment of the course objectives was expanded by participation in the General Education Assessment Program over the 2007-2008 Academic Year. Results of the assessment indicate two-thirds of students scored in the top two rubric categories, where 93 percent of students achieved a satisfactory score or higher.

Assessment results feed back into curriculum and instruction in a number of ways. Each semester, professors who deliver instruction in the WIFYS course work together to refine the rubric, choose new readings for the common final assignment, and share successful instructional strategies and assignments. Furthermore, administering the assessment itself provides consistency across sections and provides students with a coherent experience in WIFYS.

### ***Enhancing Services at the Learning Center***

An additional change that was also based on assessment data was the expansion of services at the Learning Center (formerly called the Learning Assistance Center). The University converted an existing faculty position to hire a writing specialist in order to offer more programming support at the Learning Center specifically focused on the writing needs of all students.

The Learning Center created the Academic Improvement (AIM) program, designed for students on academic probation. This program has changed its emphasis from a one-size fits all plan at its inception to a program that works individually with at-risk students to determine their needs.

The Learning Center also restructured and enhanced its Supplemental Instructor (SI) Program in 2004 to more closely align the program with national models. The SI Program provides additional support for students in challenging courses, as well as provides an opportunity for high-achieving and motivated students to work alongside a professor, assisting with student learning in a classroom.

The Learning Center was moved from the basement of one of the residence halls to the Ezra Lehman Library, a move that has increased traffic both into the library and into the Learning Center. Assessment by both students and faculty members helped to make these changes occur.

### ***Updating the University's New Student Orientation Programs***

Efforts to make substantial changes to the University's Summer and Fall Orientation programs began in 2004 based upon feedback from students, parents, faculty members, and administrators. A committee reviewed the University's programs and began the process of implementing changes. Subtle changes took place in the undergraduate summer orientation, for both first-year and transfer students, including providing students with their Shippensburg University identification card before they left campus in order to promote a greater sense of community. For the parent orientation in the summer, academic deans encourage parents to read Coburn and Treeger's *Letting Go: A Parents' Guide to Understanding the College Years*. This publication gives parents a greater understanding about the transition to college and discusses the basics of the Family Educational Rights and Privacy Act (FERPA) and how it impacts Shippensburg University's ability to communicate with them about their child's performance.

For the fall orientation, the University began a Candlelight Convocation in 2005 to further enhance the sense of community among new students. The University has added sessions which further emphasize student safety, including a discussion of the “Red Zone,”<sup>38</sup> and student responsibility with regard to the use of illegal substances. Transfer students are afforded the opportunity to modify their assigned schedule in consultation with a representative from their academic dean’s office. Graduate student orientation takes place each evening during the first week of the fall semester, with representatives from campus offices in a central location in the Ceddia Union Building to answer questions from the largely commuter population.

The New Student Orientation Advisory Committee, comprised of faculty members, staff from the Dean of Students Office, the Office of Undeclared Students, the Admissions Office, the Registrar’s Office, administrators, and students continues to evaluate summer, fall, and winter undergraduate orientation programs with the goal of enriching their content and further promoting student retention and development. The Graduate Student Orientation program is reviewed and organized by a different committee comprised of faculty members who serve on the Graduate Council.

### ***Communication about Student Learning Goals and Assessment Results***

A variety of means are used to communicate student-learning goals within and outside of our institution. Within Shippensburg University, students, faculty members, staff members, and administrators receive information about student learning goals through our governance structure, and through well-established practices largely at the department level. Outside of the University, student learning goals are shared through public documents provided to PASSHE and information communicated through University and media sources. The University also participates in the Voluntary System of Accountability (VSA) which provides the College Portrait for review by prospective students and parents.

The University Curriculum Committee (UCC), the General Education Coordinating Committee (GECC), and the University Forum (Forum) routinely disseminate information about student learning goals as part of their established processes. The UCC requires new program and course proposals to include explicit statements about student learning outcomes (see Appendix 8-4). GECC discusses and reviews student learning outcomes associated with the Required Skills and Competencies and the Categories of Knowledge. At the Forum, faculty members, administrators, and students review University-wide efforts to enhance student learning and development outcomes.

At the departmental level, student learning goals are discussed by faculty members during annual assessment and planning meetings, as well as during curriculum revisions. Individual students and their faculty advisors discuss academic and career objectives during advising meetings that typically occur at least twice each academic year.

Faculty members communicate student learning objectives to students through course syllabi. Academic departments also communicate goals to students enrolled in their programs during advising meetings and through informational materials. Beyond the confines of the University, student learning goals are shared with reports to PASSHE when the University submits information on the academic departments’ and administrative units’ Five-Year Program Reviews.

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<sup>38</sup> The “Red Zone” refers to the period of time, generally regarded as the first six weeks of the first semester, when female students are at the greatest risk of experiencing a sexual assault.

**Recommendation 8.6**

Develop new mechanisms to communicate the importance of assessment and encourage broad participation in the processes at the departmental, college, and University-wide levels to various constituencies, including faculty members, staff members, administrators, students, and the greater community.

***Using Assessment Data to Guide Program Development and Resource Allocation***

Shippensburg University has established processes to ensure the congruence of the University's mission with PASSHE goals, as well as the internal missions and goals of its academic and support units. The institution's goals are established through the planning and budgeting process that includes faculty members, administrators, and staff members.

Before Academic Year 2007-2008, the strength of the links between the University, college, and individual program goals varied. The creation of the AAA Team and the initiation of a departmental response to the recommendations generated as part of the Five-Year Program Review promote more consistency across the University and promote more alignment of University, college, and program goals. One example of the effects of these changes is evident in the assessment reporting process. With the use of the "five-column model," academic programs are linking their student learning outcomes (referred to as Program Intended Educational Outcomes or PIEOs) to college and University goals.

Historically, information about the University's goals has been disseminated through the University's governance structure, specifically through the public meetings of the Council of Trustees and campus meetings of the President's Cabinet, the Academic Affairs Council, and the University Forum. Divisional Vice Presidents and college deans share information with unit heads and department chairpersons.

At this point, however, the communication process becomes inconsistent within academic departments and administrative units. Academic departments have monthly meetings to discuss issues affecting their programs; given the myriad of issues facing academic departments, one meeting per month (typically lasting ninety minutes) is often insufficient to promote effective communication that includes discussion. While the University does have common meeting time (Tuesday and Thursday 3:30 p.m. to 4:45 p.m.), scheduling an additional departmental meeting is challenging due to the plethora of University-wide and college committee meetings, the University's commitment to offering a broad rotation of courses across the entire day and evening, and the increased number of faculty members teaching at off-campus locations. Additionally, faculty members and administrators have not fully embraced existing technologies that would mitigate the need for face-to-face meetings.

