

# Self- Study Design Millersville University

Submitted to Middle States Commission  
On Higher Education

April 11, 2008



Millersville University  
SEIZE THE OPPORTUNITY

## Introduction

### Overview of Millersville University

Millersville University of Pennsylvania is an institution that is deeply rooted in the history of Lancaster County and proud to provide rigorous academic programs and rich cultural offerings to help prepare citizens to contribute to the Commonwealth of Pennsylvania and beyond. Millersville's commitment to excellence in education began in the 1850s when a group of private, local citizens sponsored a three-month summer school program that provided education to approximately 120 pupils. The success of this initial program led to the establishment of a permanent academy which became the Lancaster County Normal School in 1855, Millersville State Teacher's College in 1927, Millersville State College in 1959, and Millersville University of Pennsylvania in 1983. Over the past century and a half, the University has graduated more than 58,000 students.

Nationally recognized teacher education programs, the strongest science and technology programs in the Pennsylvania State System of Higher Education (PASSHE), renowned service learning opportunities, an outstanding first-year experience program, growing numbers of quality distance education offerings, and a strong liberal arts-based curriculum are just a few of the hallmarks of Millersville University.

### Academic Programs

In 2008, Millersville University's academic structure contains three academic schools:

- School of Education, with six departments
- School of Humanities and Social Sciences, with 13 departments
- School of Mathematics and Sciences, with seven departments

Currently, the university offers programs leading to 51 bachelor's degrees, 3 associate degrees and 24 master's degrees. All undergraduate degree programs include a general education component designed to develop students' basic competencies and to provide a broad foundation in the liberal arts and sciences.

Our baccalaureate degree programs have three common curricular elements: the General Education Curriculum; the major field of study; and elective courses if needed to meet the minimum of 120 credits for graduation. Within this framework, students have many choices in developing programs of study.

We place a strong emphasis on the liberal arts through our General Education curriculum, which comprises approximately half the courses required for all undergraduate degrees, including those with technical or professional majors. The newly revised general education curriculum, which will be implemented starting in fall 2008, is organized around three broad objectives: Foundations for Lifelong Learning, Critical Thinking across the Liberal Arts, and Connections and Exploration. The intent of the General Education curriculum is to work in concert with a major program of study to prepare students for a lifetime of learning by providing them with a broad background in writing, speaking, analysis, and critical thinking across a range of subjects.

Special academic opportunities include the University Honors Program, departmental honors programs, a January winter session, independent study, developmental courses, and special advisement for students undecided about a major. Millersville has fifteen study abroad partnerships and qualified students who wish to study abroad may also explore programs through affiliations with other colleges and universities.

Other off-campus study opportunities include cooperative education, internships, an exchange agreement with Franklin and Marshall College, an urban education program, and a marine station in Virginia.

### **Students and Enrollment**

Millersville University is a selective institution, admitting less than 60% of its freshman applicants. The two reasons students most frequently cite for choosing Millersville are its academic reputation and low tuition. A third of our freshmen rank in the top fifth of their graduating high school classes, and two thirds rank in the top two-fifths. Because of its mission of access and because an important part of the college experience is meeting people with different backgrounds and interests from one's own, Millersville is committed to recruiting a diverse student body. It therefore considers diversity status and evidence of special talents as well as academic records and SAT and ACT scores in admissions decisions. The university's *Enrollment Management Strategic Plan* recommends that overall enrollment growth in traditional undergraduate programs should be modest, in order to continue a strong commitment to high-quality educational programming for a selective student body. Growth is recommended for both non-traditional and graduate programs.

Over three quarters of the Millersville's 8,300 are full-time undergraduates; the balance is divided between part-time undergraduates and graduate students. One in eight Millersville students is a person of color, and one in ten undergraduates is at least 25 years old. Thirty-five percent of Millersville students are from Lancaster County, 96% are from Pennsylvania and the balance are international or from out of state. Roughly a third of undergraduates live in campus residence halls; the rest commute from home or live in nearby apartments.

About 76% of Millersville undergraduates receive financial aid through grants, scholarships, employment, and loans. Scholarships are available based on academic performance, racial/ethnic status, athletic potential, and need.

### **Faculty**

Millersville University faculty members are dedicated to quality teaching and engaged student learning, on-going scholarly growth, and broad service to the University and the community. The University keeps a somewhat low student/faculty ratio of 18:1 and an average class size of 25 (although class sizes vary considerably by program and level). Millersville faculty members teach all classes; none is taught by graduate assistants. Eighty-six percent of the 335 full-time faculty members hold a doctorate; 96% of the faculty members hold the highest degree in their fields. There are also 134 part-time faculty members.

### **Facilities**

Surrounded by suburbs and picturesque farmland, Millersville University offers a serene environment conducive to learning. In the center of campus is lovely, tree-lined lake with a pair of resident swans, a favorite spot for conversation, study and quiet contemplation. The Conestoga River flows next to campus, and the surrounding countryside offers ample opportunities for walking, jogging or bicycle riding. The University community is proud of the campus's green and flowered landscape and its clean and well-maintained facilities. The campus reflects Millersville's long history, with the bell from "Old Main" preserved in a scenic park and Biemesderfer Executive Center housed in the richly refurbished original library. New and renovated classroom buildings contrast with renovated Victorian homes serving as University offices.

The campus includes 220 acres of land and 76 buildings. Newly constructed facilities include the Stayer Hall (housing the School of Education, the University's first "green" building) and the Carpenter-Trout Athletic Training Facility while renovations have recently been completed for Wickersham Hall (housing the mathematics department) as well as Dutcher Hall, including a small campus theater facility. An 11-story library houses over one million items. Other University facilities include industrial technology laboratories, art studios, writing and language laboratories, two gymnasiums and swimming pools, a stadium, and several athletic fields and tennis courts.

### **Recent Developments and Expectations for the Future**

Since the last decennial visit, Millersville continues its commitment to excellence in service and education. In July 2003, the University inaugurated its thirteenth President, Dr. Francine G. McNairy. Immediately prior to her appointment, Dr. McNairy served the institution for nine years as the Provost and Vice President for Academic Affairs. Dr. McNairy's appointment provided the University with both continuity and exciting new opportunities and she has helped the University develop numerous programs to better serve our students and the Commonwealth. In particular, under Dr. McNairy's guidance, significant resources have been devoted to developing processes that contribute to institutional effectiveness, with emphasis on the single recommendation made by the visiting team in 2000, "Develop a coordinated planning process that includes a thorough analysis of external factors, establishes over-all institutional priorities, provides budget allocations to support those priorities, and integrates outcomes assessment fully in to the process."<sup>1</sup> The outcome of these efforts have included the development of a new University vision statement with accompanying Strategic Directions, and a campus conversation on updating the language of the University Mission Statement. We anticipate that this conversation will be completed in early summer 2008, when the new mission statement language is approved by the University's Council of Trustees. (See pages 5 and 6 for the current and updated draft mission statements.) In general, the university has become increasingly data-driven and outcomes oriented. More faculty members and academic departments are actively engaged with the assessment of student learning outcomes. Indeed, the university is maintaining a culture of evidence and continuous improvement.

The institution also places an increased emphasis on community engagement and civic responsibility. In December 2007, the University launched the Community and Civic Engagement Research Project (CCERP) to foster, focus and coordinate the University's efforts in these areas. In addition, a continued emphasis on providing students with opportunities to participate in real-world experiences, led 431 students to participate in internships (locally, nationally and even internationally) while 58 faculty members engaged their classes in service learning activities resulting in more than 122,000 student hours of service in 2006-07. For the past two years, Millersville has been named to the President's Higher Education Community Service Honor Role.

The university enlarged its focus on community outreach through programming for non-traditional students. The Corporate University was created in 2003 to offer executive and management development programs and custom corporate training solutions for regional business. In 2006, the University received a grant from the Lancaster County Community Foundation to create the Non-Profit Resource Network to provide professional development and networking opportunities to the county's non-profit foundations and organizations.

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<sup>1</sup> (MSCHE, 2000), Report to the Faculty, Administration, Trustees, Students of Millersville University of Pennsylvania, p. 3.

Internally, the university continues to develop innovative academic programs. The First-Year Experience, a collaborative program between Academic Affairs and Student Affairs, has had a positive impact on first-year student satisfaction and retention and recently became a permanent part of the General Education curriculum. Faculty members created a Master's in Social Work (in collaboration with Shippensburg University), and a dual degree-program in biology/athletic training with West Chester University, while the University's first fully on-line Masters program, the Masters of Science in Emergency Management, enrolled it's first cohort in fall 2007.

In light of current demographic trends for the Commonwealth of Pennsylvania, the University's Enrollment Management Plan seeks to maintain the current undergraduate enrollment through sustaining the entering class size. Growth in the undergraduate program will come from efforts to refine programmatic elements to increase persistence to the second year (currently averaging approximately 82% for 3 years, based on three year average) while improving our four-year and six-year graduation rates (38% for four year; 64% for six year). In contrast, the University is interested in further development of new audiences in other areas, with particular emphasis on distance learning opportunities and graduate level courses and programs.

At the present time, Millersville is engaged in the silent phase of a multi-year capital campaign. The University prepares to launch the public phase of the campaign prior to the Middle States' site visit in 2010.

### **Nature, Scope and Intended Self-Study Outcomes**

Millersville embraces the arrival for this decennial review as an opportunity to renew our commitment to engage the University community in conversation about the future of our institution. While there is no doubt that we are committed to providing our students with the strongest possible educational program, we recognize that our commitment requires constant evaluation and reflection. After extensive conversations among the President's Cabinet and the Millersville Self-Study Steering Committee, the University selects to participate in a comprehensive model for our self-study process, organized around the accreditation standards with limited grouping to reflect our institutional structure. The organization of the standards will be discussed in detail in a subsequent section of this document. As an institution, we believe that the comprehensive model will provide the most robust review while allowing us to build on the self-reflective research which led to our newly adopted Strategic Directions. These efforts have led us to our current discussion about our University's mission statement, adopted in 1993.

The primary mission of Millersville University is to promote intellectual development through an exemplary liberal arts-based education. The University is steadfastly committed to the proposition that a thorough, broad-based foundation in the arts and sciences is a necessary condition for the development of the whole person. It resolutely embraces the conviction that all of its degree programs must maintain a strong liberal arts component while preparing students to engage in productive and contributive lives as professionals.

Millersville University resolves to provide a comprehensive range of meritorious baccalaureate programs consistent with student aspirations and faculty wisdom and expertise to all qualified Commonwealth residents at the lowest reasonable cost. Additionally, it will offer graduate programs in those fields where there is both need and corresponding institutional strength.

Millersville University seeks to prepare its students to live in an increasingly diverse, multicultural, and technologically complex society. It will accomplish this by offering a curriculum that is rich and multifaceted, by serving as a model of a pluralistic community, and by providing leadership in this regard to the greater community.

While Millersville University recognizes excellence in teaching as its reason for being, it also undertakes to open avenues for personal, social, and cultural growth essential to the development of an educated and productive person, including development of the capacity for leadership and decision-making in order to make the fullest possible contribution to society. It will foster the examination, development, and understanding of personal values and appreciation of the values of others.

The University also accepts its responsibility to provide opportunities for research, artistic and scholarly effort, and other creative endeavors in a manner consistent with its primary mission as a teaching institution. Additionally, the University accepts its responsibility to serve society by acting as an intellectual and cultural resource to the regional community.

To achieve this mission, the Millersville University community pledges itself to academic freedom and encourages imagination and curiosity, unfettered discourse, the exchange of divergent and controversial opinion, multicultural awareness and understanding, within an environment of civility, mutual respect and cooperation.

To be clear, the University is not changing its Mission, but rather, we are engaged in changing the language we use to convey that mission. It is in this vein that we seek to use this comprehensive review to move the University even further in the development of the new mission statement language, as approved by Millersville's Council of Trustees, June 18, 2008:

Millersville University recognizes excellence in teaching and learning as its reason for being and is committed to offering students a high quality, comprehensive university experience of exceptional value. Dedicated to providing nationally recognized programs that embrace the liberal arts, the University provides academic opportunities which are supported by outstanding faculty who are also accomplished scholars, artists and practitioners and are supported by a talented and dedicated professional staff.

The University provides an extensive range of academic and professional programs to meet the interests and needs of both undergraduate and graduate students. To better prepare students for a diverse society and workforce, the University embraces diversity of people, cultures, ideas and viewpoints. By balancing traditional and innovative learning environments both inside and outside of the classroom, this inclusive campus community enhances learning outcomes and better equips students for their chosen professions.

By preparing students to become well-rounded individuals for productive roles as civic and community engaged leaders and citizens, Millersville University contributes to the public good. The University stimulates intellectual and creative energy that fosters the growth of our students, faculty and staff and contributes to the social, political and economic advancement of the Commonwealth and the wider world. The Millersville University community pledges itself to academic freedom and encourages imagination and curiosity, unfettered discourse, the exchange

of divergent and controversial opinion, and multicultural awareness and understanding within an environment of civility, mutual respect and cooperation.

