

Minutes

Meeting of the Faculty Senate

2 February 1999

Chairperson Joel Piperberg called the meeting to order at 4:08 p.m. Chryst 210. All departments were represented except History, Music and Political Science, President of APSCUF, Dr. W. Smith, Dr. P. Hill, Director of the Center for Excellence, Dr. Robert Thomas, Vice President for Student Affairs and Graduate Student Organization representative, Christine Schwarz were also present.

The minutes of the meeting of December 1, 1998 were approved.

Report of the Faculty Chairperson

We will put on the Agenda at the next meeting consideration of postponing Phase 11 of the General Education Revision Plan passed in April 1997 (removal of W labels from writing courses) given that a lot of what we are discussing now might have some bearing on whether we want to do that. (See attachment to December 1 minutes.) Apparently students have been advised that the W labels will disappear as of Fall, 1999.

The Chairperson asked chairpersons of Senate Committees to prepare committee reports of committee activities for the year. The reports are due at the May (May 6) meeting of the Senate. The Chairperson also asked that committee chairpersons let him know which of their committee members are in their second term. Some of the committees have a two-term limit.

In addition, the Chairperson will contact senators about a date for the summer meeting.

Dean Berhow had asked the Chairperson to inform the senate about a distance learning course being taught contrary to the normal model. Professor Tom O'Brien is currently in Georgia and he will be delivering the course from there to students at MU via the Internet. Professor O'Brien will return during the semester to meet with the students.

The Chairperson ended his report on a sad note. Shortly before the meeting he had been informed that Mr. Don Eidam's mother passed away over the weekend. The Chairperson will send a condolence card to Don on behalf of the Senate.

Report of Student Senate No report.

Report of Graduate Student Association Representative Schwarz reported that the organization had conducted a survey to assess graduate students needs. The response had been overwhelming with 500 replies received out of 750 questionnaires

Reports of Administrative Officers

Dr. James Stager, Associate Provost. Dr. Stager asked the Senate's Academic Policies Committee to look at policies and procedures to see if there are any that are in conflict with the new Board of Governor's Academic Passport and Student transfer Policy and to ensure that Millersville's policies and procedures comply with this policy. (See attachment A, attachment B, attachment C, attachment D, attachment E, attachment F, attachment G, attachment H.)

Dr. Robert Thomas, Vice President for Student Affairs. Dr. Thomas said that during the Fall 1998 semester President Caputo said a task force would be appointed to deal with student alcohol abuse and recommend strategies the university might take. This task force has now been formed and the group met last week. The task force has been asked to develop a comprehensive and holistic set of plans to consider combating alcohol abuse. Last year a survey was conducted by student affairs and it might be that the current task force might wish to repeat the survey. The task force will report to Dr. Caputo,

Dr. Patricia Hill, Director of the MU Center for Academic Excellence. Dr. Hill announced that the Spring Convocation Planning Committee had been formed. This year Spring Convocation, the theme of which will focus on general education, will be held on February 18. Activities planned include a 15-minute humorous thought provoking theatrical skit, round table discussions at which facilitators will discuss goals in general education, another skit followed by a buffet dinner. Activities culminate in an open house at the Center for Academic Excellence where several activities will be offered throughout the day. Dr. Ell invited senators to encourage departments to visit the center.

Time Schedule for Feb.18 - Skit at 4:30 p.m.

Discussion at 4: 45 p.m.

Reports of Senate Standing Committees

UCPRC, Chairperson R. Wismer reported that the Department of Sociology and Anthropology had requested approval to implement the policy that states that "at least one-half of the work required for an option [criminology] must be completed at Millersville."

Honors Program Committee Chairperson M. Warmkessel announced that a consultant, Dr. William Mech, Dean of the Honors College at Florida Atlantic University will visit campus and meet with faculty and students on March 9-11.

M. Warmkessel announced that after 19 years service, Dr. John Osborne, the only Director the Millersville honors program has had, will be stepping down as director. The committee will be sending out applications for the position.

Special reports of Faculty Senate Committees--none

Proposed Courses and Proerams --The Senate approved Psychology 536, Applications of Biopsychology.

Announcement: T. Kruse--T. Kruse distributed the Middle States Self-Study Mission, Goals, Planning, and Institutional Effectiveness Chapter Team survey on Effectiveness of the University Mission and Vision to senators.

Elections of Officers: 1999-2000

On a W. Dorman/J. Lynch motion, Joel Piperberg was re-elected Chairperson

On a W. Dorman/J. Lynch motion, Melinda Rosenthal was re-elected Vice Chairperson.

There were no nominations for the Secretary position and an S. Luek/Anna Borger-Reese motion suspended senate rules to permit Jane Alden (an alternate) to serve as Secretary.

C. Desmond was elected to fill the vacant Chair position on the Women's Studies curriculum committee this semester.

Nominations for the Fall 1999, 2000 and 2001 term for the Women's Studies Curriculum Committee chair will be considered at the next meeting.

Enrollment Management. Associate Provost Judi Roller presented a substantial report on Enrollment Management. (See Attachment I, Attachment J).

General Education Objectives Tier 1. (See Attachment K, Attachment L.) It was agreed to continue discussion at the next meeting of the Senate.

The meeting was adjourned at 5:45 p.m.

Respectfully submitted,

Jane Alden
Secretary

ACTION SUMMARY
2 February 1999

Programs & Courses - The Senate approved Psychology 536 Applications of Biopsychology

Elections:

- Chair: Dr. J. Piperberg (Biology)
- Vice-Chair Dr. M. Rosenthal (English)
- Senate rules were suspended to permit alternate, (Dr. J. Alden English) to serve as Secretary
- Dr. C. Desmond (Ed. Foundations) was elected to fill the vacant Chair position on the Women's Studies Curriculum Committee

General Education Objectives - Discussion continued until the next meeting.

