Self-Study Design

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

Shippensburg University
of
Pennsylvania
Pennsylvania State System of Higher Education

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President

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TABLE OF CONTENTS

INTRODUCTION

Brief Description of the Institution

Shippensburg University was established in 1871 as the Cumberland Valley State Normal School. The school received official approval by the state on February 21, 1873, and admitted its first class of 217 students on April 15, 1873. In 1917 the school was purchased by the Commonwealth of Pennsylvania.

On June 4, 1926, the school was authorized to grant the Bachelor of Science in education degree in elementary and junior high education. The school received a charter on October 12, 1926, making it the first normal school in Pennsylvania to become a state teachers college. On June 3, 1927, the State Council of Education authorized the school to change its name to the State Teachers College at Shippensburg.

The business education curriculum was approved on December 3, 1937. On December 8, 1939, Shippensburg State Teachers College became the first teachers college in Pennsylvania and the fourth in the United States to be accredited by the Middle States Association of Colleges and (Secondary) Schools.

The State Council of Education approved graduate work leading to the master of education degree on January 7, 1959. On January 8, 1960, the name change to Shippensburg State College was authorized.

The arts and sciences curriculum was authorized by the State Council of Education on April 18, 1962, and the Bachelor of Science in Business Administration degree program was initiated on September 1, 1967.

On November 12, 1982, the governor of the Commonwealth signed Senate Bill 506 establishing the State System of Higher Education. Shippensburg State College was designated Shippensburg University of Pennsylvania effective July 1, 1983.

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 southcentral 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.

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.

Important Recent Developments

Since the academic year 2002-03, Shippensburg University has participated in the National Survey of Student Engagement (NSSE) on three different occasions. The results have been valuable in providing national comparative data as well as establishing benchmarks to gauge progress in certain areas. This survey is scheduled to be administered again during spring 2008. The institution no longer participates in the College Student Experience Questionnaire (CSEQ).

Also since 2002, the university has been participating in the ACT Alumni Survey, alternating each year with a local version of an alumni survey. The ACT survey provides some national comparative data, while the local version is designed to meet institutional needs, such as state system or department-based assessment. Shippensburg plans to continue participation in the Cooperative Institutional Research Program (CIRP) and the Noel-Levitz Student Satisfaction Inventory in order to gather other national comparative assessment data and to provide additional benchmarks.

During academic year 2001-02, the Chancellor and University Presidents of the Pennsylvania State System of Higher Education (PaSSHE) jointly developed a set of accountability measures that were designed to replace the quantitative measures used in the earlier Performance and Outcomes Plans (POP). These new measures are now used in conjunction with the qualitative goals in each university's System Accountability Plan (SAP). This annual report assesses the degree to which the institution is achieving System goals.

Further modifications were made in these accountability measures in 2002-03, resulting in the discontinuation of some measures and the addition of others, to further align them with System goals. Eight of the 17 measures were identified for use in performance funding and a method for allocation was determined. Since 2002, this funding program has been expanded to include evaluation based on attainment of external benchmarks and System performance targets in addition to projected targets based on each university's past performance.
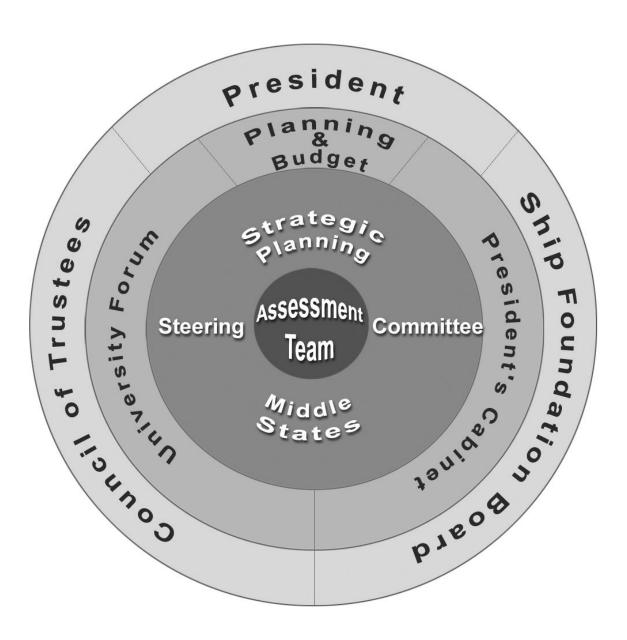
Steps Taken To Prepare For Self-Study