### **Prioritized Self-Study Outcomes**

Whether using the new language or the old, we believe that our institution will benefit greatly from the comprehensive review process. We developed the following objectives to guide our efforts during this review:

1. To affirm Millersville University's commitment to institutional effectiveness and responsible stewardship as it embraces its longstanding culture of excellence in student learning and liberal arts education. This includes examining strengths and converting challenges into future opportunities when considering:
  - a. the alignment of divisional strategic plans with the University Vision, Mission and Strategic Directions, and
  - b. the link between planning, institutional assessment, student learning outcomes assessment, and resource allocation.
2. To learn from current best practices that are internal or external to Millersville used to promote traditional and nontraditional undergraduate and graduate student success and to reveal future strategies to improve the quality of academic and non-academic programs and services throughout the University.
  - a. Undergraduate Student Success. Undergraduate student success involves the engagement of traditional and nontraditional students in educationally purposeful activities to the extent that students are retained and persist to graduation, acquire key learning and developmental outcomes, or are satisfied with their overall educational experience. Opportunities both inside and outside of the classroom are provided to enhance the holistic development of the student. Our goals for this expected outcome include:
    1. Examining existing best practices for enhancing student success in order to understand underlying philosophies and strategies and apply those where appropriate to academic and non-academic programs and services especially where improvement is needed. For instance, internal and external modalities may help to identify improvements to existing programs. Such programs may range from civic engagement opportunities, to first year experience programs, to diversity initiatives, to academic advising models.
    2. Evaluating student engagement in curricular and co-curricular activities that are designed to increase their awareness of the role of the liberal arts in the community and contribution to becoming life long learners and productive citizens. These efforts include outlining opportunities for enhancing the engagement of undergraduates in both curricular and co-curricular learning endeavors that enhance intellectual development.
  - b. Graduate, distance learning and non-traditional programs. Expansion of graduate enrollments and success of graduate students and non-traditional students. To serve as a guide to strengthen the foundation and explore opportunities for the expansion of academic

programs and services that serve constituents within graduate and non-traditional programs. Our goals for this expected outcome include:

1. Understanding strengths and weaknesses of plans to grow graduate programs.
  2. Exploring improvements needed in services that support graduate students and non-traditional students. For instance, services may include career services, counseling, or advising services.
  3. Identifying best practices in these areas (both from internal and external modalities) and the quality of existing programs and services to ensure success for graduate students and non-traditional students.
3. To serve as a guide to strengthen the foundation and improve the use of assessment models and strategies in academic and non-academic programs. This includes outcomes assessment and institutional assessment within academic and non-academic areas. For instance, in the academic areas, student learning outcomes should be considered in degree program areas and the newly revised general education curriculum. In non-academic areas, continuous improvement and student learning outcomes may be the focus. Our goals for this expected outcome include:
- a. Exploring how the information from assessment initiatives is being used to drive improvements in both student learning outcomes and as a result of continuous improvement cycles.
  - b. Developing specific, coherent assessment strategies for the newly revised General Education core.
  - c. Learning how the cycle or processes for assessment and continuous improvement cycles may be improved based upon the inclusion of national models of program assessment and application of internal best practice models.
4. To demonstrate that the University continues to possess the characteristics described in the Commission's accreditation standards.

### **Organizational Structure of the Steering Committee and Working Groups**

The Millersville Self-Study will largely be the work of a Coordinating Team, a Steering Committee, and 11 Working Groups. The Coordinating Team (CT), composed of Dr. Thomas D. Burns, Associate Provost for Academic Administration, Dr. Helena Tuleya-Payne, Chair, Department of Psychology, and Dr. Lisa R. Shibley, Assistant Vice President for Institutional Assessment and Planning, facilitates and monitors all aspects of the self-study process including the development of relevant materials, training of participants, setting agendas, and organizing Steering Committee meetings. The CT provides direct guidance to Working Group Chairs, writes the self-study document, and coordinates the site team visit. While the CT provides day-to-day direction for the process, Dr. Vilas Prabhu, Provost and Vice President for Academic Affairs, provides oversight to the CT, serves as liaison to the President's Executive Cabinet, and is ultimately responsible for the self-study.

The Steering Committee provides oversight for the self-study and facilitates discussion of findings to achieve the University's desired outcomes. Steering Committee members were chosen for their ability to maintain an institutional perspective, to engage in dialogue with their specific units, and to bring their units' perception to bear on University-wide issues. In addition to representing specific areas within the University, several members of the Steering Committee serve as Steering Committee liaisons to Working



Groups. These liaisons report to the Steering Committee on issues and progress of the Working Groups. The Steering Committee is composed of 27 members of the university community who have been active in leadership roles and represent the breadth and scope of institutional activities. Members include representatives from faculty, administration, support services, the student body, and the Council of Trustees. The Steering Committee is co-chaired by Drs. Burns and Tuleya-Payne. The Steering Committee will meet every two weeks during the regular fall and spring semesters through May 2009 with additional meetings scheduled as necessary in 2009-10.

The Working Groups (WG) will design and conduct the research necessary to understand the self-study outcomes and reflect on how the University meets the fundamental elements of the fourteen standards. The Working Groups range in size from ten to thirteen members and each is led by a Working Group Chair. WG Chairs were recruited to serve because of demonstrated understanding of institutional effectiveness and ability to make accountability transparent to the university stakeholders. Each Working Group has a Steering Committee liaison that serves as a member of the group and enhances communication with the Steering Committee. Some but not all of the members of each Working Group have experience relating to the standard(s) assigned to that group. Although the membership of a single working group does not represent the breadth of the many constituencies of the University, by virtue of size alone, selections were made to represent various university perspectives.

The accreditation standards are distributed across ten Working Groups, with some groups addressing more than one standard. An 11th Working Group has as its charge the communication of the process to all stakeholders. The current plan is that the Self-Study will have 14 Chapters, one for each standard.

### **Philosophy of Participation and Inclusiveness**

In order to develop a Millersville Self-Study with appropriate breadth and scope, it was important that the Steering Committee and Working Groups represent university stakeholders. Nominations were selected from the members of Cabinet and Dean's Council. Feedback was solicited from the Working Group chairs about potential members. An invitation was also extended to the entire university yielding additional Working Group members. Special efforts were taken to balance faculty membership from across the three schools, i.e., Education, Humanities and Social Sciences, and Science and Mathematics. Administrators and staff from across departmental units were invited. Length of Millersville experience was also taken into consideration with an eye towards balancing participation to include both senior and new members of the university community. Students were recruited by the Student Senate President and Graduate Student Association President with the goal of at least one undergraduate and graduate student on each Working Group.

Representation was sought from existing Millersville committees and organizations that are essential in the governance and decision making of the university. The Steering Committee's participants include members of university councils such as University Planning Commission which is charged with updating Millersville's vision and mission statements and understanding progress of our Strategic Directions as well as the President's Advisory Leadership Council. The President's Advisory Leadership Council meets six times a year in order to provide feedback about potential initiatives and policies that impact the university. Also represented on the Steering Committee are members from governance bodies including a member from the Council of Trustees, and the Presidents of the Faculty Senate, Student Senate, and faculty collective bargaining unit, APSCUF.

**Millersville Self-Study Coordinating Team Members**

**Dr. Thomas Burns**, Associate Provost for Academic Administration, Co-Chair

**Dr. Helena Tuleya-Payne**, Chair/Professor Psychology, Co-Chair

**Dr. Lisa Shibley**, Assistant Vice President, Institutional Assessment and Planning, MSCHE Accreditation Liaison Officer

**Steering Committee Membership**

**Dr. Thomas Burns**, Associate Provost for Academic Administration, Co-Chair

**Dr. Helena Tuleya-Payne**, Chair/Professor Psychology, Co-Chair

**Dr. Lisa Shibley**, Assistant Vice President, Institutional Assessment and Planning, MSCHE Accreditation Liaison Officer

Dr. Ana Borger-Greco, Associate Professor Foreign Languages, Faculty Senate President

Mr. Kenneth Dearstyne, Associate Vice President Finance and Administration, Finance Representative and Working Group Liaison

Dr. Victor DeSantis, Dean of Graduate Studies, University Planning Council Representative and Working Group Liaison

Ms. Julie Dickson, Council of Trustees Representative

Mr. Steven DiGuseppe, Executive Director Alumni Services, Advancement Representative and Working Group Liaison

Dr. Dennis Downey, Professor, History, School of Humanities and Social Sciences Faculty Representative

Ms. Maureen Feller, Administrative Assistant, Assessment and Planning Office, Administrative Support

Dr. Ojoma Edeh Herr, Associate Professor Special Education, University Planning Council Representative and Working Group Liaison

Dr. Aminta Hawkins Breaux, Vice President for Student Affairs, Student Affairs Representative

Ms. Patricia Hopson-Shelton, Assistant to the President and Director Social Equity and Diversity, Cabinet Representative

Ms. Veronica Longenecker, Director Academic Consulting and Technical Services, Information Technology Representative

Dr. John McLarnon, Associate Professor History, APSCUF President

Dr. Daniel O'Neill, Associate Professor ,Counseling and Human Development, Non-School Faculty Representative and Working Group Liaison

Dr. Marilyn Parrish, Assistant Professor Library, Non-School Faculty Representative and Working Group Liaison

Dr. Vilas Prabhu, Provost and Vice President for Academic Affairs, Cabinet Representative

Mr. James Robertson, Electrician, AFSCME President

Dr. John Short, Dean of Humanities and Social Sciences, Deans Council Representative and Working Group Liaison

Dr. Beverly Schneller, Chair and Professor English, School of Humanities and Social Sciences Faculty Representative and Working Group Liaison

Ms. Angela Simmons, Director of Student Development, Student Affairs Representative

Ms. Jessica Taylor, Graduate Student Association, Graduate Student Representative

Ms. Meghan Terenzoni, Student Senate President, Student Senate Representative

Dr. Sandra Turchi-Dooley, Chair and Professor of Chemistry, School of Science and Mathematics Faculty Representative and Working Group Liaison

Dr. Lillie West, Associate Professor Elementary Education, School of Education Faculty Representative and Working Group Liaison

Dr. John Wallace, Associate Professor Biology, School of Science and Mathematics Faculty Representative

## Working Group Membership

### Working Group #1: Standards 1, 2, 3, Mission and Goals; Planning, Resource Allocation, and Institutional Renewal; and Institutional Resources

Chair: Dr. Robert Smith, Chair/Professor, Mathematics

#### Members:

Dr. Daniel Anna, Professor, Industry & Technology

Dr. Laura Anna, Associate Professor, Chemistry

Dr. Antonia Cardwell, Assistant Professor, Mathematics

Mr. Kenneth Dearstyne, Jr., Associate Vice President, Office of VP for Fin. and Admin.

Mr. Gerald Eckert, Vice President, Office of VP for University Advancement

Ms. Janet Edwards, Assistant Vice President, Development

Dr. Shawn Gallagher, Assistant Professor, Psychology

Ms. Liz Karevicius, Assistant to the Vice President, Office of VP for Fin. and Admin.