Academic and Student Affairs Committee

Board of Governors
State System of Higher Education

Action Item #1: Approval of a New Board of Governors Policy: The Academic Passport and Student Transfer

Background:

In January 1998, the System's Board of Governors adopted a resolution to affirm the Academic Passport, which was designed to assist the transfer of community college students who earn the Associate of Arts (A. A.) or the Associate of Science (A.S.) degree. Incumbent students of State System universities with a cumulative grade point average (GPA) of 2.0 or higher were also deemed to have an Academic Passport for the transfer of credit to and among System institutions. The January 1998 resolution mandated that an assessment of the Passport's effectiveness be conducted. Any necessary revisions to the Passport were to be made by January 1999, at which time the Board would consider adoption of a formal policy on the Academic Passport and student transfer.

To accomplish the several tasks associated with this goal, a State System of Higher Education Special Task Force on Articulation was established. The task force, chaired by Provost Roy Stewart of Lock Haven University of Pennsylvania, was composed of System university faculty and staff, as well as several community college representatives. A complete list of the task force membership is included.

The task force developed a plan to assess the effectiveness of the Passport and used the results of the assessment in its development of the new policy proposed herein. In fall 1998, the records of 203 community college students who transferred to System universities with the Academic Passport were studied along with that of 524 community college students who transferred without completing a two-year degree. Almost 90% of the credits earned by Passport holders transferred to the receiving System university, while 81.8% of the credits earned by nonPassport holders transferred. An executive summary of the information and data resulting from the assessment is included in these materials. The task force also gathered extensive information on articulation policies within other public systems of higher education, and held extensive dialogue with diverse constituents to consider suggested revisions to the Passport and how to improve the transfer process. During the month of November, five public forums were conducted on System university and community college campuses to discuss the proposed policy. The input received from these public

meetings was evaluated by the task force and incorporated into the policy recommended herein.

Recommended Committee Action:

Move that the Academic and Student Affairs Committee recommend to the Board Motion #1 regarding the adoption of a new policy.

Motion #1:

That the Board of Governors approve the proposed Academic Passport and Student Transfer Policy.

State System of Higher Education
Academic Passport Effectiveness Analysis

Executive Summary
Fall 1998 Semester

In January 1998, the Board of Governors adopted a resolution creating an Academic Passport for transfer students to the State System of Higher Education. As part of that resolution the Board mandated that beginning with the 1998 fall semester, the effectiveness of the Passport and its application to community college transfer students be examined. This report summarizes that assessment.

Methodology

During the fall 1998 semester, approximately 1,800 students transferred to State System universities from Pennsylvania community colleges. For the purposes of evaluating the Passport, every student who transferred with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree earned in 1997-98 was included in the study. There were 248 community college transfer degree holders or approximately 14% of the total transfers. Recognizing that the majority of students transfer without the two-year college degree, a random sample of students who transferred without the degree was also taken. Approximately 50 such students were selected at each university for a total of 524 students (not every university had 50 transfers). This random sample represented 29.3% of all transfers, with a margin of error of 4%. In total, 43,200 of the entering transfer cohort was examined in this study.

A reporting template was developed requiring universities to review and examine the transcript of each incoming transfer student included in the study and to provide an accurate and direct report of all credits presented for transfer, as well as the ultimate disposition of those credits. Transcript analysis and reporting occurred in October 1998.

Findings

Academic Passport Students

A total of 248 students with A.A. and A.S. degrees earned in 1997-98 transferred in fall 1998. Of these, 203 qualified for the Academic Passport. To qualify for the Passport, a student must have held an A.A. degree with at least 45 credits of liberal arts or an A.S. degree with 30 credits of liberal arts.

Passport students presented 13,712 credits for transfer to State System universities. Of that total, 89.9% were accepted and 10.1% were rejected (table 1). Credits were not accepted because of low grades (D or F), remedial or developmental courses, course credit differentials (e.g., community college awarded four credits, System university awarded three), and courses not accepted by the department or major. Of the total number of credits accepted, 60% were applied to general education requirements, 19% satisfied requirements in the major, and 17.4% were applied to electives. Only 3.5% of transfer credits were accepted but not counted towards graduation.

Table 2 presents the same data for passport students by sending institution. Acceptance rates varied from 86% to 95%. A larger number of students with the passport transferred from Butler County Community College than any other Pennsylvania community college.

Non-Degree Transfer Students

The 524 students in the non-degree transfer sample presented a total of 21,449 credits for transfer. Of this total, 81.8% were accepted and 18.2% were rejected (table 3). Reasons cited for rejection of transfer credit were poor grades, developmental and remedial courses, course credit differentials, and courses not accepted by the department or major. Of those credits accepted, 62.5% were applied to general education requirements, 17% to the major, and 18% to electives. Only 2.6% of transfer credits were accepted but not counted towards graduation.

Table 4 presents the same data for non-degree transfers by sending institution. Four students were excluded from the sample because the sending institution could not be identified. Acceptance rates varied from 72% to 91%. A larger number of students transferred from Allegheny County Community College than any other Pennsylvania community college.

Concluding Comments

For students holding the Academic Passport, it appears that completion of the degree assists in the transfer process, as 89.9% of credits presented by this group transferred compared to 81.8% of credits presented for transfer by non-degree students. Passport students also had substantially fewer credits rejected - 10.1% compared to 18.2% for non-degree transfers.

Overall, the vast majority of credits presented by Pennsylvania community college students were accepted by State System universities. Adoption of the Board of Governors policy on the Academic Passport for Student Transfer will further facilitate

the goal of creating a seamless articulation system for Pennsylvania community college students who transfer to State System universities.