Shippensburg University uses assessment information to evaluate programs as part of the Five-Year Program Review process, which includes academic units, student affairs, and student services. Previous sections in this chapter provided an evaluation of how Shippensburg University uses assessment to improve student learning outcomes. Beyond implementing changes in the assessment process as mandated by the PASSHE, Shippensburg University has initiated internal changes that have enhanced assessment efforts for academic programs, such as the creation of the standardized five-column model for reporting assessment results and the development of the AAA Team.

**Recommendation 8.7**

Develop stronger connections between Shippensburg University's assessment and resource allocation to promote institutional changes by reviewing the flow of information about annual assessment activities and the timing of the annual budget and planning process.

Shippensburg University realizes it has begun some positive assessment initiatives; however, to refine the process further, the institution needs to engage more faculty members in conversations about assessment, whether it is at the departmental, college, or University-level. At least one faculty member from each department should be encouraged to attend a discipline-specific professional development workshop focusing on assessment regularly. Funding for this initiative should be allocated to academic departments which are in the best position to evaluate which faculty member should attend and which professional development opportunity best fits with the department's mission. Upon returning from the conference, the faculty member would present a workshop for departmental colleagues and the academic department could then refine its assessment strategies. Additional resources from the University should be allocated to support professional development for teams of faculty members from across colleges. One successful model to consider for possible adoption would follow how the School of Academic Programs and Services created and provided professional development support for the Advisor Development Resource Team.

Additional efforts to enhance and refine the assessment process should focus on improved assessment of student support services, including the completion of program reviews for the Office of Disability Services (see Chapter 7), and the Office of Extended Studies (see Chapter 9). In addition to completing the Five-Year Program Reviews, the Division of Student Affairs should form a standing Program Review Committee to monitor the progress of their units and assist with ongoing assessment efforts, similar to the one in operation in Academic Affairs.

Chapter 9

**Innovation, Outreach, and Economic Development  
(Standard 13 {Excluding Developmental Education, Additional Locations and Certificates})**

**Standard 13: Related Educational Activities**

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

In its mission statement, Shippensburg University expresses its commitment to public service and the development of community-centered relationships. These relationships help the University and local organizations achieve common goals and promote the sharing of resources. The University endeavors to respond appropriately to changing regional needs by offering innovative courses and programs that are developed, monitored, and improved via quality-focused policies and procedures.

***Experiential Learning for Traditional Student Populations***

Experiential learning is one of the educational cornerstones at Shippensburg University, embedded in the mission of the institution. Students are strongly encouraged and, in many programs, required to gain practical work experience directly related to their majors. Even though the administration and coordination of experiential learning is decentralized across the University, the requirements and expectations of both students and employers remain fairly consistent.

***Experiential Learning***

Student teaching, practicums, field experiences, and internships are offered by all three colleges at both the undergraduate and graduate levels. Students gain professional experience directly related to their major by working part- or full-time during the fall or spring semesters or during the summer. Students earn credit based upon the number of hours worked; they are supervised by a faculty advisor and are expected to develop a rapport with their employer to fully understand and satisfy the duties and responsibilities of their assignment. Students complete a variety of academic assignments related to their experience and in a number of programs, also participate in a seminar course associated with their experiential learning placement. Responsibility for assessment rests within the academic departments and is incorporated into departmental five-year program reviews.

In an effort to enhance and expand experiential learning opportunities across the University, Shippensburg submitted a work plan and received a \$30,000 grant from the Pennsylvania State System of Higher Education (PASSHE) for the 2007-2008 and 2008-2009 Academic Years to enhance its internship programs. A part-time internship coordinator was hired to expand internship opportunities primarily focused on high-priority occupations within the Commonwealth of Pennsylvania, to develop an on-campus marketing plan for internships, and to increase the number and percentage of students engaged in experiential learning at the University.

**Recommendation 9.1**

Develop consistent core processes for the coordination of internships in each college and across the University.

In addition to experiential education programs managed by academic departments, the Division of Student Affairs coordinates two programs which enhance students' educational opportunities: International Programs and Student Volunteer Services.

### *International Programs*

In response to the 1999 self-study recommendations, Shippensburg University established the International Programs Office (IPO) in Fall 2004. IPO supports and advises all students who study abroad as well as all international students attending Shippensburg University.<sup>39</sup> Shippensburg University students have studied or volunteered abroad in thirty countries during this review period. Students have also participated in the Semester at Sea program, which takes students to multiple countries per voyage; specific locations change from year to year, but typically include countries in Asia and Africa. Figure 9-1 provides a list, by destination country and host institution, for all students who have studied abroad from 2004 to 2007.<sup>40</sup>

IPO assists interested students with the entire process of studying in a foreign country. Studying abroad is promoted across campus through a variety of presentations to specific student populations such as the Honors and the Martin Luther King programs. When a student decides to participate in the Study Abroad Program, IPO provides support prior to departure, once abroad, and upon return to Shippensburg University. Prior to departure, the advising process is rather rigorous. Students are given guidance on topics including locations of study, foreign universities and study abroad program providers, and the application process including issues associated with transfer credits. Other issues are also discussed such as passports, visas, housing, flights, health and travel insurance, financial aid, and payments to a foreign university. Moreover, students receive literature concerning culture, safety, independent travel, health, finances, and scheduling. Before departing, students are required to attend an orientation session that reviews important details about living and studying abroad. Students who have already studied abroad attend these sessions and offer advice from their perspective.

Shippensburg University also has three formal exchange agreements; an exchange agreement allows Shippensburg students to study abroad and pay approximately the same price they pay to attend Shippensburg. Current exchange agreements have been established between the University and the Aarhus School of Business in Denmark; the University of Maastricht in the Netherlands; and Soonchunhyang University in South Korea.

The University also hosts exchange students from these universities on a semester or academic year basis. IPO assists these incoming students, as well as other international students, with matters such as arrival, orientation, immigration regulations, visas, on-campus housing, scheduling, and adjusting to campus life.

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<sup>39</sup> Prior to its creation, study abroad students were advised by the Associate Dean in the College of Arts and Sciences. The Associate Dean handled study abroad arrangements and advising from Spring Semester 2000 until Spring Semester 2004. No data is available prior to Spring Semester 2000.