Mr. Kristofor Raudabaugh, Student Senate Representative

Ms. Dawn Reese, Director, Budget

Dr. Kathleen Schreiber, Associate Professor, Geography

Mrs. Lynne Seamans, Operating Systems Manager, Acad, Consult, and Tech Services

Dr. Sandra Turchi-Dooley, Professor, Chemistry

Dr. Judith Wenrich, Professor, Elementary and Early Childhood Education

### Working Group #2: Standards 4 & 5, Leadership and Governance; Administration

Chair: Dr. Diane Umble, Professor, Communication and Theatre

#### Members:

Dr. Margaret Ana Borger Greco, Associate Professor of Spanish, Foreign Languages

Dr. Sharon Brusic, Associate Professor, Industry and Technology

Dr. Carol Heintzelman, Professor, Social Work

Dr. Adam Lawrence, Assistant Professor, Government and Political Affairs

Dr. Susan Luek, Professor, Psychology

Dr. James McCollum, Executive Assistant to the President

Dr. John McLarnon, Associate Professor, History

Dr. Aimee Miller, Assistant Professor, Chemistry

Dr. Francis Schodowski, Director, Development

Dr. John Short, Dean, Office of Dean of Humanities and Social Sciences

Ms. Meghan Terenzoni, 200708 Student Senate President, Student Senate Representative

**Working Group #3: Standard 6, Integrity**

Chair: Dr. Ronald Umble, Professor, Mathematics

Members:

Mr. Dan Aiello, Student Senate Representative  
Mr. Scott Anderson, Associate Professor, Library  
Ms. Charmayne Brubaker, Classification, Recruitment  
Manager, Human Resources  
Mr. David Errickson, Director, Purchasing  
Dr. Bruce Ikenaga, Associate Professor, Mathematics

Dr. Timothy Mahoney, Assistant Professor, Educational  
Foundations  
Dr. Steven Miller, Associate Professor, English  
Dr. Edward Rajaseelan, Professor, Chemistry  
Ms. Carol Reichler, Director, Special Events  
Dr. John R. Ward, Associate Professor and Chair,  
Educational Foundations

**Working Group #4: Standards 7 & 14, Institutional Assessment; Assessment of Student Learning**

Chair: Dr. Janet White, Associate Professor, Mathematics

Members:

Mr. Thomas Dubbs, Instructor, Business Administration  
Ms. Shannon Farrelly, Student Senate Representative  
Dr. James Fenwick, Professor, Mathematics  
Dr. Bea Grosh, Associate Professor, Psychology  
Ms. Veronica Longenecker, Director, Acad, Consult, and  
Tech Services  
Dr. Susanne Nimmrichter, Associate Professor of German,  
Foreign Languages

Dr. Lucinda Ridley, Professor, Special Education  
Dr. Karena Rush, Assistant Professor, Psychology  
Dr. Beverly Schneller, Professor, English  
Dr. Lisa Shibley, Assistant Vice President, Institutional  
Assessment and Planning  
Mr. Gregory Szczyrbak, Instructor, Library

**Working Group #5: Standard 8, Student Admissions and Retention**

Chair: Dr. Thomas Burns, Associate Provost for Academic Administration

Members:

Mr. Dwight Horsey, Director, Financial Aid  
Ms. Doris Conlin, Bursar, Bursar's Office  
Dr. Dominique Dagit, Assistant Professor, Biology  
Ms. Candace Deen, University Registrar, Registrar's Office  
Ms. Amy Dmizak, Assistant Vice President, University  
Advancement  
Ms. Janet Dotterer, Library Technician, Library  
Mrs. Diane Duell, Director, Web and Multi-Media Services

Mr. Hiram Martinez, Associate Director, Social Equity  
Mr. M. Will Redmond, Jr., Interim Assistant Provost,  
Academic Support Programs and Learning Services  
Ms. Lauren Schwartz, Student Senate Representative  
Ms. Melissa Wardwell, Director of Graduate  
Admissions and Recruitment  
Dr. Jeffrey Wimer, Associate Professor, Wellness and  
Sport Sciences

**Working Group 6: Standard 9, Student Support Services**

Chair: Dr. Angela Cuthbert, Associate Professor and Chair, Geography

Members:

Dr. Eric Blazer, Associate Professor, Business Administration	Ms. Rebecca Rissinger, Student Senate Representative
Dr. William Dorman, Professor, Communication and Theatre	Dr. Paul Specht, Professor, Industry and Technology
Mr. Joshua Hartranft, Manager of Student Technology, Acad, Consult, and Tech Services	Ms. Teresa Weisser, Assistant Professor, Library
Dr. Stacey Irwin, Assistant Professor, Communication and Theatre	Dr. Ying Wushanley, Associate Professor, Wellness and Sport Sciences
R. Thomas Neuville, Associate Professor, Special Education	Dr. Todd Sikora, Assistant Professor, Meteorology, Earth Sciences
Dr. Daniel O'Neill, Associate Professor, Counseling and Human Development	Ms. Margo Sassaman, Director, Career Services
	Dr. W. Douglas Zander, Director, Admissions

**Working Group 7: Standard 10, Faculty**

Chair: Dr. LaVern Whisenton-Davidson, Professor, Biology

Members:

Dr. Kelsey Backels, Professor, Counseling and Human Development	Dr. Rita Smith Wade-El, Professor, Psychology
Dr. Barry David, Professor, Industry and Technology	Dr. Ryan Wagner, Assistant Professor, Biology
Dr. Judith Halden-Sullivan, Associate Professor, English	Dr. Lillie West, Associate Professor, Elementary and Early Childhood Education
Dr. David Hutchens, Associate Professor, Computer Science	Dr. Michelle White, Director of Academic Advisement, Academic Advisement
Dr. Joel Piperberg, Professor, Biology	Dr. Yufeng Zhang, Assistant Professor, English
Mr. Kiel Sigafos, Student Senate Representative	

**Working Group 8: Standard 11, Educational Offerings**

Chair: Dr. Laurie Hanich, Associate Professor, Educational Foundations

Members:

Dr. Ansar Ahmed, Associate Dean, Office of Dean of Humanities and Social Sciences	Dr. Marcia Nell, Assistant Professor, Elementary and Early Childhood Education
Dr. Dorothee Blum, Associate Professor, Mathematics	Ms. Deborah Sigel, Associate Professor, Art
Ms. Line Bruntse, Assistant Professor, Art	Dr. Barbara Stengel, Professor, Educational Foundations
Ms. Allyson Clark, Student Senate Representative	Mr. Albert Unrath, Instructional Designer, Web and Multi-Media Services
Dr. Doyin Coker-Kolo, Associate Dean, Office of Dean of Education	
Dr. Victor DeSantis, Dean, Graduate and Professional Studies	

**Working Group 9: Standard 12, General Education**

Chair: Dr. Lynn Marquez, Associate Professor, Geology, Earth Sciences

Members:

Dr. Ansar Ahmed, Associate Dean, Office of Dean of Humanities and Social Sciences

Dr. Doyin Coker-Kolo, Associate Dean, Office of Dean of Education

Dr. Nanette Dietrich, Assistant Professor, Educational Foundations

Dr. Ojoma Edeh Herr, Associate Professor, Special Education

Dr. Frederick Foster-Clark, Associate Professor, Psychology

Dr. Julie Lombardi, Associate Professor and Chair, Wellness and Sport Sciences

Jeremiah Mbindyo, Associate Professor, Chemistry

Dr. Kevin Robinson, Assistant Professor, Mathematics

Ms. Nikki Rohrback, Equity and Diversity Coordinator, Social Equity

Ms. Ruth Simeon, Student Senate Representative

Dr. Charles Ward, Assistant Professor, Philosophy

**Working Group 10: Standard 13, Related Educational Activities**

Chair: Dr. Sepideh Yalda, Professor, Meteorology, Earth Sciences

Members:

Dr. Ansar Ahmed, Associate Dean, Office of Dean of Humanities and Social Sciences

Dr. Stephen Ansbacher, Director, Professional Training and Education

Dr. William Archibald, Assistant Professor, English

Dr. Kirsten Bookmiller, Professor, Director of Global Education and Partnerships

Dr. Doyin Coker-Kolo, Associate Dean, Office of Dean of Education

Dr. Sandra Deemer, Associate Professor, Educational Foundations

Dr. Stephanie Elzer, Assistant Professor, Computer Science

Dr. Christine Gaudry-Hudson, Associate Professor of French, Foreign Languages

Ms. Cait Fitzpatrick, Student Senate Representative

Ms. Kathryn Naegele-Delgado, Assistant Director, Community and Acad Partnerships

Dr. Virginia Palmer, Associate Professor, Nursing

Dr. Marilyn Parrish, Assistant Professor, Library

Dr. Phillip Riordan, Associate Vice President, Housing and Residential Programs

Dr. Norma Rivera-Hernandez, Associate Professor of Spanish, Foreign Languages

Dr. Melinda Rosenthal, Assistant Professor, English

**Working Group 11: Communications and Morale**

Chair: Dr. Marjorie Warmkessel, Interim Director, Library Services, Library

Members:

Dr. Thomas Boyle, Associate Professor, Communication and Theatre

Ms. Melanie DeSantis, Director of Development and Training, Human Resources

Mr. Steven DiGuseppe, Executive Director, Alumni Services

Mr. Michael Dulay, Web Technician, Web and Multi-Media Services

Mr. Anthony Elliot, Associate Professor, Communication and Theatre

Ms. Maureen Feller, Administrative Assistant, Planning, Assessment, and Analysis

Ms. Nikki Herb, Student Senate Representative

Ms. Janet Kacsos, Director of Communication, Communications and Marketing

Dr. Carla Rineer, Assistant Professor, English

Dr. James Valle, Assistant Professor, Elementary and Early Childhood Education

### *Working Group Charges*

Ten of the eleven Working Groups are charged with identifying critical issues for the University and to propose possible courses of action that might lead to improvements. These courses of actions or suggestions should be prioritized and linked to the University's mission and strategic directions. The Working Group's responsibility is to research and report on the topics and questions identified for each assigned standard. The Working Groups are not expected to provide definitive solutions for each issue or problem but to identify strengths and challenges. The group needs to use data discriminately and provide charts and figures in their reports to support major assumptions and suggestions. The outcome of each Working Group will be one report per assigned standard to the Steering Committee that addresses each standard's research questions. The work submitted by the Working Groups will be used by the Coordinating Team (CT) to develop the chapter on the respective standard(s). In addition, the information may be used to support the development of other standards' chapters. The research questions for each standard begin on page 16.

The ten Working Groups assigned MSCHE standards shall:

- Develop research questions based upon the Self-Study Outcomes approved by the Steering Committee. The questions must link the standard to the University's mission or self-study outcomes and the key requirements. Identify assessment resources Questions will be shared with and approved by the Steering Committee. (Spring 2008)
- Rely predominately on existing documentation. Gather and analyze evidence as necessary (Fall 2008 through Spring 2009).
- Produce protocols and assessment briefs (Fall 2008), preliminary drafts "Report on Standard" (through March 2009), and final drafts of reports (May 2009) for each assigned standard.
- Communicate progress to the Steering Committee via the Working Group chair and the Steering Committee liaison (ongoing through May 2009).
- Review other Working Group reports in the context of the information reviewed for their standard (Fall 2008 through Fall 2009).
- Share information via Blackboard group (ongoing).
- Meet deadlines for assigned tasks and reports (ongoing).

The development of the research questions below were based upon the *Characteristics of Excellence* Fundamental Elements, Millersville University's draft updated mission statement and self-study outcomes. Each working group prepared questions using a matrix to delineate connections to the University's mission statement, self-study outcomes, and currently existing assessment resources (See Appendix A, page 37, for an example). As research questions are addressed by Working Groups, findings are posted on Blackboard and shared with the Coordinating Team to present to the Steering Committee. This provides an iterative process for work to be shared with other Working Groups and considered by the CT in the writing of the chapters on the standards. In addition to leading the above activities, the Working Group Chairs will provide feedback on Chapters related to their assigned standard(s) in Fall 2009 to the CT.

The eleventh working, Communications and Morale, created a draft Communications Plan that will help the University community to understand the self-study process and what reaccreditation with MSCHE means for Millersville. (The Communications Plan is available upon request.) Although not contributing directly to any reports or chapters developed during the self-study process, this final Working Group is essential for the success of the process. This responsibility includes enhancing the understanding of the value of the self-study process within the University community. Specifically, the working group's charge purpose is to:

- Provide regular communications regarding self-study process such as articles for *The Exchange* or open forums to gather feedback for Working Groups or the Steering Committee
- Announce and plan celebrations of milestones
- Keep faculty, staff and administrators morale high during the process
- Serve as resource for the MU S self-study leadership to call upon for special tasks or projects
- Is not responsible for contributing reports for any chapters



**Standard 1 Research Questions: Mission and Goals**

Working Group 1 will engage in an exploration and affirmation of how well Millersville fulfills its mission as a public, comprehensive, regional university. The group will evaluate and assess how well the University constituency understands and works to accomplish the institution's purpose. This group will address how well Millersville aligns strategic directions and divisional goals to accomplish its purpose and will provide insights into the University's ability to assess and improve its effectiveness. Because of the interconnectedness with planning, resource allocation, and institutional resources, this particular working group will cover Standards 2 and 3 to understand the context of those standards in light of the University's mission and strategic directions.

1. How effective is the University at attaining its mission and strategic directions? How well does the University assess what it does and how are improvements suggested or made as a result of the assessment of strategic directions and themes within the mission?
2. In what ways do the internal members and external constituencies of the university community believe that the University is meeting its mission and being guided by its strategic directions?
3. How well are Millersville graduates prepared to succeed from the perspective of employers and graduate programs?
4. How does the university ensure that all constituencies are involved in developing and understanding the mission of the university and that the end result reflects the needs of those constituencies? How is the currency of university mission and strategic directions maintained?
5. How effectively does the university support teaching, learning and scholarship through its mission and goals? How is this measured and how is improvement facilitated through identification and allocation of appropriate resources?
6. How do the mission and strategic directions drive the development of new programs and the nurturing of existing programs?
7. How effective is the university at integrating department/program and school/division goals with the university mission and to what extent are individual school, department and program goals aligned with the university mission and strategic directions?
8. What evidence exists that the university is flexible so that it may adapt to changing needs of its constituents?

**Standard 2 Research Questions: Planning, Resource Allocation, and Institutional Renewal**

Working Group 1 will continue to explore Millersville commitment to its mission and strategic directions through examining the planning processes and the alignment of plans with the coordination of resources and institutional reflection and the resulting improvements. The group will seek to understand the alignment of institutional priorities with resources and goals established at all levels of the University. Because of the interconnectedness with Millersville's mission and institutional resources, this particular working group will cover Standards 1 and 3 as well.