Table 1
Academic Passport Effectiveness Analysis
Passport Students (N=203)
Community College Transfers to State System Universities by Receiving institution

Universities *	Credits Presented	% Accepted	Credits Accepted				Credits Not Accepted			
			% Towards Gen Ed	% Towards Electives	% Towards Major	% Accepted But Not Counted Towards Graduation	% Not Accepted	% Low Grades**	% Remedial or Developmental	Other
Bloomsburg	479	89.6%	69.5%	8.2%	22.4%	0.0%	10.4%	72.0%	0.0%	28.0%
California	1014	80.3%	88.4%	8.8%	22.7%	0.0%	19.7%	0.0%	18.0%	82.0%
Cheyney**	-	-	-	-	-	-	-	-	-	-
Clarion	522	80.5%	63.8%	16.9%	19.3%	0.0%	19.5%	0.0%	2.9%	97.1%
East Stroudsburg	785	97.7%	72.4%	11.9%	15.8%	0.0%	2.3%	0.0%	100.0%	0.0%
Edinboro	322	95.0%	43.8%	32.0%	18.3%	5.9%	5.0%	0.0%	0.0%	100.0%
Indiana	539	96.5%	49.6%	32.9%	12.3%	5.2%	3.5%	21.1%	78.9%	0.0%
Kutztown	2111	88.1%	82.2%	0.6%	14.9%	2.3%	11.9%	0.0%	37.8%	62.2%
Lock Haven	435	94.9%	47.9%	33.4%	18.6%	0.0%	5.1%	63.6%	13.6%	22.7%
Mansfield	143	93.7%	71.6%	21.6%	0.0%	6.7%	6.3%	0.0%	0.0%	100.0%
Millersville	1150	85.9%	58.0%	9.4%	32.6%	0.0%	14.1%	2.5%	18.5%	79.0%
Shippensburg	1292	91.6%	55.6%	16.1%	28.2%	0.0%	8.4%	13.8%	48.6%	37.6%
Slippery Rock	2500	91.2%	59.1%	27.6%	13.3%	0.0%	8.8%	0.0%	15.9%	84.1%
West Chester	2420	91.6%	42.1%	23.2%	19.4%	15.3%	8.4%	3.9%	7.9%	88.2%
SYSTEM TOTAL	13712	89.9%	80.0%	17.4%	19.0%	3.5%	10.1%	8.9%	22.0%	72.1%

* 45 students who transferred with the AA/AS degree did not qualify for the Passport because of Insufficient liberal arts credits. They are as follows: California - 5; East Stroudsburg - 4; Edinboro - 2; Indiana - 5; Kutztown - 9. Lock Haven - 2; Mansfield - 1; Millersville - 12; Shippensburg - 3; Slippery Rock - 2.

**Due to the small sample size for Cheyney, confidentiality could not be assured and those transcripts were not included in this analysis

***These credits represent courses in which the grade of D or F was earned and not accepted by the university.

Other Includes: course credit differentials, combinations of low grades and remedial, course not accepted by department or major

Source: System Universities

Table 2
Academic Passport Effectiveness Analysis
Passport Students (N=203)
Community College Transfers to State System Universities by Sending Institution

COMMUNITY COLLEGES*	Credits Presented	% Accepted	Credits Accepted				% Not Accepted
			% Towards Gen Ed	% Towards Electives	% Towards Major	% Accepted But Not Counted Towards Graduation	
Allegheny	1449	86.5%	54.3%	22.4%	22.4%	0.8%	13.5%
Beaver	423	90.3%	58.9%	36.6%	3.6%	0.7%	9.6%
Bucks**	-	-	-	-	-	-	-
Butler	2351	91.2%	61.8%	22.8%	14.7%	0.5%	8.7%
Delaware	1724	91.8%	48.7%	24.5%	16.8%	9.9%	8.1%
Harrisburg	2223	88.6%	55.4%	14.7%	29.5%	0.3%	11.3%
Lehigh	1041	87.4%	83.1%	3.0%	9.8%	3.9%	12.5%
Luzerne	1003	93.9%	66.3%	11.7%	21.8%	0.0%	6.0%
Montgomery	831	95.1%	58.6%	18.0%	13.4%	9.8%	4.8%
Northampton	730	93.2%	75.7%	7.4%	12.7%	3.9%	6.7%
Philadelphia	74	86.4%	42.1%	0.0%	57.8%	0.0%	13.5%
Reading	515	87.7%	78.0%	6.6%	15.2%	0.0%	12.2%
Westmoreland	543	89.5%	57.8%	22.0%	18.5%	1.6%	10.4%
TOTAL	13712	89.9%	60.0%	17.3%	19.0%	3.5%	10.1%

*45 students who transferred with the AA/AS degree did not qualify for the Passport because of insufficient liberal arts credits.

**Due to the small sample size for Bucks County Community Collage, confidentiality could not be assured and those transcripts were excluded.

Source: System Universities

Table 3
Academic Passport Effectiveness Analysis
Passport Students (N=524)
Community College Transfers to State System Universities
by Receiving Institution

Universities %	Credits Presented	% Accepted	Credits Accepted				Credits Not Accepted			
			% Towards Gen Ed	% Towards Electives	% Towards Major	% Accepted But Not Counted Towards Graduation	% Not Accepted	% Low Grades*	% Remedial or Developmental	Other
Bloomsburg	1676	86.5%	62.5%	14.8%	22.8%	0.0%	13.5%	34.5%	10.6%	54.9%
California	3124	68.1%	59.8%	14.8%	25.4%	0.0%	31.9%	7.1%	2.1%	90.8%
Cheyney	63	76.2%	75.0%	0.0%	0.0%	25.0%	23.8%	40.0%	0.0%	60.0%
Clarion	1260	79.4%	33.5%	16.9%	15.9%	0.7%	20.6%	57.3%	29.2%	13.5%
East Stroudsburg	1955	94.1%	76.0%	14.8%	9.2%	0.0%	5.9%	6.1%	80.0%	13.9%
Edinboro	1380	76.2%	50.9%	16.3%	23.1%	9.7%	23.8%	11.6%	0.0%	88.4%
Indiana	1788	88.0%	52.7%	33.4%	13.0%	1.0%	12.0%	27.1%	22.0%	50.9%
Kutztown	1408	74.1%	74.7%	1.1%	23.0%	1.1%	25.9%	10.4%	16.1%	74.5%
Lock Haven	710	86.6%	51.5%	37.1%	11.4%	0.0%	13.4%	67.4%	6.3%	26.3%
Mansfield	435	85.1%	76.5%	9.5%	7.6%	6.5%	14.9%	16.9%	67.7%	15.4%
Millersville	1891	88.1%	66.7%	9.5%	23.2%	0.6%	11.9%	24.9%	47.1%	28.0%
Shippensburg	1905	81.7%	70.9%	15.2%	11.8%	2.1%	18.3%	35.1%	33.6%	31.3%
Slippery Rock	1549	84.2%	56.4%	29.3%	14.3%	0.0%	15.8%	13.5%	15.9%	70.6%
West Chester	2305	82.5%	52.5%	23.4%	11.7%	12.4%	17.5%	0.0%	9.2%	90.8%