<sup>40</sup> The requirements for participating in the Study Abroad Program are found in Appendix 9-1.

**Figure 9-1 Destination Country and Host Institution**  
**Shippensburg University Study Abroad Program 2004 - 2007**

<b>Destination Country</b>	<b>Host Institutions</b>
Argentina	University of Belgrano
Australia	James Cook University; University of Canberra; University of New South Wales; University of Newcastle; University of Queensland; University of Sydney; University of the Sunshine Coast; University of Wollongong
Austria	University of Salzburg
Canada	Bishop's University; University of Quebec
China	East China Normal University; Central University of the Normalities
Costa Rica	Universidad Latinoamericana de Ciencia y Tecnología; Veritas University
Czech Republic	Charles University
Denmark	Aarhus School of Business
Dominican Republic	Pontifical Catholic University
Egypt	American University in Cairo
England	American Intercontinental University London; Edge Hill University; Schiller International University; University of Leicester; University of Reading; University of Richmond; University of Westminster; University of Worcestershire
France	University of Grenoble; University of Nancy; University of Paris, Sorbonne
Germany	Schiller International Heidelberg; University of Marburg
Ireland	Dublin School of Business; University College Cork; University College Dublin; University of Limerick
Italy	American University of Rome; John Cabot University; University of Richmond in Florence; University of Richmond in Rome; Studio Art Centers International
Jordan	University of Jordan
Kenya	School for Field Studies
Korea	Soonchunhyang University
Mexico	University de Guanajuato
Netherlands	University of Maastricht
New Zealand	University of Canterbury
Peru	Universidad de Pacifico
Scotland	University of Stirling
Semester at Sea	Hosted by the University of Virginia
South Africa	Stellenbosch University
Spain	Menéndez Pelayo International University; Pablo de Olavide University; University of Alicante; University of Antonio de Nebrija; University of Barcelona; University of Granada; University of Malaga; University of Salamanca; University of Sevilla
United Arab Emirates	American Intercontinental University Dubai

Recommendation 9.2

Review communication to faculty and students about opportunities through the International Programs Office and increase communication to ensure that all campus groups are aware of these opportunities.

***Student Volunteer Services***

The importance of service to others is emphasized by the Student Affairs Division at Shippensburg University through the Volunteer Service Office. Students are encouraged to participate in volunteer projects and service learning opportunities as a means of learning outside of the classroom. By participating in projects that help others, students learn about the local community and its members, themselves, and the impact they can have on the world.

Each year, Shippensburg University students provide thousands of hours of community service throughout the local and statewide community. There are over 200 student organizations recognized by the Student Senate and many of these participants contribute service during the year. Several organizations spearhead these volunteer activities. These particular groups include Greek organizations, the Residence Hall Association, the Residence Life staff, and the Volunteer Service Office. Within the Volunteer Service Office, six organizations (Circle K, Student Environmental Action Coalition [SEAC], Volunteers Club, Big Brothers Big Sisters, Today's Organization Utilizing Concerned Humans [T.O.U.C.H.], and the Volunteer Service Council), donate substantial effort and time to better Shippensburg University and the community. During the 2006-2007 Academic Year, students from Shippensburg University contributed over 14,225 hours of volunteer service and thousands of dollars in cash. Food, clothing, and other personal items were also collected and distributed.

***Reaching Out to Serve Regional Education Needs***

Over its history, Shippensburg University has been committed to serving the educational, social, and cultural needs of students primarily from south central Pennsylvania. As a public institution, Shippensburg University has developed programs and activities so adults can continue their education, thereby enhancing their quality of life and, consequently, the Commonwealth's economy.

***Off-Campus Programs***

When evaluating how best to serve the educational needs of south central Pennsylvania, the University determined the need to offer its academic programs at locations other than on the University campus. The change of location affords more students the opportunity to take advantage of these programs at locations that do not require extensive travel and subsequent additional cost in time and resources.

Relationships have been established with the Harrisburg Area Community College (HACC) at the Penn Center Campus in Harrisburg,<sup>41</sup> and HACC's Gettysburg Campus in Gettysburg, Pennsylvania, for those students interested in the University's Degree Completion Program in

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<sup>41</sup> The University moved its programs from the HACC Penn Center campus to the Dixon University Center beginning in January 2008.

Health Care Administration. Classes, taught by Shippensburg University faculty members, are offered in the evenings at both venues as well as online.

The College of Education and Human Services developed and implemented a program in Education Leadership in Hanover, Pennsylvania. This program is taught entirely at South Western High School for the benefit of teachers at this school and other teachers in the area. This master's level program is taught by University faculty members and adjuncts. All faculty members, including adjuncts, must meet all Shippensburg University requirements for teaching and be approved by the department representing the discipline, the dean of the college, and the Dean of the Graduate School. The University provides a faculty member as a program coordinator and the program is administered by the Office of Extended Studies. The program in Education Leadership must adhere to all the requirements and standards of on-campus courses. The course orientation includes instruction by a University librarian regarding library facilities and online access to library materials.

Shippensburg University also offers certificate programs, seminars, and workshops at off-campus locations including the Dixon University Center, Capital Area Intermediate Unit #15, Lincoln Intermediate Unit #12, Snyder's of Hanover corporate headquarters, and various school districts as required for the convenience of the cohort and to reduce the cost of travel.

New distance education programs are often initially run off-load through the Office of Extended Studies, but then are fully incorporated into the relevant academic college after their first two to three years of cohort offering. This model has proven an effective means of resource management during program start-up and a successful strategy for transitioning the program into the curricular mainstream. The University has demonstrated its commitment to program completion of new programs at off-site locations – the Office of Extended Studies has managed fourteen completed programs at six locations since 2000; Appendix 9-2 provides a list of the programs currently offered through the Office of Extended Studies.

While these off-campus programs represent the same quality and rigor, cover equal material, and are taught by qualified faculty, they are usually developed to respond to local market needs and are not always likely to be sustained over an extended period of time. This requires a flexible approach to the market and an agile response to client needs. As the traditional student population shrinks in size, Shippensburg University plans to explore alternative solutions to establish long-term agreements. These agreements should be formal, requiring an executed document by all parties to ensure quality programming. Such documents are written in conformity with PASSHE's *Academic Affiliation Handbook* (2004).