The co-chairs of the Steering Committee along with the Interim President attended The Self-Study Institute in November, 2006. During 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 Committee as well as representatives of the Council of Trustees and the Shippensburg University Foundation. It was during this time period that the concept of the proposed approach to the self-study first surfaced.

Out of discussions during the summer of 2006, a standardized approach (5-column model) was agreed upon to collect, monitor, and assess the status of student learning outcomes. This approach was incorporated into the 5-year program review process starting with the 2006-2007 academic year. The approach was presented at a fall 2006 university-wide department chairs' workshop, and a deadline of March 1, 2007 was given for the submission of reports using this model. Once the 5-column models are reviewed by the campus assessment team, the feedback will be shared with the department chairs.

The Steering Committee held its first formal meeting in mid-February 2007 to coincide with the arrival on campus of the University's newly appointed President who offered greetings, gave his support, and indicated that he along with the rest of the campus community very much 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, the 14 standards, possible approaches, and a tentative timeline.

The Committee developed and administered a survey to assist in determining key issues for the self-study, gave consensus to the proposed self-study model and timeline, and developed a very rough draft of a self-study design to share with the Middle States staff liaison before his visit in late March 2007 (approximately 24 months prior to the evaluation team visit).

Since fall of 2006, status or progress reports on the Middle States decennial review process have been made to the Planning and Budget Council, University Forum, President's Cabinet, and Council of Trustees. A website is being developed, and university-wide open meetings (held under the auspices of the University Forum) will be held at appropriate points in the process to provide additional input or respond to draft reports.

NATURE AND SCOPE OF THE SELF-STUDY

Due to the institution's focus on strategic planning since 2003, and its subsequent transition in presidential leadership, a comprehensive self-study with special emphasis on strategic planning, leadership transition, and assessment is proposed. While the last self-study (1999) took a selected topics approach, a comprehensive approach to the current self-study will allow the institution, which has had a transition in presidential leadership in recent years, as well as a number of new faculty, staff, and other administrative hires, to review all of its operations not only to ensure compliance with the 14 standards of excellence, but to further inform the campus community in its strategic planning processes, its new leaders, and its constituents. It is the themes of strategic planning, leadership transition, and accountability that will be given special emphasis. [The ongoing focus on strategic planning was introduced in the institution's periodic review report (2004).]

This approach will provide not only an assessment of strategic planning efforts to this point, but provide the basis for ongoing strategic planning efforts for the next five years. These efforts will likely include a major revision to the existing (or the development of a new) capital facilities master plan, which will serve as the cornerstone for planning the next comprehensive capital campaign in collaboration with the Shippensburg University Foundation. In the face of projected demographics changes, a continuing trend of less and less 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 the institution's accountability to its constituents.

INTENDED OUTCOMES

The self-study occurs at an opportune time as it will produce an assessment of the institution's strategic planning efforts in a time of transition in leadership and produce a plan that includes a set of recommendations that will serve to guide the institution's ongoing planning for appropriate enrollment levels, program development, and fund-raising in support of our mission, goals, and vision initiatives for the next 5-10 years. It will also demonstrate the degree to which the institution possesses the characteristics of excellence described in the 14 accreditation standards and make any recommendations necessary for improvement.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Middle States Steering Committee Membership