SYSTEM TOTAL	21449	81.8%	82.5%	18.0%	16.9%	2.6%	18.2%	18.7%	17.0%	64.2%
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*These credits represent courses in which the grade of D or F was earned and not accepted by the university.
 Other Includes: course credit differentials, combinations of low grades and remedial, course not accepted by department or major

Source: System Universities

Table 4
Academic Passport Effectiveness Analysis
Non-degree Sample (N=520)*
Community College Transfers to State System Universities by Sending Institution

COMMUNITY COLLEGES	Credits Presented	% Accepted	Credits Accepted				% Accepted But Not Counted Towards Graduation	% Not Accepted
			% Towards Gen Ed	% Towards Electives	% Towards Major			
Allegheny	4043	72.3%	57.0%	22.4%	18.3%	2.1%	27.7%	
Beaver	674	86.3%	58.9%	26.6%	13.9%	0.5%	13.6%	
Bucks	1141	79.9%	57.0%	20.0%	20.9%	2.1%	20.0%	
Butler	1766	81.7%	56.5%	21.9%	18.0%	3.4%	18.2%	
Delaware	1420	89.8%	62.4%	20.3%	12.8%	4.3%	10.1%	
Harrisburg	3992	82.8%	68.1%	15.0%	15.1%	1.6%	17.1%	
Lehigh	418	87.3%	67.1%	12.6%	17.5%	2.7%	12.6%	
Luzerne	1711	90.9%	63.6%	13.7%	21.2%	1.3%	9.0%	
Montgomery	1557	82.5%	56.2%	26.0%	14.4%	3.2%	17.4%	
Northampton	1391	89.0%	75.1%	9.5%	14.2%	0.4%	10.9%	
Philadelphia	509	80.9%	70.3%	7.2%	10.4%	11.8%	19.0%	
Reading	443	76.9%	70.6%	6.4%	12.6%	10.2%	23.0%	
Westmoreland	2058	80.4%	58.3%	19.9%	21.3%	0.3%	19.5%	
TOTAL	21393	81.8%	62.3%	18.3%	16.9%	2.5%	18.1%	

*Four transfers could not be identified by sending institution and were excluded from this analysis.

Source: System Universities

Proposed Board of Governors Policy The Academic Passport and Student Transfer Policy

A. Purpose

1. To create an Academic Passport to facilitate transfer of students and their credits from Pennsylvania community colleges to and among System universities.
2. To set forth general principles and guidelines for the implementation of the Academic Passport and student transfer policy.
3. To provide for periodic assessment of the Academic Passport and reporting of the outcomes to the Board of Governors, the chancellor, the presidents, and other System constituencies to ensure accountability and continuous improvement of the System's transfer programs.

B. Background

Act 188, the enabling legislation for the State System of Higher Education, mandates that the State System provide high quality education at the lowest possible cost to the students. Accessibility - openness, convenience, and availability of a range of programs - to interested and eligible Pennsylvanians always has been an objective of State System universities.

In addition to the 95,000 students enrolled in State System universities, more than 170,000 students attend Pennsylvania community colleges in degree credit and non-credit programs. Many of these college and university students, through life circumstances, find it necessary to relocate during their college career or obtain their post-secondary education from two or more institutions. Sound public policy mandates that these students be able to complete their education without unnecessary repetition of course work that already has been successfully completed at another accredited institution. An objective of the Commonwealth's public colleges and universities, therefore, is the creation of a seamless system of public higher education in *which* students move freely between and among accredited public institutions of advanced learning. In January 1998, the System's Board of Governors adopted a resolution to affirm the Academic Passport, which was designed to assist the transfer of community college students who earn the Associate of Arts (A.A.) or the Associate of Science (A.S.) degree. Incumbent students of State System universities with a cumulative grade point average (GPA) of 2.0 or higher were also deemed to have an Academic Passport for the transfer of credit to and among System institutions.

Although it is preferable that students transfer with the A.A or A.S. degree, experience shows that the vast majority of students transfer without having completed

their studies at the community college. Thus, it is vital that any effective articulation policy addresses both students who transfer with an associate degree and students who transfer prior to completing a degree program.

Underlying this policy is the belief that the competencies developed through general education are more important than individual courses. Recognition of the integrity and validity of the general education program at each sending institution results in acceptance of a general education program, which is comparable, but may not be identical to the general education program at the receiving institution.

C. Definitions

The Academic Passport - The Academic Passport described in detail in Section E.1 and E.2 of this policy, is a transfer program designed to promote and facilitate the transfer of students of Pennsylvania community colleges to State System of Higher Education universities, and to support the transfer of undergraduate credits earned by State System students to other System universities.

Associate Degrees - Pursuant to Board Policy 1990-06: Academic Degrees, associate degrees indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component.

a. **Associate of Arts (A.A.)**

An Associate of Arts degree program is designed specifically for transfer into baccalaureate degree programs in the arts, humanities, social or behavioral sciences fields, or in professional fields based upon these disciplines. Recipients of the A.A. degree normally complete a minimum of 60 credit hours.

b. **Associate of Science (A.S.)**

An Associate of Science degree program is designed primarily for transfer into baccalaureate programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these fields as its base. The A.S. degree also normally requires the successful completion of 60 semester hours of study.