### ***Distance Education***

In keeping with its mission of providing access to higher education, Shippensburg University has responded with innovative programs making use of modern technology and off-campus locations, while following our standard curricular processes to ensure quality. The use of distance education to enrich the curriculum and increase its availability on a statewide level has been validated in our comprehensive assessment, *Distance Education Policies and Best Practices at Shippensburg University* (2004) and the statewide faculty Collective Bargaining Agreement (CBA).

The content of all distance learning courses and programs originates in the relevant academic department. Distance learning courses and programs follow the same curriculum approval

process as those traditional programs and courses taught on the Shippensburg campus; these courses are subjected to an additional review by the Distance Education Subcommittee of the Academic Affairs Council. Course and program proposals are initiated by faculty in conjunction with their academic department and the Office of Extended Studies, in the case of off-load programming. Proposals are formulated using the standard University Curriculum Committee forms that include as required information: student learning outcomes, assessment methods, and their relationship with one another. Additionally, course and program proposals include statements of the appropriateness to the mission, academic integrity, need, coordination with other programs, and impact on educational opportunities. Proposals are evaluated at the department level and then forwarded for consideration and approval successively to the respective college council, the University Curriculum Committee, and the University Forum.<sup>42</sup> New programs additionally require approval by the PASSHE Board of Governors.

The assessment of learning outcomes in distance learning courses, and how they compare to traditional on-campus courses, is included in departmental and college assessment reports. Where possible and appropriate, external standards and accreditation are sought for distance education programs. For example, the joint Shippensburg-Millersville master's degree in social work, taught through distance education, has been granted candidacy status by the Council on Social Work Education.

The quality of Shippensburg University's distance education courses and programs is assessed and courses are modified on a routine and ongoing basis through a variety of means. Distance learning policies and practices are governed by *Distance Education at Shippensburg University: Recommended Policies, Best Practices and State of Distance Education at Shippensburg University* (2004), the *Distance Education Three-Year Operational Plan 2006-2009* and *Needs Assessment of Non-Traditional Students at Shippensburg University* (2000), all developed collaboratively by faculty members, staff, and administrators. These documents are available online to all faculty members, staff, and administrators through [info.ship.edu](http://info.ship.edu).

In setting policies and practices, faculty members and administrators took a retrospective look at the University's history in distance education with respect to faculty satisfaction, student satisfaction and performance, resource utilization, and impact. Another comprehensive assessment began in 2008, taking into account Shippensburg's history since 2004 as well as the growing body of research on distance education, changes in technology, student demographics, the University's revised strategic and growth plans, and recent changes in the CBA. In addition, the standing Distance Education Subcommittee of the Academic Affairs Council (composed of administrators, staff, and faculty members selected by the local Association of Pennsylvania State College and University Faculties (APSCUF) provides ongoing oversight and guidance for programming, policies, and emerging issues. Among the areas routinely reviewed in monthly meetings are course scheduling and enrollment trends, student success rates (i.e., grade distributions), and issues such as student readiness and prerequisites for online study. A task force commissioned by this committee studied two particular distance education issues (defining classroom models and academic honesty) and in 2005 made recommendations for revisions to the University's policies and practices. The subcommittee also reviews Shippensburg's distance education documents, policies, and practices in light of changes to the CBA, with an eye to ensuring compliance with the agreement and Middle States Standard 13.

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<sup>42</sup> In the case of 400-level courses, approval must also be granted by the Graduate Council because 400-level courses may be taken for graduate credit.

For online courses, the Office of Extended Studies administers a satisfaction and experiential survey for both students and faculty members at the end of each semester. This survey gauges technological and logistical support, as well as perceptions about teaching and learning through distance education. The results of these surveys are used to modify programming and improve support systems. For example, a pilot online winter term was added to Shippensburg University's schedule in 2006 in response to survey results indicating currently enrolled students use online courses outside the academic year to speed their progress to graduation. Also in response to survey findings, the online student support website has been incrementally revised to include a pre-registration self-assessment tool, FAQs, and links to various support resources. While not current practice, the Office of Extended Studies, which bears a significant responsibility for distance education, will be included in the University's five-year academic program review cycle starting with the 2008-2009 Academic Year. Shippensburg University has recently become a member of Quality Matters, a nationwide inter-institutional quality assurance system for online and hybrid courses. Participating in this system will help raise awareness of national quality standards and provide faculty with access to a variety of professional opportunities including a voluntary course review process conducted by peers.

The University's commitment to the continuation of distance education is evidenced by a variety of means. The existence of a *Distance Education Three-Year Operational Plan* which is revised every three years (2002-2005, 2006-2009), as well as distance education's stated importance in the University's *Growth Committee Report: Three Growth Scenarios* and the University's Strategic Plan underscores Shippensburg's commitment to the continuation and enhancement of distance education programs. Distance education course and program proposals require a description of the projected frequency of offerings in the first five years and a demonstration of the availability of faculty and other resources to support the plan. In accordance with the CBA, faculty members receive a stipend for the initial development and subsequent redevelopment of online and videoconferencing courses; they are required to teach the course multiple times in a specified period of time. This practice works to ensure consistency and continuity of distance education programming.

Faculty design the courses, syllabi, instructional methods, assessments, and select the course materials and technology-based resources for each course, in accordance with departmental or college guidelines. To ensure high quality distance education instruction, faculty are required to complete a five-week online training program developed and delivered by Instructional Design and Development Services (IDDS) staff members at Shippensburg University before faculty teach online for the first time, as well as to complete subsequent Blackboard update trainings upon major revisions of the system. In addition, faculty members teaching online are required to attend a pre-term orientation session prior to the start of the summer and winter terms in which policies and practices are reviewed and best practices taken from the research literature are discussed. IDDS provides faculty members with additional training and support as they build and deliver their distance education classes. IDDS training and support are provided in both group and individualized settings, based on emergent distance education technologies and self-identified individual faculty needs. For videoconferencing, onsite technical support during class time at both locations ensures technology issues do not interfere with the course content; further support is provided through online technical manuals specific to each videoconferencing location and the University-developed document, *Videoconferencing Tips for Students and Faculty* (2004). In an effort to provide continuing and appropriate support to distance education faculty, a survey was conducted in Spring 2008 to assess the training and professional development needs of both novice and veteran distance education faculty.

**Recommendation 9.3**

Evaluate the results of the Spring 2008 survey and increase the professional development opportunities for faculty members teaching distance learning courses, recognizing the need for different opportunities for novice and veteran distance education faculty.