1. How do mission, strategic directions and the results of assessments drive the allocation of resources? Is this allocation sufficient to support and renew programs and/or pursue new initiatives?
2. How is strategic planning coordinated across various areas and levels of the university? How do the divisions convey the strategic plan so that it is clearly communicated and able to be implemented and coordinated down to the department level?
3. How is the assessment of University Strategic Directions and divisional and department goals and objectives reflected in the allocation of resources and how does this enhance the quality of our programs?
4. How does the University ensure that both current and projected internal constraints, as well as external factors are taken into account for planning purposes?
5. How do the results of program reviews drive development or modification of unit-level and department-level plans?
6. How effective is the coordination of assessments and the analysis of assessment results, so that all university planning is appropriately aligned?

**Standard 3 Research Questions: Institutional Resources**

Working Group 1 will continue to determine how Millersville fulfills its mission and strategic directions through examining the availability and stewardship of its resources. The group will seek to understand the efficiency and effectiveness with which the University generates and monitors its resources. Because of the interconnectedness with Millersville's mission and planning, this particular working group will also cover Standards 1 and 2.

1. How are the mission and strategic directions incorporated into the annual budget and strategic planning processes?
2. How do we measure how efficiently we use resources (human, facilities, technological, programmatic and financial)? How does this impact the allocation/reallocation of resources and development of new revenue streams based upon Mission and Strategic directions?
3. How is funding for resources prioritized to ensure appropriate support of mission and strategic directions? How do decision making processes related to resource allocation effectively integrate university strategic directions and division and departmental goals (and progress toward those goals)?
4. What are the most significant challenges in regard to resources (human, facilities, technological, programmatic and financial) and how are identified challenges being addressed?
5. How effective is the institution's allocation of resources for the recruitment and hiring of new faculty, administration and staff positions?

**Standard 4 Research Questions: Leadership and Governance**

Working Group 2 is charged with ascertaining the how well Millersville defines its governance structure and how the leadership of the institution involves internal members and external constituencies in policy development and decision making. Because of the relationship with Administration, this particular working group will also address Standard 5.

1. To what extent is there a clear delineation of responsibilities among leadership bodies? How do they share information, communicate decisions and collaborate in order to carry out the University's mission and strategic directions?
2. What processes exist for various university constituencies to participate in the governance process and to offer input to the decision making process for the institution? How well, and in what format, are these processes communicated to the various university constituencies?
3. To what extent does the governing body assist in identifying and generating resources needed to sustain and improve Millersville University?
4. How well does the Millersville community respond and adapt to policies generated at the State System level, and assess the impact of these changes on people and programs? To what degree does representation on PASSHE reflect the Millersville community, including administration, faculty, staff, and students?
5. What evidence exists that Millersville's policies, handbooks, and documents are reviewed and updated in a timely fashion using the most effective and efficient communication technologies available?
6. In what ways do governance bodies attempt to orient new members to the mission, organization, and academic environment of the institution to assure that all members understand their role in the governance structure?
7. What evidence exists that faculty, staff, and students receive periodic assessments of Millersville University's governing body and institutional leadership and how do these stakeholders perceive the effectiveness of these groups? Does PASSHE assess broader leadership bodies and how is that communicated to Millersville?
8. What leadership changes have occurred since the last Middle States review a decade ago, and how have these impacted the University governance system? In what ways does the system of governance fulfill its responsibility to plan appropriately for transitions in institutional leadership by ensuring the selection process is established, published, and followed?
9. How do the governance bodies at Millersville keep abreast of changes impacting higher education, and what processes exist for the governing bodies to be prepared to respond to these changes?

**Standard 5 Research Questions: Administration**

Working Group 2 will examine how well the structure and services within the University support the ability to enhance student learning, service, and scholarship. Because of the relationship with Leadership and Governance, this particular working group will also address Standard 4.

1. How effectively does administrative structure facilitate the mission and strategic directions of the university?
2. How effective is the administration in terms of ensuring that adequate staffing and leadership is in place to move Millersville University forward in meeting its mission and achieving its strategic directions?
3. How effective are the assessments in place to evaluate Millersville University's administrative structures and services?
4. How well do administrative responsibilities, services, and structure change in response to identified needs?
5. To what extent do administration selection processes give appropriate consideration to diversity in areas such as age, race, ethnicity, and gender, consistent with the University's mission?
6. To what degree do administrators engage faculty, staff and students in dialogue and decision-making with regard to Millersville University's mission, strategic directions, and divisional goals? What evidence exists that faculty and student input is valued?
7. To what extent and in what fashion and manner are the lines of communication and the organizational structure articulated and demonstrated for employees, with particular emphasis on new hires?

**Standard 6 Research Questions: Integrity**

This Working Group will examine how the University demonstrates successful compliance with Standard 6 – Integrity as presented in the Middle States publication, *Characteristics of Excellence*. In preparing for its work on this standard, the working group has focused on two primary questions.

1. How well does Millersville meet explicit obligations to its constituencies?
2. How well does Millersville meet implicit obligations to its constituencies?

In examining the two major questions above, the working group will explore the following specific issues within each major item:

- A. How effective are Millersville policies and practices in recruiting and retaining a diverse faculty and staff and administration?
- B. What progress has Millersville made in enrolling and graduating a diverse student body?
- C. To what extent has Millersville been successful in fostering a climate of respect and appreciation for diversity?
- D. How successful has Millersville been in encouraging academic integrity?
- E. How does Millersville communicate its grievance policies to students, faculty, and staff, and to what extent are grievances and patterns of grievances addressed appropriately?
- F. To what extent have Millersville's policies and procedures been effective in ensuring an environment of civility, mutual respect and cooperation?

**Standard 7 Research Questions: Institutional Assessment**

Working Group 4 will evaluate and understand how Millersville University meets the criteria and addresses the question, “how well is Millersville collectively doing what we say we are doing as a public, comprehensive, liberal arts institution?” The questions defined below will help to explain how Millersville University implements institutional assessment processes to evaluate achievement of its mission and strategic directions at the institution level and goals at the division and program levels. In addition to this standard, this group will also address standard 14.

1. How have assessment results been used to understand the fulfillment of the University’s mission and advancement of Millersville’s strategic directions?
2. To what extent are our assessment methods adequate in meeting the needs of all of our programs and services?
3. How effectively are assessment methods, plans, and results communicated, developed, and implemented across institutional divisions, programs, and services?
4. What support systems are in place for institutional assessment?
5. In what ways are assessment processes reviewed using both internal and external best practices periodically to improve their effectiveness and comprehensiveness (including the effectiveness of administrative services)?

**Standard 8 Research Questions: Student Admissions and Retention**

Working Group 5 will explore and examine the Admissions and Retention policies and practices in place at Millersville University. The questions defined below represent broad questions that have been created to help guide our research group through the self-study process while focusing on how the University employs its enrollment management plan to help our students meet their educational goals

1. How effective are the University's admissions and retentions policies in reflecting the University's strategic directions and helping the University meet its enrollment management goals?
2. What evidence exists to demonstrate Millersville University's commitment to providing accurate and appropriate information to perspective students and their families?
3. How does the University evaluate and develop programs and services to help students meet their educational goals and/or reach graduation? How does the University use this information to influence University policies and practices?
4. Are there different rates of retention among various groups of students? If so, how is the University attempting to understand and address different retention rates?
5. What evidence exists that the University seeks to understand why students leave the University and, when possible, mitigate circumstances that negatively impact student retention and persistence? How effective are our programs and services in helping to retain students so that they achieve expected learning goals and outcomes?



**Standard 9 Research Questions: Student Support Services**

Working Group 7 will examine the supporting services policies and practices in place at Millersville University to determine if they are of sufficient breadth and scope “to enable each student to achieve the institution’s goals for students.”

1. How effectively does the institution communicate the existence of student support services to students? What evidence exists that students are aware of student support services at the university?
2. How does the institution assess the effectiveness of its student support services? What are the most significant findings of student support services assessments that have taken place in the last five years? What changes have been made or are anticipated as a result of ongoing assessments of student support services?
3. What student support services should be improved, added or expanded to enhance the well-being, development and growth of various student populations?
4. With the intentional growth in graduate programs, how is the institution positioning itself to provide the necessary student support services for future graduate students? What kinds of support services do graduate students need?
5. What evidence indicates that student support services contribute to preparing students for citizenship in an increasingly diverse and multicultural society?
6. How effective are learning support services in meeting the needs of all students?
7. How effectively is the institution using technology to enhance the delivery and accessibility of student support services?
8. What evidence exists that a procedure for equitably addressing student grievances is in place? How effective is the procedure in providing resolution to the grievances? Is there evidence of responsiveness in addressing the grievances?
9. How do student support services foster personal, social and cultural growth during the transition to university life and during the transition to career life? What evidence exists that promoting healthy behaviors are a priority of the institution?
10. What evidence exists that Student Affairs and Academic Affairs collaborate in the support, provision and promotion of co-curricular and extra-curricular activities? Are the collaboration efforts successful?
11. What support does the institution provide that promotes and encourages student engagement in co-curricular and extra-curricular activities on campus and in the surrounding community? Is the level and type of support effective in encouraging student engagement?
12. How effective are athletic programs in supporting the university’s mission?

**Standard 10 Research Questions: Faculty**

Working Group 7 will evaluate the level at which Faculty and other professionals involved in educational programs are prepared and supported at Millersville University. Attention is also given to Faculty's role in promoting student learning and the performance review process.

1. How does Millersville University assure the academic and professional preparation and training of its faculty and other professionals involved in its educational programs in their varied roles and responsibilities?
2. How effectively do Millersville's academically prepared and qualified professionals design, maintain, and update educational curricula? What evidence demonstrates that Millersville University faculty and other professionals promote, facilitate, assure, and evaluate student learning?
3. What published, implemented evaluation standards and procedures measure Millersville University's full-time and part-time faculty's performances? How carefully articulated, equitable, and fairly implemented are these standards and procedures?
4. How effective are the published and implemented procedures for appointment, reappointment, tenure, promotion, performance review, grievance, discipline, and dismissal? How fully are such procedures based on principles of fairness with due regard for the rights of all persons?
5. What evidence is available that shows that Millersville University is committed to enhancing faculty development in regards to teaching, scholarship/research, and service in light of the changing role of faculty?

**Standard 11 Research Questions: Educational Offerings**

Working Group 8 will examine the extent to which educational offerings are appropriate to the University's degree programs and reflect the institutional mission and goals. Also examined is the extent to which coursework that does not originate at Millersville (e.g., transfer credits) are coherent with degree programs awarded at Millersville.

1. How well do degree programs (undergraduate and graduate) help the institution fulfill its mission?
2. To what extent do educational offerings support degree-specific student learning outcomes?
3. What evidence demonstrates that learning experiences are sequenced to allow building of skills and knowledge associated with specific degrees programs?
4. To what extent are there appropriate inter-relationships among institutional, program-level, and course-level learning outcomes?
5. How well do the academic majors build on and link with the goals of general education?
6. To what extent does assessment of student learning outcomes lead to improvements in educational offerings?
7. How well are interdisciplinary programs developed and managed in our present departmental structure? What measures would make this more convenient and effective?
8. How are academic policies and procedures at Millersville designed to address and meet the needs of specific student groups (for example, transfer students, non traditional students, students with special needs, Honors students, etc.)?

**Standard 12 Research Questions: General Education**

Working Group 9 will evaluate Standard 12, General Education. Millersville has been engaged in the review of the General Education program for much of the past eight years and will implement a new General Education curriculum in fall 2008. The conversations that led to the development of this new curriculum have been rich and, as the University moves into the self-study process, this group will work to review the development of the new curriculum, examine the process of its implementation, and begin to assess the impact of the new curriculum.

1. What evidence supported the changes to the General Education curriculum?
2. What evidence do we have that students are accomplishing the seven major goals for General Education (Oral communication, Written communication, Scientific reasoning, Quantitative reasoning, Critical analysis and reasoning, Technological competency, Information literacy)?
3. What mechanisms are in place that allows Millersville to assess the efficacy of the General Education Program and respond to those assessments to improve curriculum?
4. What evidence exists that the revised general education program will be coherent, rigorous and sufficient to meet the University's commitment to embrace the liberal arts?
5. How does the General Education curriculum attempt to equip our students to be outstanding global citizens integrating successfully in a diverse workforce and society?
6. What evidence exists that General Education is integrated with, and reinforced by, the students' major programs? How does this structural/institutional integration help to achieve the General Education learning objectives? What evidence exists that the students connect General Education to the major?
7. How does the Millersville community understand and communicate the meaning and purpose of General Education?
8. What evidence exists that student experiences with curricular, co-curricular, and extra-curricular activities contribute to the General Education learning objectives?