D. Policy Statement

The policy of the Board of Governors of the State System of Higher Education encourages the seamless transfer of students between accredited Pennsylvania community colleges and System universities and between and among System universities. To that end, community college and System students who meet the established eligibility criteria shall be granted an Academic Passport, which shall provide entry to a System university and, pursuant to the guidelines below, ensure the transfer and acceptance of course credits.

E. Procedures and Criteria for the Academic Passport

The following sections outline the eligibility criteria, for the Academic Passport and the procedures under which credits earned at one institution may be accepted by and applied to a degree program at the receiving institution.

1. Students Transferring With an Associate Degree

Students are encouraged to complete an Associate of Arts (A.A.) or Associate of Science (A.S.) degree program prior to transfer. Students who earn the A.A. or A.S. degree in a transfer or college parallel program from an accredited public Pennsylvania community college and who apply in accordance with the established university time frame shall have an Academic Passport that provides entry into any university in the State System of Higher Education.

System universities will recognize and honor the Academic Passport by admitting such students and shall, consistent with G.5 (Guiding Principles) apply credit towards graduation for all college parallel course work completed for the associate degree.

Up to a maximum of 45 general education credits and liberal arts course credits earned at the two-year college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course by course match shall not be required.

Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.

Students transferring with an Associate of Arts or Associate of Science degree to a System university must have a 2.0 minimum cumulative grade point average (GPA) in all course work presented for transfer from each institution attended.

Associate of Arts and Associate of Science degrees recognized for the Academic Passport must contain, as a minimum, 30 hours of liberal arts among the following fields of study: Composition/Communications, Humanities/Fine Art, Behavioral/Social Sciences, Biological/Physical Sciences, and Mathematics and Computer Science. Vocational, technical, and career courses shall not be used to satisfy general education requirements.

2. Intra-System Transfer

Incumbent System university students who have attained a GPA of 2.0 or higher in a minimum of 12 credit hours of college level course work shall hold an Academic Passport enabling transfer to any other System university.

System universities shall recognize and honor the Passport held by incumbent students who apply within the established university time frame by providing admission upon transfer and shall, consistent with G.5 (Guiding Principles), apply credit towards graduation for all college course work completed at the sending university.

Up to a maximum of 45 general education- credits and/or liberal arts course credits earned at the sending university shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course by course match shall not be required.

Capacity limits and/or higher admissions standards 'may apply to certain high demand academic programs.

Instruction Through Distance Learning: With the prior approval of the student's home institution, System students holding the Academic Passport shall be entitled to take any course offered through distance learning and listed in the catalogue at any other System university and have those credits and the grade earned accepted by their home institution. The home institution retains the right to determine the application of such credits towards the satisfaction of specific degree or major requirements.

F. Procedures and Criteria for Transferring Without the Academic Passport

Pennsylvania community college students who have not completed the A.S. or A.A. degree may also apply to and be accepted for admission to a System university. To facilitate the transfer of students with a minimum of 12 credit hours of college level

course work, up to a maximum of 45 credits in courses which have been designated and credited as general education by an accredited Pennsylvania community college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education.

Students seeking to transfer course credits without the completed A.S. or A.A. degree must have a minimum cumulative GPA of 2.0 or greater in all course work presented for transfer for each institution attended-

G. Guiding Principles

1. Students seeking to transfer to a State System university and who are admissible shall receive an evaluation of credits prior to enrollment and payment of tuition and fees. (Application fees may still be required.)
2. Current or future mutually agreed upon institutional articulation agreements may provide for the transfer of credits in excess of the numbers contained in this policy. Transfer students who meet the conditions of published articulation agreements (i.e., 2+2) between the sending and receiving institutions shall not be required to take a higher number of credits for the baccalaureate degree than indigenous students of the receiving institution.
3. For students holding an Academic Passport, admission to a specific curriculum and acceptance of transfer credits in that curriculum at a participating university shall be determined by the university based upon the same established criteria required for indigenous students.
4. Students transferring from a Pennsylvania community college with an Academic Passport shall be entitled to the same rights and privileges accorded System students with junior status.
5. In the acceptance and application of credits for students holding, an Academic Passport, the receiving university shall look first to apply as many credits as possible towards the satisfaction of lower division general education requirements. Next the receiving university shall look towards applying the credits remaining to satisfy requirements in the major. Lastly, credits may be applied to satisfy elective requirements. It is the intent of this policy that credits earned by a community college student as part of a qualifying degree program should be accepted and applied towards completion of the baccalaureate degree. It is recognized that in certain circumstances, such as a change in major or intended program of study, it may not be possible to apply all credits earned at the community college to the four-year degree; however, absent legitimate academic reasons, the intent of this policy is to make full and complete use of credits earned in a qualified A.A. or A.S. degree program.

6. When a student transfers from one State System university to another, the record of all successfully completed undergraduate credits taken by the student at a System university shall be placed on the transcript of the receiving institution. The credits shall be evaluated by the receiving institution to determine which shall apply to general education requirements, the major requirements of the program in which the student is enrolled, or electives. State System universities shall honor and accept credits earned at other State System institutions. It is recognized that given the specific requirements of some majors for certification or licensure and the fact that students often do change majors, it may not always be possible to apply all credits earned to the receiving institution's degree program. The intent of this policy, however, is to maximize the acceptance and application of credits earned by a student at another System university.
7. Consistent with G.3 above, transfer students shall not be required to repeat or retake courses which they have already successfully completed at another accredited institution, as defined in this policy.