Jan Arminio	Professor and Chair, Counseling and College Student Personnel Department
Robert Bartos	Dean, College of Education and Human Services / Member, President's Cabinet / Member, Strategic Planning Steering Committee
Laura Beltzner	Graduate Student Representative
Curtis Berry	Professor, Political Science Department / University Forum Executive Committee / Member, President's Cabinet
William Blewett	Professor and Chair, Geography/Earth Science Department / Strategic Planning Steering Committee
Niel Brasher	Professor and Chair, Political Science Department / Member, Planning and Budget Committee / Member, Strategic Planning Steering Committee
Lance Bryson	Executive Director, Physical Plant / Member, President's Cabinet / Member, Strategic Planning Steering Committee/ Task Force Chair
Dennis Castelli	Faculty Emeritus / Member, Council of Trustees
John Clinton	Executive Vice President, Shippensburg University Foundation / Member, President's Cabinet / Member, Strategic Planning Steering Committee
Debra Cornelius	Professor, Sociology/Anthropology Department / Vice Chair, University Forum/Executive Committee / President, APSCUF
Phillip Diller	Director, Grace B. Luhrs University Elementary School
Tim Ebersole	Director, University Relations / Member, President's Cabinet / Member, Strategic Planning Steering Committee
Tom Enderlein	Executive Director, Institute for Public Service/ Sponsored Programs / Member, President's Cabinet Member, Strategic Planning Steering Committee
Mindy Fawks	Associate Vice President, Administration and Finance / Member, President's Cabinet / Member, Strategic Planning Steering Committee
Brendan Finucane	Professor and Chair, Economics Department/ Member, Strategic Planning Steering Committee
Leslie Folmer-Clinton	Associate Vice President, Student Affairs/ Member, President's Cabinet / Member, Strategic Planning Steering Committee

Member, Strategic Planning Steering Committee

Kim Presser ....Assistant Professor, Mathematics Department/
Member, Planning and Budget Committee/
Member, Strategic Planning Steering Committee

Christine Royce ....Assistant Professor, Teacher Education Department
Ray Ryan...Vice President, Student Association
Rick Ruth ....Interim Provost and Vice President for Academic
Affairs / Vice President for Information
Technologies and Services / Member, President's
Cabinet / University Forum Executive Committee /
Chair, Planning and Budget Committee
B. Michael Schaul ....Member, Council of Trustees
Tracy Schoolcraft ....Professor, Chemistry Department / Interim
Associate Provost and Dean of Graduate Studies /
Member, President's Cabinet
Marian Schultz ....Interim Dean, Library and Multimedia Services /
Dean, School of Academic Programs and Services /
Member, President's Cabinet / Member, Strategic
Planning Steering Committee
Roger Serr ....Acting Vice President, Student Affairs / Associate
Vice President, Student Affairs / Member,
President's Cabinet
Thomas Speakman............................Dean, Enrollment Services / Member, President's
Cabinet / Member, Strategic Planning Steering
Committee
Jim Stuart ....Non-Traditional Student Representative
David Topper ....Associate Vice President, Administration and
Finance / Member, President's Cabinet / Member,
Strategic Planning Steering Committee
Melodye Wehrung ....Director, Social Equity / Member, President's
Cabinet
Maria Weinzierl...............................Graduate Student Representative
Tony Winter ....Interim Dean, Extended Studies / Member,
President's Cabinet / Member, Strategic Planning
Steering Committee
Deborah Yohe ....Provost Office

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

Jody Harpster
Dave Topper
Lance Bryson
Neil Brasher (Skeptic)
Mark Pilgrim
Deborah Yohe
John Clinton
Pete Gigliotti
Sara Grove (Chairperson)

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

B. Michael Schaul
Mindy Fawks
Bill Blewett
Joe Peltzer
Robin Maun
Gene Herritt
Donald Mayer
Dennis Mathes (Chairperson)
Curtis Berry

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

Rick Ruth
Robert Bartos
Stephen Holoviak
Christine Royce
Debra Cornelius
Kate McGivney
Ray Ryan
Dennis Castelli
Kim Long
Sharon Harrow

Creating a Diverse, Engaging, and Supportive Learning Community
Work Group
(Standards 8, 9, 12, 13 {Developmental Education})

Marian Schultz
Jim Mike (Chairperson)
Dave Lovett
Kim Presser
Melodye Wehrung (Skeptic)
Tom Speakman
Laura Beltzner
Holly Kalbach

Innovation, Outreach, and Economic Development
Work Group
(Standard 13 {Except Developmental Education and Traditional Graduate
Programs})

