



YESTERDAY & TODAY

2015-2016 President's Report

Millersville University

WELCOME FROM THE PRESIDENT

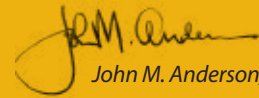
Greetings,

This is an exciting time to be a part of Millersville University! Our faculty have done an outstanding job of **Engaging Learners**. For instance, in summer 2016, two graduate students joined Dr. Clarence Maxwell of our History Department at the National Museum of Bermuda. The students conducted research to acquire a more comprehensive understanding of the regional role that the Bermuda area played in the American Revolution. Under the supervision of Dr. Karen Rice from social work, another Millersville student was able to take part in a field instruction internship in Cape Town, South Africa, over the winter break. The examples are too numerous to mention; suffice it to say, our faculty are engaging learners not only on our campus, but around the world.

Additionally, we have been **Ensuring our Long-Term Success** by eliminating our \$10 million deficit and, simultaneously, increasing the amount of institutional aid for our students. Our total private giving and the amount of faculty grants have both increased significantly during the past year.

We have **Embraced Agility** through a wide range of creative and innovative programs including Dr. Marlene Arnold's Providence Project, Dr. Thomas Neuville's Inclusive Educational Opportunities and Dr. Mark Atwater's work in Nanoscience Technology. We sang with Dr. Barry Atticks during his Experiential Learning program, and we waded through streams with Drs. John Wallace and Nanette Marcum-Dietrich at their Watershed Education Training Institute.

Yes, this is an exciting time to be a part of Millersville University. I invite you to leaf through these pages as we share more examples and explanations of how Millersville is doing on Our Bold Path: Engaging our Learners, Ensuring our Long-Time Success, and Embracing Agility.



John M. Anderson, Ph.D.
President, Millersville University

Mission

Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.

Vision

We will transform each learner's unique potential into the capacity for successful engagement in career and life opportunities.

EPPIC Values

Our EPPIC values serve as guiding principles to help us fulfill our mission, achieve our vision and attain our goals.

- Exploration
- Professionalism
- Public Mission
- Integrity
- Compassion



Our **BOLD** Path | Strategic Plan

ENGAGE LEARNERS



Taking a look at the past year, there are many examples of Millersville's faculty engaging with students. Here are some highlights:

1: A GLOBAL PERSPECTIVE

In March 2013, social work student Stephanie Bradley embarked on an alternative spring break trip with social work professors Drs. Leonora Foels and Karen Rice to Quito, Ecuador, where she volunteered at a local daycare center. That was just the beginning for Bradley, who then opted to enlist in a field instruction internship in Cape Town, South Africa, under the direction of Dr. Rice in the 2015-16 academic year. "[Through] my internship working with children suffering from chronic illnesses, my interest in child welfare and international social work has greatly increased," she says.

2: THE NATIONAL WEATHER CENTER: RESEARCH EXPERIENCE

Meteorology major Amber Liggett was selected for a 2015 summer research experience at the National Weather Center, located at the University of Oklahoma. When she returned, she assisted her research mentor, Dr. Sepi Yalda, and presented her work at Made in Millersville. Liggett was one of two MU meteorology students selected for the NOAA Hollings 2016-2017 Scholarship. She was also selected for the highly competitive Significant Opportunities in Atmospheric Research and Science program funded by the University Corporation for Atmospheric Research. Outside the classroom she serves as president for the MU chapter of the American Meteorological Society.

3: NATIONAL MUSEUM OF BERMUDA

In the summer of 2016, history graduate students Jon Bannan and Abigail Gruber joined Dr. Clarence Maxwell at the National Museum of Bermuda to conduct research focused on manuscript entries collected from various ships that passed through local ports. They hoped to acquire a more comprehensive understanding of the regional role that the Bermuda area played in the American Revolution.

4: MUSIC MENTORSHIP

Eli Green has served as a Music Research Fellow under the mentorship of Dr. José Holland-Garcia of the music department and Dr. Marilyn Parrish of the library, where he's conducted independent research for two Lancaster nonprofits, SWAN (Scaling Walls a Note at a Time) and Music for Everyone. Green has also mentored other students, and in the summer of 2015 he taught music in an orphanage in India. He plays the double bass in the orchestra and other ensembles, serves as treasurer of Student Senate, was a student representative on the AHSS Arts Council, an orientation leader and a student leader for the National Association for Music Education.