H. Implementation

1. The intent of this policy is to ensure that students transferring to System universities have the skills and competencies to succeed in upper level college work. Competency may also be demonstrated through examination, and each university should provide transfer students with the same opportunities as non-transfer students to demonstrate their competence.
2. System universities shall publish and promote all of their transfer programs, including the Academic Passport and other articulation agreements. They also shall offer transfer advisement and counseling to community college and university students interested in seeking admission to their institution. An office or person shall be designated at each System university to manage the articulation and transfer process internally and to provide the contact point for external communication. A student appeals process for transfer issues shall be developed at each System university and published in the university catalog and other relevant documents.
3. Coordination of curriculum matters shall be the responsibility of the Articulation Coordinating Council with representatives of the participating colleges and universities meeting on a regular basis to work cooperatively to continuously improve and enhance the articulation between State System universities and Pennsylvania community colleges.
4. The Articulation Coordinating Council shall convene a meeting of System university faculty representatives and community college faculty representatives for the purpose of enhancing and advancing the development of

program to program articulation agreements, exploring agreement on a common core for general education, and to define more fully the distinctions between upper and lower division courses, and the assignment of course numbers. The discipline based faculty groups also may consider programmatic implications associated with implementation of this policy.

5. It is recognized that much work remains to be done before Pennsylvania has an effective statewide articulation program. To that end, the Board of Governors directs the System universities to join with other publicly funded higher education institutions to (1) develop a statewide articulation program which would consider establishment of core to core general education and program to program agreements and (2) determine the applicability of Associate of Applied Science degree credits to baccalaureate degree programs as well as the feasibility of common course numbering, indexing, or other innovations designed to provide students with a more effective and efficient pathway through higher education.

I. Periodic Review

Each State System university shall prepare an outcomes assessment report on the effectiveness of the Academic Passport to be used as a basis for any necessary revisions and improvements. Such reports shall be compiled by the Office of the Chancellor and presented to the Board of Governors one year following the adoption of this policy and biannually thereafter. Included in the assessment shall be an institutional review of transfer decisions, a survey of students who have transferred, and other relevant data (e.g., retention rates, grade point averages, and graduation rates).

J. Effective Date

The Academic Passport (Sections E.1 and E.2 of this policy) shall become effective immediately.

Section F pertains to students transferring without a completed degree program, and shall become effective beginning with the fall semester 1999. This policy supercedes and replaces Board of Governors Policy 1983-05: Relationship with Two-Year Institutions.

**Special Task Force on Articulation
Membership List**

<p>Dr. Roy T. Stewart (Chair) Provost and Vice President of Academic Affairs Lock Haven University of Pennsylvania</p>	<p>Dr. Frank C. Gerry Assistant Vice Chancellor for Academic and Student Affairs State System of Higher Education</p>
<p>Mr. Brian D. Barden Director of Admissions Mansfield University of Pennsylvania</p>	<p>Dr. Joseph P. Grunenwald Dean, College of Business Clarion University of Pennsylvania</p>
<p>Dr. Mary W. Burger Vice Chancellor for Academic and Student Affairs State System of Higher Education</p>	<p>Dr. Kathleen M. Howley Director of Articulation and Technical Preparation Harrisburg Area Community College</p>
<p>Dr. Anthony F. Ceddia President Shippensburg University of Pennsylvania</p>	<p>Dr. Linda K Goldberg Provost and Vice President for Academic Affairs Kutztown University of Pennsylvania</p>
<p>Dr. Steve R. Centola Professor, Department of English Millersville University of Pennsylvania</p>	<p>Dr. R. Michael Sanderson Dean of Instruction Butler County Community College</p>
<p>Ms. Helen E. Clinton Professor, Department of Communications Kutztown University of Pennsylvania</p>	<p>Dr. Robert J. Watson Dean, First Year Studies Slippery Rock University of Pennsylvania</p>

**ENROLLMENT MANAGEMENT PLAN
EXECUTIVE SUMMARY**

DRAFT

As a recent publication notes (Strategic Enrollment Management, Dolence, p. 16), "Any factor that influences a student's decision to attend or continue enrolling is fair game for enrollment management." More specifically, though, enrollment management is conceived within the following framework of responsibilities:

- Assessment of issues and policies regarding student recruitment, retention, and enrollment across divisional lines as an overall, long-term institutional effort
- Identification of institutional vulnerabilities with regard to desired enrollment and areas of focus
- Monitoring and shaping of the size and characteristics of the student body
- Provision of long-range planning with regard to enrollment
- Response to short-term crises affecting enrollment

Although the Enrollment Management Steering Committee has a significant number of preliminary recommendations in several areas, it selected three areas for major attention during its first year. These included Admissions policies, practices, and procedures; over-subscribed and under-subscribed majors; and student retention with an emphasis on retention of students of color.

The recommendations in the area of student recruitment are designed to address issues and concerns relating to the perceived and actual quality of incoming students' academic preparedness as well as the yield rate from our admitted applicant pool and external perceptions of institutional image. The recommendations are intended to improve results in all three areas. Recommendations for 1998-99 are:

- Consider engaging a consulting firm to assess our Admissions policies, practices, and procedures and develop recommendations for enhanced effectiveness.
- Significantly increase our scholarship offerings to attract new students, especially high-achieving students of color.
- Develop a tracking and follow-up contact system for both our inquiry pool and our applicant pool.
- In collaboration with Admissions consultant, develop strategies in addition to tracking and follow-up to increase the yield from our admitted pool of students.
- Assess and refine our approach to indices of student quality beyond standardized test scores and high school rank, particularly with high-risk students.

Other related recommendations include a focus on enrollment data and planning, improvement in student satisfaction and an increased yield of academically talented students. Recommendations regarding potential strategies for over-and under-subscribed majors will be forthcoming. Recommendations for 1998-99 are:

- Develop a closer interface between the Enrollment Projections Group and the Enrollment Management Steering Committee.
- In conjunction with Admissions consultant, develop methodology for interpretive enrollment reports as well as a distribution list and schedule.
- Develop a list of no more than twelve truly comparable peer institutions for Millersville University and compile and maintain comparative longitudinal data.
- Develop a model for projecting enrollment, including:
 - part-time
 - out-of-state
 - international
 - graduate
 - summer enrollment
- Develop proposal for funding of remote-access, computer-based registration system.
- Develop a pamphlet to provide undergraduate students with information to assist them in graduating in four years.
- Develop plan for coordination of academic support services.
- Develop and implement Honors College Scholarship Proposal for 1999-00.
- Engage consultant to assess issues/questions related to the proposed Honors College.

