

# Millersville University of Pennsylvania

## Middle States Self-Study 2020



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**Millersville University**  
**Middle States Self-Study 2020**



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## Acronym List

AACU	Association of American Colleges and Universities
ABET	Accreditation Board for Engineering and Technology
AEST	Applied Engineering, Safety & Technology
AFSCME	American Federation of State, County and Municipal Employees
AGB	Association for Governing Boards
AHSS	Arts, Humanities and Social Sciences
AIFS	American Institute for Foreign Study
AJPS	Alumni Job Placement Surveys
AOAC	Academic Outcomes Assessment Committee
AP	Advanced Placement
API	Academic Programs Abroad
APSCUF	Association of Pennsylvania State College and University Faculties
AUC	All University Council
AVP IAP	Assistant Vice President for Institutional Assessment and Planning
AW	Advanced Writing
BA	Bachelor of Arts
BB&T	Branch Banking and Trust Company
BIOL	Biology
BOG	Board of Governors
BS	Bachelor of Science
BSN	Bachelor of Science in Nursing
BSW	Bachelor of Social Work
BUAD	Business Administration
CAE	Center for Academic Excellence
CAEP	Council of Accreditation of Educator Preparation
CAMP	College Assistance Migrant Program
CAP	University Curricular Approval Process
CBA	Collective Bargaining Agreement
CCERP	Civic and Community Engagement and Research Program
CGSAL	College of Graduate Studies and Adult Learning
CHEM	Chemistry

CHEP	Center for Health Education and Promotion
CLEP	College-Level Examination Program
COMM	Communication
COT	Council of Trustees
CRM	Customer Retention Management
CSCI	Computer Science
CSIL	Center for Student Involvement and Leadership
CV	Curriculum Vitae
D	Diversity Course
DFW	Grade D, Grade F, Withdraw
DNP	Doctor of Nursing Practice
DSW	Doctor of Social Work
EAB	Education Advisory Board
EBI	This is now the Education Advisory Board
EDD	Doctor of Education
EDHS	Education & Human Services
EDS	Education Specialist
EEO	Equal Employment Opportunity Commission
ELCM	Experimental Learning and Career Management
EMSI	Economic Modeling Specialists International
ENGL	English
EPPIC	Exploration, Public Mission, Professionalism, Integrity, and Compassion
EPPIIC	Exploration, Public Mission, Professionalism, Inclusion, Integrity, and Compassion
ETS	Educational Testing Service
EVI	Evidence
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalent
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Student
FY	Fiscal Year
FYE	First Year Experience
FYI	First Year Inquiry
GCPRC	Graduate Course and Program Review Committee

GERC	General Education Review Committee
GPA	Grade Point Average
GRIT	Graduated and Reciprocated Initiatives in Tension-Reduction
GSO	Graduate Student Organization
HACC	Harrisburg Area Community College
HARP	Housing and Residential Programs
HIP	High-Impact Practice
IB	International Baccalaureate
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
ISA	International Studies Abroad
ISP	Internet Service Provider
ITEC	Information and Technology
LATS	Latin Studies
LLC	Living Learning Communities
LPP	Lancaster Partnership Programs
MAP	Marauder Arrival Program
MAT	Master of Arts in Teaching
MATH	Mathematics
MDST	Multidisciplinary Studies
MED	Medical
MOU	Memorandums of Understanding
MS	Master of Science
MSCHE	Middle States Commission of Higher Education
MSEM	Master of Science in Engineering Management
MSP	Millersville Scholars Program
MSSC	Middle States Steering Committee
MSW	Master of Social Work
MU	Millersville University
NCAA	National Collegiate Athletic Association
NSSE	National Survey of Student Engagement
OBP	Our Bold Path
ODI	Office of Diversity and Inclusion