ENSURE LONG-TERM SUCCESS

YESTERDAY AND TODAY

Two years ago we set out on a new course for Millersville University, Our Bold Path, which aims to preserve what the University does well—engaging our students in the most creative learning experiences possible—and, at the same time, assuring a sustainable future. I'm proud to say that we have come a long way in only a couple of years, and I'm excited about Millersville's future.

YESTERDAY*	TODAY
\$10 MILLION DEFICIT	ZERO DEFICIT
\$1 MILLION INSTITUTIONAL AID AVAILABLE	\$3.2 MILLION INSTITUTIONAL AID AVAILABLE
\$4.7 MILLION TOTAL PRIVATE GIVING	\$10.4 MILLION TOTAL PRIVATE GIVING
\$4.2 MILLION FACULTY GRANTS	\$6.3 MILLION FACULTY GRANTS
LESS THAN 5% OUT-OF-STATE NEW STUDENTS	MORE THAN 10% OUT-OF-STATE NEW STUDENTS
5 INTERNATIONAL INCOMING STUDENTS	22 INTERNATIONAL INCOMING STUDENTS
1008 SAT PROFILE	1028 SAT PROFILE

2015-2016 NEW ACADEMIC PROGRAMS

UNDERGRADUATE PROGRAMS:

- Bachelor of Design in Interactive and Graphic Design
- Bachelor of Science in Automation and Intelligent Robotics Engineering Technology
- Bachelor of Science in Education Dual Certification in 7-12 Inclusive Education
- BA in Multidisciplinary Studies; Option in Entertainment Technology
- BA in Multidisciplinary Studies; Option in Sports Journalism
- BA in Multidisciplinary Studies; Option in Educational Studies

MINORS

- Heliophysics and Space Weather
- Photography

GRADUATE PROGRAMS:

- Master of Education in Assessment, Curriculum and Teaching
- Doctor of Education in Educational Leadership
- Doctor of Social Work
- Doctor of Nursing Practice
- STEM Endorsement Program
- Gifted Endorsement Program
- Online Instruction Endorsement Program
- Post-baccalaureate Certification Special Education 7-12
- Post-baccalaureate English 7-12, Franklin & Marshall University 4+1 Initiative
- Graduate Certificate in Writing
- Graduate Certificate in Emergency and Disaster Management Program
- Graduate Certificate in Entrepreneurship Program

*Prior 1-3-year time frame.

EMBRACE AGILITY



Here are some highlights of last year's innovative and creative projects:

1: THE PROVIDENCE PROJECT

The Providence Project, under the direction of Dr. Marlene Arnold of the sociology department, was founded to research the importance of the Lancaster region and its people to our nation's founding. The group is also looking at the impact and history of the area's Native Americans and newly arrived Africans. Over \$220K has been raised from private support for this project, and more than an additional \$100K has been pledged.

2: INCLUSIVE EDUCATIONAL OPPORTUNITIES

The Career & Life Studies program offers students with intellectual disabilities a four-semester residential college experience, enabling them to identify their vocational goals and establish an individual plan for employment. This program, which was founded and is operated by Dr. Thomas Neuville, has been successful to the point that it received a grant of \$2.36 million from the U.S. Department of Education to replicate the program at other institutions.

3: NANOSCIENCE TECHNOLOGY

Dr. Mark Atwater has spearheaded Millersville's move to introduce nanoscale science and technology into the curriculum. This is a rapidly growing technology field and, with some assistance from the University's grant office, he was able to secure a \$250,000 NSF grant to obtain equipment, which was followed by a \$500,000 NSF CAREER grant.

4: EXPERIENTIAL LEARNING OPPORTUNITIES IN MUSIC

Director of Music Business Technology Dr. Barry Atticks provided experiential learning opportunities to music technology students when he brought John Sebastian and Jefferson Starship to campus. The "1969 Summer of Love and Music" production was a student-developed, multimedia event that brought hundreds of faculty, staff, students and community together.

5: THE WATERSHED EDUCATION TRAINING INSTITUTE (WETI)

Drs. John Wallace and Nanette Marcum-Dietrich collaborated to create the Watershed Education Training Institute (WETI), which partners with the Lancaster County Conservancy and Stroud Water Research Center to create and conduct watershed educational programs and student training. This new facility is located at Creek Lodge on the Conestoga River. Water quality will be an issue of increasing importance for all of us, especially in the Chesapeake Bay Watershed area. The Institute will teach hundreds of young students and teachers how to monitor water quality in our communities.