Tim Ebersole
Tom Enderlein (Co-Chair)
Leslie Folmer-Clinton
Deborah Jacobs (Skeptic)
Tony Winter
Colleen McQueeney
Jim Stuart
Brendon Finucane (Co-Chair)

Student Learning and Development
Work Group
(Standard 14)

Tracy Schoolcraft (Co-Chair)
Roger Serr
Jan Arminio (Co-Chair)
Tom Gibbon
Sarah Ford
Phillip Diller (Skeptic)
Maria Weinzierl
Debra Gentzler

Resource: Campus Assessment Team

College of Business:

      Susan Koch, Accounting
      Tom Verney, Acting Associate Dean

College of Education and Human Services:

      Todd Whitman, Counseling and College Student Personnel
      Laura Patterson, Criminal Justice

College of Arts and Sciences:

      Jose Ricardo, Modern Languages
      Kim Klein, History/Philosphy and Honors Program
      Lea Adams, Psychology
      Kate McGivney, Mathematics

Institutional Research and Planning:

      Mark Pilgrim

CHARGES TO THE WORK GROUPS

Each work group will have an identified chair who will be responsible for coordinating the work of the committee, submitting drafts of reports on time, and working directly with the co-chairs of the Steering Committee to provide communication across the work groups and to represent the work group and Steering Committee to various other constituency groups. Each work group will also have an identified skeptic who will serve to question *in a constructive way* the work, findings, and recommendations of the work group. However, to insure that questions or concerns of the skeptic don't overburden the work group, the skeptic will be co-responsible not only for the quality assurance of the work group's efforts, findings, and recommendations but also for the submission of draft reports on-time.

The study must be problem-oriented, seeking answers to central questions and solutions to identified challenges. It needs to be based on evidence and data collected by the work group and measured where possible against the university's mission, goals, and vision. Each group should document which items they used from the inventory of support documents. Each report should be analytical and interpretive rather than simply descriptive, and it should result in conclusions that can be reformulated into recommendations that will, if necessary, modify current goals, plans and practices of the university. *The singlemost 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 given below. As methodological approaches are considered and data are gathered for the work group's study, it may expound upon these questions or add others, and draw upon the resources of the Office of Institutional Research and Planning. Staff support is being provided by Heather Wadas in the Office of the Provost.

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

The degree to which the institution is attempting to achieve and is actually accomplishing its mission, goals, and the vision of its future that has evolved through its recent Strategic Planning Process, is an extremely important part of the evaluation. While all of the six work groups participating in the current self-study will be assessing how well we are meeting our stated mission and goals in a number of specific areas, the Strategic Planning: A Process for Institutional Renewal Work Group has a special task— to measure and evaluate the overall effectiveness of Shippensburg University through an analysis of the instruments and continuous planning procedures which we have in place, or are in the process of creating, to judge our performance as an institution and to assess the global results of these efforts. In addition to the evaluation of these mechanisms and their outcomes, the work group will also assess the degree to which the results of these procedures are linked to resource allocation by the university.

In short, the work group will examine those mechanisms and procedures which the institution uses on a continuous basis to set goals and to evaluate and to improve itself, suggest how well these mechanisms and procedures are implemented, examine their

results and recommend ways in which they could be made more effective or changed. The task, therefore, is to measure the congruence between what we say we do and what we are actually accomplishing.

1. Is there a clear and appropriate relationship between the mission, goals, and vision of the university and the procedures and instruments which we use to assess our overall effectiveness and to allocate our resources?

2. Based on the evidence of these procedures and instruments, to what extent is the university accomplishing its overall goals and fulfilling its mission?

3. What changes in campus practices and procedures would better help the university to accomplish its intentions?

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

Having been led by a strong and visionary president who retired (after 24 years), as did several other key leaders in academic affairs and administration and finance, the institution has undergone a significant leadership transition in recent years. The task of this work group is to study how the institution prepared for the expected and dealt with the unexpected changes by relying on other leaders, its planning, and its concept of shared governance during this time, and what has been the impact of new leadership.

