DR. DANIEL A. WUBAH, PRESIDENT

2027-2028 SELF-STUDY DESIGN

APRIL 30, 2026

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Millersville University
2027-2028 MSCHE Self-Study Design
April 30, 2026

Table of Contents

Section I. Institutional Overview 1
Section II. Institutional Priorities 6
Section III. Intended Self-Study Process Outcomes 8
Section IV. Organizational Structure 9
Section V. Use of Artificial Intelligence and Reporting Guidelines 18
Section VI. Final Self-Study Report Organization 21
Section VII. Self-Study Timeline 22
Section VIII. Communication Plan 24
Section IX. Evaluation Team Profile 26
Section X. Annual Institutional Update Review Strategy 28
Section XI. Evidence Inventory Strategy 29
Section XII. Self-Study Site Visits Strategy 30
Appendix A–Council of Trustees 31
Appendix B–President's Cabinet 33
Appendix C–General Education Gateway Model 34
Appendix D–Work Group Co-Chair Responsibilities 36
Appendix E–Multidimensional Concept Definition Guide Sample 37
Appendix F–Work Group Member Responsibilities 38
Appendix G–Evidence Inventory Examples by Standard 39

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Section I. Institutional Overview

Institutional History

Millersville University was founded in 1855 as the Lancaster County Normal School. It was the first school of its kind in Pennsylvania and became known as the Pennsylvania State Normal School in 1859. Millersville University has consistently expanded its academic programs to meet students' educational goals by offering its first: Bachelor of Science Education degree, 1927; master's program in education, 1959; Bachelor of Arts degree, 1962; doctoral degree, 2014; and online degree, 2015.

The Millersville University campus is located on 250 acres about four miles from downtown Lancaster, less than 90 minutes from Philadelphia and Baltimore, and under three hours from New York City, and Washington, DC. Millersville University contributes to the vibrancy of the area as its Ware Center for the Arts, located in the heart of Lancaster City, features numerous arts and humanities-related programs.

Act 188, 1982, created the Pennsylvania State System of Higher Education (PASSHE) system comprised of fourteen Pennsylvania state universities, including Millersville University. In 2022, six PASSHE institutions, not including Millersville University, were consolidated into two institutions resulting in ten PASSHE institutions. Millersville University is governed by a Board of Governors and a local Council of Trustees, with operations overseen by a PASSHE system chancellor (Appendix A). After several name changes, the institution became known as Millersville University of Pennsylvania in 1983. Dr. Daniel A. Wubah became the University's 15th president in July 2018. Appendix B presents Cabinet membership.

Mission, Vision, Values, and Strategic Plan

Mission, Vision, and Values In 2020, Millersville University revised its mission and vision to emphasize community and access for all to a quality education. The University's culture is rooted in its EPPIIC Values. Internally, these beliefs guide the organization's strategic direction, ensuring that everyone from faculty to staff works toward shared goals, strengthening the institution's culture of collaboration.

Millersville University	
Mission	***We are a community dedicated to high quality education at an exceptional value.***
Vision	***We will inspire learners to change the world.***
Values	**Exploration, Professionalism, Public Mission, Inclusion, Integrity, and Compassion**

2025-2030 Strategic Plan The Millersville University Council of Trustees formally approved the Millersville University new 2025-2030 strategic plan, *Beyond Boundaries*, on June 4, 2025. During Fall 2024, President Wubah conducted multiple listening sessions for university constituents including faculty, administrators, students, and alumni. The Council of Trustees were purposefully included throughout the strategic planning process. President Wubah announced the strategic plan at the State of the 'Ville September 2025 community address. Millersville University also communicates its strategic plan through its website. (https://www.millersville.edu/iea/strategic-planning/)

Strategic Plan 2025-2030 *Beyond Boundaries*		
Strategic Direction	**Goal**	**Key Performance Indicators**
1. Ensure Access, Affordability, and Completion	**1.1** Prioritize Academic Programming to Meet Workforce Demands in Central Pennsylvania While Expanding our Reach Beyond the Region. **1.2** Enhance Student Accessibility and Financial Literacy. **1.3** Improve Retention and Completion Rates for All Students.	% Alums Working in PA; 4-Year and 6-Year Graduation Rates; Average Net Price; Fall to Fall Persistence Rates
2. Advance a Distinctive MU Student Experience	**2.1** Leverage Local, Regional, and Global Learning Opportunities. **2.2** Prepare Students to Meet Career, Professional, and Graduate School Goals. **2.3** Design and Implement a Cocurricular Framework that Fosters Belonging and Enhances Holistic Development.	Number of Business and Non-Profit Partnerships; % Students Have Job Related to Major 6 Months After Graduation; Median Wages 5 Years After Graduation; Number of Students Using Wellness Support Resources
3. Align Resources with Priorities	**3.1** Improve Employee Retention and Engagement. **3.2** Enhance Institutional Financial Stability**.** **3.3** Optimize Physical and Virtual Campus Spaces.	Employee Turnover Rate; Quarterly Budget Surplus/Deficit; Total Funds Raised
4. Communicate Our Value	**4.1** Celebrate Millersville's Signature Programs, Tradition, and Future. **4.2** Institutionalize Digital Engagement and Accessibility.	Number of Students Participating in Experiential Learning Opportunities; Number of Engaged Alumni; Social Media Engagement Score

Institutional Learning Outcomes

Institutional learning outcomes, developed through stakeholder collaboration, were adopted in 2024.

Institutional Learning Outcomes		
Value	**Value Definition**	**Institutional Learning Outcome**
Exploration	Millersville University fosters intellectual curiosity, engagement, collaboration and creativity among our community, leading to innovation, discovery and learning.	Promote intellectual curiosity, engagement and creativity, leading to innovation and discovery.
Professionalism	Millersville University models effective work practices and provides opportunities for professional development that emphasize critical thinking, collaboration, leadership and self-care.	Demonstrate critical thinking, collaboration, leadership, self-care and effective work practices.
Public Mission	Millersville University cultivates and empowers local, regional and global communities.	Empower individuals to be active and responsive citizens.
Inclusion	Millersville University values a community where differences are welcomed, dialogue is respectful and every individual feels a sense of belonging.	Strengthen community identity so differences are welcomed and everyone feels they belong.
Integrity	Millersville University embraces ethical and transparent decision-making, communication, scholarship, learning and work.	Uphold ethical decision-making, communication and work.
Compassion	Millersville University fosters empathy for, and kindness towards, the human experience, leading to purposeful action.	Choose kindness as the mindful foundation that guides purposeful action.

Programs of Study

In Fall 2025, over 7,000 students enrolled in Millersville University's 80 academic degree programs, including 58 undergraduate programs, with strong reputations in the fields of Education, Nursing, Social Work, Applied Engineering, Safety and Technology, and Business. Twelve undergraduate degree programs and thirteen graduate programs are offered online. Millersville University's academic degree programs are organized by college: the College of Arts, Humanities, and Social Sciences, the College of Education and Human Services, the Lombardo College of Business, the College of Science and Technology, and the University College.

Top 10 Degree Programs - Fall 2025 Enrollment			
Undergraduate	**Number**	**Graduate**	**Number**
BSED Early Childhood Education	538	MSN Nursing	198
BS Biology	444	MSW Social Work	186
BS Business Administration	355	MS Psychology	82
BA Psychology	342	MED Assessment, Curriculum, & Teaching	72
BSN Nursing	332	MED Language & Literacy Education	71
BA Social Work	191	MS Emergency Management	57
BS Allied Health Technologies	182	MED Sport Management	44
BS Computer Science	179	MED Gifted Education	44
BS Applied Engineering and Tech Mgmt.	176	MED School Counseling	39
BS Sport Administration	145	MED Early Childhood Education	27

The General Education program was revised through a multi-year, faculty-led effort. Beginning in Fall 2026, all new students will participate fully in the revised General Education program (Appendix C). Complementing students' academic experiences are opportunities to participate in 170 clubs, Division II athletics, Greek Life, career-related internships, and student research.

As a regional public university, Millersville plays a key role in driving economic growth by providing a skilled workforce. Five years after graduation, approximately 75% of graduates remain in Pennsylvania earning a median wage of $60,000. The University supports workforce development through partnerships, internships, co-op programs, and continuing education to meet the region's evolving industry needs. Non-credit programming facilitated by Millersville University includes the National Certified Public Manager Consortium (PA) and the Pennsylvania School Safety Institute certification programs.

Internationally, Millersville University strives to build global partnerships to support the development of students, faculty, and staff as global citizens. Millersville University employees have traveled to China, Bangladesh, the Philippines, and other countries to initiate and develop partnerships.

Student Enrollment, Persistence, and Degrees Awarded

Student Characteristics Fall 2025 enrollment included 5,844 undergraduate students and 1,255 graduate students. Ninety-one percent (91%) of students are Pennsylvania residents. Thirty-one percent (31%) of Fall 2025 students, comprised of 2,200 undergraduate and graduate students, are from Lancaster County.

159 international students are from 41 countries. Five hundred fifty-nine (559) students enrolled as transfer students, several of whom are enrolled in the Harrisburg Area Community College concurrent BSN Nursing degree program. The first-time, full-time and first-time, part-time degree-seeking cohort equals 1,189 students. Of the first-time, full-time Bachelor's cohort, 34.6% were Pell eligible, and 29.6% are first-generation students. Approximately 2,000 students live on campus.

Fall 2025 University enrollment is comprised of 62% females and 38% males. Student race and ethnicity for all students equals: American Indian/Alaskan Native (.2%), Asian (2.4%), Black (8.5%), Hispanic (9.2%), Non-Resident (2.2%), Two or More Races (2.8%), White (72.7%), and Unknown (2.0%). In Fall 2025, 81% (994) of graduate students and 13% percent (785) of undergraduate students were of age twenty-five or older.

Enrollment Trends Millersville University's total enrollment has stabilized at approximately 7,000 students after declining to 6,820 in Fall 2022. More students have gravitated toward online degree completion programs.