In the area of retention, there are successes to report detailed in the retention plan. Areas in which to focus current and future efforts include the following:

1. Our recruitment of students of color is more successful than our retention efforts.
2. For students whose goal is graduation, retention alone is a necessary but not sufficient condition. These students need to be progressing also toward their goals and/or degrees.
3. Our Latino recruitment, retention, and graduation rates are not demonstrating any improvement.

Recommendations for enhancing Millersville University's student retention, particularly the retention and graduation of students of color are:

- Continue to support current efforts that prove successful.

- Initiate efforts to improve the recruitment, retention, and graduation of Latino students.
- Assess need for additional academic support for students whose first language is not English.
- Provide adequate support for tutoring assistance in writing across disciplines.
- Provide adequate reading instruction for students testing at below college level as freshmen.
- Assess feedback from Enrollment Management Steering Committee student focus groups and develop responsive recommendations.
- Assess social activities and institutional climate for students of color and advance recommendations.
- Develop scholarship support and integrated academic services recommended in enrollment management recommendations.
- Re-visit policy restricting students with less than a 2.0 GPA from taking summer courses at other institutions and transferring the credits to Millersville University.
- Implement the following approaches within the Act 10 1 /PACE program:
 - Academic boot-camp focus
 - Emphasis on reading and vocabulary skills
 - Utilize University of Maryland Sedlacek Non-Cognitive Measures Test; consider admission interviews, develop profiles of successful special admits
 - Focus on exit criteria Assign junior and senior level successful Act 10 1 /PACE students as mentors for freshmen
 - Develop learning communities and study groups within program
 - Develop student test-taking skills
 - Use acceleration concepts so that students receive enough exposure to be successful in the next level course.

ENROLLMENT MANAGEMENT STEERING COMMITTEE

MEMBERS:

Dr. Bennett Berhow	Dean	School of Education
Mr. Darrell Davis	Director	Admissions
Dr. Michael Dianna	Chair	Elem. & Early Childhood Education
Ms. Amy Dmitzak	Asst. V.P.	University Advancement
Ms. Patricia Hopson-Shelton	Asst. to the Pres.	Social Equity
Dr. Gary Hovinen	Chair	Geography
Mr. David Myer	Assoc. V.P.	Finance and Administration
Mr. Joseph Revelt	Director	Institutional Research
Dr. Larry Reinking	Professor	Biology
Dr. Judi M. Roller (CH)	Assoc. Provost	Academic Programs and Services
Dr. Beverly Schneller	Assoc. Professor	English
Ms. Linda Suskie	Asst. to the Pres.	Special Projects
Dr. Robert Thomas	Vice President	Student Affairs

Summary of Changes Made to Objectives Proposal since November, 1998

(with gratitude to all who made suggestions to us, whether or not they were eventually incorporated)

1. Rationales revised to clarify committee's belief that just as there is no one-one correlation between objectives and requirements, there similarly is no one-one correlation between an objective and a specific course.
2. Most examples were eliminated and some objectives were simplified. (See especially numbers 1), 6), and several in the last section.
3. The term "tier" has been replaced by "section", as some people felt-the former term misleadingly suggested the sort of identification of objectives with courses which we were trying to avoid, as stated above under 1).
4. In Section III, formerly known as Tier III, the objectives have been simplified, recombined, and renumbered to express more clearly what the working groups had intended.

Millersville University
Objectives of the General Education Program
as presented by the
General Education Review Committee

Brief History: Two years ago, the faculty senate gave to the General Education Review Committee the task of assessment of the general education program at Millersville University. As part of our upcoming Middle States Review, all programs, including the general education program, will need to be engaged in outcomes assessment. The Five-Year Program Review, completed in May, 1996, identified creation of revised, assessable outcomes, as a necessary prerequisite to assessing the general education program. What is proposed here, then, are revised outcomes or goals of general education; they are **not requirements**. Although future changes in the curriculum would need to be guided by these objectives, any such changes in the curriculum would only occur as a result of the same process now in force, which is to say, through a vote of faculty senate. It is not anticipated that adopting these objectives will lead to any increase in either the number or the complexity of general education requirements. In fact, it is our belief that any changes made must be minimally disruptive and move in the direction of simplicity and efficiency rather than the opposite direction.

During the Fall of 97, the General Education Review Committee established nine different clusters of possible outcomes objectives, and a working group for each cluster. Each group was headed by a member of the committee except one, which was headed by a faculty volunteer. Each committee member was also a "second", or helper on a second working group. Faculty members from various departments were recruited to serve on the working groups, and ideas were circulated at meetings, through e-mail, and on the web site to obtain feedback at various stages of development.

We are still investigating means of assessment for some of these objectives. As only three to five objectives will be tested at any one time, we will be most concerned immediately with specifying means of assessment for those objectives which are to be assessed first. Last summer, we examined two nationally normed general education tests, and decided to administer both to a sample of our undergraduates as a sort of pilot test during the first two weeks of the Spring 1999 semester. (This was recommended to us by Nichols, our outcomes assessment consultant.) Available exams test students on math, critical thinking, science reasoning, critical reading, and writing skills.

General education objectives are divided into **three** sections, as follows:

I: Fundamental Skills - Six Objectives

Rationale: Students benefit from developing these skills as early as possible in their college careers. We teach and learn the fundamental skills of reasoning, inquiry, and communication in courses dedicated to that purpose, in courses targeted for skill development in the context of a specific content, and in a wide range of other courses across the general education curriculum. These courses are fundamental within the general education program because of: (1) their general usefulness for a wide range of academic, personal, civic, and career purposes, and (2) their importance for success in higher level study in various disciplines.