1. To what extent has shared governance, and existing structures for decision-making allowed for this institution's progress in a period of significant transition?

2. As the new leadership has reviewed the effectiveness of administrative structures, what have been the findings, and what actions have been or are being undertaken in response to the findings?

3. To what extent have the existing structures, policies and procedures insured ethical standards and supported academic and intellectual freedom, particularly during a period of significant transition?

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

Offering quality academic programs and recruiting and retaining quality faculty is the hallmark of a quality institution. The task of this work group is to determine to what extent Shippensburg's processes and procedures ensure the delivery of quality programs

by an equally qualified faculty, and to determine how the institution will strive to provide even higher quality programs, and retain and recruit even more highly qualified faculty into the future.

1. How does the institution know that its policies and practices actually enable it to recruit, develop, and retain faculty who support the teacher/scholar model?
   a. What are the strategies used to recruit qualified, diverse faculty?
   b. How are we assessing the effectiveness of the search process?
   c. What strategies are used to retain faculty members once they have been hired?

2. Are faculty development opportunities equitably distributed? If not, why not? Has the level of institutional support increased, decreased, or remained stable?
   a. What percentage of faculty members participate in governance, leadership and other service opportunities?
   b. What are university programs (Center for Faculty Excellence in Scholarship and Teaching [CFEST], University Research and Scholarship Program [URSP], Advising Award, Distance Education monies, Advisor Development and Resource Team [ADRT]) that provide opportunities for faculty scholarship, research and development?
   c. How does teaching load/student-faculty ratio impact the ability for faculty to engage in professional development and to recruit and retain faculty?
   d. How are professional development monies earmarked or targeted for special programs, e.g., diversity, at the University level?
   e. How does the SU Foundation contribute to and support professional development for faculty?

3. How are faculty involved in academic program development, assessment, and improvement? How do the program development and assessment processes foster periodic consideration of academic content and rigor?
   a. On what committees do faculty serve that involve academic program development?
   b. How are faculty involved in the five-year program review? How does faculty involvement in this process assist in developing and assessing academic programs?
   c. How does the five-year program review and evaluate the rigor of the academic program?
   d. Where/how does the discipline specific accreditation process enter into academic program development, assessment, and involvement?
   e. What are outside influences that assist in the assessment of academic programs, e.g., employer surveys, advisory boards/councils?

4. What evidence demonstrates that the institution's educational offerings have academic content and rigor appropriate to the degree levels?
   a. What outside sources/agencies/reports have ranked our programs, and at what levels?

b. What are the policies that exist internally that ensure the quality and review of programs?

c. How do enrollment demands impact the quality/level of students who are being enrolled? What kinds of additional programs and remediation have been put in place to assist these students?

Creating a Diverse, Engaging, and Suppportive Learning Community Work Group
(Standards 8, 9, 12, 13 {Developmental Education})

One of the primary university and State System strategic goals has been to include new populations, increase human understanding, and enhance diversity, broadly defined, yet maintain and enhance the strong learning community that currently exists. This work group will determine the extent to which the institution's core values of a liberal arts and sciences based education has been maintained and enhanced to include a more diverse set of students (e.g., students who are more at risk, non-traditional, distance learners, etc.)

1. What do demographic trends suggest will be the future of this institution's student base, and how is the institution positioning itself to handle anticipated demographic changes in relationship to peer and aspirant institutions?
   a. Are the SU retention and enrollment goals realistic and tied to strategic and financial planning?
   b. How do SU retention and enrollment rates compare to peer and aspirant institutions?

2. To what extent are admission and retention policies, procedures, and resources consistent with long-term strategies, e.g., the Strategic Plan and financial planning goals?
   a. Does SU adequately provide financial aid to students and how is that assessed?
   b. Is the SU admission process tied to the strategic plan?
   c. How are adequate resources identified and earmarked for student support services?
   d. What resources are available to provide programs and services for the growing number of underprepared students coming to campus and are they adequate?