Level	Campus	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	F24 to F25 Number	F24 to F25 %	F20 to F25 Number	F20 to F25 %
Undergraduate	Main	6,028	5,802	5,447	5,313	5,297	5,123	-174	-3.3%	-905	-15.0%
	Online	463	455	410	430	555	721	166	29.9%	258	55.7%
	% Online	*7.1%*	*7.3%*	*7.0%*	*7.5%*	*9.5%*	*12.3%*		2.9%		5.2%
	Total UG	**6,491**	**6,257**	**5,857**	**5,743**	**5,852**	**5,844**	**-8**	**-0.1%**	**-647**	**-10.0%**
Graduate	Main	830	771	741	642	623	587	-36	-5.8%	-243	-29.3%
	Online	174	185	222	367	534	668	134	25.1%	494	283.9%
	% Online	*17.3%*	*19.4%*	*23.1%*	*36.4%*	*46.2%*	*53.2%*		7.1%		35.9%
	Total GR	**1,004**	**956**	**963**	**1,009**	**1,157**	**1,255**	**98**	**8.5%**	**251**	**25.0%**
	Total MU	**7,495**	**7,213**	**6,820**	**6,752**	**7,009**	**7,099**	**90**	**1.3%**	**-396**	**-5.3%**

Persistence and Degrees Awarded On average, 1,547 undergraduate and graduate degrees and certificates have been awarded each year during the past three years. The Fall 2024 first-time, full-time Bachelor's degree-seeking student fall to fall persistence rate equaled 77.2%. The six-year graduation rate for first-time, full-time Bachelor's degree seeking students approaches 60%. The four-year graduation rate was consistently below 40% until the most recent cohort (2021) attained a 43% four-year graduation rate. The gap between the two graduation rates diminishes significantly in the fifth year as many students take just one additional semester to graduate. Several efforts are underway to communicate with faculty and students the financial impact of delaying graduation and increase understanding of the barriers students face in accomplishing their degree within four years.

Financial Trends

Millersville University's 2025-2026 Educational and General fiscal budget is $134 million. It is anticipated that fifty-nine percent (59%) of revenue will be generated by student tuition and fees and 35% from General State Appropriations. Increased online and graduate student enrollment, combined with tuition and fee increases, have increased revenue. Seventy-six percent (76%) of total spending is dedicated to salary and benefit obligations. Millersville University balanced its 2023-2024 and 2024-2025

budgets and retains this financial goal going forward. Additional long-term strategic fiscal goals include increasing institutional reserves, addressing debt service relief, reviewing the academic program array, and incorporating reasonable fee increases within the auxiliary and Educational and General charges. Millersville University acquired its residence halls from Student Services, Inc. in April 2021.

Planning and resource allocation are assessed annually through the PASSHE Comprehensive Planning Process (CPP). Prior to each academic year, Millersville University reviews enrollment projections and completes a detailed multi-year budget spreadsheet that is submitted to PASSHE. The University's program array is also reviewed annually. After the fall semester census date, the data is updated to reflect state appropriations as they are available and student enrollment. In addition, budget spend rates will be tracked as a *Beyond Boundaries* 2025-2030 strategic plan key performance indicator.

Employee Data

The Millersville University workforce is comprised of 932 employees, 77% of whom are full-time as of November 2025. Fifty-eight (57.8%) percent of employees are female, and one of five employees is an employee of color. Employees are affiliated with several unions. Seven employees are grant funded.

Employees Affiliated with a Union - November 2025		
Association of Pennsylvania State College and University Faculties	APSCUF	256 full-time faculty, 192 adjuncts
Association of Pennsylvania State College and University Faculties, Non-Faculty Coaches	APSCUF, Non-Faculty Coaches	35
American Federation of State, County, & Municipal Employees	AFSCME	259
State College and University Professional Association	SCUPA	54
PASSHE Officers Association	POA	8
International Union, Security, Police and Fire Professionals of America	SPFPA	5
Office and Professional Employees International Union	OPEIU	4

Conclusion

Millersville University, oriented by the University's public mission, and defined by its comprehensive programs, has continually evolved to meet the needs of students and the region it serves. Amidst abundant opportunities arising from the robust local economy, Millersville University is responding to continuing challenges related to sustaining enrollment and the increased costs of delivering programs that meet constituent needs.

Section II. Institutional Priorities

Beyond Boundaries reflects Millersville University's institutional priorities, having been developed to advance the University's mission through broad stakeholder input. The four strategic directions of the 2025–2030 plan collectively tell a story of institutional renewal, with each direction aligned to a corresponding institutional priority and EPPIIC Value(s). Millersville University, one of ten Pennsylvania State System of Higher Education (PASSHE) institutions, operates in an environment directed by a chancellor and informed by centralized system policy and performance metrics. Millersville's strategic directions are also informed by these system priorities.

Priority 1 - Strategic Direction 1 *Ensure Access, Affordability, and Completion* reflects the University's public mission to provide an accessible and affordable education that supports students in achieving their educational goals. This priority includes sustaining and developing programs aligned with regional workforce needs and improving student persistence and completion rates consistent with PASSHE and Middle States Commission on Higher Education (MSCHE) student achievement measures.

Priority 2 - Strategic Direction 2 *Advance a Distinctive MU Student Experience* supports holistic student development, career preparation, and advanced education aligned in a co-curricular framework that fosters belonging and inclusion.

Priority 3 - Strategic Direction 3 *Align Resources with Priorities* focuses on leveraging University resources to support student learning and institutional effectiveness. Objectives include improving employee retention and engagement, enhancing financial stability in alignment with MSCHE standards and PASSHE metrics, and optimizing physical and campus spaces in support of learning and work.

Priority 4 - Strategic Direction 4 *Communicate Our Value* emphasizes celebrating Millersville University's signature programs, values, traditions, and future opportunities to strengthen community and reinforce the institution's mission.

A collaborative process to determine alignment among institutional priorities, institutional mission, and PASSHE priorities was initiated at the November 2025 Strategic Advisory Council meeting.

Millersville University's institutional priorities are aligned with the University mission and PASSHE priorities. In January 2026, the MSCHE Self-Study Steering Committee further reviewed and developed the alignment of institutional priorities and MSCHE standards.

An 'X' indicates a strong, primary relationship between each component of the Millersville University mission, "*We are a community dedicated to high quality education at an exceptional value*," and the respective MSCHE standard.

PASSHE Priorities				
	Expand Student Opportunity, Improve Learner Outcomes	Expand Student Opportunity	Stabilize Financially, Invest in People and Infrastructure	Expand Student Opportunity
Millersville University Mission Statement Elements	**MU Priority 1** Ensure Access, Affordability, & Completion	**MU Priority 2** Advance a Distinctive MU Student Experience	**MU Priority 3** Align Resources with Priorities	**MU Priority 4** Communicate Our Value
High Quality Education	**X**	**X**	**X**	**X**
Exceptional Value	**X**	**X**		**X**
Community		**X**		**X**

In the following table, an 'X' indicates a strong, primary relationship between each MSCHE Standard and the respective Millersville University institutional priority. As a public, comprehensive institution, Millersville University seeks to enroll students and ensure their degree completion through a distinctive educational experience. Ethics and integrity are concepts emphasized in recruiting those students, providing a nurturing environment, and engaging external stakeholders. The interconnections among Standards 3, 4, and 5 lead to an emphasis on Priorities 1 and 2. Millersville University seeks to design robust learning environments inside and outside of the classroom, deliver appropriate student support, and continually assess the effectiveness of academic and student programming. Standard 6 speaks strongly to alignment of human, fiscal, technological, and facility resources. Standard 7 addresses how administrative and faculty leadership navigate processes, procedures, and communications defined by governance structures to provide student learning experiences.

Millersville University priorities are aligned with each MSCHE standard in the following table.

MSCHE Standards for Accreditation	**MU Priority 1** Ensure Access, Affordability, & Completion	**MU Priority 2** Advance a Distinctive MU Student Experience	**MU Priority 3** Align Resources with Priorities	**MU Priority 4** Communicate Our Value
I. Mission and Goals	**X**	**X**		
II. Ethics and Integrity	**X**		**X**	**X**

MSCHE Standards for Accreditation	**MU Priority 1** Ensure Access, Affordability, & Completion	**MU Priority 2** Advance a Distinctive MU Student Experience	**MU Priority 3** Align Resources with Priorities	**MU Priority 4** Communicate Our Value
III. Design and Delivery of the Student Learning Experience	**X**	**X**		
IV. Support of the Student Experience	**X**	**X**		
V. Educational Effectiveness Assessment	**X**	**X**		
VI. Planning, Resources, and Institutional Improvement	**X**		**X**	
VII. Governance, Leadership, and Administration	**X**	**X**	**X**	

Section III. Intended Self-Study Process Outcomes

Millersville University will engage multiple stakeholders throughout the self-study process to explore and understand to what extent the University is realizing its mission, "*We are a community dedicated to high quality education at an exceptional value*."

January retreat MSCHE Self-Study Steering Committee discussions yielded two Millersville University specific self-study outcomes. Millersville University's President and Cabinet reviewed each outcome and suggested the fourth outcome listed in the table, MSCHE 2027-2028 Self-Study Outcomes, presented on page nine.

One year prior to the scheduled on-site visit, the University will notify its constituents, including the general public, that MSCHE invites third-party comments regarding Millersville University's compliance with MSCHE accreditation standards, requirements of affiliation, policies and procedures, and applicable federal regulations per *MSCHE's Accreditation Review Cycle and Monitoring Procedures*, section P.

Institutional community feedback will be supported by holistic data analyses that represent all students.