**Standard 13 Research Questions: Related Educational Activities**

Working Group 10 will examine educational activities that support student development (basic skills), develop skills within specified content areas (certification programs, non-credit offerings) or settings (distance-learning, off campus locations).

1. How effective are the developmental courses and programs offered by the university to help underprepared undergraduate students in achieving their stated educational goals?
2. What evidence exists that certification programs play a role in fulfilling the University mission and goals?
3. How effective is the University in supporting certification programs?
4. To what extent do non-credit offerings serve the student and the larger community? What methods does the University utilize to guide the range of these non-credit offerings?
5. How effective are distance learning courses in incorporating and assessing student learning outcomes and meeting university goals? What evidence exists that distance learning courses offered at Millersville meet the same standards of quality and rigor as the face to face courses?
6. How effective are educational offerings off campus in supporting student learning outcomes, program and university goals? How does the University assess the impact of off-campus offerings on the institution's resources?

**Standard 14: Research Questions: Assessment of Student Learning**

Working Group 4 will evaluate how Millersville meets the criteria for Standard 14 which addresses the question, “are our students learning what we want them to learn?” The working group will explore and explain how the University identifies, communicates, and assesses student learning outcomes. Key to determining how well Millersville University addresses the criteria of this standard is the use of assessment findings to make improvements in student learning at the course, program, and institutional levels. In addition to this standard, this group will also address standard 7.

1. How are key student learning outcomes developed at institutional, program, and course levels?
2. To what extent are assessments of student learning communicated, coordinated, and reflected upon across the university?
3. How adequate are existing plans and processes for the assessment of student learning?
4. How effectively are assessment results at the institutional, program, and course levels used to improve teaching and student learning?
5. In what ways has Millersville supported and valued the development of a culture of student learning assessment across campus?

### *Guidelines for Working Group Committee Reports*

Each Working Group will coordinate multiple assessment briefs that correspond to the individual research questions developed by the group. These assessment briefs will be shared with the CT and Steering Committee from October 2008 through February 2009. The CT and the Steering Committee will provide feedback on the first few assessment briefs and may invite Working Group Chairs or members to Steering Committee meetings to discuss their findings and suggestions. The assessment briefs will be used by the WG to develop each assigned standard's draft report and final report. The CT will provide a timeline and format for the Working Group Chairs to submit their assessment briefs.

Each of the ten Working Groups will write one draft and one final report per standard. By September 2008, the Coordinating Team will provide a standardized process and format for submitting how Working Groups are to respond to each research question pertaining to assigned standards. These reports must address its charges using the following:

- A heading indicating the standard.
- A review of the group's charge and the research questions addressed.
- A description of the topic(s) reviewed and analysis of the evidence considered, with appropriate reference to the standard. This includes an explanation of how the group's findings and conclusions relate to the standard's fundamental elements.
- Cross-references to relevant materials or research briefs developed by other groups. This involves a discussion of the connection of the group's standards with other groups, and any collaboration between Working Groups that occurred.
- How the University is in compliance with the standard's fundamental elements. This includes an analysis of relevant strengths and challenges, with appropriate reference to standards and fundamental elements.
- Limited suggestions and recommendation(s) for improvement.

### *Timeline for the Reaccreditation Process*

Table 1 (on page 32) provides the timeline for the self-study and site visit process. By September 30, 2008, Working Groups will prepare and submit a protocol for all research questions. These protocols will be used to help organize and prioritize the work within the groups and help the Coordinating Team (CT) and Steering Committee seek opportunities for collaboration among the Working Groups as they review or collect evidence. During September 2008 through February 2009, the working groups will examine evidence to address their research questions and generate assessment briefs. The assessment briefs will be shared with the Steering Committee. The Steering Committee will provide feedback on the assessment brief to determine how they help to address compliance with MSCHE standards and enhance understanding of outcomes that Millersville wants to achieve as a result of the self-study process. Finally, the collection of assessment briefs will be used by the Working Groups to draft their "Report on Standard X."

Draft reports based upon research questions will be submitted to the Coordinating Team (CT; Self-Study Co-Chairs and the MSCHE Liaison) by March 13, 2009. The Steering Committee will provide feedback to the Working Groups for enhancements to the draft reports. Final Working Group reports will be submitted by May 15, 2009 to the CT and made available electronically for review by the Steering Committee. The Coordinating Team will generate chapter drafts by August 2009 for review by Working Group Chairs and Steering Committee members. Initial, feedback by Steering Committee members and Working Group chairs on the chapter drafts is due September 5, 2009. This feedback will be used to develop the first self-study draft that will be shared with the Cabinet and Council of Trustees. During this time, the Steering Committee and Working Group chairs may continue to make recommendations for changes. By early October 2009, the revised draft is forwarded to the Evaluation Team Chair and University community for feedback. Once feedback is obtained, the draft will be finalized and approved by the University’s Executive Cabinet and the Council of Trustees in early December 2009. This draft will be shared one last time to the Visiting Team Chair for review as well.

The final self-study document that incorporates the Evaluation Team Chair comments will be distributed to the Visiting Team members and to MSCHE by mid-February 2010. Site visit preparation will begin approximately November 2009 and will continue through the site visit in spring 2010.

**Table 1. Middle States 2010 Accreditation Timeline.**

Activity	Timeline
<ul style="list-style-type: none"> <li>• Steering Committee oversees research and reporting by working groups.</li> </ul>	September 2008 to February 2009
<ul style="list-style-type: none"> <li>• Research Question Protocols submitted to Coordinating Team (CT)</li> </ul>	September 30, 2008
<ul style="list-style-type: none"> <li>• Working Groups involve the community to address research questions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Working Groups share response to research questions via Blackboard (<b>all Assessment Briefs must be submitted by February 17, 2008</b>) in the following manner:</li> </ul>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ First Research Question’s draft Assessment Brief submitted</li> </ul> </li> </ul>	October 30, 2008
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Second Research Question’s draft Assessment Brief submitted</li> </ul> </li> </ul>	November 25, 2008
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Third Research Questions Assessment Brief submitted</li> </ul> </li> </ul>	December 10, 2008
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Fourth Research Question’s Assessment Brief submitted</li> </ul> </li> </ul>	January 18, 2009
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Fifth Research Question’s Assessment Brief submitted</li> </ul> </li> </ul>	February 3, 2009
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Remaining Research Questions’ Assessment Briefs submitted</li> </ul> </li> </ul>	February 17, 2009
<ul style="list-style-type: none"> <li>• Steering Committee discusses Working Groups’ Assessment Briefs (responses to Research Questions) and provide feedback and suggestions for compliance with Standard(s) and making improvements at Millersville.</li> </ul>	



Activity	Timeline
<ul style="list-style-type: none"> <li>• MSA Liaison selects evaluation Team Chair and MU approves selection.</li> <li>• Institution (with MS evaluation Team Chair) selects dates for team visit and Chair’s preliminary visit.</li> <li>• Site visit arrangements determined and timeline established.</li> <li>• MU sends a copy of the <b>Self-Study Design</b> to MS team chair.</li> <li>• MSA Liaison selects team members and MU approves selection.</li> </ul>	<p>January to April 2009</p>
<ul style="list-style-type: none"> <li>• Working Groups submit draft reports on assigned standards (<b>March 13, 2009</b>).</li> <li>• Working Groups submit final reports on assigned standards (<b>May 15, 2009</b>).</li> </ul>	<p>March/May 2009</p>
<ul style="list-style-type: none"> <li>• Coordinating Team develops draft self-study from Working Groups reports.</li> <li>• Chapter drafts written by Coordinating Team sent to Steering Committee members and to Working Group for review, clarification and accuracy check; to ensure assumptions and suggestions are understood. (End of an interactive process that begins with Charge to Working Group.)</li> <li>• Cabinet and Council of Trustees (COT), MU’s governing board, receive and review draft of initial self-study with an understanding that it is the first draft and Working Group chairs or the Steering Committee may make changes. The Cabinet approves this first draft to send to the University community and to the MU Visiting Team Chair.</li> <li>• The revised draft is sent to the MU Visiting Team Chair and released to the campus community for feedback.</li> </ul>	<p>June to August 2009</p> <p>August 2009 <b>(Due Sept. 5, 2009)</b></p> <p>Mid-September 2009</p> <p>Early October 2009</p>

Activity	Timeline
<ul style="list-style-type: none"> <li>• Campus community reviews the revised draft self-study and provides feedback via multiple sources: available for download through internal University Website, column in <i>Exchange</i>, focus groups at division meetings and school councils, focus groups at Faculty Senate and Student Senate, press release to <i>Snapper</i>, and focus group within PALC.</li> <li>• MS Visiting Team Chair visits at least 4 months prior to Team visit.</li> <li>• Coordinating Team integrates community comments to produce the final self-study draft.</li> <li>• Final self-study draft sent to Cabinet, COT and the MU Visiting Team Chair review.</li> <li>• Cabinet and COT endorse final draft self-study with recommended changes, if necessary.</li> <li>• Site team visit preparations updated.</li> </ul>	<p>October/November 2009</p> <p>Late October/Early November 2009</p> <p>Mid-November 2009</p> <p>November 2009</p> <p>Early December 2009</p> <p>December 2009</p>
<ul style="list-style-type: none"> <li>• Revisions are made to draft report based on MS Visiting Team Chair comments (if needed).</li> <li>• Institution prepares final version of self-study report.</li> <li>• Institutions sends final report to MS Team and MSCHE at least 6 weeks prior to Team visit.</li> <li>• Site team visit preparations confirmed.</li> </ul>	<p>December 2009 to January 2010</p> <p>January/February 2010</p>
<ul style="list-style-type: none"> <li>• MS Team visit (preferred by March 26 but no later than April 15, 2010).</li> <li>• Team Report received.</li> <li>• Institutional response to Team Report (due within two weeks of receipt of Team’s report).</li> </ul>	<p>March to May 2010 (team visit by April 15, 2010)</p>
<ul style="list-style-type: none"> <li>• MSCHE Announcement of Reaffirmation Decision</li> </ul>	<p>June 2010</p>

*Inventory of Supporting Documents for Committees*

The Assessment Inventory on Appendix B, page 41, provides an inventory of assessment documents available for Working Groups to use as evidence to address research questions. Working Groups linked Assessment Inventory Items to research questions. The Coordinating Team reviewed the linkages and developed a “Data Requirements” document for each Working Group’s research questions by standard. The Data Requirements document provides additional linkages to assessment items to aid the Working Groups. This form provides a list of offices or departments that may serve as resources to address the research questions. The Data Requirements document helps to identify existing research or new research. Finally, the Coordinating Team developed a protocol form and a template for the Assessment Briefs. Additional supporting documentation includes:

- Data Requirements for Standards
- Governance and Policies materials maintained on-line
- Institutional Research and Planning and Assessment websites which includes links to:
  - Six years of National Survey of Student Engagement Reports (2002, 2003, 2004, 2005, 2007, 2008)
  - Two years of HERI Faculty Survey Reports (2004, 2008)
  - Noel-Levitz Adult Student Priority Survey Report, 2008
  - Noel-Levitz Student Satisfaction Survey Report (2006)
  - PASSHE Student Satisfaction Survey Report (2002)
  - PASSHE Alumni Student Satisfaction Survey (2005, 2006)
  - MU Factbooks (Annual)
  - MU Economic Impact Study (2007)
  - IPEDS/ NCES Data Feedback Report (2006)
  - Second-Year Persistence Rate Report (2006)
  - Collegiate Learning Assessment Report (2008)
  - Voluntary System of Accountability College Portrait (2008)
- Key Performance Indicators
- Millersville University Website
- University Planning Council Progress Report on the Strategic Directions
- University Undergraduate and Graduate Catalogs

### *The Organization of the Self-Study Report*

Since Millersville University plans to participate in a comprehensive self-study process, the organization of the report will be based on the fourteen standards. Each standard will have its own chapter that includes a summary of major findings from the research questions addressed and suggestions or action plans for improvements, when appropriate. The conclusion will include a summary of recommendations or suggestions for improvement. The following is a brief report format:

- Executive Summary and Eligibility Certification Statement
- Introduction
- Chapters for each Standard
- Conclusion

### *Working Group Editorial Style and Format*

- Each report must be completed in Microsoft Office Word 2003 and submitted electronically via the Blackboard group Millersville Self-Study 2010 site.
- Fonts, margins, spacing: Times New Roman 12 pt, 1" margins, .5" headers/footers, double space
- Paragraph or section headings: Bold, 12 pt, centered.
- Consistent reference to Millersville University name and identity. Use the Millersville University Style Guide when referring to the University and use of institutional acronyms.
- Limit use of acronyms for programs and reports within the text of the document.
- Format for charts and figures: APA Style

### *Profile of the Visiting Team*

Aside from affirming that Millersville University meets the fourteen standards and is eligible for reaccreditation, we hope that the evaluation team will provide suggestions that will help to improve Millersville University as an institution. To benefit most from the team visit, Millersville University respectfully requests the following team composition:

Overall Characteristics: We would prefer that members of the visiting team have experience working within a regional, comprehensive, public institution. We prefer a team that is diverse in terms of gender and ethnicity. We prefer that one or more team members have experience with a state system. We request that most of the evaluators have previously participated as members of a site visit team.