3. How do academic programs and support services support these goals, especially in the recruiting, orientation, the first year of a student's experience, and beyond?
   a. Does SU have adequate feedback mechanisms to improve academic and student support programs?
   b. How do the support services at SU respond to the developmental education needs of our diverse student body?

     c. How does SU assess student support for off-site and distance learning students?

     d. How does SU assess student support for nontraditional students and adult learners?

     e. How does SU assess student support for regular (traditional) students?

     f. How are programs and services for underprepared students assessed for program improvement?

     g. How are programs and services for underprepared students coordinated campus-wide to help with early intervention and retention of these students?

4. What steps have been taken to diversify the curriculum, student body, faculty, staff, and administration and to create a more inclusive, welcoming, and supportive environment?

5. What evidence exists that SU graduates meet acceptable levels of competency in oral and written communication, science and mathematical reasoning, information and technological literacy and critical thinking skills?

     a. How are adequate resources identified and earmarked for general education?

     b. What methods are used for assessment of General Education? What evidence exists that assessment is used to improve the General Education program?

Innovation, Outreach, and Economic Development Work Group
(Standard 13 {Except Developmental Education and Traditional Graduate Programs})

Shippensburg University has a long history of serving Southcentral Pennsylvania through its graduates, the consulting of its faculty and other professionals, various cultural resources made accessible to area residents, and the economic impact of its students, personnel, and operating functions. In recent years, however, the university has more consciously turned its attention to a broad range of local, regional and state needs and issues and more deliberately reached out to work collaboratively with organizations, agencies, and businesses to develop common goals, share resources, and make plans for the enhancement of life in the region. This revision of attention can be noted in the present mission and vision of the university and in its strategic planning efforts.

1. How does Shippensburg University maintain academic quality in courses taught through distance learning?

2. What processes are in place to establish quality and consistency in credit bearing certificates and non-credit instructional programs?

3. How are experiential learning activities developed, designed, approved, and assessed for college credit?

4. What process is used to maintain quality instruction and support services for all students enrolled in programs at off-site locations?

5. How does the University share its public resources to enhance the quality of life for citizens in the region?

6. What is the process for identifying, assessing and incorporating regional needs into the strategic planning process?

7. What affiliate/contractual relationships are maintained by Shippensburg University? How does the University sustain academic quality in courses and programs taught under these relationships?

Student Learning and Development Work Group
(Standard 14)

Student learning and development have always been the primary considerations upon which Shippensburg University has developed its academic and student life. This primacy—notable in the university's mission and goals and in many of its publications—makes study of this topic the cornerstone of the university's current Middle States Commission Self-Study. The findings and recommendations of the report are expected to shape some of the most important and far-reaching of the institution's plans and priorities over the next five or so years, making the work group's commitment to this effort extremely valuable and much appreciated.

The study of student learning and development will span undoubtedly the full range of programs, services, and functions, will involve analysis and synthesis of an expanding store of assessment data, and will reveal institutional strengths as well as challenges. Most importantly, it will produce outcomes that will influence many of the future endeavors of our university.

1. What is the process for defining student learning and development outcomes throughout campus? How do these definitions compare with external benchmarks, such as those identified by the Council for the Advancement of Standards in Higher Education (CAS)? How does this information get incorporated into University level assessment and to what extent are the outcomes accomplished?

2. What evidence do we have that student learning assessment occurs and includes both direct and indirect measures, multiple measures, as well as external benchmarks and standards? What is the process for ensuring that all parts of the assessment cycle are occurring?

3. To what extent does the university use assessment information to systematically evaluate programs, services, etc. to inform practice, to establish new goals, to allocate resources, and to improve the assessment process? What improvements to the process are warranted?

4. How and to whom are student learning goals and their results communicated and are they understood?

5. As the University updates its goals, ensuring alignment with PASSHE goals, what is the process for clearly linking the university mission, unit missions and individual program goals? What improvements to the process are warranted?