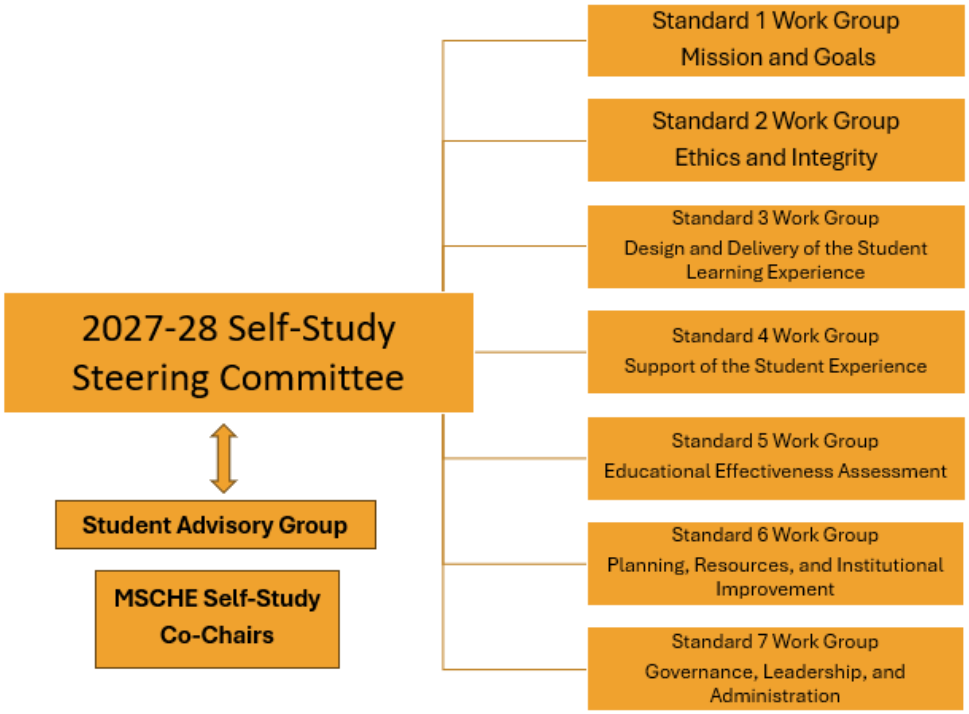
MSCHE 2027-2028 Self-Study Outcomes	
1.	Millersville University will provide an evidence-based analysis of to what degree the institution is meeting each of the seven standards presented in *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition*).
2.	In each of the seven standards, Millersville University will demonstrate its capacity for continuous improvement and its ability to provide a high-quality education with results derived from systematic and cost-effective assessment processes.
3.	Throughout the multi-year self-study process, Millersville University will intentionally invite its students, faculty, staff, executive leadership, the Council of Trustees, alumni, Millersville University Foundation members, and external community members to provide input, ideas, and feedback.
4.	Millersville University will demonstrate to what extent Millersville University practices institutional sustainability through effective stewardship, pro-active planning and decision-making, shared governance, and transparent communication.

Section IV. Organizational Structure

Three self-study co-chairs will lead the MSCHE 2027-2028 Self-Study process. The self-study organizational structure includes a Steering Committee and seven work groups; each associated with a specific MSCHE standard. Each work group is co-chaired by an administrator and by a faculty member. To maximize use of an individual contributor's time and to simplify scheduling, work group co-chairs have self-designated a primary lead who will serve on the Steering Committee along with the MSCHE Self-Study leadership team. The alternate co-chair will attend Steering Committee meetings when the primary co-chair is not available. Logistics support will be provided by the University College Dean's Administrative Assistant who will serve as a Steering Committee member.

A Student Advisory Group will participate throughout the self-study process. At least one undergraduate and one graduate student will regularly participate in the Steering Committee activities. The Student Advisory Group work will include sharing student perspectives on proposals, providing feedback on work group drafts, and communicating with students about the self-study process. Multiple opportunities for students to participate will be developed throughout the self-study process to ensure that students can contribute based on their schedules.

The President and Senior Vice President of Academic Affairs/Provost will serve as ex-officio members. The Council of Trustees will be informed of self-study progress as detailed in the Section VIII communication plan. In addition, a Council of Trustees member is serving as a work group member for Standard 7, Leadership, Governance, and Administration.



Additional Groups

The Registrar has been designated as the leader for MSCHE Standard 2.8, which concerns "compliance with applicable government laws and regulations and Commission policies and procedures." This work group will also consult with other work groups as designated in the MSCHE document, *Verification of Compliance with Applicable Federal Regulatory Requirements Checklist,* to confirm that appropriate and sufficient evidence has been collected to support compliance.

Additionally, an Editing Group consisting of the three self-study co-chairs has been formed. More members will be added as the self-study process moves forward. The Communications Group includes:

- Dr. Rachel Finley-Bowman and Dr. Kim McCollum-Clark, MSCHE 2027-2028 Self-Study Co-Chairs
- Mr. John Cheek, Director of Web and Creative Services
- Dr. Victor DeSantis, Vice President for University Relations & Strategic Initiatives and Work Group VII member
- Ms. Mary Dolheimer, Senior Director of Public Relations
- Mr. Gregory Freedland, Assistant Vice President, University Communications & Marketing and Work Group I member
- Ms. Kelly Herr, Director of Web and Digital Media, University Communications & Marketing and Work Group II member
- Ms. Kelsey Madas, Assistant Director of Public Relations

Recruitment

The self-study recruitment process began in March 2025, when the Senior Vice President for Academic Affairs and Provost extended an invitation to participate to all faculty. Subsequent coordination with the faculty union, APSCUF, secured the names of additional faculty who were willing to participate and in what capacity they would like to serve. Faculty were also invited to participate during each of the Provost's department meetings held throughout the Fall 2025 semester.

Simultaneously, college deans and Deans' Council members were asked to propose the names of those who may be interested in serving. Outreach to the Student Affairs division was also initiated. Those who were known to be interested by early September 2025 were registered for the MSCHE 2025 Self-Study Institute.

Millersville University recruitment efforts included making sure that the Council of Trustees is represented and that students participate. Faculty leaders of the Center for Civic Responsibility and Leadership and the Center for Public Scholarship and Social Change were invited to recommend students. Graduate assistants from the Grants, Sponsored Programs, and Research Office were invited. During the December self-study orientation event, another invitation to secure student involvement was extended.

In early October 2025, Millersville University's President extended a campus-wide invitation to participate in the MSCHE 2027-2028 Self-Study process. The MSCHE Self-Study leadership team assigned individuals, volunteers, and other employees to work groups and leadership roles based on their experience within the University, their expertise and contributions to other University initiatives, and previous experience with the MSCHE Self-Study process. Efforts were made to secure representation from all units and unions. After this information was shared with the Provost and Student Affairs leadership, nominees were asked to confirm their willingness to participate.

Steering Committee Membership and Responsibilities

This section presents the Steering Committee membership and a summary of its responsibilities. Steering Committee membership responsibilities are described in further detail in Appendix D.

2027-2028 Self-Study Steering Committee

Leadership Team

Dr. Rachel Finley-Bowman, Self-Study Co-Chair, Associate Provost for Student Success and Dean of University College

Dr. Kim McCollum-Clark, Self-Study Co-Chair, Associate Professor, English and World Languages

Dr. Carol Runge, Self-Study Co-Chair and MSCHE ALO, Assistant Vice President, Institutional Assessment and Planning

Membership

Dr. Daniel Wubah, Millersville University President (Ex Officio)

Dr. Gail Gasparich, Senior Vice President for Academic Affairs and Provost, Academic Affairs (Ex Officio)

Mr. Scott Anderson, Standard 1 (Mission and Goals) Work Group Co-Chair, Associate Professor/Chair, Library

Mr. Thomas Richardson, Standard 1 (Mission and Goals) Work Group Co-Chair, Associate Vice President for Operations, Student Affairs
Dr. R. Joseph Behun, Standard 2 (Ethics and Integrity) Work Group Co-Chair, Associate Professor, Psychology
Mr. Andrew Welaish, Standard 2 (Ethics and Integrity) Work Group Co-Chair, Director of Library Services
Dr. Leslie Gates, Standard 3 (Design and Delivery of the Student Learning Experience) Work Group Co-Chair, Professor, Art & Design, Director of the Center for Academic Excellence
Dr. Ieva Zake, Standard 3 (Design and Delivery of the Student Learning Experience) Work Group Co-Chair, Dean, College of Arts, Humanities, and Social Sciences
Dr. Aileen Hower, Standard 4 (Support of the Student Experience) Work Group Co-Chair, Associate Professor, Early, Middle, and Elementary Education
Dr. Ron Wiafe, Standard 4 (Support of the Student Experience) Work Group Co-Chair, Associate Vice President for Engagement, Student Affairs
Dr. Marc Harris, Standard 5 (Educational Effectiveness Assessment) Work Group Co-Chair, Dean, College of Science and Technology
Dr. Karen Rice, Standard 5 (Educational Effectiveness Assessment) Work Group Co-Chair, Professor/Chair, School of Social Work
Ms. Tammy Aument-Martin, Standard 6 (Planning, Resources, and Institutional Improvement) Work Group Co-Chair, Assistant Vice President, Finance & Administration
Dr. H. Tyrone Washington, Standard 6 (Planning, Resources, and Institutional Improvement) Work Group Co-Chair, Associate Professor/Chair, Mathematics
Dr. Kenneth Smith, Standard 7 (Governance, Leadership, and Administration) Work Group Co-Chair, Associate Professor/Chair, Economics
Dr. Marc Tomljanovich, Standard 7 (Governance, Leadership, and Administration) Work Group Co-Chair, Dean, Lombardo College of Business
Ms. Kay Keen, Administrative Support, Administrative Assistant, Planning, Assessment, and Analysis 2025-2026
Ms. Kate Winter, Administrative Support, Administrative Assistant, University College

In collaboration with the University MSCHE Self-Study leadership, Work Group Co-Chairs will develop and implement the MSCHE Self-Study process, including designing guidelines, drafting research questions, communicating updates, and ensuring accountability. The Steering Committee will organize the MSCHE Self-Study Report by assessing standards compliance, discussing achievements and improvements, coordinating content, and proposing recommendations.

Work Group Interaction Several efforts will be made to encourage work group interaction. First, work groups will receive information about key inter-relationships among MSCHE standards. Second, the report template will include a section where work groups will report their collaboration with other work groups and the units they have worked with to secure evidence. Moreover, the Steering Committee meetings themselves will provide opportunities to discuss the connections among standards and reduce duplicate efforts as co-chairs discuss their work group progress. Steering Committee work group representatives will report back to work group members the new information that they have gained from Steering Committee discussions, including information about other work group experiences and reporting.

Ensure Work Group Support Regular Steering Committee meetings will provide a forum for discussion of how the work groups are being supported and what would enhance support as the MSCHE Self-Study

process unfolds. In addition, the MSCHE Self-Study leadership team will communicate that they are available for one-on-one consultation should the need arise. Communicating due dates and the value of adhering to them frequently will help uncover potential obstacles early in the process. In addition, streamlining document collection through the Planning, Assessment, and Analysis Office will help ensure that work groups receive timely feedback on data requests.