OEM	Office of Enrollment Management
OER	Open Education Resources
OOC	Office of the Chancellor
OOS	Out-of-State
OSPRA	Office of Sponsored Programs and Research Administration
P	Perspectives Course
PA TRAC	Pennsylvania Transfer and Articulation Center
PASSHE	Pennsylvania's State System of Higher Education
PDE	Pennsylvania Department of Education
PF	Performance Funding
PSSI	Pre-Scholars Summer Institute
PSYC	Psychology
RACC	Reading Area Community College
RN	Registered Nurse
RoA	Requirements of Affiliation
SAC	Strategic Advisory Council
SAEM	Student Affairs and Enrollment Management
SAM	Student Achievement Measure
SARA	State Authorization and Reciprocity Agreement
SASS	Office of Student Access and Support Services
SCUPA	State College and University Professional Associations
SEM	Strategic Enrollment Management
SES	Senior Exit Surveys
SES	Socio-Economic Status
SGA	Student Government Association
SLIP	State Local Internship Programs
SLO	Student Learning Outcomes
SLOAR	Student Learning Outcomes Assessment Report
SMC	Student Memorial Center
SOTL	Scholarship of Teaching and Learning
SPA	Specialized Professional Associations
SPED	Special Education
SPLC	Scholars Program Learning Community



SSAP	Source Service Access Point
SSR	Student Success and Retention
STEM	Science, Technology, Engineering, and Mathematics
TFTF	Temporary Full-Time Faculty
THEA	Theater
TOSL	Test of Scientific Literacy
TPTF	Temporary Part-Time Faculty
UCM	Office of University Communications and Marketing
UCPRC	Undergraduate Curriculum and Program Review Committee
UNIV	University
URM	Under-Represented Minority
VP	Vice President
W	Writing Intensive Course

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## Chapter 1: Introduction

Millersville University of Pennsylvania is one of the 14 universities of Pennsylvania's State System of Higher Education. Our pillars of distinction include exceptionally strong student-faculty relationships, numerous programs of distinction, a beautiful campus and vibrant location, and successful job placement for our students. Our students' success, both inside and outside of the classroom, is our highest priority, and we provide numerous opportunities to facilitate their academic, personal, and social growth and development. Millersville students engage in high-impact practices that include first-year experience, undergraduate research, internships, living-learning communities, and study abroad. Almost 500 students engage in our annual Made in Millersville student research and performing and visual arts conference each spring. Almost 70 baccalaureate programs are available for our 6,600 students to find their path. Several of our programs are multidisciplinary in nature, combining science, technology, and art to create a more progressive degree. One thousand graduate students enroll in 21 master's and three doctoral programs. Our faculty are highly respected in their fields and dedicated to the success of students in the classroom, research labs, and in campus life. Our alumni are quoted as saying that Millersville was one of the "smartest" choices that they ever made. Over 66,000 alumni live in all 50 states and in 72 countries around the world.

Millersville prides itself on its unique mix of historical and modern facilities. Millersville's campus is comprised of an array of structures, including a recently renovated Library and Learning Forum; the Student Memorial Center, which serves as our student union; purpose-built academic buildings; repurposed school buildings original to the Millersville State Normal School; and buildings lining our main street (George Street) that had previously served as single-family houses. Our newest building is the Lombardo Welcome Center, a certified zero-energy building that houses the Admissions Office as well as our Office of Sustainability. The Lombardo Welcome Center has been named a 2019 United States Department of Energy Green Ribbon Schools Postsecondary Sustainability Awardee, one of only four honorees in the category nationwide, and the only Pennsylvania university building to be honored. Our picturesque landscape is one of the safest in the country; just minutes from downtown Lancaster – a growing and creative hub in the Northeast. Major metropolitan areas including Philadelphia, New York City, and Washington, D.C., are just a train ride away. In April 2019, Millersville was named the safest college in Pennsylvania per Your Local Security list "Your Guide to the Nation's Safest College Campuses in 2019." Millersville is primarily a commuter campus, with approximately one-third of our undergraduate population living on campus.

As a member of a state system, Millersville is governed by a centralized State System of Higher Education (PASSHE) Board of Governors and a local university Council of Trustees. University operations are overseen by the system chancellor and his staff. In July 2018, we welcomed our 15th president, Dr. Daniel Wubah, who supervises a cabinet consisting of divisions of Academic Affairs, Student Affairs and Enrollment Management, Finance and Administration, and Advancement, as well as our Chief Technology Officer, Chief Diversity Officer, and the president's Chief of Staff. The University works closely with an independent foundation, the Millersville Foundation, for fundraising and capital development, and with a private partner, Student Services, Inc./Student Lodging Inc., with whom we contract for student housing. We take pride in our shared governance structure and the long-standing quality of relationships established among our governing bodies, faculty, and administrators. Our governance structure includes our Council of Trustees, Cabinet, and our faculty union (Association of Pennsylvania State College and University Faculties).