INVENTORY OF SUPPORT DOCUMENTS

Strategic Planning Documents

Strategic Planning Vision and Directions
Environmental Scan
Classroom Utilization Study
Reisner Design Study
Residence Hall Study
Growth Committee Report
Lipman-Hearne Marketing/Branding Study
Ceddia Union Building (CUB) Study
Facilities Master Plan

University-Wide Assessment and Benchmark Documents

Cooperative Institutional Research Program (CIRP)
National Survey of Student Engagement (NSSE)
Alumni Surveys
Consortium for Student Retention Data Exchange (CSRDE) Reports

System Accountability Plans

Narrative Assessment Statements and University Performance Plan (NAS/UPP Reports)
Performance Indicators
Performance Funding

Matrixes Illustrating Alignment of University Goals

- With Systems Goals
- With Performance Indicators
- With Standards of Excellence

University Reports and Publications

University Catalogs
Integrated Post Secondary Educational Data System (IPEDS Data and Reports)
Common Data Set
Annual Data Collection Plan Submissions to PaSSHE
Audited Financial Reports
Profile (Fact Book)
Retention Reports
Faculty Staffing Plan Data
Program Planning Guidelines
Previous Self-Study and Periodic Review Report
Collective Bargaining Agreement (CBA)

Institution Technology Plans

Discipline-Specific Accreditation Self-Studies and Reports

Accreditation Board for Engineering and Technology (ABET)
Association to Advance Collegiate Schools of Business (AACSB)
National Council for the Accreditation of Teacher Education (NCATE)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Council on Social Work Education (CSWE)
American Chemical Society (ACS)
International Association of Counseling Services (IACS)
Council for Exceptional Children (CEC)
National Council for Accreditation of Coaching Education (NCACE)

Five-Year Program Reviews

Self-Studies and Reports including 5-column Assessment Sheets

Middle States Commission on Higher Education Publications

Characteristics of Excellence in Higher Education

*Distance Learning Programs: interregional Guidelines for
        Electronically Offered Degree and Certificate Programs*

*Student Learning Assessments: Options and Resources-
        A Handbook*

Self Study: Creating a Useful Process and Report

ORGANIZATION OF THE SELF-STUDY REPORT

    I. Executive Summary and Eligibility Certification Statement
    II. Introduction
    III. Strategic Planning: A Process for Institutional Renewal (Standards 1,2,7,3)
    IV. Leadership Transition, Shared Governance, and Institutional Integrity (Standards 4,5,6)
    V. Quality Faculty, Quality Programs, and Discipline-Specific Accredition (Standards 10, 11, 13 {Graduate Programs})
    VI. Creating Diverse, Engaging and Supportive Learning Community (Standards 8,9,12, 13 {Developmental Education})
    VII. Innovation, Outreach, and Economic Development (Standard 13 {Except Developmental Education and Traditional Graduate Programs})
    VIII. Student Learning and Development (Standard 14)
    IX. A Plan for the Next Five Years and Setting the Stages for a Capital Campaign
    X. Appendices

EDITORIAL STYLE AND FORMAT OF ALL REPORTS

Word Processing Program

Microsoft Word for text; Microsoft Excel for spreadsheets and graphs but send as separate files

Fonts

Times New Roman, 12 point

Margins

1 ½" left margin; all other margins will be 1"
Left-justified

Pages
Use page numbers, bottom right-hand side
No indentations for paragraph, put extra space between paragraphs

Spacing

Single spacing

Information Required in Report
Maximum number of pages for work group reports – 10-20 pages (self-study 100 pages excluding any graphs)
Recommended (or required?) sections are:
- Listing of the standard(s) (note portions or coverage by other work groups)
- Overview of charge and questions addressed
- Explanation of the process used to address the questions including connections and collaboration with other work groups
- Analysis of data and finding based on results
- Outcomes, including strengths
- Challenges, and relationship to standards
- List of recommendations for improvement

Acronyms

Write out in full upon first usage, indicating the acronym in parentheses. Thereafter use the acronym.

Documentation of Sources

Parenthetical (by number or author??) citation in the text body with a section at the end entitled "List of References" where the full reference is noted

Editing Process

All reports will be combined to produce the self-study document which will be approximately 100 pages long. Therefore, there will be editing of content from the six individual work group reports to produce the self-study. A single writer/editor will be used to give the report one voice. As the final self-study document is being produced, there will be opportunity for input so that the editing process retains large conceptual themes and recommendations that are deemed important by the campus community.