Evidence-Based Analysis Clearly outlining the expectation that every self-study report conclusion must be supported by the balance of evidence, demonstrated through documentation of policies, procedures, task force reports, legislation, meeting minutes, and other evidence, will facilitate the Steering Committee's ability to ensure that the institutional mission, priorities, and the MSCHE standards are fully addressed. Most of the evidence will include evaluation and assessment information derived from Millersville University's systematic assessment practices. Finally, Millersville University priorities are ensconced in *Beyond Boundaries*, the 2025-2030 strategic plan, approved in June 2025. Because the strategic plan was developed based on the University mission and vetted by the University community, demonstrating strategic plan progress will help answer the central question of the self-study: "To what degree is Millersville University realizing its mission?"

Multidimensional Concept Definition Guide The Steering Committee initiated the development of a multidimensional concept definition guide to promote consistent understanding of terminology throughout the MSCHE 2027-2028 Self-Study process. To illustrate how the guide will be designed, a sample that defines the terms in the Millersville University fourth self-study outcome is presented in Appendix E. This guide will be augmented by terms defined by each Work Group as the self-study process proceeds. For example, the Standard 2 Work Group and Standard 5 Work Group have defined terms found within their research questions.

Work Group Membership, Research Questions, and Responsibilities

This section presents the work group membership, draft research questions, and a summary of work group member responsibilities. Work group membership responsibilities are described in further detail in Appendix F. The Steering Committee reviewed all work group research questions at its January 23, 2026, meeting. Individual work groups continued to refine their research questions afterward.

2027-2028 Self-Study Work Groups

Standard 1 (Mission and Goals) Work Group:

Work Group Co-Chairs
Mr. Scott Anderson, Associate Professor/Chair, Library
Mr. Thomas Richardson, Associate Vice President for Operations, Student Affairs

Members
Ms. Kate Corcoran, Athletic Director, Athletics
Mr. Gregory Freedland, Assistant Vice President, University Communications & Marketing
Dr. Laura Granruth, Associate Professor, School of Social Work, Coordinator, Center for Civic Responsibility & Leadership
Dr. John Haughery, Associate Professor, Applied Engineering, Safety, and Technology
Mr. Paul Hill, Director of Environmental Safety and Health

Research Questions

1. When Millersville University revises its mission and goals, to what extent does the University apply processes aligned with its EPPIIC Values, in particular, Integrity (via ethical decision-making and communication) and Professionalism (via critical thinking and collaboration)?

2. How is Millersville University utilizing assessment to continuously improve mission and strategic planning priorities?

Standard 2 (Ethics and Integrity) Work Group:

Work Group Co-Chairs
Dr. R. Joseph Behun, Associate Professor, Psychology
Mr. Andrew Welaish, Director of Library Services

Members
Ms. Abigail Gallello, Financial Aid Systems Administrator, Enrollment Management
Ms. Kelly Herr, Director of Web and Digital Media, University Communications & Marketing
Ms. Alison Hutchinson, Registrar, Enrollment Management
Ms. Joni Klopp, Senior Director of Admissions Services, Enrollment Management
Dr. Kristen Lawson, Associate Professor/Chair, Exploratory Studies and Student Development
Dr. Miguel Pereira, Title IX Coordinator, Human Resources

Research Questions

1. How does Millersville build reliable ethical practice around artificial intelligence use across teaching, learning, and operations?

   Definition: Reliable is a consistent, dependable, and trustworthy system that produces the same result over time.

2. How do we systematically review practices and procedures to ensure compliance with institutional policies; and how do we address policy-practice noncompliance or absence of policy?

3. To what extent do internal communication and governance feedback processes promote timely, accurate, and transparent information sharing so that feedback is integrated and communication practices are continuously improved?

   Definition: Timely means occurring within a timeframe that allows for appropriate consideration or action. Thus, timeliness is highly context dependent.

Standard 3 (Design and Delivery of the Student Learning Experience) Work Group:

Work Group Co-Chairs
Dr. Leslie Gates, Professor, Art & Design, Director of the Center for Academic Excellence
Dr. Ieva Zake, Dean, College of Arts, Humanities, and Social Sciences

Members
Dr. Susannah Boyle, Associate Professor, Special Education
Dr. Baizhou Chen, Assistant Professor, Accounting & Finance
Ms. Barbara Havercamp, Director of Adult and Continuing Education, Graduate Studies
Dr. Heather Lehman, Associate Professor, Biology
Ms. Kathy Nazarenus, Assistant to the Provost, Academic Affairs
Ms. Hope Schmids, Director of Workforce Development Program
Mr. Frank Vitale, Assistant Professor, Library

Research Questions

1. To what extent are faculty engaging with and utilizing opportunities, resources, and support for professional growth and innovation? What insights does this provide into how Millersville faculty are fulfilling their professional responsibilities?

2. To what extent are the high impact practices across/within programs creating a pathway of meaningful learning experiences for students?

Standard 4 (Support of the Student Experience) Work Group:

Work Group Co-Chairs
Dr. Aileen Hower, Associate Professor, Early, Middle, and Elementary Education
Dr. Ron Wiafe, Associate Vice President for Engagement, Student Affairs

Members
Ms. Emiyaril Alvarez, Director of Financial Aid, Enrollment Management
Mr. Matt Davis, Assistant Vice President of Enrollment Management & Chief of Operations
Mr. Larry Earnesty, Associate Director of Athletics, Athletic Department
Mr. Steven Knepp, Associate Director of University Housing & Conference Services
Dr. Margaret Mbindyo, Associate Professor, Exploratory Studies and Student Development
Ms. Rita Miller, Success Coach, University College
Ms. Margaret Thorwart, Director, Center for Health Education & Promotion
Mr. Thomas Tolley, Director of Student Programs, Intercultural Center for Student Engagement
Ms. Melissa Wardwell, Director, Career Center
Ms. Christina Pantoja Williams, Director of Pre-College Programs

Research Questions

1. How do the enrollment, advising, and other student support practices, policies, and procedures ensure students are recruited, admitted, and retained consistently with the mission of the University?

2. How effective are the University systems in supporting students who demonstrate a lower probability of student success?

3. To what extent are the policies, practices, procedures, and systems of the University supporting holistic development by providing intentional opportunities for students to participate in athletics, cocurricular, extracurricular, governance, and leadership opportunities?

Standard 5 (Educational Effectiveness Assessment) Work Group:
Work Group Co-Chairs
Dr. Marc Harris, Dean, College of Science and Technology
Dr. Karen Rice, Professor/Chair, School of Social Work

Members
Dr. Daniel Albert, Associate Professor/Chair, Chemistry
Dr. Betty-Jo Bowers, Associate Professor, Applied Engineering, Safety, and Technology
Dr. Jessica Grady, Associate Professor, Psychology
Dr. Ojoma Edeh Herr, Professor, Special Education, Faculty Advisor, Integrated Studies
Dr. Nakeiha Primus, Associate Professor, Educational Foundations
Dr. Josh Rea, Assistant Professor, English and World Languages

Research Questions

1. To what extent do program student learning outcomes (SLOs) roll up to program- and institutional-level learning goals/objectives and graduate outcomes? How are annual assessment reports tethered to program-level self-study reports and accreditation reports (if applicable), and results leveraged for continuous improvement?

   Key Words to Define: Institutional-Level Learning Goals/Objectives (EPPIIC Values or General Education or Both)

2. To what extent have we cultivated and sustained a culture of assessment? How have we assured that our culture is inclusive of all stakeholders (e.g., students, faculty, adjuncts, community partners)?

   Key Words to Define: Inclusive, Extent, Culture of Assessment

3. What evidence exists that we are capturing and leveraging direct and indirect learning occurring in High Impact Practices and co-curricular experiences?

   Key Words to Define: High Impact Practices, Co-Curricular Experiences, Leveraging, Direct and Indirect Learning

Standard 6 (Planning, Resources, and Institutional Improvement) Work Group:

Work Group Co-Chairs
Ms. Tammy Aument-Martin, Assistant Vice President, Finance & Administration
Dr. H. Tyrone Washington, Associate Professor/Chair, Mathematics

Members
Mr. Michael Kurland, Assistant Director, Conference Services
Ms. Jennifer Lefever, Administrative Manager, College of Arts, Humanities, and Social Sciences
Ms. Heather Morris, Senior Director, Development
Ms. Cathie Rutledge, Assistant Director of Institutional Research
Dr. Jennifer Shettel, Professor/Chair, Early, Middle, and Elementary Education
Mr. Thomas Waltz, Associate Vice President for Facilities

Research Questions

1. In what ways has Millersville University integrated the use of data and analytics into resource allocation decisions?
2. To what extent do Millersville University's financial and infrastructure planning, information technology systems, and budgeting processes support the advancement of the university's strategic priorities?
3. How effective are Millerville University's processes for resource allocation in responding to opportunities and challenges?

Standard 7 (Governance, Leadership, and Administration) Work Group:

Work Group Co-Chairs
Dr. Kenneth Smith, Associate Professor/Chair, Economics
Dr. Marc Tomljanovich, Dean, Lombardo College of Business

Members
Dr. Victor DeSantis, Vice President for University Relations & Strategic Initiatives
Dr. Oliver Dreon, Professor, Educational Foundations
Dr. Richard Frerichs, Vice Chairman, Council of Trustees
Ms. Mackenzie Gibbs, Executive Director, Technical Solutions, Information Technology
Ms. Melissa Higgins, Director, Human Resources
Ms. Pietra Jamison, Senior Executive Associate, 2025-2026

Research Questions

1. What evidence do we have that administrative evaluation processes and the use of assessment data contribute to and support operational effectiveness and alignment with the institution's mission?
2. To what extent do University governance structures, leadership, and policy effectively guide how University stakeholders engage in decision-making processes related to enhancing institutional financial stability and optimizing physical and virtual campus spaces?

Each Work Group Co-Chair at Millersville University is responsible for coordinating research, ensuring timely completion of drafts, organizing evidence, communicating data requests, representing the University during MSCHE visits, and attending Steering Committee meetings. The primary Co-Chair will also represent the work group at Steering Committee meetings. The other Co-Chair will serve as an alternate Steering Committee member.