MILLERSVILLE UNPLUGGED

Millersville's Sustainability Manager Chris Steuer coordinated a campus-wide initiative to reduce our carbon footprint through electricity conservation. Millersville Unplugged was part of a system-wide competition in which we placed second. Steuer worked with many campus constituencies which resulted in a significant savings over the duration of the completion.

OUR BOLD PATH: PROGRESS UPDATE

ENGAGE LEARNERS

Create Student Success Center.

- **2020 TARGET:** Improve retention rates by 1% annually through mentoring, tutoring, advising and providing service to transfer students.
- **OUTCOMES TO DATE:** Cabinet accepted the Student Success Center proposal.

The retention rate improved from 76.5% for the fall 2014 freshmen cohort to 77.3% for the fall 2015 freshmen cohort.

Support new modalities of teaching and learning.

- **2020 TARGET:** Double the resources for faculty development.
- **OUTCOME TO DATE:** More than tripled the faculty development resources to support development of online courses and new modalities in teaching and learning (from \$25,000 in 2013-14 to about \$136,000 in 2015-16).

Offer high-impact living-learning communities in formally integrated classrooms and residence hall experiences.

- **2020 TARGET:** Involve more than 700 students in formally integrated classrooms and residence hall experiences.
- **OUTCOME TO DATE:** Offered potential for 175 students to enroll in new living-learning communities, in addition to the Honors College living-learning community.

Engage students in undergraduate research.

- **2020 TARGET:** Triple the direct institutional support.
- **OUTCOME TO DATE:** More than doubled the direct institutional support for undergraduate research.
- **2020 TARGET:** Increase by 30% the support derived from endowments and outside grants.
- **OUTCOME TO DATE:** Support from external grants for undergraduate research increased in 2015-16 by 12.0% (from \$140,370 in 2013-14 to \$157,185 in 2015-16). Measure was updated in 2015-16 to include student wage support from external grants and support from endowed funds.

Increase student internships (credit-bearing).

- **2020 TARGET:** Increase student-internship placements to 600 students.
- **OUTCOME TO DATE:** Over 373 students engaged in credit-bearing internships in 2015-16.
- **GOING FORWARD:** Continue to explore a variable credit option for internships and mechanisms to capture noncredit internship experiences.

Engage students in study abroad.

- **2020 TARGET:** Increase the number of students studying abroad by 50%.
- **OUTCOMES TO DATE:** Students participating in study-abroad experiences increased 26.5% from 2013-14; two additional faculty-led study-abroad opportunities were offered in 2015-16.

Emphasize high-impact learning opportunities.

- **2020 TARGET:** Work with faculty to require students to engage in at least two of six high-impact learning opportunities, such as undergraduate research, service learning, internships or study-abroad.
- **OUTCOME TO DATE:** Almost 70% of our seniors reported engaging in two or more high-impact practices; these levels are significantly higher than our PASSHE peers per the 2015 National Survey of Student Engagement (NSSE).
- **GOING FORWARD:** Expand the high-impact practices to at least two of eight engaging opportunities.

ENSURE LONG-TERM SUCCESS

Increase enrollment.

- **2020 TARGET:** Grow to 10,000 head count (current and new markets).
- **OUTCOME TO DATE:** Fall 2016 undergraduate student and graduate student enrollment at 7,927.
- **GOING FORWARD:** Focus on quality and retention; adjust enrollment target head count to 9,000 by 2020 (new 2020 target as of July 1, 2016).

Increase campus diversity.

- **2020 TARGET:** Increase out-of-state student enrollment by 400 students.
- **OUTCOME TO DATE:** Enrolled 121 additional new out-of-state students in fall 2016, a nearly 11% increase over the prior year.
- **GOING FORWARD:** Adjusted out-of-state enrollment target head count to 125 additional students by 2020 (new 2020 target as of July 1, 2016).

- **2020 TARGET:** Add an additional 200 international students.
- **OUTCOME TO DATE:** Enrolled 22 additional new international students in fall 2016.

Continued to build connections to recruit and retain international students, including hosting international guests and delegations, or offering courses to online students from the China Cooperation on Higher Education and Professional Development (CHEPD) program; Ruia College in Mumbai, India; Xinyang Normal University; the Global Pathways Institute; or building additional relationships with Central China Normal University and University of Reading (United Kingdom).