Courses taught through videoconferencing and at off-site locations are evaluated by students using the standard course evaluation form used for traditional on-campus courses. Students enrolled in off-campus cohort programs through the Office of Extended Studies also receive an end-of-program survey that asks students to evaluate the academic program as well as the services they received from the main campus and at the remote location. For online courses, students have been asked to complete an online satisfaction and experiential survey. The previous CBA did not permit student evaluations of distance education classes except in a limited number of cases. The 2007 CBA now permits the evaluation of faculty teaching distance education courses using the same criteria as for traditional on-campus courses. A distance education student evaluation instrument was developed at Shippensburg University in 2000, but it was widely recognized as being out-of-date and needing revision. The Distance Education Subcommittee revised the evaluation form and the new form was used beginning in Summer 2008.

**Recommendation 9.4**

Develop faculty evaluation procedures for off-campus locations consistent with all procedures in relevant collective bargaining agreements.

***Support for Off-Campus and Distance Education Students***

Support for distance education and off-campus students is provided through a variety of means. Distance education and off-campus students have online access to the University's library and databases, campus computing center, 24/7 support for Blackboard and other hardware and software concerns, the Student Information System (including the ability to check grades), and textbook ordering and buy-back services. In addition, online self-assessments have been provided that allow students to determine whether they have the hardware, software, technology skills, and personality traits that promote success in online courses. For cohort programs at off-campus locations, an orientation session is held for students at the location. The orientation includes an overview of the academic program by the faculty coordinator, advising sessions for students, and demonstrations of the Student Information System and the online library services (conducted by a librarian from the main campus). Throughout the program, the Office of Extended Studies coordinates communication and access to a variety of student services for students enrolled in off-campus programs. Shippensburg University retains an active seat on the Dixon University Center (DUC) Advisory Board, providing feedback and guidance on general resources provided by the center. Recently, the Office of Extended Studies has retained a shared space at DUC and staffs the center one-half day per week. This presence allows for more immediate support of students enrolled in courses at the center. Focus groups conducted with off-campus and off-load cohorts, as well as results from the satisfaction/experiential surveys administered to summer and winter online students and faculty, indicate a need for additional support services for off-campus and online students.

**Recommendation 9.5**

Improve the level of academic support services available for students at off-campus locations, potentially using educational service fees.

### ***Enhancing Regional Economic Development***

In addition to the credit-bearing programs discussed in the preceding section, the University has supported non-credit programming through the Frehn Center for Professional and Organizational Development and the Center for Land Use for more than a decade. The creation of the Small Business Development Center (SBDC) in 2007 demonstrates the University's ongoing efforts to become a leading community partnership University.

#### ***Small Business Development Center (SBDC)***

The mission of the Pennsylvania Small Business Development Center network is "to grow the economy of Pennsylvania by providing entrepreneurs with the education, information, and tools necessary to build successful businesses" (Commonwealth of Pennsylvania, *Small Business Development Centers*, 2008). Shippensburg University SBDC contributes to this mission by delivering a wide range of open enrollment seminars and workshops, providing information services and resources and one-on-one professional consulting services.

The SBDC is funded as a partnership between the Commonwealth of Pennsylvania and Shippensburg University. The Center serves Adams, Cumberland, Franklin, and York counties. SBDC is an accredited affiliate of the National Network of Small Business Development Centers (NNSBDC). The SBDC is funded in part by the Commonwealth of Pennsylvania Department of Community and Economic Development and the U.S. Small Business Administration. The SBDC offers programming both on campus and at a variety of locations in four counties.

SBDC consultants help entrepreneurs develop the planning, management, and financial skills necessary to make their businesses thrive. The SBDC's one-on-one management consulting emphasizes education and guidance in finding practical solutions to business problems. Consulting is confidential and provided at no charge by knowledgeable business consultants. Program content is provided in part by a statewide network of SBDC's partners, each accredited by NNSBDC, and those developed by the University's SBDC following the same practices used by the Frehn Center. SBDC courses, seminars, and conferences are designed to educate entrepreneurs about new and innovative management procedures.

SBDC is focused on expanding opportunities for student involvement. SBDC works closely with Students in Free Enterprise (SIFE), with SIFE members supporting SBDC consultants with hands-on services to clients. SBDC has created six experiential learning opportunities within the center which engage student interns (for-credit or not-for-credit) working with real business issues in support of their clients.

In the pre-opening phase of planning and preparations for the establishment of Shippensburg University SBDC, there was a significant effort to establish strong relationships with collaborative organizations around the region. Upon the opening of the center, twelve organizations across the region were recognized as outreach sites for SBDC; these organizations are listed in Figure 9-2. These sites were established to provide convenient and accessible locations for entrepreneurs and business owners to access SBDC's educational programs and consulting services.

Figure 9-2 Outreach Sites Served by Shippensburg University's SBDC

Outreach Site	Counties Served
Adams County Economic Development	Adams
Gettysburg Chamber of Commerce	Adams
Hanover Chamber of Commerce	Adams
Carlisle Chamber of Commerce	Cumberland
Cumberland County Economic Development	Cumberland
Murata Business Center	Cumberland
Shippensburg Chamber of Commerce	Cumberland and Franklin
West Shore Chamber of Commerce	Cumberland
Chambersburg Chamber of Commerce	Franklin
Franklin County Development Corporation	Franklin
Greencastle Chamber of Commerce	Franklin
J.D. Brown Center for Entrepreneurship	York

The SBDC has become a significant point of outreach into the community for the University. In addition to the formal outreach sites, the staff has met with all of the Chambers of Commerce and Economic Development entities in the region and they have invited over twenty business support organizations to the University to meet staff and develop collaborative relationships. The Director of the SBDC is a valuable liaison to the community, serving as the Vice President of the Shippensburg Area Chamber of Commerce and as the University's representative to the Harrisburg Market Keystone Innovation Zone. He is also a member of Downtown Organizations Investing Together (DOIT), the Shippensburg Area Development Corporation (SADCO), and the General Advisory Board of the Franklin County Career and Technology Center.

According to the 2007 Annual Report from the Pennsylvania Small Business Development Centers, Shippensburg University's SBDC provided 1,808 hours of consulting services to clients from the four-county region through the end of its first year of operation. The report noted how the Shippensburg SBDC reached out to under-represented populations, citing its involvement with the Hispanic Business Owners Group in Chambersburg, Pennsylvania, and sixty-four percent of its first-year clients were women- or jointly-owned businesses.