Each work group member's responsibilities include collaborating with Co-Chairs to review the MSCHE Standard, contributing to report drafts and revisions, acknowledging University achievements, identifying and collecting evidence, and communicating data requests. Work group members will also represent Millersville University during MSCHE visits, including meetings with the MSCHE Vice President for

Field Relations and the Visiting Team, and attend open sessions with MSCHE representatives (Appendix F).

Evidence Collection All work group members were introduced to the *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and *Evidence Expectations by Standard* for their respective work group at the Millersville University MSCHE Self-Study Orientation. From the beginning of the process, the MSCHE Self-Study leadership team is communicating how important evidence will be to support work group conclusions.

To facilitate work group document management, a Teams folder will be created for each work group. In this folder, documentation will be provided in advance of their research efforts to reduce duplication of document requests. It has been emphasized to the work groups that they may find it necessary to collect additional evidence and that some evidence suggested by the MSCHE guidance may not apply to Millersville University.

In a January meeting customized for each work group, additional information on what constitutes useful evidence and how to submit data requests was shared. All work groups received an update on suspended MSCHE standard criteria during their meeting. The point of contact for when processes and/or guidelines are unclear was also communicated.

Open Conversation Sharing that Millersville University is participating in the accreditation processes to pursue institutional improvement, and holding forthright conversations that findings may lead to some opportunities for improvement will help ensure that work group members feel comfortable in disclosing findings. Furthermore, Millersville University's EPPIIC Values encompass 'Professionalism' and 'Integrity,' fostering an institutional culture that promotes honesty.

Timeline Communication Frequent and repeated communication of due dates will help ensure that work groups achieve their report due dates. Encouraging communication of obstacles early in the process will help increase understanding of how others may assist the work group in locating evidence. Steering Committee meetings will help all Work Group Co-Chairs understand common and specific reasons for potential delays in realizing self-study process milestones.

Section V. Use of Artificial Intelligence and Reporting Guidelines

Use of Artificial Intelligence (AI)

Throughout the MSCHE Self-Study process, Millersville University will adhere to the Commission's *Use of Artificial Intelligence Policy* and *Use of Artificial Intelligence Procedures*, and the Millersville University Information Technology Policy: *Acceptable Use of Artificial Intelligence*. The MSCHE Self-Study Steering Committee and work groups will review all three policies early in the self-study process. Discussion and questions will help form guidance shared among the self-study participants. Examples will illustrate ways to record how work groups use artificial intelligence (AI) to streamline their work. The Report Template will provide an opportunity to document the use of artificial intelligence in the self-study research process. In addition, each draft submitted by a work group, self-study report drafts, and the final self-study report will include a section that provides a summary of how artificial intelligence was applied to produce the materials. Work groups will be required to use the Millersville University vendor

MS Copilot AI tool when inputting proprietary data points or confidential information for analysis. ChatGPT is allowed for generating outlines or narrative without personally identifiable information or confidential University information.

Teams Meeting Recorded AI-Generated Notes Teams AI-generated notes capture the dialogue and ideas expressed by participants. Work groups who meet by Teams have the opportunity to make use of this resource. Fully disclosing that the conversation is being recorded is necessary.

The MSCHE Self-Study Steering Committee and work groups remain accountable for the accuracy and integrity of all materials associated with the MSCHE Self-Study process including work group report drafts, self-study report drafts, self-study final report, and supporting evidence.

Reporting Guidelines

Each work group will use the following report template for the initial outline, a first draft, and final draft.

REPORT TEMPLATE JANUARY 2026

Due Date 1, Outline	**May 22, 2026**
Due Date 2, First Draft	**October 19, 2026**
Due Date 3, Final Draft	**December 18, 2026**

Meeting the Standard and Requirements of Affiliation Summary

Please summarize key evidence that demonstrates how Millersville University meets the MSCHE standard and related Requirements of Affiliation.

Progress since 2020 MSCHE Self-Study – Please describe how Millersville University has or has not addressed 2020 MSCHE visiting team report collegial advice and recommendations.

Chapter Narrative

Please organize text by Standard and criterion. Examples:

Example 1

S3C1 Rigorous and Coherent Learning Experiences

TEXTTEXTTEXT

Example 2 Criteria can be combined when necessary to improve the narrative flow.

S1C1 Clearly Defined Mission and Goals: S1C1a. and S1C1c.

TEXTTEXTTEXT

Example 3 There is a possibility that some criteria may not apply.

Not applicable.

Chapter Conclusion

Please refer to the MSCHE Self-Study Design Institutional Priority matrix to determine what institutional priorities your work group will address. For each priority referenced in your work group standard, please report your findings in the following format.

Institutional Priority__.

1) Evidence that shows Millersville University adheres to and/or exceeds the standard includes_____. Please note specific criteria that provide supporting evidence.
2) Evidence that shows Millersville University departs from the standard includes_____. Please note specific criteria that provide supporting evidence.
3) Summary: The balance of evidence indicates that Millersville University does/does not meet the standard within Institutional Priority __.

Findings Summary

When your work group considers all evidence, including to what extent Institutional Priorities are meeting the standard, Millersville University does/does not meet the MSCHE standard:

Reason 1_____

Reason 2_____

Reason 3_____

For your standard, please note one to two items per category. A two- to three-sentence description will be sufficient.

Continuous Improvement Opportunities – Please note opportunities where Millersville University is making progress, but there is more work to be accomplished.

Innovative Practices – Please note practices that demonstrate that Millersville University is innovative and is striving to adapt to a mutable external environment.

Millersville University Strengths – Please identify areas of strength that Millersville University may leverage to further accomplish its mission.

Key Evidence Summary

This section will identify primary documents, processes, and procedures used to support your work group's conclusions.

Evidence gaps and questions can also be reported in this section.

Other Relevant Information – Maximum 300 Words

Additional narrative may be helpful in explaining Millersville University's capacity to meet the MSCHE standard. This information will be shared among Steering Committee members to move the self-study process forward.

Collaborative Efforts

Please describe:

1) How your work group collaborated with other work groups throughout the self-study process.
2) What departments/position titles (individuals) your work group coordinated with to secure evidence.
3) Collaborative efforts to develop evidence that was not previously available. For example, if your work group conducted a survey to gather missing information, please describe the effort.

Use of Artificial Intelligence (AI)

Please document your use of artificial intelligence to create your narrative and if applicable, evidence.

1) Please note how secure practices were followed.
2) Please identify what AI tools were used.
3) Please identify function of AI.
4) Please identify how your work group edited and validated the AI-generated content.

Section VI. Final Self-Study Report Organization

Millersville University will organize its final self-study report as follows:

- Table of Contents
- Executive Summary
- Introduction
    - Institutional Overview
    - Self-Study Process
        - Development of Institutional Priorities
        - Intended Outcomes
        - Self-Study Organizational Structure Summary
- Chapters 1 – 7 organized by MSCHE Standard
- Conclusion
- Appendices
    - Collaboration Among Work Groups Report
    - Artificial Intelligence Use Disclosure
    - Glossary
    - Evidence Inventory Detail

Each MSCHE Standard chapter will present relevant information as follows:

- Meeting the Standard Summary – This section will also provide information about to what degree Millersville University has met the standard, related Requirements of Affiliation, and any associated federal regulations.
- Progress since 2020 Self-Study Summary – This section will address MSCHE Team Report Findings

- Narrative organized by criterion
- Findings Summary
    - Institutional Priority Summary – A summary will be presented for each institutional priority associated with the standard.
    - In addition, a statement for each of the following categories will conclude the chapter.
        - Continuous Improvement Opportunities
        - Innovative Practices
        - Millersville University Strengths

Superscript references will direct the reviewer to the associated evidence and documentation.

Section VII. Self-Study Timeline

Date	Activity / Task	Responsible Group /Individual
2025		
Spring and Summer 2025	• MSCHE Self-Study Leadership and Work Group Recruitment • Build Work Group Self-Study Teams folders	• Senior Vice President for Academic Affairs/Provost, College Deans and APSCUF • Planning, Assessment, and Analysis Office
September 3 to October 1	MSCHE Self-Study Institute	MSCHE Self-Study Co-Chairs and MSCHE Self-Study Volunteers
October 7	MSCHE Self-Study Invitation	President Daniel A. Wubah
November 7	MSCHE Post-Self Study Institute Visit Meeting	MSCHE Self-Study Co-Chairs, MSCHE VP for Institutional Field Relations, Suzan Harkness
November 13	Review Institutional Priorities and Align with Mission	Strategic Advisory Council
December 10	MSCHE 2027-2028 Orientation	Senior Vice President for Academic Affairs/Provost, MSCHE Self-Study Co-Chairs, Work Group Co-Chairs and Members
Fall 2025	• MSCHE Co-Chairs, Weekly Meetings / Draft Self-Study Design • Coordinate MSCHE Self-Study Website • Communicate MSCHE Self-Study Process to academic and administrative departments	• MSCHE Co-Chairs • Assistant Vice President of Marketing and Communications, Assistant Director of Web and Digital Media, Director of Web and Creative Services • Senior Vice President for Academic Affairs/Provost, Assistant Vice President of Institutional Assessment and Planning

Millersville University
2027-2028 MSCHE Self-Study Design
April 30, 2026

Date	Activity / Task	Responsible Group /Individual
2026		
January 9 and 13	Steering Committee Retreat	Review Institutional Priorities and align with MSCHE Standards; draft MSCHE Self-Study outcomes, and draft research questions for each standard
January 14 to 22	Circulate Self-Study Design among Cabinet members and President and incorporate requested changes	MSCHE Self-Study Co-Chairs
January 23	Incorporate Cabinet and Presidential feedback	Steering Committee
January 30	Submit Self-Study Design to MSCHE VP for Institutional Field Relations Suzan Harkness	Assistant Vice President of Institutional Assessment and Planning
January - March	• Meet with each Work Group • Launch MSCHE Self-Study website • Begin pre-populating Work Group Teams folders with evidence • Work Groups and Steering Committee meet • Communicate MSCHE 2027-2028 Self-Study process updates to the campus community. • Union updates: APSCUF (February 19) AFSCME (March 3) SCUPA (March 26)	• Assistant Vice President of Institutional Assessment and Planning • Marketing and Communications • Planning, Assessment, and Analysis Office • MSCHE Co-Chairs, Steering Committee, and Work Groups • Marketing and Communications
March 16	MSCHE Vice President for Institutional Field Relations, Suzan Harkness, conducts Self-Study Preparation on-site visit.	• University Community • MSCHE Vice President for Institutional Field Relations, Suzan Harkness
April - May	• Revise and enhance the Millersville University MSCHE 2027-2028 Self-Study Design • Secure campus feedback • Draft chapter outlines	• Steering Committee and Work Groups • University community, President, Cabinet • Steering Committee and Work Groups
April 23 and April 29	Residence Hall Student Focus Groups	Student Advisory Group
April 30	Submit Final Millersville University MSCHE Self-	Assistant Vice President of Institutional Assessment and Planning