Team Chair: President of a regional, comprehensive, public institution with prior experience chairing a MSCHE site team visit and with experience leading an institution with a collective bargaining agreement with faculty.

Other Team Member Characteristics:

- Provost/Vice President for Academic Affairs: Experience with recent, successfully managed growth in graduate programs; experience with successfully understanding and meeting non-traditional student population needs and alternative modes of delivering academic programs (distance learning, etc).
- Faculty: At least one or two faculty members from humanities, social sciences, or sciences. Preferable experience with involvement in unit level and general education outcomes assessment.
- Vice President of Finance and Administration: from a public comprehensive institution
- Student Affairs: Vice President from a regional, comprehensive, public institution that has enrollment management and retention expertise. The Student Affairs practitioner should also have a background in establishing successful collaborations with Academic Affairs divisions.
- Dean of Graduate Studies or Non-Traditional Programs.
- Development Officer from a public, comprehensive institution.

### *Conclusion*

Millersville University looks forward to the opportunity to reflect upon its progress since the Periodic Review in 2005. The use of the working groups to develop research questions for the self-study design has prepared many faculty, staff and students for immersion into the approved process in fall 2008. As a regional, public institution, we hope to learn from the self-study process and apply those findings to move the institution forward in fulfilling its mission and achieving its vision. We seize the opportunity to affirm our strengths and continue to improve the challenges as they relate to our self-study outcomes and the fourteen MSCHE standards.

*Appendix A*

*Sample Working Group Research Question Matrix*

**Standard 7: Institutional Assessment**

Possible Research Questions	Self-Study Outcomes	Mission Statement Alignment (2008)	Potential Assessment Evidence – Data Source(s)  (Assessment Inventory References: draft: 3/20)
<p>1. How do assessment processes and the results support, influence and improve institutional effectiveness and fulfill the University’s mission and advancement of strategic directions?</p> <p>a. How have these been used to impact institutional services, resource allocations, faculty hiring, educational initiatives, institutional effectiveness, and student outcomes (e.g., learning, retention, graduation rates, etc)?</p>	<p>1a 1b 2 2a 2b 3 3a 3b 3c</p>	<p>A D G</p>	<p>NAS/UPP (2) University Fact Book (31) AASP (5) NSSP (6) Schools’ Annual Reports (9) Social Equity (111, 112, 114, 116) Accreditation Reports (29, 34, 35, 36, 37) 5-year Program Reviews (20) F&amp;A: (80) Deans: (39, 40)</p> <p><u>Other sources:</u> Decanal Resource Allocations Advancement Office (Capital purchases)</p>
<p>2. How effectively are assessment methods, plans, and results communicated, developed, and implemented across institutional divisions, programs, and services?</p> <p>a. To what extent are assessment policies and practices uniform across all institutional units and academic programs?</p> <p>b. To what degree does collaboration occur across all institutional units and programs?</p>	<p>2 2b 3 3b 3c</p>	<p>D</p>	<p>NAS/UPP (2) University Fact Book (31) AASP (5) NSSP (6) Schools’ Annual Reports (9) Social Equity (111, 112, 114, 116) Accreditation Reports (29, 34, 35, 36, 37) 5-year Program Reviews (20) Advising (18) Library (28) IT (108, 109, 110)</p> <p><u>Other sources:</u> Interview and survey data from department assessment committee chairs (at all department and division levels)</p>

<p>3. To what extent does the institution provide adequate support (e.g., financial, support staff, technical, training, professional development, software, etc.) for assessment activities across campus and what additional support is needed?</p> <p>a. How has Millersville University shown support for and valued the development of a culture of assessment across campus?</p>	<p>1a 1b 2a 2b 2 3a 3c</p>	<p>B G</p>	<p>NSSE (11) F&amp;A (94, 96) IT (103, 104) Noel-Levitz (15, 16) IR (27) HERI (13) PEU (29, 34, 35, 36, 37) HEADS (30) Advising (18) Library (28) IT (108, 109, 110)</p> <p><u>Other sources:</u> Resource Requests Provost Interview and survey data from department assessment committee chairs (at all department and division levels) Deans A&amp;P leadership position, hiring AOAC minutes, annual reports CAE</p>
<p>4. In what ways are assessment processes periodically reviewed using both internal and external best practices to improve their effectiveness and comprehensiveness (including the effectiveness of administrative services)?</p> <p>a. How are guidelines and timetables established to review the assessment process?</p> <p>b. In what forms does the institutional governance structure support the review of assessment processes?</p>	<p>2 3 3b 3c</p>	<p>G</p>	<p>IT Surveys (104, 105, 106) School Strategic Plan (6) Non School Strategic Plan (6) F&amp;A (92) Accreditation (10, 29, 34, 35, 36, 37) Program reviews (20) Advising (18) Library (28)</p> <p><u>Other sources:</u> Outside consultants to the institution used for improvement</p>
<p>5. To what extent are our assessment methods adequate in meeting the needs of all of our academic programs, non-academic programs and services?</p> <p>a. What steps are in place to ensure that assessments are being developed and modified as needed (e.g. for the new General</p>	<p>2 2a 2b 3 3b</p>	<p>A</p>	<p>Accreditation reports and responses (29, 34, 35, 36, 37) Advising (18) Library (28) IT (108, 109, 110)</p>



<p>Education Curriculum, Distance Learning, etc.) for University divisions, academic programs, and non-academic programs?</p> <p>b. What kind of guidance do departments receive in developing and modifying assessment plans?</p> <p>c. How adequate is institutional support for departmental assessment?</p>	3c		<p>Other sources:  <u>Senate Committees</u> – annual reports  Senate – minutes, annual report  AOAC minutes, annual reports  MU Online Advisory group  Provost, Associate Provost  Accreditation reports and</p>
<p>6. To what degree is the assessment process a systemic and thorough use of multiple measures (qualitative and/or quantitative) which efficiently maximizes the use of existing data, information, and resources?</p>	2	A	<p>responses (29, 34, 35, 36, 37)</p> <p>Other sources:  <u>AOAC minutes</u>, annual reports  Provost  Associate Provost  Senate Committees – annual reports  Senate – minutes, annual report  Alumni Surveys  Employer satisfaction surveys</p>

*Appendix B*  
*Assessment Inventory*

Millersville University Assessment Inventory					
	Responsible Office	Instrument/ Assessment	Frequency & Location	Nature of Report/Type of Information	Requesting/ Sponsoring Agency
1	<b>Assessment and Planning</b>				
2	A&P	NAS/UPP	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys">http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys</a>	Narrative Assessment Statement and University Performance Plan for the current academic year. Using the format from the State System the university responds to goals with actions and outcomes for the year based on the university strategic directions and PASSHE's strategic directions.	PASSHE
3	A&P	UPC Strategic Directions and KPIs	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/planning.html?menu=Strategic%20Planning">http://www.millersville.edu/~assessmt/planning.html?menu=Strategic%20Planning</a>	Key Performance Indicators for the University's Strategic Directions are monitored and updated by the University Planning Council.	University Planning Council
4	A&P	Division Strategic Plans	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/planning.html?menu=Strategic%20Planning">http://www.millersville.edu/~assessmt/planning.html?menu=Strategic%20Planning</a>	Division strategic plans, linked to the university strategic directions, are updated within each division yearly, include outcomes, and are maintained on the A&P web site.	Division Administrator
5	A&P	Academic Affairs Strategic Plans	Annual Located at the Provost's site: <a href="http://www.millersville.edu/~provost/">http://www.millersville.edu/~provost/</a>	These strategic plans, linked to the university strategic directions, are updated by Deans' Council yearly	Academic Affairs
6	A&P	School and Non-School Strategic Plans	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/planning.html?menu=Strategic%20Planning">http://www.millersville.edu/~assessmt/planning.html?menu=Strategic%20Planning</a>	School and non-school strategic plans, linked to the university strategic directions, are updated within each school/non-school yearly, include outcomes, and are maintained on the A&P web site.	Deans/Dept. Head
7	A&P	Division Comprehensive Assessment Summaries	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/comprehensive%20assessment%20summary.html">http://www.millersville.edu/~assessmt/comprehensive%20assessment%20summary.html</a>	Yearly cycle of academic department assessment reports based on intended student outcomes. Non-academic units are also part of the cycle.	Assessment and Planning
8	A&P	Division Annual Reports	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/comprehensive%20assessment%20summary.html">http://www.millersville.edu/~assessmt/comprehensive%20assessment%20summary.html</a>	Yearly cycle of division department annual reports linked to the university strategic directions.	Academic Affairs/ Division Administrator

**Millersville University Assessment Inventory**

	<b>Responsible Office</b>	<b>Instrument/ Assessment</b>	<b>Frequency &amp; Location</b>	<b>Nature of Report/Type of Information</b>	<b>Requesting/ Sponsoring Agency</b>
9	A&P	School/Non-School Annual Reports	Annual Located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/comprehensive%20assessment%20summary.html">http://www.millersville.edu/~assessmt/comprehensive%20assessment%20summary.html</a>	Yearly cycle of academic department and non-school annual reports linked to the university strategic directions. Includes highlights from schools and non-school units within each division.	Deans/Dept. Head
10	A&P	Middle States Institutional Profile (AIP)	Annual. Available at: <a href="http://www.msche.org/?Nav1=INSTITUTIONS&amp;Nav2=IP">http://www.msche.org/?Nav1=INSTITUTIONS&amp;Nav2=IP</a>	Institutional data requested yearly from Middle States. Hard copy in IR office	Middle States
11	A&P	NSSE	Yearly but may vary Results located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys">http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys</a>	The National Survey of Student Engagement (NSSE) is specifically designed to assess the extent to which students are engaged in empirically derived good educational practices and what students gain from their college experience	Academic Affairs
12	A&P	CLA	Varies. Results located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys">http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys</a>	The Collegiate Learning Assessment (CLA) assesses an institution's contribution to student learning by asking students to analyze complex material and provide written responses. The CLA measures are uniquely designed to test for reasoning and communications skills that most agree should be one outcome of a college education.	Academic Affairs
13	A&P	HERI Faculty Survey	Varies Results located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys">http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys</a>	The HERI Faculty Survey provides colleges and universities with timely information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. Information resulting from the survey can be used to facilitate self study and accreditation activities; inform campus planning and policy analysis; enhance faculty development programs; and improve students' educational experiences.	Academic Affairs
14	A&P	Voluntary System Accountability (College Portrait)	TBD but eventually updated cyclically VSA website for more information: <a href="http://www.voluntarysystem.org">www.voluntarysystem.org</a>	Partnership effort of AACSU & NASULGC organization to make transparent important accountability information regarding student experiences and responsible stewardship for public and landgrant colleges and universities.	PASSHE and Academic Affairs

**Millersville University Assessment Inventory**

	<b>Responsible Office</b>	<b>Instrument/ Assessment</b>	<b>Frequency &amp; Location</b>	<b>Nature of Report/Type of Information</b>	<b>Requesting/ Sponsoring Agency</b>
15	A&P	Noel-Levitz Adult Student Priority Survey	Will be given in 2008.	The Adult Student Priorities Survey ask questions important to adult students and how satisfied they are, and provides national benchmark comparison data.	Academic Affairs
16	A&P	Noel-Levitz Student Satisfaction Inventory	Varies. Results located at the A&P web page: <a href="http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys">http://www.millersville.edu/~assessmt/reports%20and%20surveys.html?menu=Reports%20and%20Surveys</a>	The Noel-Levitz Student Satisfaction Inventory measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them.	Academic Affairs
17	A&P	CIRP	Every 3 years Results posted on Blackboard.	The Cooperative Institutional Research Program (CIRP) Freshmen survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept.	Academic Affairs
18	A&P	MU Advising surveys	Varies- last done in 2005. Separate surveys for advising faculty and students.	Online surveys developed by Assessment and Advisement Offices for both students and faculty.	Academic Affairs