Through its development of initiatives like SBDC, the University has addressed regional needs creatively and responsibly. These programs are truly win-win situations. When the University engages with the local communities, it not only enriches the region, but also enriches itself.

***Enhancing the Quality of Life in the Region***

For many years, Shippensburg University has been committed to strengthening its collaborative and partnership efforts with local businesses, institutions, and individuals. In addition to the SBDC, the opening of the H. Ric Luhrs Performing Arts Center in January 2007 complements a lengthy list of non-educational outreach services provided to the region for many years, and to fully appreciate the scope of such activities, please refer to the University's Annual Report of Service, "Regional Partnerships and Collaborations," issued by the Institute for Public Service.

***H. Ric Luhrs Performing Arts Center***

In December 2005, Shippensburg University formally dedicated the H. Ric Luhrs Performing Arts Center, a 1,500-seat facility, to serve as a cultural and educational resource for the University, community, and region. The Center's mission is to educate, enlighten, and entertain

regional communities from throughout central Pennsylvania, Maryland, West Virginia, and Virginia. Educating future generations about the value of performing arts in society serves to assist and promote creative thinking.

The Luhrs Performing Arts Center enhances the University's programming and serves the region as an academic and cultural focal point along the Interstate 81 corridor. In addition to serving as an academic resource for the University and its students by supplying academic space for the Department of Music and Theatre Arts, the Center offers cultural programming designed to enrich the quality of life for students and citizens throughout the region. It has also become an integral part of the University's on-going camps and conferences program.

Among the benefits to the region are expanded opportunities to participate in a wide range of cultural programming that has included musical performances by the Vienna Choir Boys, the Lincoln Center Jazz Orchestra with Wynton Marsalis, Maynard Ferguson, and Olivia Newton John. Performances of the *Man of La Mancha* and *Gypsy*, and the children's program, *Dorothy and the Dinosaurs Dance Party*, have also been included as part of the Luhrs Performing Arts Center's programs.

In addition to offering professional programs, Shippensburg University's Department of Music and Theatre Arts hosted two ensemble performances at the Center last year and will perform at the venue in subsequent years. The Luhrs Performing Arts Center has already received requests by community organizations wishing to rent the facility for events. For example, the Shippensburg Area School District held their high school graduation ceremonies in the Center in 2006 and 2007.

From the time of its grand opening in 2005 through May 2008, the Luhrs Performing Arts Center held sixty-four professional performances and over 59,685 patrons attended performances at the venue. In addition to the professional performances, 48,038 people from University-sponsored events and conferences have used the Center.

**Recommendation 9.6**

Continue to improve links between academic departments, students, and the H. Ric Luhrs Performing Arts Center.

**Recommendation 9.7**

Conduct an economic impact analysis of the H. Ric Luhrs Performing Arts Center and its contributions to the economic health of south central Pennsylvania and northern Maryland.

***Conference Services Office***

The Conference Services Office promotes the use of campus facilities by the community during the summers and throughout the academic year. Facilities and services include the University's athletic facilities, the University's Conference Center<sup>43</sup>, academic facilities, residence halls, and

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<sup>43</sup> Since its completion in May 2005, the use of the Conference Center at Shippensburg University has grown steadily, with 69 events in calendar year 2007.

the Ceddia Union Building. Air-conditioned, apartment style lodging is available during the summers, and the University's partnership with the Shippen Place Hotel in downtown Shippensburg, just minutes from campus, provides additional lodging options.

Each summer, Shippensburg University hosts over ninety conferences, workshops, youth athletic camps, and academic camps. Guests have included the American Baptist Women of Pennsylvania and Delaware, the Pennsylvania Senior Games, the PIAA Track and Field Championships, the Mid-Atlantic Christadelphians' Bible School, and Lock Haven University Wrestling. In 2007, the University's summer camp program featured thirty-three camps that attracted 1,558 youths from across a five-state region. The University hosted sixty-four conferences attracting over 9,200 participants in 2007.

Local businesses, governmental groups, and not-for-profit organizations have utilized campus space, facilities, and equipment for events both large and small. The University has hosted conferences for Shippensburg Pump Company, the Milton Hershey School, the Pennsylvania State Association of Township Supervisors, the Pennsylvania Game Commission, the Department of Conservation and Natural Resources, and the Franklin County Bar Association.

### ***The Center for Land Use***

The Center for Land Use (CLU) promotes sound land use, community planning and quality of life throughout a five-county service region comprised of forty-three boroughs and ninety-five townships. This region includes Adams, Cumberland, Franklin, Fulton, and Perry counties. A broad array of efforts, including sponsored workshops, conferences, technical assistance, community education programs, faculty research efforts, and the placement of interns, complement planning efforts in a region experiencing regular, sustained growth.

The CLU delivers non-credit programming for municipal planners in five counties in collaboration with the Governor's Center for Local Government Services, the Pennsylvania State Association of Township Supervisors, the Pennsylvania State Association of Boroughs, and the County Commissioners Association of Pennsylvania. Program content is developed as a collaborative effort with these organizations, taking into consideration the needs of municipal planners as indicated by the Pennsylvania Planning Association and the American Planning Association. Workshop facilitators are primarily practicing municipal planners and land use professionals who work with Shippensburg's external partners. Full-time faculty members are involved in planning of workshop content, outreach, and analyzing feedback from workshop participants.

### ***The Center for Juvenile Justice Training and Research***

In 1982, the Juvenile Court Judges' Commission in Pennsylvania established the Center for Juvenile Justice Training and Research at Shippensburg University to provide education and conduct research for juvenile probation officers and court administrators across the Commonwealth in each of its sixty-seven counties. The center has since expanded and is recognized nationally for its excellence in training and research on juvenile justice.

As the center has expanded, it has taken on new responsibilities. The center and the University's Department of Criminal Justice have developed a partnership that supports the mission of the University and the mission of the Juvenile Court Judges' Commission. The Department of Criminal Justice and the center provide support for graduate study to working probation officers

and county juvenile justice personnel through a weekend program. After two years of successful weekend study, participants receive a Master of Science degree in the Administration of Justice. Approximately 25 percent of the Chief Juvenile Probation Officers in the Commonwealth of Pennsylvania have graduated from this program.

The Center continues to expand its activities into training and is responsible for providing support for Communities that Care and the Statistical Analysis Center, which provides annual reports to the Governor's Office, General Assembly, juvenile probation departments, juvenile court judges, and other public and private agencies. The center provides training for more than 900 staff from state-operated facilities for delinquent youths and for the Secure Detention Project, serving more than 1,600 county juvenile probation departments, staff, and administrators across the Commonwealth.