- **GOING FORWARD:** Adjust international student enrollment target head count to 50 additional students by 2020 (new 2020 target as of July 1, 2016).

Build fully-online undergraduate and adult programs that are responsive to market demands.

- **2020 TARGET:** Enroll 1,200 degree-completion students or adult learners (head count).
- **OUTCOMES TO DATE:** Launched the first fully-online undergraduate degree-completion program (RN to BSN) in fall 2015.
- 165 students enrolled in the first fully-online degree-completion program (RN to BSN program) as of July 2016.

Identified one additional degree-completion undergraduate program and one fully-online undergraduate certificate to offer online program by fall 2017.

- **GOING FORWARD:** Identified new 2020 target: enroll 717 degree-completion students or adult learners (new 2020 target as of July 1, 2016).

Strengthen underrepresented minority (URM) student success.

- **2020 TARGET:** URM students succeed at or above the University

average by improving programs like the Millersville Scholars Program (MSP) and the Lancaster Partnership Program (LPP).

- **OUTCOMES TO DATE:** 71.1% of new, first-time African-American freshmen in fall 2015 persisted to fall 2016, and 69.5% of new, first-time Hispanic students in fall 2015 persisted to fall 2016, compared to the overall first-year student persistence rate (77.3%).

Pilot the new undergraduate in-state, per-credit tuition model.

- **2020 TARGET:** Implement and monitor the new model.
- **OUTCOME TO DATE:** Met our target in the first two years of the program's implementation, with a net revenue generation of \$9.1 million. The third year of the three-year pilot was approved by the Board of Governors (BOG).

Increase endowed funds.

- **2020 TARGET:** Increase total to \$38 million by 2017.
- **OUTCOME TO DATE:** Total endowed fund balance in 2015-16: \$34.5 million.

- **2020 TARGET:** Raise \$12.25 million in total private giving by 2017.
- **OUTCOMES TO DATE:** Raised \$10.4 million in total private giving.

Enroll more students in Multidisciplinary Studies bachelor's degree program (MDST).

- **2020 TARGET:** Graduate at least 60 students each year.
- **OUTCOME TO DATE:** Graduated 14 students from MDST program in 2015-16. The program continues to grow, with over 114 declared majors, well above the 26 full-time and 31 part-time enrollments projected for year three of the program's proposal.

Launch professional doctoral programs.

- **2020 TARGET:** Graduate at least 50 students in three or more professional programs.
- **OUTCOMES TO DATE:** The Ed.D. in Educational Leadership opened with 15 students in the first cohort and the DSW program (Social Work) launched with 15 students in its inaugural cohort. The BOG approved MU's DNP program (Nursing Practice) proposal (Nursing) in October 2015; MSCHE accepted the substantive change in March 2016. In summer 2016, five students were admitted and enrolled in the first cohort.

OUR BOLD PATH: PROGRESS UPDATE

EMBRACE AGILITY

Focus on carbon neutrality.

- **TARGET:** Become carbon neutral within two decades.
- **OUTCOMES TO DATE:** Reduced institutional greenhouse gas emissions below expected target (33,648.9 MTCDE actual vs. 33,708.0 target). 🟢

Managed fossil and electric metric ton carbon dioxide equivalent (MTCDE/1,000 GSFs) (10.1 actual, and 10.1 target). 🟢

Build net zero energy building (Lombardo Welcome Center).

- **2020 TARGET:** Build the next facility on campus as net zero energy; offer educational opportunities for students.
- **OUTCOMES TO DATE:** Samuel N. and Dena Lombardo donated \$1.2 million to help build the net zero energy building, with additional donations from the Steinman Foundation (\$250,000) and \$50,000 from the Lancaster County Solid Waste Management Authority; professional design contract awarded; programming and conceptual planning phase 95% completed, with anticipated January 2018 occupancy. 🟡

Utilize Agility Teams.

- **2020 TARGET:** Accelerate solutions to increase efficiency and effectiveness.
- **OUTCOMES TO DATE:** Four agility teams completed their work: Financial Aid & Scholarships, Common Hour, and Closing the Gap—Underrepresented Minority Student Retention and Smart Scheduling. Several recommendations have been or are being implemented from the teams. The newest Agility Team was formed to conduct a communication audit and lead an analysis on the University's identity. 🟡

Efficient processes and procedures.