Millersville University Assessment Inventory					
	Responsible Office	Instrument/ Assessment	Frequency & Location	Nature of Report/Type of Information	Requesting/ Sponsoring Agency
19	<b>Institutional Research</b>				
20	IR	Program Reviews	Five year cycles Located at the Institutional Research web page: <a href="http://www.millersville.edu/~ir/pgmrev.htm?menu=pgmrev">http://www.millersville.edu/~ir/pgmrev.htm?menu=pgmrev</a>	The State System of Higher Education (PASSHE) adopted a policy stating that all university programs shall be evaluated at least once every five years. A packet of information is produced for the Academic Program Review by the IR office, including admission, SAT, enrollment, retention, graduation, FTEs and other data. The packet is approximately 60 pages.	PASSHE
21	IR	PASSHE Alumni Survey	Scheduled for annually for the next 3 years (2007-2010). IR Special Studies webpage, <a href="http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies">http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies</a>	Survey developed by the State System Office for undergraduate students who have graduated- being given over a three-year time frame.	PASSHE
22	IR	IPEDS Data feedback report	Annual. IR Special Studies webpage, <a href="http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies">http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies</a>	Institutional Data requested yearly from the federal government.	US Dept. of Education
23	IR	Second-Year Persistence Report	Annual. IR Special Studies webpage, <a href="http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies">http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies</a>	Special Persistence Rate report done yearly.	Academic Affairs and Enrollment Management
24	IR	State System Student Satisfaction Survey – MU Results	Varies- last one done in 2002.	Survey developed by the State System Office - last one in 2002. IR Special Studies webpage, <a href="http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies">http://www.millersville.edu/~ir/specialstudies.htm?menu=special studies</a>	PASSHE
25	IR	System Accountability Plan	Annual	Requested by the Chancellor's office yearly. Determines MU Performance Funding. Link on IR site, <a href="http://www.millersville.edu/~ir/">http://www.millersville.edu/~ir/</a>	PASSHE
26	IR	Enrollment Projections	Annual	Developed yearly to determine future enrollments. Link on IR site, <a href="http://www.millersville.edu/~ir/">http://www.millersville.edu/~ir/</a>	IR
27	IR	US News & World Report	Annual	Institutional data survey requested yearly from US News. Hard copy in IR office	US News
28	IR	Academic Library Survey	Annual Hard copy in IR files.	Records staffing & all resources maintained by Ganser Library	US Dept of Educ

Millersville University Assessment Inventory					
	Responsible Office	Instrument/ Assessment	Frequency & Location	Nature of Report/Type of Information	Requesting/ Sponsoring Agency
29	IR/ EDUC	Professional Education Data System Survey	Annual Partial data in IR files; complete survey in SOE.	Records enrollment, retention, graduation and possible other pertinent information in CIP13.	AACTE & NCATE
30	IR/ HMSS	Higher Education Arts Data Services (HEADS) Project	Annual Partial data in IR files; complete survey in HMSS.	Pertains specifically to Music Department; contains instructional activity, enrollment, degrees, programs, faculty, budget.	Higher Education Arts Data Services
31	IR	University Fact Book	Annual <a href="http://www.millersville.edu/~ir/factbook.htm">http://www.millersville.edu/~ir/factbook.htm</a>	Details admissions by department; mean SAT scores; enrollments by gender, ethnicity, country, level, state, major; housing status; graduation rates by department, ethnicity, major; credit hours by dept, FTEF, FTES, FTE ratio, instructional costs by dept; tuition and fees; MU revenue & use of funds; faculty & staff statistics.	Academic Affairs - Provost/Vice Presidents and other Division Heads
32	IR	PASSHE Fact Book	Annual <a href="http://www.millersville.edu/~ir/factbook.htm">http://www.millersville.edu/~ir/factbook.htm</a>	The State System of Higher Education (PASSHE) requests data and compares data from all the system universities. IR offices provide this data. The PASSHE Fact Book is available online.	PASSHE
33	IR	Common Data Set	Annual Hard copy in IR files.	Requested by the Princeton Review: Enrollment and persistence rates; admission requirements; freshman profile; admission policies; academic offerings and policies; student life; annual expenses; financial aid; student/faculty ratio; class size; degrees conferred. Access to this data is provided to outside national survey agencies.	National Survey Access provided by Princeton Review
School of Education					
34	PEU	Student Assessments	Scheduled each semester. Located <a href="https://muhp5.millersville.edu/pls/prod/twbkwbis.P_GenMenu?name=bmenu.P_MUPeuMnu">https://muhp5.millersville.edu/pls/prod/twbkwbis.P_GenMenu?name=bmenu.P_MUPeuMnu</a>	Records student teaching scores, PRAXIS scores, Field Experience evaluations, Teacher Work Sample scores for elementary and early childhood certifications.	NCATE/Special Program Area
35	PEU	Student Assessments	Scheduled each semester. Located <a href="https://muhp5.millersville.edu/pls/prod/twbkwbis.P_GenMenu?name=bmenu.P_MUPeuMnu">https://muhp5.millersville.edu/pls/prod/twbkwbis.P_GenMenu?name=bmenu.P_MUPeuMnu</a>	PDE 430 - Student teacher evaluation; records scores for teacher certification	PA Dept of Educ

Millersville University Assessment Inventory					
	Responsible Office	Instrument/ Assessment	Frequency & Location	Nature of Report/Type of Information	Requesting/ Sponsoring Agency
36	ELED Dept	Student Assessments	Each semester collect and analyze student grades for required course and required related courses	Records scores for elementary education majors.	NCATE/Special Program Area
37	PEU	Student Assessments	Scheduled each semester. Located <a href="https://muhp5.millersville.edu/pls/prod/twbkwbis.P_GenMenu?name=bmenu.P_MUPeuMnu">https://muhp5.millersville.edu/pls/prod/twbkwbis.P_GenMenu?name=bmenu.P_MUPeuMnu</a>	Entry level scores for Elementary Education graduate students	NCATE/Special Program Area
38	Elementary Educ Office	Faculty Professional Activities	Annual - Hard copy in Dean's Office	Records total number of professional activities of faculty in department.	Dean
School of Science and Math					
39	Dean, SCMA	Improve retention and graduation rates within the School	Annual	Develop a database to monitor retention within the School. Data on six-year graduation of freshmen in their original departments and in the school and university tabulated for entering classes 1996-2000.	Dean's Office
40	Dean, SCMA	Develop and Implement Learning Communities for Majors within the School	Annual	Biology and Earth Sciences living learning communities were established in fall 2004, Chemistry and Physics were established in fall 2006, and Mathematics were established fall 2008.	Dean's Office
41	Dean, SCMA	Improve the Quality and Increase the Diversity of Incoming Majors within the School	Annual	To increase the proportion of entering African-American and Hispanic students in the School through coordination of admissions with the Admissions Office.	Dean's Office
42	Dean, SCMA	Advance the Quality and Excellence for all Departments in the School	Annual and 5-Year Departmental Program Reviews	This is accomplished through on-going curriculum improvement and instructional methods in each of the departments in the School.	Dean's Office



### Millersville University Assessment Inventory

	<b>Responsible Office</b>	<b>Instrument/ Assessment</b>	<b>Frequency &amp; Location</b>	<b>Nature of Report/Type of Information</b>	<b>Requesting/ Sponsoring Agency</b>
43	Dean, SCMA	Recruit a diverse faculty who can act as role models for students	Annual	The School will increase the proportion of minority and women faculty members towards the goal of matching the national pool for minority and women faculty.	Dean's Office
44	Biology Department	Alumni Survey	Annual	The survey results provide information on the satisfaction with the training received in biology and their success in obtaining employment and/or gaining admission to graduate or professional school.	Biology Department
45	Biology Department	Senior Exit Survey	Given to all graduating seniors	The exit interview provides the department with student feedback on their preparation for graduate school and/or work in their respective field.	Biology Department
46	Biology Department	Graduate Record Exam: General and Biology Subject Tests	Given to all graduating seniors	The GRE is given to measure and assess the students knowledge in the field and to measure their understanding of the subject matter.	Biology Department
47	Biology Department	Major Field Achievement Test	Spring Graduating Seniors	Major Field Assessment Tests are being used to assess the department's programs in preparing it's majors in all the sub-disciplines of biology and gives students an idea of their preparation based on national norms.	Biology Department
48	Biology Department	Praxis Exam	Given to all BSE Seniors	The Praxis is used to measure and assess the students content knowledge in the field and to measure understanding of the subject matter as well as how to teach certain fundamental concepts in their respective field.	Biology Department
49	Chemistry Department	Major Field Achievement Test	Annual	Major Field Assessment Tests are being used to assess the department's programs in preparing it's majors in all the sub-disciplines of chemistry and gives students an idea of their preparation based on national norms.	Chemistry Department
50	Chemistry Department	Toledo Chemistry Placement Test	Every semester prior to registration and during freshman orientation.	The chemistry placement test is given to incoming students to evaluate the student's basic knowledge of chemistry and math skills to see if they are prepared to successfully take the science majors chemistry courses.	Chemistry Department
51	Chemistry Department	ACS Sub-discipline exams	Given as final exams in the respective sub-disciplines of chemistry	The exams are given as final exams to assess the students knowledge in the sub-disciplines of chemistry as compared to the national norms.	Chemistry Department

### Millersville University Assessment Inventory

	<b>Responsible Office</b>	<b>Instrument/ Assessment</b>	<b>Frequency &amp; Location</b>	<b>Nature of Report/Type of Information</b>	<b>Requesting/ Sponsoring Agency</b>
52	Chemistry Department	Praxis	Given to all BSE Seniors	The Praxis is used to measure and assess the students content knowledge in the field and to measure understanding of the subject matter as well as how to teach certain fundamental concepts in their respective field.	Chemistry Department
53	Chemistry Department	Senior Exit Interview	Given to all graduating seniors	The exit interview provides the department with student feedback on their preparation for graduate school and/or work in their respective field.	Chemistry Department
54	Chemistry Department	Internal Program Review	Five year cycle	The State System of Higher Education (PASSHE) adopted a policy stating that all university programs shall be evaluated at least once every five years.	PASSHE
55	Chemistry Department	External Program Review	American Chemical Society requires a 1 year and 5 year program review	The American Chemical Society has a policy that states that every approved chemistry department must be evaluated annually and every five years.	ACS
56	Computer Science Department	Alumni Survey	Annual	The survey results provide information on the satisfaction with the training received in computer science and their success in obtaining employment and/or gaining admission to graduate or professional school.	Computer Science Department
57	Computer Science Department	Senior Survey	Given to all graduating seniors	The senior survey provides the department with student feedback on their preparation for graduate school and/or work in their respective field.	Computer Science Department
58	Computer Science Department	Major Field Achievement Test	Given to all graduating seniors	Major Field Assessment Tests are used to assess the department's programs in preparing it's majors in computer science and give students an idea of their preparation based on national norms.	Computer Science Department
59	Computer Science Department	Accreditation Board for Engineering and Technology	Six year cycle	Computer Science is accredited by the Computing Accreditation Commission of ABET which helps to attract students to the department	ABET
60	Earth Sciences Department	Senior Exit Interview	Given to all graduating seniors	The exit interview provides the department with student feedback on their preparation for graduate school and/or work in their respective field.	Earth Sciences Department
61	Earth Sciences Department	Earth Sciences Portfolio	ESCI Majors	ESCI majors are required to keep a portfolio which is analyzed to determine the students success in their major	Earth Sciences Department

### Millersville University Assessment Inventory

	<b>Responsible Office</b>	<b>Instrument/ Assessment</b>	<b>Frequency &amp; Location</b>	<b>Nature of Report/Type of Information</b>	<b>Requesting/ Sponsoring Agency</b>
62	Earth Sciences Department	Comprehensive Embedded Test Questions	Courses that use these embedded test questions are: ESCI 222, 261, 340, 343, 349 and 444	The tools used for assessment provide both formative and summative information on our ability to achieve the intended outcomes, and to develop action items related to these outcomes that will improve the student learning experience.	Earth Sciences Department
63	Mathematics Department	Mathematics Content Portfolio	BSE Majors	All BSE Mathematics majors are required to complete a portfolio which is reviewed to make sure they are on track with requirements. Students not completing their portfolios are blocked from registration until their submissions are viewed as satisfactory.	Mathematics Department
64	Mathematics Department	Course-Embedded Assessments	Courses that use these embedded questions are: MATH 211, 310, 333, 345, 355, 405 and 464	The tools used for assessment provide both formative and summative information on our ability to achieve the intended outcomes, and to develop action items related to these outcomes that will improve the student learning experience.	Mathematics Department
65	Mathematics Department	Praxis II Exam	Given to all BSE Seniors	The Praxis is used to measure and assess the students content knowledge in the field and to measure understanding of the subject matter as well as how to teach certain fundamental concepts in their respective field.	Mathematics Department
66	Nursing Department	Therapeutic Nursing Interventions	BSN and MSN Graduates	This evaluates the students clinical performance	NLNAC
67	Nursing Department	Critical Thinking	BSN and MSN Graduates	The Waston Glaser Critical Thinking Appraisal is used to evaluate the students critical analysis/synthesis.	NLNAC
68	Nursing Department	Communication	BSN and MSN Graduates	This exam is sued to measure verbal and written skills of the students	NLNAC
69	Nursing Department	Professional Development	BSN and MSN Graduates	This is used to measure communication and collaboration; research and evaluation; professional integrity; leadership; nursing process and practice of our students.	NLNAC
70	Nursing Department	Job Placement Rate	BSN and MSN Graduates	This is used to determine employment and the type of employment of our graduates.	NLNAC
71	Nursing Department	Program Satisfaction	BSN and MSN Graduates	This is used to measure satisfaction through terminal program objectives for our graduates.	NLNAC