Date	Activity / Task	Responsible Group /Individual
	Study Design to MSCHE VP for Institutional Field Relations Suzan Harkness	
May 22	Work Group Draft Outlines Due	Steering Committee Work Group Co-Chairs and Work Group Members
September	Review and approve MSCHE Evaluation Team Chair	President and Cabinet
October 19	1st Work Group Narrative Chapter Due	Steering Committee Work Group Co-Chairs and Work Group Members
November 2	Publish Third-Party Comment Notice	Marketing and Communications
December 18	2nd Work Group Narrative Chapter Due	Steering Committee Work Group Co-Chairs and Work Group Members
2027		
January	Review and approve MSCHE Evaluation Team membership	President and Cabinet
January-March	Create cohesive Self-Study report. Review and unify Millersville University recommendations.	Steering Committee, MSCHE Self-Study Editing Team, Cabinet, President, Council of Trustees, University Community
April 16 to 30	Team Chair Preliminary Visit	Team Chair and University Community
May – June	Edit Self-Study	Steering Committee, MSCHE Self-Study Editing Team, Editor
July – August	Secure University Approval	Council of Trustees, President, Cabinet, APSCUF, AFSCME, OPEIU, students and other University constituents
August 27 to September 10	Self-Study Report and Evidence Uploaded to MSCHE portal	Assistant Vice President for Institutional Assessment and Planning
November 5 to 19	MSCHE Evaluation Team Visit	MSCHE Evaluation Team and University Community
December	Review On-site Evaluation Team report and assess overall self-study process.	Millersville University Community

Section VIII. Communication Plan

There are three intentional goals of the Communication Plan: (1) inform the campus community about the process, (2) engage all stakeholders in the process, and (3) celebrate the work and achieved milestones that support accreditation and the reaccreditation process.

Audience	Method	Frequency / Timing	Purpose
Students, Faculty, Staff, Council of Trustees, Alumni, Foundation, Community	Millersville University Website	Continuous	A MSCHE Self-Study website will provide information about the self-study process, upcoming campus events, and feedback opportunities.
MSCHE Self-Study Steering Committee	Teams Steering Committee Folders	Continuous	Final drafts and reports and curated Evidence Inventory will be located here along with feedback results from MSCHE communication efforts and MSCHE Leadership Team materials.
MSCHE Self-Study Work Groups	Teams Work Group Folders	Continuous	Work Groups will produce their original work in their respective work group standard area, locate examples, and document evidence in these folders.
Council of Trustees	Presentations or Agenda Item	Fall / Spring	Council of Trustees Semi-Annual Workshops; Council of Trustees public meetings
Council of Trustees	Progress Report	Quarterly	Planning, Assessment, and Analysis will provide an update via the Strategic Plan Quarterly Report process.
Students	To be determined by Student Advisory Board. Communications may include updates at regularly scheduled student meetings, including those with targeted interest groups (such as Student Government Association, living-learning communities, Resident Assistants, online	At a minimum, monthly updates will be provided to students during August-May. A summer update may be useful for the June-July time period. The Student Advisory Board may hold focus groups and/or create short surveys to secure student input on	Student Advisory Board will create opportunities for students to know about and contribute to the MSCHE Self-Study process.

Audience	Method	Frequency / Timing	Purpose
	learners, and commuters), 'Ville Daily notices to students, announcements in FYEX classes, and other student venues, including The Snapper and WIXQ. Survey opportunities will be sent to student Millersville University email addresses.	MSCHE Self-Study components.	
Students, Faculty, and Staff	'Ville Daily, the Millersville University daily publication, updates, President's newsletter, video vignettes, featured banner on MU website, MU MSCHE website FAQs on the process, social media channels, table tents, bus shelter posters, Center for Health Education and Promotion Stall Talk, State of 'Ville feature (2026 and 2027), and Start Smart events (2026 and 2027), and digital slide decks across campus.	At a minimum, at least one update per semester plus additional updates announcing Open Forums related to MSCHE visits and/or Self-study feedback opportunities.	To notify University students, faculty, and staff of MSCHE Self-Study progress and feedback opportunities.
University Stakeholders	Public Notice	MSCHE Third-Party Comment Notice – 1 year prior to MSCHE Self-Study visit.	To comply with MSCHE policy and to provide the public with an opportunity to communicate feedback to MSCHE.
APSCUF, APSCUF Non-Faculty Coaches, AFSCME, SCUPA, POA, SPFPA, OPEIU	Standing Agenda Update and/or Presentation	Fall / Spring	Provide a MSCHE Self-Study process update and increase awareness of participation opportunities.

Section IX. Evaluation Team Profile

To benefit the most from the team visit, Millersville University respectfully requests that the Commission consider the following characteristics in the selection of an Evaluation Team.

Notable institutional characteristics where the Team Chair and members have gained their experience include:

- A public, regional comprehensive institution in a state system
- Unionized environment, especially faculty with a collective bargaining agreement
- Diverse student body with a large population of first-generation students and Pell-eligible students
- Master's colleges and universities with medium or large programs
- Strong liberal arts emphasis focused within the general education curriculum
- Strong focus on education, STEM and professional disciplines
- Serves the needs of adult learner population through multiple delivery modalities

Comparable or aspirational institutions may include:

- Similar universities within the State University of New York (SUNY) comprehensive colleges sector such as:

  SUNY Brockport – The Fall 2025 number of students equals 7,928.

  - 77% are undergraduate students. 20% are graduate students.

  SUNY Buffalo State- The Fall 2025 number of students equals 6,095.

  - 82% are undergraduate students. 13% are graduate students.

  SUNY New Paltz- The Fall 2025 number of students equals 7,147.

  - 84% are undergraduate students. 12% are graduate students.

  SUNY Oswego - The Fall 2025 number of students equals 6,483.

  - 81% are undergraduate students. 15% are graduate students.

Millersville University has a higher enrollment within the Architectural Engineering and Related Technologies than proposed SUNY comprehensive colleges and may also benefit from a review by MSCHE team members from SUNY Alfred State, SUNY Delhi, SUNY Farmingdale, SUNY Oneonta, or SUNY Polytechnic Institute.

- Stockton University
- Frostburg State University
- Salisbury State University
- The College of New Jersey
- William Patterson University of New Jersey

Team Chair Characteristics Feedback from a site team led by a Team Chair from this list of institutions or similar institutions, with a combination of all or most of the following characteristics would be of great value to Millersville University:

- A proven leader at a public, regional comprehensive institution, with at least two years in their current role and experience advancing degree completion, graduate, and online programs.
- International perspective and demonstrated experience in growing international programs.

- Partnership building experience: local, regional and international partnerships with business, not for profit, and educational organizations.

Ideally, the Team Chair is a university president. Given the logistics surrounding a self-study campus visit, the Team Chair will be skillful in project management and has the capacity to build a team quickly and delegate appropriately. Critical to a successful campus visit is that all team members participate in MSCHE peer evaluator training beforehand. All team members will be knowledgeable about the MSCHE suspended standards and their application.

Competitors Primary competitors for Millersville University prospects include four PASSHE schools (Shippensburg, Kutztown, Commonwealth, and West Chester), Pennsylvania State University, Temple, and the University of Delaware based on a 2022 RNL study of Millersville University's competition for first time in college and transfer students. The study also showed that competition is increasing from other four-year private institutions located in Pennsylvania. Two-year institutions attract a small portion of lost Millersville University prospects. Given that all but one primary competitor is located within Pennsylvania and the MSCHE requirement that site team members reside in another state, it is anticipated that a conflict of interest related to competition will not arise.

Section X. Annual Institutional Update Review Strategy

Millersville University will deploy the following strategy to ensure that the final 2027-2028 Self-Study Report addresses the MSCHE Annual Institutional Update (AIU) Indicators and Metrics. The Assistant Vice President of Institutional Assessment and Planning will inform the self-study work groups of the standards and criteria that reference AIU metrics as shown in the following table.

Work groups will be invited to explore additional opportunities not represented in this chart to reference AIU metrics. Complementary metrics are presented because many align with and overlap the MSCHE AIU metrics. Work groups will be encouraged to review multiple sources of data to increase support for their conclusions and evaluate consistency among the sources.

MSCHE AIU Metric	Description	Standards	Complementary Metrics
1	**Student Achievement**	Standards 1.3, 1.4, 2.8, 3.8, 4.1, 5.3, 6.3, 6.7, 6.8, 6.11	MU Strategic Plan KPIs, PASSHE Board Affirmed Metrics, PASSHE Sustainability Metrics, PASSHE Comprehensive Planning Process Metrics
2	**Annual Enrollment-FTE**	Standards 1.3, 1.4, 2.2, 2.8, 3.8, 4.1, 5.3, 6.3, 6.7, 6.8, 6.11	PASSHE Board Affirmed Metrics, PASSHE Sustainability Metrics, PASSHE Comprehensive Planning Process Metrics
3	**Financial Health**	Standard 1.4, Standard 6	MU Strategic Plan KPIs, PASSHE Board Affirmed Metrics, PASSHE Sustainability Metrics, PASSHE Comprehensive Planning Process Metrics
4	**Federal Financial Responsibility**	Standards 2, 4, and 6	

MSCHE AIU data, federal financial responsibility documentation, and complementary metrics will be included in the Evidence Inventory for all to access.