- **2020 TARGET:** Accelerate solutions to increase efficiency and effectiveness.
- **OUTCOMES TO DATE:** Several processes were streamlined during 2015-16, including expansion of IT Help Desk weeknight and weekend hours, scheduling and event management, Learning Outcomes Assessment Plan and Feedback process, Registration "Made Easy" campaign, and Registration Rally, and Technology Fee allocation. 🟡

🟢 Accomplished 🟡 On Target for 2020 🟠 Positive Progress 🚫 Has Challenges ⚠️ Change of Course

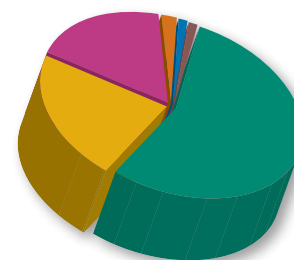


SOUND FISCAL MANAGEMENT

Revenue (July 1, 2015–June 30, 2016)	
Source of Funds	2015-16 Actual
Tuition and Fees	80,531,601
State Appropriation	32,145,404
Gifts, Grants and Contracts	928,651
Sales and Services of Educational Activities	2,280,985
Other Sources	1,820,654
Auxiliary Enterprises	28,429,760
2015-16 Totals	\$146,137,055

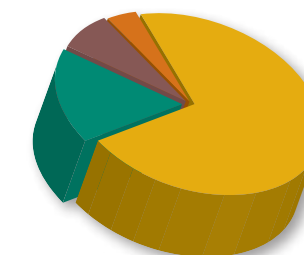
Expenses	
	2015-16 Actual
Personnel Compensation	\$85,266,414
Services, Supplies and Other Expenses	\$20,453,220
Capital Expenditures	\$136,352
Transfers To & From Plant and Endowment	\$9,378,196
Reserve for Future Commitments	\$5,627,981
2015-16 Totals	\$120,971,799

*Auxiliary Enterprises are not included.

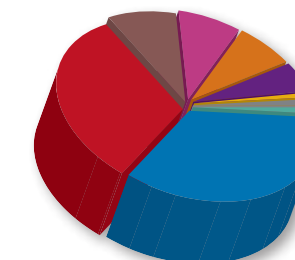


Revenue	
54%	Tuition and Fees
21%	Auxiliary Enterprises
21%	State Appropriation
2%	Sales and Services of Educational Activities
1%	Other Sources
1%	Gifts, Grants and Contracts

Giving Record 2015-2016						
	Unrestricted	Restricted	Donors	Total	Pledge Balance	Total Committed
Alumni	\$158,564	\$553,915	2,211	\$712,479	\$577,366	\$1,289,845
Parents	\$6,992	\$41,884	344	\$48,876	\$875	\$49,751
Friends	\$15,396	\$812,645	1064	\$828,041	\$73,200	\$901,241
Employees	\$6,956	\$56,702	259	\$63,658	\$1,770	\$65,428
Associations	\$16,160	\$1,476,960	41	\$1,493,120	\$74,000	\$1,567,120
Corporations	\$17,377	\$957,199	172	\$974,576	\$192,900	\$1,167,476
Foundations	\$100	\$4,968,207	16	\$4,968,307	\$400,000	\$5,368,307
Grants		\$6,245,054	19	\$6,245,054		\$6,245,054
Contracts		\$90,989		\$90,989		\$90,989
2015-16 Totals	\$221,545	\$15,203,555	4,126	\$15,425,100	\$1,320,111	\$16,745,211



Expenses	
74%	Personnel Compensation
18%	Services, Supplies and Other Expenses
6%	Transfers to and from Plant and Endowment
2%	Reserve for Future Commitments
0%	Capital Expenditures



Giving Record	
37%	Grants
32%	Foundations
9%	Associations
8%	Alumni
7%	Corporations
5%	Friends
1%	Contracts
1%	Employees
1%	Parents

Percentages are rounded to the nearest whole percent.

1855 SOCIETY DONORS

The 1855 Society individual donors (whose contributions, while living, totaled or exceed \$25,000).

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The Hobbs-Wickersham Society recognizes individuals who ensure the long-term stability and growth of Millersville University through their estate plans.

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Hannah Gettz Bryson '50
Clinton Probst & Karen E. Buehler-Probst '95
Joseph A. '03H & Linda R. '03H Caputo
Don R. & Judith C. '60 Carter
David B. & Elizabeth '70 Chamberlin
J. Freedland Chryst '50, '98H
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