Finally, the Center provides assistance with monitoring statewide compliance with the Juvenile Justice and Delinquency Prevention Act of 1974 and with the implementation of the Aftercare Models for Change Reform Initiative, supported by the John D. and Catherine T. MacArthur Foundation.

### *Head Start*

Head Start is a federally funded program designed to benefit low-income, disadvantaged, and disabled children, ages three to five, and their families. The overall goal of the program is to affect a greater degree of social competency in these preschool children. Social competence is defined by the program as the child's everyday effectiveness in dealing with both his/her present environment and later responsibilities in school and life. It takes into account the interrelatedness of cognitive, intellectual, and social development; physical and mental health; and nutritional needs. Partnerships formed with parents allow the program staff to support the parent's role as the primary educator, nurturer, and advocate for his/her child.

Shippensburg University has sponsored the Head Start Program since 1971. This program is an exceptional model of a community partnership. Over the years, the program has expanded from serving 30 children in two classrooms to serving 112 children in three classrooms and home-based groups.<sup>44</sup> Support for the Shippensburg Head Start Program is provided by many individuals and groups in the community, in addition to parents and staff. As the grantee agency, the University provides many services touching each aspect of service provision. Classrooms, office space, and meeting rooms are provided by the University, along with administrative and physical plant support services. University students and community members volunteer their time in classrooms, offices, and with parent groups. This unique combination of people working together show the program is able to effectively meet the needs of the families it serves.

#### Recommendation 9.8

Develop additional means to disseminate information both on and beyond campus about the efforts and services of the Small Business Development Center, the Center for Land Use, and the Frehn Center, as well as other outreach endeavors.

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<sup>44</sup> Communities are found in Cumberland and Franklin counties, including Shippensburg, Newburg, Pleasant Hall, Roxbury, Lurgan, Newville, Plainfield, Carlisle, Mount Holly Springs, Boiling Springs, Gardners, and Mechanicsburg.

## PART III – CONCLUSION AND SUMMARY OF RECOMMENDATIONS

### Chapter 10

#### Conclusion and Summary of Recommendations

Reviewing the 1999 self-study and the 2004 Periodic Program Review, this 2009 self-study has a theme that makes it distinctive – transition. Since 2004, Shippensburg University has experienced a transition in our leadership, a transition among our faculty, and a transition in the students we serve. The University has instituted new programs that promote student development, while at the same time creating a culture of assessment and increasing the University's connections to the community.

Shortly after the Periodic Program Review, the transition of the leadership began with the retirement of President Anthony Ceddia in 2005. Following best practices in higher education, the institution developed its first strategic plan, thus preparing Shippensburg University for its future. The strategic planning process, which involved representatives from the campus and community, provided direction for the University as it revisited its facilities master plan, its marketing and recruiting efforts, and its emphasis on strengthening the links between planning, budgeting, and assessment. When Dr. Ruud accepted the position as University President in 2007, Shippensburg University was prepared to implement recommendations in accordance with his vision for the institution.

The transitions at Shippensburg University were not limited to the senior administration; the University has experienced significant turnover within the faculty ranks, with almost one-third of the institution's 316 full-time positions being filled with new hires since Academic Year 2003-2004. The University has worked to recruit highly, qualified faculty members from diverse backgrounds for its openings. To assist with the large number of new faculty hires, the University's New Faculty Orientation Program and the Faculty Exchange series were designed to acquaint new faculty members with policies and procedures. In keeping with our institution's culture, the orientation and monthly meetings also provide support for new hires during their transition to Shippensburg University.

As faculty members have examined the needs of students whom Shippensburg University serves, faculty members have initiated curriculum changes, further reflecting the institution's transition. The University has carefully evaluated the creation of new academic programs to meet the needs of students in the region, as seen in the creation of the Degree Completion Program for adult students. This is the first bachelor's degree program for working professionals that Shippensburg University has offered off-campus. Following the implementation of assessment plans for graduate programs, Shippensburg University has strengthened its offerings in fields such as Applied History. At the undergraduate level, the University has supported faculty initiatives to improve the General Education Program, including the English Department's creation of the Writing Intensive First-Year Seminars.

Shippensburg University has worked to develop programs to help students make a successful transition to college. The University has devoted its attention to improving academic advising

with the creation of the Advisor Development Resource Team and its ongoing evaluation and assessment of academic advising. Academic services that support students have been enhanced with additional resources provided to the Learning Center, the ASP Program, and the Martin Luther King Program. Student support services provided by the Office of Disability Services and the University Counseling Center have been under increasing pressure; the University will need to critically examine these services and determine how best to meet the growing demand for services. While Shippensburg University has the highest four-year graduation rate in the PASSHE, the University needs to continue to evaluate how academic and student support services affect the retention of our students through its Retention Committee.

Shippensburg University has made significant progress in strengthening its policies and adopting best practices related to assessment. The University recognizes that a strong General Education Program is critical in providing students with a solid foundation for their lives after graduation. The development and implementation of a comprehensive assessment of the General Education Program will enable the University to evaluate how well it is developing students' skills and competencies. Using the process required by the PASSHE, Shippensburg University has improved its Five-Year Program Reviews by providing additional feedback for departments. Assessment reports, prepared using a standardized five-column reporting model, have been integrated into the Five-Year Program Review process, with an annual review by the Associate Provost and the Academic Affairs Assessment Team.

Shippensburg University has a tradition of providing service to the community. The University has increased regional partnerships through the Small Business Development Center and enriched the quality of life for the region's residents through the construction of the H. Ric Luhrs Performing Arts Center. The development of the Office of Extended Studies provides new opportunities for the growth of partnerships with local businesses and educational institutions. Undergraduate and graduate students also provide service to the region through their volunteer efforts; they also gain value experiences by participating in internship programs in our region.

The next five years for Shippensburg University will see more changes as a new executive management team under Dr. Ruud's leadership moves forward on new initiatives. In partnership with the University, the Shippensburg University Foundation will move forward with preparations for the next capital campaign; a campaign feasibility study was conducted this summer. We are in an enviable position of having a culture and history of working together as a whole campus, where students, faculty and staff members, and administrators work to reach our goals. Because of this unity, we are confident that we will enhance Shippensburg University's reputation as one of the outstanding schools within the PASSHE.

## Summary of Recommendations

### Recommendation 4.1

Continue to promote transparency in the process of allocating resources by sharing budget projections with the entire campus community.