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72	Nursing Department	Professional Certification	BSN and MSN Graduates	The National Professional Certification for Nurse Practitioners (CRNP) and Nursing Education. These exams validate critical thinking, application of content, and problem solving.	NLNAC
73	Physics Department	Major Field Achievement Test	Once per year	Physics Major Field Assessment Tests are being used to assess the department's programs in preparing its majors in physics and gives students an idea of their preparation based on national norms.	Physics Department
74	Physics Department	Departmental Prerequisite Review	Once per year	Prerequisites are reviewed annually to ensure that students are learning the necessary prerequisite skills for advanced courses.	Physics Department
75	Physics Department	Senior Physics Major Public Presentation	Once per year	Seniors give a public talk on their two-semester research project. Faculty meet and evaluate whether we have successfully prepared the students consistent with standards of the professional physics community.	Physics Department
76	Physics Department	Senior Exit Interview	Given to all graduating seniors	The exit interview provides the department with student feedback on their preparation for graduate school and/or work in their respective field.	Physics Department
77	Physics Department	Internal Program Review	Five year cycle	The State System of Higher Education (PASSHE) adopted a policy stating that all university programs shall be evaluated at least once every five years.	PASSHE
<b>Library</b>					
78	Library	LibQual.			
79					
<b>Finance and Administration</b>					
80	Budget	Faculty Complement Recap	Annually - Budget Office	Provides information relevant to academic year revenue sharing associated with effective use of faculty complement. Contains budgeted authorized complement including release time, budget supplements, etc., actual use of complement, prep overloads, thesis payments, coops, and excess/shortfall of complement used.	MU Internal
81	Budget	Auxiliary Operations Budget Recaps	Annually - Budget Office	Provides recap of operational effectiveness. Contains original, fall and spring budgets along with actual year end revenues and expenditures for University Dining, Residence Life, and Student Center.	MU Internal

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82	Budget	Educational and General Budget Recaps	Annually - Budget Office	Provides recap of operational effectiveness. Contains original, fall and spring budgets along with actual year end revenues and expenditures for the Educational and General component of the University.	MU Internal
83	Budget	Final Resource Request Matrices	Annually - Budget Office	Provides one-time/permanent resource allocations by major division. Provides dollars allocated for operating supplements, equipment, complement, student wages, etc.	MU Internal
84	Budget	2007-08 Resource Request Guidelines and Forms	Annually - Budget Office	Provides direction and timelines for resource request process.	MU Internal
85	Budget	Summer Revenue Sharing Agreement	Revised every one to three years - Budget Office/Provost Office	Documentation of the agreements made between Finance and Administration and Academic Affairs regarding summer revenue sharing. Contains purpose, methodology for calculation and timeline.	MU Internal
86	Budget	Summer Revenue Sharing Recaps	Annually - Budget Office	Provide a financial recap associated with the summer revenue sharing agreement. Contains actual UG/GR credits for regular courses, EducatorSource, and Institutes as well as revenue sharing dollars per credit.	MU Internal
87	Budget	COT Budget Reports	Quarterly - Budget Office	Provides Council of Trustees with a financial snapshot of E&G and Auxiliary operations. Contains current year budgets and actuals and prior year actuals for the same reporting period.	COT
88	Budget	Year end student wage reports	Annually - Budget Office	Provides student wage snapshot for all departments utilizing student wages. Contains budgets, actual expenditures and budget balance available by department.	MU Internal
89	Budget	General Fee Auxiliary rate comparison	Annually - Budget Office	Provides historical comparison of approved fees. Contains the fee broken out into its components (approved fee, \$ increase, % increase) along with room and board and graduate academic support fee.	COT, MU Internal
90	Budget	BUDRPT Workforce	Annually - Budget Office	Provides information requested by PASSHE concerning FTE's, Health care and retirement participation, retirements, and changes in complement from current year to prior year.	PASSHE

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91	Accounting	MU Foundation Treasurer's Report	Quarterly - Accounting Office	Provides summary balance sheet, revenue and expense activity for each fiscal quarter and fiscal year-to-date.	MU Foundation Board of Directors
92	Accounting	MU Foundation Audited Financial Statements	Annually - Accounting Office	Audited report of balance sheet, revenues, expenses and changes to net assets for the fiscal year including footnotes.	MU Foundation Board of Directors/ PASSHE
93	Accounting	Honors & Awards Fiscal Projection Report	Annually - Accounting Office	Estimates the available amount for distribution for Honors and Awards in May of each Academic Year	MUF Internal
94	Accounting	A-133 Report of Federal Awards	Annually - Accounting Office	Schedule of Expenditures of Federal awards including grants and financial aid awards	PASSHE
95	Accounting	NCAA Reports	Annually October & January - Accounting Office	Report of financial activity for university athletics combining data from the university, foundation and student services for Title IX.	Athletics & NCAA
96	Accounting	Common Cost Accounting Report	Annually - Accounting Office	Report of costs in expenditure categories to provide a mechanism that will facilitate organization of data and use of various planning & management tools.	PASSHE
97	Accounting	Deferred Maintenance Report	Annually - Accounting Office	Report of appropriations and expense for deferred maintenance projects.	PASSHE
98	Accounting	Grant Data Collection Report	Annually - Accounting Office	Report of grant activity for the university	PASSHE
99	Accounting	Facilities and Administrative Cost Rate Letter of Agreement	Three Year Intervals - Accounting Office	Letter of agreement for contracted rate for facilities and administrative costs (indirect cost rate).	US Dept of Health and Human Services/ Federal Grants & Programs

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100	Accounting	Audited Financial Statements	Annually - Accounting Office	Audited report of balance sheet, revenues, expenses and changes to net assets for the fiscal year including footnotes for the University.	PASSHE
101	Accounting	University Grant Match	Annually - Accounting Office	Shows annual support provided by the University to grants and projects requiring matching funds.	MU Internal
<b>F&amp;A Construction</b>					
102	Capital Construction	Leeds Green Report	Constructed Stayer Hall as a LEED certified building	Applied for LEED Certification - Silver Status; Used low-E glass throughout the building; waterless urinals; occupancy sensors were installed in the lighting system allowing the lights to turn off when the room is not in use; low VOC glue was used for the floor tiles.	PASSHE
<b>Information Technology</b>					
103	Info Tech	Program Review	Approx 5 year cycle - have the 2005 report		MU Internal
104	Info Tech	Assessment Surveys	Every 1-3 years - have the 2005, 2006 reports / actively doing the 2008 survey	Information Technology surveys the campus to gauge how well IT is meeting the needs of the university	MU Internal
105	Info Tech - Help Desk	Customer Satisfaction Survey	After every call to the help desk, the faculty / staff member receives a customer satisfaction survey	IT Help Desk surveys the faculty and staff to measure how well the IT Help Desk is performing	MU Internal
106	Info Tech - SafetyNET	Customer Satisfaction Survey	After every call to the help desk / SafetyNET program, the student receives a customer satisfaction survey	IT SafetyNET program for students surveys the students to measure how well the SafetyNET program is performing.	MU Internal
107	Info Tech - CNS	Network Availability Reports	Monthly - Communication and Network Services (CNS) generates a report to demonstrate the network availability	CNS generates a monthly report to demonstrate the availability of the network (network outages - planned and unplanned)	MU Internal
108	IT	Self-Study Survey; Self-Study Results; Self-Study Executive Summary	On Blackboard/ Middle States/ Assessment Data		MU Internal
109	IT	IT Assessment Plan	On Blackboard/ Middle States/ Assessment Data		MU Internal
110	IT	Strategic Plan	<a href="http://www.millersville.edu/~infotech/about/IT%20Strategic%20Plan%202008-09.pdf">http://www.millersville.edu/~infotech/about/IT%20Strategic%20Plan%202008-09.pdf</a>		Cabinet

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111	IT	University Technology Fee Report	Annual, Information Technology or Finance and Administration	Provides yearly update on student technology fee.	MU Internal
<b>Institutional Advancement</b>					
112	Univ Adv	Community Report	Every two years as supplement to Lancaster Sunday Newspaper and sent to major constituents / Communications & Marketing Office	Economic & cultural impact report of University upon community	University President
112	Univ Adv	Community	Annual - president's report to community /	Provides highlights and distinctions of the year	President
113	Univ Adv	Community Report	Annual Report to internal and external audience / Development Office	Report of annual private and public giving, grants and contracts	PASSHE & Adv. VP
114	Univ Adv	Program Review	Every 5 - 7 years prior to capital campaign / vice president's office	assessment of office and University to undertake initiative	University President
115	Univ Adv	Assessment Surveys	Every year particular areas are assessed / all offices	Recent assessments includes grant program, alumni magazine, special events, and donor events	University President
116	Univ Adv	COT Advancement Update	Quarterly - all offices	Provide Trustees with giving update and recent activities	COT
117	Univ Adv	Strategic Plan	Annually - assessment of annual goals / vice president's office	Internal document to Advancement staff and president's cabinet covering all areas within Advancement	Adv. VP & President
118	Univ Adv	Media Assessment	Annually / Communications & Marketing office	Provides news comparisons and analysis	Adv. VP
<b>Social Equity</b>					
119	Social Equity & Diversity	Strategic Plan for Equity, Diversity & Community (SPEDC)	Annually - Delaware House	Report lists university-wide strategic planning goals by division: 1) Institutional Commitment; 2) Research & Scholarship, 3) Curriculum & Pedagogy, 4) Recruitment & Retention, and 5) Inter-group & Intra-group Relations	PASSHE
120	Social Equity & Diversity	SPEDC Indicators matrix - assessment plan	Annually - Delaware House	Report evaluates the university's progress toward meeting established diversity-related goals and develops action plans for continuous improvement purposes. NAS-UPP/SAP diversity-related outcomes are incorporated into this document.	MU Internal
121	Social Equity & Diversity	Affirmative Action Plan (AAP)	Annually (2006, 2007, 2008) - Delaware House	Report provides an outline of the university's affirmative action program. Also identifies the areas with established goals and areas of underutilization	PASSHE



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122	Social Equity & Diversity	Campus Climate Survey	As needed	Outcomes from student, faculty, and staff survey (2001)	MU Internal
123	Social Equity & Diversity	University-wide Diversity Expenditures Report	Annually - Delaware House	Report estimates university-wide dollars allocated toward diversity-related programs and activities (Recruitment, Retention, Programming, Training). Requested by the Chancellor's office annually (2003-2007).	PASSHE
124	Social Equity & Diversity	Diversity Education Program Evaluations	Annually - Delaware House	Evaluations of diversity training sessions	MU Internal
<b>Student Affairs</b>					
125	Career Services	Survey	Annual	The Career Educators will be able to provide peer to peer counseling to current students on how to present themselves effectively to employers/graduate schools through their resumes and cover letters	MU Internal
126	Housing	EBI/ACUHO_ Assessment	Annual	Resident Assistants will self report that they have better interpersonal skills than they did before becoming a Resident Assistant	MU Internal
127	Student Programs	Student Leadership Practices Inventory	Annual	As a result of being a member of a student organization or a student leader, students will report that they have developed skills related to the five leadership practices outlined in the Student Leadership Practices Inventory.	MU Internal
128	Campus Recreation	Survey	Annual	Ropes course facilitators will self report that they have learned leadership skills as a result of being a facilitator	MU Internal
129	Athletics	Survey	Annual	Through the CHAMPS Programs student athletes will learn time management and goal setting.	MU Internal
130	MUPD	Post Training Surveys	Annual	As a result of receiving brochures, newsletters, and participating in both formal and informal training, HARP staff will report a better understanding of the role of the campus police.	MU Internal
131	MUPD	Survey	Annual	As a result of increased marketing of police services through programs, brochures, and a special portion of the MUPD web page, those students identified as non-traditional will express satisfaction and feeling more a part of the campus community	MU Internal

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132	Counseling	Client Survey	Every three years	Student will report that they are aware that the Counseling Center offers psychological services, and/or are satisfied with the Counseling Center services, and/or as a result of counseling they function more effectively.	MU Internal
133	Wellness/Women's Programs	Survey	Throughout the semester	As a result of attending Peer Health Educator and Empower Peer Educator programs student will report that they increased their knowledge of issues related to alcohol, drugs, and sexual health	MU Internal
134	Campus Recreation	Survey	Annual	Intramural participants will report that they experience a reduction in stress levels as a result of participation in intramural activities.	MU Internal
135	Health Services	Survey	Annual	Millersville University students will be aware that Health Services offers care to students with alcohol related illness, injury, or problem.	MU Internal
136	Financial Aid	Admission Records	Annual	The Admissions office will see an increase in the number of students accepting their offers of admission by May 1 as a result of earlier financial aid notification	MU Internal
137	Financial Aid	Office Visit/Call logs	Annual	The number of calls and visits to the Office of Financial Aid by current MU students will be reduced as a result of more information being provided online	MU Internal