Section XI. Evidence Inventory Strategy

The strategy in managing the Evidence Inventory is to share relevant guidance early in the self-study process, to monitor and back up collected documentation, and to assign accountability for different aspects of evidence collection.

Teams Evidence Inventory Folders To expedite work group evidence collection, each work group will have access to a prepopulated, customized Evidence Inventory. The original evidence will be selected based on the MSCHE publication, "*Evidence Expectations by Standard Guidelines*."

Work group members will transfer prepopulated evidence that supports their narrative to a second work group folder organized by standard and criterion.

Accountability The Assistant Vice President for Institutional Assessment and Planning (AVPIAP) will audit and approve the final Evidence Inventory.

Work Group Co-Chairs will organize their draft Evidence Inventory by reviewing the documents and identifying how the document is linked to the narrative.

Work group members will be encouraged to discuss their data requests with Work Group Co-Chairs before contacting the Planning, Assessment, and Analysis Office.

Research Requests The Planning, Assessment, and Analysis (PAA) Office will support the research request process. The PAA Office has a process in place for recording requests and meets on a weekly basis to discuss data requests. In addition, the PAA Office employees have access to multiple sources of information and are skilled at translating a user's request in addition to knowing if a report or data set is already available.

The PAA Office can also facilitate the collection of documents that may not be data intensive such as policies, procedures, and other documents. Ideally, work group members will record their requests so that all can view them in an effort to reduce the number of repeated requests. The PAA Office will develop a specific research request protocol that will record the requestor's name, MSCHE Work Group, request description, date of data request, and date completed.

File Naming File naming guidelines will be shared with work groups early in the self-study research process. Files will be named: S# C# D# Core Document Name.

- 'S' represents the Standard.
- 'C' represents the Criterion.
- 'D' represents a document.
- '#' indicates the specific standard and specific criterion. If it is helpful, work groups may add a character after the criterion to indicate the specific portion of a criterion.
- A '#' after 'D' will indicate the order in which the document is first referenced in the narrative.

If a document is used in more than one standard and/or criterion, it will retain a core document name and be named to indicate the respective standard and criterion.

Evidence Inventory Back Up The PAA Office will keep a copy of the initial evidence in a 'local' folder in contrast to a Teams folder. After each work group draft is submitted, the PAA Office will create a copy of each work group's evidence in a 'local' folder. Work group Evidence Inventories will be copied to the Steering Committee folder when the final work group drafts are collected.

Appendix G shows examples of Millersville University documents and data by standard that will be collected and referenced.

Section XII. Self-Study Site Visits Strategy

In accordance with the MSCHE procedures document, *Accreditation Review Cycle and Monitoring Procedures*, Millersville University plans to provide a list of additional locations to the Commission at least nine months prior to the on-site evaluation. The University's strategy to ensure that the list is accurate includes submitting appropriate substantive change requests to the Commission.

Millersville University submitted an additional location closure substantive change request in March 2026 for four of five additional locations given that no enrollment has occurred for over ten years at each of the four sites. The fifth additional location is being monitored. If it continues to be a viable additional location, plans will be made to visit the site as prescribed by Section Q of the MSCHE *Accreditation Review Cycle and Monitoring Procedures*. New developments in local high school and international programs will also be monitored. If any of these sites are designated as additional locations, site information will be communicated to the Commission as required by MSCHE procedures.

Appendix A–Council of Trustees

Councilman Thomas J. Baker, '02 Thomas J. Baker represents residents in District 1 on Allegheny County Council. Councilman Baker is the President and CEO of Variety the Children's Charity (of Pittsburgh) and is the Founder and Chief Program Officer of Get Involved!, Inc He holds a bachelor's degree in elementary education from Millersville University and a master's degree in Higher Education from Indiana University of PA. Tom was appointed to the Council of Trustees in January 2020 and serves as a member of the Programs Committee.

Dr. Brandon W. Danz, '03 Dr. Brandon Danz is Vice President of Population Health at WellSpan Health, providing leadership for the development, implementation, and management of strategies to improve the health outcomes of patient populations while reducing costs. He holds a bachelor's degree in history from Millersville University, a master of public administration from Shippensburg University, a master of health administration from The Pennsylvania State University, and a Ph.D. in Corporate Leadership from Alvernia University. Brandon was appointed to the Council of Trustees in October 2018 and serves as a member of the Programs Committee. He also serves on the Pennsylvania State System of Higher Education's Board of Governors.

Dr. Saul W. Fink, '85 Saul W. Fink is currently Chief Technology Officer at Q32 Bio and leads CMC for the development of antibodies for targeted immune therapeutics He graduated from Millersville University with a bachelor's degree in chemistry and earned a doctorate in analytical/physical chemistry from the University of Houston. Saul was appointed to the Council of Trustees in May 2020 and serves as chair of the Governance and Nominations committee, as well as a member of the Resources Committee.

Dr. Richard L. Frerichs, '64, '69(M) Richard L. Frerichs is a professor emeritus of Educational Foundations at Millersville University. He received a bachelor's degree in biology and a master's degree in education/counselor education from Millersville University, as well as a doctoral degree in education from the University of Delaware. Richard was appointed to the Council of Trustees in September 2013 and serves as the Council Vice Chairman, as well as a member of the Programs Committee. He is also President of the PA Councils of Trustees (PACT) Executive Board.

Representative Jordan A. Harris, '06 Jordan A. Harris currently represents the 186th Legislative District in the Pennsylvania House of Representatives where he also serves as the Democratic Caucus Whip. He received a bachelor's degree in government and political affairs from Millersville University and later a master's degree in education from Cabrini College. Representative Harris was appointed to the Council of Trustees in October 2016 and serves as the Council Secretary, as well as a member of the Resources Committee.

Mr. Rick Rodgers Rick Rodgers, CFP, CRPC, is co-founder and president of Rodgers & Associates. As a leading retirement expert and personal wealth adviser to high-net-worth individuals, Rick provides integrated financial, tax, and investment strategies, retirement planning, executive compensation, and estate and charitable planning. Rick was appointed to the Council of Trustees in May 2020 and serves as a member of the Resources Committee.

Ms. Kathryn R. Ross Kathryn R. Ross is the founder and CEO of the sales and marketing advisory firm, Kross Strategies, LLC, and has over 25 years' experience working with and for fortune 100 companies, and advertising and media agencies. She earned her bachelor's degree in health and sports sciences from Wake Forest University. Kathryn was appointed to the Council of Trustees in October 2018 and serves on the Resources Committee.

Dr. Amber M. Sessoms, '06, '08(M) Amber M. Sessoms, Ed.D., NCSP, is the principal and founder of Natural Inclinations, LLC, which supports courageous leaders in cultivating liberatory spaces of belonging. Amber earned her bachelor's in psychology, with a minor in African-American Studies, from Millersville University. She continued her studies at Millersville University and earned a master's degree in psychology and a certification in School Psychology. Amber earned her doctorate in Lifelong Learning and Adult Education from The Pennsylvania State University. She was appointed to the Council of Trustees in January 2020 and serves on the Programs Committee.

Ms. Holly L. Trego, '98 Holly L. Trego is currently employed as Manager of IT Solutions at Eurofins Lancaster Laboratories Environmental. She holds a bachelor's degree in computer science from Millersville University, as well as a master's degree in computer science from The Pennsylvania State University. Holly was appointed to the Millersville University Council of Trustees in October 2018 and serves on the Resources Committee.

Mr. Michael G. Warfel, '84 Michael G. Warfel is currently employed as the Vice President of Governmental Affairs at Highmark, Inc. He graduated from Millersville University with a bachelor's degree in political science. He later graduated from the University of Pennsylvania with a master's degree in governmental administration. Michael was appointed to the Council of Trustees in June 1999 and serves as the Council Chairman.

Source: https://www.millersville.edu/president/university-leadership/trustees.php

Millersville University
2027-2028 MSCHE Self-Study Design
April 30, 2026

Appendix B–President's Cabinet

Dr. Nafez Alyan, Vice President for Finance and Administration

Dr. Victor DeSantis, Vice President for University Relations and Strategic Initiatives

Mr. Joshua Hartranft, Chief Technology Officer

Dr. Gail Gasparich, Senior Vice President for Academic Affairs and Provost

Mr. Victor Ramos, Vice President for Advancement

Dr. Mary Beth Williams, Vice President for Student Affairs

Appendix C–General Education Gateway Model

General Education Guidelines:

1. Primary major courses may only count towards capstone.
2. Minor or secondary major courses may count.
3. Unlimited "required related" courses may count.
4. No more than three courses from any one department in the Gateway stage.
5. No more than four courses from any one department within the 48 credits.
6. Departmental capstones may also serve as General Education Capstones if they meet the defined student learning outcomes.

General Education Student Learning Outcomes (SLO):

Students will:

1. Apply writing skills to write effectively for diverse audiences.
2. Apply oral communication skills to present effectively to diverse audiences.
3. Make connections in their learning across the arts, humanities, social sciences, and sciences.
4. Apply critical thinking skills – *including problem-solving, quantitative & scientific reasoning* - to the arts, humanities, social sciences, and sciences.
5. Demonstrate an understanding of civic and social responsibility.
6. Create meaningful connections across diverse cultural contexts.
7. Identify, assess, select, and use technology effectively and responsibly to accomplish a task or solve a problem
8. Demonstrate lifelong healthy behaviors in any dimension of wellbeing (emotional, environmental, financial, physical, social, spiritual, and vocational).

DEFINITIONS OF GATEWAY COURSES

Creative Explorations: Creative Explorations courses focus on creating, combining or synthesizing ideas, images, or expertise in original ways. In these courses, students think, react, and work in imaginative ways, characterized by innovation, divergent thinking, and risk taking.

Ethical Action & Citizenship: Courses in Ethical Action and Citizenship apply ethical principles to investigate real-world problems within their cultural, environmental, historical, and social contexts. These courses will use informal and formal writing techniques to identify and communicate civically responsible ways to address these challenges at the local, national, and/or global levels.

Information Literacies: According to the Association of College and Research Libraries (ACRL), information literacy can be defined as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." Central to these courses is fostering the ability to locate, critically assess, and make effective use of information to communicate ideas in both informal and formal writing.