### Recommendation 4.2

Assess the impact of declining revenue from the Commonwealth and develop an action plan that identifies additional external resources as well as a strategy for obtaining those resources.

### Recommendation 4.3

Reconstitute the Strategic Planning Steering Committee given the significant number of retirements and role transitions since the strategic plan was approved in March 2005.

### Recommendation 4.4

Communicate the results of University-wide assessment efforts beyond the venues of the University Forum and the College Councils.

### Recommendation 4.5

Establish an academic master plan committee with broad representation to establish planning processes and develop a draft plan for review by all stakeholders.

### Recommendation 4.6

Direct the academic master plan committee to develop a model that systematically examines institution-wide and program assessments to establish institutional needs and make recommendations about the allocation of resources.

### Recommendation 5.1

Use the findings from the marketing study to assess the development and growth of academic programs for traditional college-aged and adult students.

### Recommendation 5.2

Evaluate the timing of administrative searches to maximize participation by faculty members and students.

### Recommendation 5.3

Review the continuity planning processes used by peer academic institutions, particularly for mid-level leadership positions (i.e., Registrar), and develop appropriate professional development opportunities for current staff.

### Recommendation 5.4

Emphasize the need to promote cross-training for administrative support staff through divisional managers.

### Recommendation 5.5

Develop a plan to invite faculty and staff members to Cabinet meetings to observe the decision-making process to promote increased knowledge about the operation of the University.

### Recommendation 5.6

Charge the University Forum to lead a review of the University's primary governance documents to insure the inclusion of all campus constituencies.

Recommendation 5.7

Encourage ongoing input from University stakeholders and constituents and continue to improve communication across the University's varied operations.

Recommendation 6.1

Communicate the findings from the Ad Hoc Committee on Faculty Searches to the campus community and develop an action plan for implementing the recommendations.

Recommendation 6.2

Conduct a systematic evaluation of the faculty mentoring system in place at the University and improve this support as needed.

Recommendation 6.3

Review recommendations from the 2003 Library Feasibility Study and develop an action plan to promote more availability of physical space and materials to enhance student learning and information literacy.

Recommendation 7.1

Evaluate the University's efforts to recruit a diverse student population, with specific evaluations for the programs directed by the Office of Admissions, the Pittsburgh Partnership Program, and the GEAR-UP Initiative.

Recommendation 7.2

Monitor sources of financial support for Shippensburg students, working to increase funding available through scholarships and student employment.

Recommendation 7.3

Evaluate the progress of the ADRT in reaching each of its three goals and determine whether these goals should be modified in light of assessment data.

Recommendation 7.4

Evaluate the effectiveness of the Supplemental Instruction Program and tutoring services and determine if the allocation of additional resources would attract undergraduate or graduate supplemental instructors.

Recommendation 7.5

Revisit the program review for the Office of Disability Services and update the vision statement, goals and objectives, as well as outcomes.

Recommendation 7.6

Review personnel allocated to the Office of Disability Services to address increases in student services demands.

Recommendation 7.7

Review personnel allocated to the University Counseling Center to address increases in caseload and the mental health needs of students.

Recommendation 7.8

Review the efforts of the Retention Committee and share the committee's findings with all University stakeholders to determine how Shippensburg University can take full advantage of its opportunities to retain greater numbers of undergraduate students, particularly those of under-represented populations and those in good academic standing who leave before graduating.

Recommendation 8.1

Direct the GECC to continue its work on assessment of the General Education Program and to disseminate the results to the administration and faculty.

Recommendation 8.2

Based upon assessment results, evaluate the current structure of the General Education Program and determine whether it continues to fulfill its role in the University's mission and make adjustments accordingly.

Recommendation 8.3

Develop a template for a consistent, comprehensive finalized memo for Five-Year Program Reviews.

Recommendation 8.4

Continue to standardize University, college, and departmental assessment efforts and coordinate the use of the assessment results in planning and budgeting cycles.

Recommendation 8.5

Evaluate the feasibility of the creation of a central office for assessment to coordinate the efforts of departments from both the Division of Academic Affairs and the Division of Student Affairs.

Recommendation 8.6

Develop new mechanisms to communicate the importance of assessment and encourage broad participation in the processes at the departmental, college, and University-wide levels to various constituencies, including faculty members, staff members, administrators, students, and the greater community.

Recommendation 8.7

Develop stronger connections between Shippensburg University's assessment and resource allocation to promote institutional changes by reviewing the flow of information about annual assessment activities and the timing of the annual budget and planning process.

Recommendation 9.1

Develop consistent core processes for the coordination of internships in each college and across the University.

Recommendation 9.2

Review communication to faculty and students about opportunities through the International Programs Office and increase communication to ensure that all campus groups are aware of these opportunities.

Recommendation 9.3

Evaluate the results of the Spring 2008 survey and increase the professional development opportunities for faculty members teaching distance learning courses, recognizing the need for different opportunities for novice and veteran distance education faculty.

Recommendation 9.4

Develop faculty evaluation procedures for off-campus locations consistent with all procedures in relevant collective bargaining agreements.

Recommendation 9.5

Improve the level of academic support services available for students at off-campus locations, potentially using educational service fees.

Recommendation 9.6

Continue to improve links between academic departments, students, and the H. Ric Luhrs Performing Arts Center.

Recommendation 9.7

Conduct an economic impact analysis of the H. Ric Luhrs Performing Arts Center and its contributions to the economic health of south central Pennsylvania and northern Maryland.

Recommendation 9.8

Develop additional means to disseminate information both on and beyond campus about the efforts and services of the Small Business Development Center, the Center for Land Use, and the Frehn Center, as well as other outreach endeavors.

## Appendices

Appendix 1-1 Organizational Chart for 2007

Appendix 1-2 Reassigned Time for Academic Year 2007-2008

Appendix 3-1 Seed Questions for Self-Study Work Groups

Appendix 4-1 Program Planning and Budget Guidelines

Appendix 4-2 Shippensburg University Strategic Plan (2005)

Appendix 4-3 University-Wide Assessment Instrument Administration Schedule

Appendix 4-4 University Goals Survey Results for the Middle States Process

Appendix 4-5 Performance Funding Measures Comparing Shippensburg University to  
PASSHE Institutions

Appendix 5-1 Composition of the Presidential Search Committees, Academic Years  
2004-2005 and 2006-2007

Appendix 5-2 President Ruud's *120 Day Report*

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