1) Mathematical Reasoning: Students completing 60 credits at MU will be able to:

- a. formulate problems from the real world in the symbolic language of mathematics;
- b. select and perform mathematical procedures appropriate for solving such problems;
- c. explain mathematical concepts and procedures appropriate for further learning.

2.) Critical Reasoning: Students completing 60 credits at MU will be able to:

- a. recognize, analyze, and appreciate arguments supporting theories and perspectives other than one's own;
- b. provide reasoned support for their own beliefs;
- c. compare and evaluate competing arguments.

3) Inquiry/Information Literacy: Students completing 60 credits at MU will be able to:

- a. generate research questions/pose problems;
- b. recognize when they have a need for information;
- c. find reliable sources;
- d. evaluate information found and select relevant information; make effective use of information, including being able to integrate what they have learned into a final product.

4) Communicating using a variety of speaking and writing processes: Students completing 60 credits at MU will be able to:

- a. generate, express, and revise ideas;
- b. take into account others' critiques of their ideas;
- c. present ideas publicly in both -spoken and written form;

- d. reflect on their ability to work through these processes.

5) Communicating within different contexts: Students completing 60 credits at MU will be able to:

- a. use speaking and writing for a variety of purposes;
- b. target different audiences according to those purposes;
- c. select appropriate strategies for both writing and speaking for those audiences and purposes;
- d. demonstrate awareness of their decisions.

6) Communications Technology Literacy: Students completing 60 credits at MU will be able to:

- a. make use of appropriate communications technology;
- b. explain the way new technologies alter the processes of inquiry and communication.

II: Disciplines-based Skills, Knowledge - Six Objectives

Rationale: The academic disciplines represent the best of what human beings have known and done." We seek to ensure understanding in a sampling of fields of study in order to provide students with a basis for making an informed choice of academic major and career possibilities, as well as to enable a breadth of disciplines-based knowledge to complement the depth of the academic major.

Students are required to select courses in each of the three academic divisions (arts/humanities, social sciences, and mathematics/sciences) because each division represents a type of knowledge with its own characteristic modes of communication and its own distinctive methods of critical reasoning and critical inquiry. The fundamental skills of reasoning, inquiry, and communication are continually developed through the courses selected, but always in the context of the discipline itself.

A) Humanities and Fine Arts: At completion of their general education requirements, MU students will be able to:

7) Identify and discuss (in a way that demonstrates broad-based knowledge within one or more disciplines) at least two individuals/movements from a list of historical and contemporary artists, philosophers, musicians, playwrights, or writers, including Western and non-Western examples.

8) understand and be able to make use of some of the critical and creative methods of the arts and humanities, including the ability to

- a. intelligently analyze, critique, and defend their reasoned opinions concerning works of theater, literature, art, philosophy or music (American or international, contemporary or historical) and
- b. create and/or appreciate works of art and/or literature

B) Science and Math: At completion of their general education requirements, MU students will be able to:

9) articulate connections between mathematical and scientific principles, technologies, and events affecting our everyday lives.

10) explain how we know and why we believe key concepts in the natural sciences, and be able to use:

- a. scientific reasoning;
- b. laboratory methods;
- c. mathematics to solve scientific problems; and
- d. appropriate technology

C) Social Sciences: At completion of their general education requirements, MU students will be able to:

11) demonstrate an understanding of:

- a. the relationships among people, culture, environment, institutions and systems across history and geography and
- b. the cultural, institutional, and environmental interdependence of countries and regions of the world.

12) explain and be able to use some of the methods of inquiry of the social sciences, including quantitative and qualitative methods to:

- a. study human behavior and social institutions;
- b. communicate the results using appropriate language; and
- c. ascertain and evaluate -the results obtained by others.

III: Connections -Four Objectives

Rationale: Some capacities are acquired by students throughout their college careers, both inside and outside the classroom; multiple opportunities for exposure and a grounding in a number of different disciplines provide an opportunity for depth and help avoid superficiality. This type of knowledge is genuinely interdisciplinary, in the most significant sense; it requires the student to make connections not only among courses from different disciplines, but from courses to life.

13) Coherence: At completion of degree requirements, MU students will be able to see and discuss connections among courses in various disciplines and between their course work and "real life." In addition, they will be able to use what they have learned to make decisions and solve problems.

14) Diversity: At completion of degree requirements, MU students will be able to demonstrate knowledge, attitudes, and skills essential for communicating with, working with, and making decisions with people of diverse backgrounds

15) Historical Consciousness: At completion of degree requirements, MU students will be able to explain how the development and expression of institutions and beliefs interact with historical circumstances.

16) Personal, Ethical, and Civic Values and Decision-making: At completion of degree requirements, MU students will be able to:

- a. articulate and defend with reasons their own personal, moral, and civic values;
- b. understand and respect the differing perspectives of others;
- c. use this knowledge of self and others to resolve conflicts and make responsible decisions in "real life"; and
- d. manifest a commitment to core values such as wellness, academic honesty, and civic responsibility

These objectives were developed by the General Education Review Committee. While a large number of faculty have participated to some degree in the process of developing the objectives, the following people have played a major role in heading and/or seconding the working groups initiated by the GERC:

Dottie Blum, Math

Ana Borger-Reese, Foreign Languages

Jamie Byrne, Communication and Theater

Bonnie Duncan, English

Fred Foster-Clark, Psychology

Elizabeth Masciale, English

Jay Mone', Biology

Barbara Montgomery, Dean of SS and Humanities
Ed Rajaseelan, Chemistry
Kathy Schreiber, Geography
Derek Shanahan, Geography
Barb Stengel, Ed Foundations
Marjorie Warmkessel, Library
Ryan Kunkle, History Major
Colleen Stameshkin, Philosophy - Chair