TIMETABLE

Attend Self-Study Institute	Nov. 2006
Outline Self-Study Design	Nov. – Dec. 2006
Identify Existing Committees and Key Individuals to comprise the Steering committee	Nov. – Dec. 2006
Steering Committee Meeting	Feb. 1, 2007
Finalize Self-Study Design Draft	Dec. – Mar. 2007
Steering Committee Meeting	Feb. 22, 2007
Identify Working Groups	Feb. 2007
Steering Committee Meeting	Mar. 7, 2007 (Cancelled due to snow)
Self-Study Design Draft to Middle States Liaison	Mar. 13, 2007
Steering Committee Meeting	Mar. 21, 2007 (Rescheduled from Mar. 7, 2007)
Visit by Middle States Liaison	Mar. 27, 2007
Initial Charge to Working Groups	Mar. 21, 2007
Steering Committee/Working Group Meeting	April 11, 2007
Steering Committee/Working Group Meeting	May 3, 2007
Self-Study Design to Commission	End of May 2007
Working Groups Submit Preliminary Reports	Dec. 2007
Steering Committee Review of Working Group Reports	Dec. 2007 –Jan. 2008
Final Draft of Working Group Reports	Feb. – Mar. 2008
First Draft Self-Study Report	Mar. - Apr. 2008
Open Forums for the Campus Community	Sep. 2008
Middle States Team Chair Preliminary Visit	Oct. 2008
Final Editing of Self-Study	Oct. – Nov. 2008
Printing of Self-Study	Dec. 2008
Final draft of the Self-Study sent to Commission and Visiting Team Members	Jan. 2009
Middle States Team Visit	Mar. 2009
Initial Response to Visiting Team's Report	Apr. – May 2009
MSCHE Action	Jun. 2009

INFORMATION TO ASSIST SELECTION OF VISITING TEAM

A Short History of Establishing Peers

- Peers were established as part of the development of the System Accountability Plan
- How were the peers chosen by PASSHE?
    - Used information from the National Center for Higher Education Management Systems (NCHEMS) – an organization that takes Federal data already available and repackages it into useful data (you pick criteria and they generate a list that meets it) – to choose 20 potential peer schools
    - Shippensburg University was instructed to pick/suggest 15 out of the 20 as our primary peer institutions.
        - Reputation ranking was used as a tie-breaker when choosing the 15 schools
    - SU Foundation had input when selecting the Secondary Peers
- Within the System Accountability Plan, there are benchmark comparisons
    - Each measurement in SAP compares against self (Institutional), against the rest of the PASSHE schools (System Targets), and against some type of peer group (though not necessarily your Primary or Secondary Peer Group)
        - Primary PASSHE Peers are used for 6-7 of those benchmarks (e.g., 4 year graduation rate, diversity, etc.)
        - Secondary/Financial/Private Support Peers are used for comparing the value of university endowment and the amount of alumni giving
    - 8 of these factors determine performance funding
- How were the Aspirational Peers selected?
    - After choosing the original peers, we used previous information to further reduce the number of peers
        - Ranked schools in each category
        - At a President's Retreat, the top 6 were selected by a vote

Primary Peers	Secondary Peers	Aspirational Peers (in rank order)
	California State University - Bakersfield	Salisbury University
Austin Peay State University	Eastern Illinois University	
California State University - Bakersfield		The College of New Jersey
Frostburg State University	Frostburg State University	Radford University
	Humboldt State University	SUNY College at Geneseo
Nicholls State University		
Northwest Missouri State University	Radford University	Truman State University
Radford University	Salisbury State University	Winthrop University
Sonoma State University	SUNY College at Brockport	
SUNY College at Cortland	SUNY College at Cortland	

SUNY College at Oswego	SUNY College at Fredonia
SUNY College at Plattsburgh	SUNY College at Oswego
	SUNY College at Plattsburgh
University of Wisconsin - River Falls	University of Wisconsin - Oshkosh
	University of Wisconsin – Stout
University of Wisconsin - Stout	
Western Carolina University	Western Carolina University
Winthrop University	