Investigations in Scientific Reasoning: Investigations in Scientific Reasoning courses in the sciences should provide ample (>80% of class time) experience with the scientific process as well as thorough hands-on training in the tools, methods, and subject matter appropriate to the discipline. Must include a lab component.

Personal Wellness: Personal Wellness courses focus on the well-being of the whole person. These courses emphasize the personal choices and actions that lead to success in any of the seven dimensions of wellness: emotional, environmental, financial, physical, social, spiritual, and vocational.

Problem Solving: In Problem Solving courses, students design, evaluate, and implement a strategy to answer open-ended questions or achieve desired goals. Students will use critical thinking and logical problem-solving techniques to research and evaluate information, analyze problems, formulate conclusions, and communicate results.

Technological Competency: Technological competency courses involve the ability to identify, assess, select, and use technology effectively and responsibly to accomplish a task or solve a problem.

CORNERSTONE—Stage 1: Four courses totaling at least 12 credit hours.
Courses in this group set the foundation for college success and relate to Learning Outcomes 1, 2, and 4. First-Year Experience course is offered as a learning community with either COMM 100 or ENGL 110.

Focus Area	Credit Hours
First-Year Experience*	3
Oral Communication (SLO 2)	3
Introductory Writing (SLO 1)	3
Quantitative Literacy (SLO 4)	3

GATEWAY—Stage 2: Seven categories/Eight courses minimum totaling at least 24 credit hours.
Courses in this group develop the students' critical thinking skills within the context of different means of investigation/ways of knowing. These courses develop the core knowledge, flexible thought, and critical responsiveness necessary to contribute to the evolving needs of society and the world. These courses include skill and ability development related to Learning Outcomes 1, 3, 4, 5, 7, and 8. *Students must complete a minimum of 8 courses and 24 credit hours which requires them to take two courses from one focus area.*

Focus Area	Credit Hours
Creative Explorations (SLO 4)	3
Ethical Action & Citizenship (SLO 1 & 5)	3
Information Literacies (SLO 1 & 3)	3
Investigations in Sci Reasoning (SLO 4)	3
Personal Wellness (SLO 8)	3
Problem Solving (SLO 4)	3
Technological Competency (SLO 7)	3
Gateway Elective	3

KEYSTONE—Stage 3: Two courses at the 300 Level or above totaling at least 6 credit hours.
Courses in the keystone are taken together as a learning community. These courses develop students' communication skills and hone their analytical ability to engage with the complex cultural, environmental, and social contexts of today's complex issues. The diverse cultural contexts course must emphasize oral communication.

Focus Area	Credit Hours
Diverse Cultural Contexts (SLO 2, 3 & 6)	3
Advanced Writing (SLO 1 & 3)	3

CAPSTONE—Stage 4: One course at the 300 Level or above with at least 3 credit hours.
Apply knowledge from experiences and multiple disciplines to new, complex situations.
Foundational knowledge cannot function in isolation. This knowledge functions best and most meaningfully when integrated successfully with broad understanding of the problem and its context.

Big Idea Capstone (All SLOs)	3

GATEWAY CERTIFICATES
Certificates are optional pathways for students which allow them to build personally relevant learning experiences through their general education curriculum by completing focused study around interdisciplinary themes and concepts.

GATEWAY CERTIFICATE RULES:
Students may earn a maximum of two certificates. Certificates Must: be a minimum of 12 credit hours across up to five possible courses in the Gateway Categories and an identified Keystone or Capstone; utilize courses from at least three departments; and follow curricular approval process before being offered (new program creation through the Curriculum Approval Process)

Appendix D–Work Group Co-Chair Responsibilities

A Work Group Co-Chair will:

- Co-Coordinate Work Group Research:
  - Answer Work Group members' questions and provide references to resources.
  - Ensure Work Group Draft is Completed on Time.
  - Ensure Revised Work Group Draft is Completed on Time.
  - Organize Evidence Inventory.
  - Coordinate and Communicate Work Group Data Requests.
- One Co-Chair (TBD) is a primary Steering Committee Member and will attend Steering Committee meetings. The other Co-Chair will serve as an alternate Steering Committee member. Co-Chairs will self-designate.
- Represent Millersville University during MSCHE visits:
  - Meet with MSCHE VP Field Relations – April 6, 2026.
  - Meet with MSCHE Visiting Team Lead during the on-campus visit.
  - Meet with the MSCHE Visiting Team during the on-campus site visit.
  - Attend Open Sessions with MSCHE representatives.

Steering Committee Responsibilities

In collaboration with the Millersville University President and Cabinet, a Work Group Co-Chair will:

- Develop and implement the MSCHE Self-study process:
  - Contribute to the Self-Study Design and monitor progress:
    - Design guidelines, templates, and deliverable due dates.
    - Draft Lines of Inquiry/Research Questions.
  - Communicate updates to Work Groups. Relay questions and issues from Work Groups to the Steering Committee.
  - Assure Work Group accountability and report draft completion.
- Organize the MSCHE Self-Study Report:
  - Examine and interpret how Millersville University meets MSCHE standards.
  - Discuss University accomplishments and opportunities for improvement.
  - Coordinate MSCHE Self-Study report content across standards.
  - Propose and edit Millersville University recommendations.

Appendix E–Multidimensional Concept Definition Guide Sample

Millersville University MSCHE 2027-2028 Self-Study Outcome Four Millersville University will demonstrate to what extent Millersville University practices institutional sustainability through effective stewardship, pro-active planning and decision-making, shared governance, and transparent communication. (*Source: Merriam-Webster Online Dictionary. Retrieved March 30-31, 2026.)

Term	Content Definition*	Evaluative Definition
Institutional Sustainability	**Sustainability (**1) capable of being sustained. (2a) of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged	**Institutional** Institutional refers to Millersville University.
Effective Stewardship	**Stewardship** The careful and responsible management of something entrusted to one's care	**Effective** A range of evidence shows that outcomes meet or exceed Millersville University's strategic plan goals and objectives within or derived from the strategic plan. Quantitative and qualitative data reveals variances and broadens insight about accomplishments and opportunities to improve.
Pro-Active Planning and Decision-Making	**Planning and Decision-Making** the act or process of making or carrying out plans specifically: the establishment of goals, policies, and procedures for a social or economic unit and the act or process of deciding something especially with a group of people	**Pro-Active** Pro-Active involves setting clear goals and objectives, anticipating potential circumstances, and developing possible responses. Responses are tailored to the scope of the plan and the complexity of the decision to achieve results.
Shared Governance	**Governance** the act or process of governing or overseeing the control and direction of something (such as a country or an organization). In this self-study, the primary organization is Millersville University operating within the context of PASSHE.	**Shared** Constituents are informed, meaningfully involved, and actively engaged in shared governance decision-making.
Transparent Communication	**Communication** (2a): information communicated : information transmitted or conveyed	**Transparent** Transparent processes ensure that constituents can easily access information, ask questions without fear of retribution, and understand how and why decisions are made. Actions are communicated in ways that demonstrate integrity, minimize surprises, and allow for dissent. Actions are communicated in a timely manner, and commitments to provide additional information are fulfilled. Even without full agreement, constituents can clearly understand the rationale behind decisions.

Appendix F–Work Group Member Responsibilities

In collaboration with the Work Group Co-Chairs, a Work Group Member will:

- Review and understand the Work Group MSCHE Standard.
- Contribute to the Work Group Report Draft process:
  - Provide thoughtful and informed feedback on work group research questions.
  - Contribute narrative to the Work Group draft reports and report revisions.
  - Acknowledge University accomplishments and suggest recommendations for improvement.
- Identify and Collect Evidence:
  - Review the pre-populated Work Group Evidence Inventory documents.
  - Identify additional sources of evidence.
  - Communicate data requests to Work Group Co-Chairs.
- Represent Millersville University during MSCHE visits:
  - Meet with MSCHE VP Field Relations – March 16, 2026.
  - Meet with the MSCHE Visiting Team during the on-campus site visit.
  - Attend Open Sessions with MSCHE representatives.

Appendix G–Evidence Inventory Examples by Standard

MSCHE Standard	Evidence Inventory Examples by Standard
Standard 1	Council of Trustees (COT) and Cabinet meeting minutes related to mission statement updates; Strategic plan and process documentation; Institutional learning outcomes; AIU/IPEDS graduation and retention rates; Institutional assessment plan.
Standard 2	Policy and procedures for student and employee grievances; Union contracts; Student handbook; Sample marketing and promotion materials; Disclosure of MSCHE Accreditation Status; Net Price Calculator communications and link; Verification of distance learning Student Identity.
Standard 3	Credit hour policy and procedure; Program review procedures and schedule; Faculty/instructional headcount; Administrator/staff headcount, Percentage of faculty with terminal degrees; CBA faculty contract; Promotion and tenure guidelines; Student to Staff and Student to Faculty ratios; Faculty workload data, Instructional expense per student/FTE.
Standard 4	Four-, six-, and eight-year graduation rates; Retention rates (8 Years); Articulation agreements for Millersville University and other institutions; Transfer rates; Post-completion placement rates; Student Achievement Measure data; Expense analysis data: Student support, Institutional support; Completions by enrollment for programs with more than ten students; Degrees awarded by credential annually; NSSE 2022 and 2025 survey results; Learning Services, Noel Levitz, and other survey data.
Standard 5	Annual SLO Reports; GEOAC General Education reports; Five-Year program self-study reports; Accreditation reports; IPEDS data; Millersville University publication of 4-year degree paths on the University's website; Examples of program / institutional involvement with students such as SGA/Advisory boards with student membership and committee service.
Standard 6	Organization charts; IPEDS student and employee data; Meeting minutes-COT, Cabinet, Deans' Council; Division and unit goals; Academic and administrative program review reports; Enrollment projections; Strategic plan; Key performance indicators.
Standard 7	Organization charts for institution, divisions, and departments; Documentation of structure, authority, and autonomy of governing body; Administrator CVs/resumes (Cabinet, President's Council members) and Human Resources job descriptions; Policies and procedures manuals; Council of Trustee Description and member information; University Presidential hiring procedure, evaluation process, and qualifications; Additional surveys results from the Millersville University customer satisfaction, technology use, and *Great Colleges to Work For* surveys.