As a public master's comprehensive university, Millersville is organized into four primary undergraduate academic colleges, each supervised by a dean (the colleges of Science and Technology; Arts, Humanities and Social Sciences; Education and Human Services; Business), as well as a College of Graduate Studies and Adult Learning. In July 2019, the University announced the founding of the new College of Business. The five deans report directly to the Provost and Vice President for Academic Affairs, Dr. Vilas Prabhu.

## **Our History**

The University traces its origins to the early 1850s, when a group of private citizens in Lancaster County sponsored a summer school program to educate pupils beyond what was available in the local public schools. The immediate success of that initial program prompted its sponsors to propose that a permanent academy be established. That academy began in 1854 with the construction of a three-story building containing a small auditorium, two classrooms, and housing for 50 students. In 1855, J. P. Wickersham, the superintendent of Lancaster County Schools, held a three-month teachers' institute in the academy building. Before the institute had finished, the academy trustees determined that Wickersham's institute should become a permanent normal school. The Lancaster County Normal School, the first school of its kind in the state, opened on November 5, 1855, with approximately 100 students.

In 1857, the Normal School Law of Pennsylvania was enacted, creating Millersville State Normal School as one of 12 in the state. On December 2, 1859, Millersville was approved as the first State Normal School in Pennsylvania. Millersville evolved into an institution of higher education in 1927, when it was empowered by the State Council on Education to confer the Bachelor of Science in Education degree. To reflect the new mission of the school, the name of the institution was changed to Millersville State Teachers College. In 1959, the college's name was changed to Millersville State College, and a master's program in education was added. In 1962, the college was authorized to grant the Bachelor of Arts degree. In 1982, the Pennsylvania Legislature passed Act 188, our enabling legislation, creating the Pennsylvania State System of Higher Education, effective July 1, 1983. On that date, Millersville State College became Millersville University of Pennsylvania.

In 1988, Millersville began offering courses at several sites in the city of Lancaster. Both credit-bearing courses and continuing education opportunities were provided to serve the educational needs of Lancaster city residents, area businesses, and nontraditional students. In 2011, a downtown Lancaster campus opened with the acquisition of a building that had previously housed the Pennsylvania Academy of Music, and is now known as the Ware Center. Also, in 2014, Millersville University initiated its first doctoral programs: a Doctor of Education in Educational Leadership and a Doctor of Social Work, delivered jointly with Shippensburg University and Kutztown University, respectively. In fall 2015, Millersville University launched its first fully online undergraduate program, the RN to BSN degree completion program.

Millersville University now serves approximately 7,800 undergraduate and graduate students through a diverse offering of professional, liberal arts, science, and technology programs. The University offers 68 bachelor's degree programs, one associate degree program, 21 master's degree programs, numerous certificate and certification programs, and three doctoral programs. Every Millersville undergraduate degree program includes a general education component designed to develop student communication skills and critical-thinking abilities, as well as provide a broad foundation in the liberal arts, humanities, fine arts, and the natural and social sciences.

Millersville's campus offers an enriching environment with many opportunities for our students, including over 170 clubs and organizations. Approximately 2,100 students live on campus in new, suite-style residence halls, constructed in a public-private partnership with Student Services, Inc. Millersville participates in NCAA Division II athletics as part of the Pennsylvania State Athletic Conference. The University sponsors seven varsity men's and 12 varsity women's teams. The University also is home to the Center for Civic and Community Engagement (CCE), which sponsors several research and service programs. CCE works closely with our Experiential Learning and Career Management unit and our nascent Office of Mentorship. Millersville was the first PASSHE institution to attain the Carnegie Foundation Community Engagement Classification.

## **Our Students**

About 70 percent of Millersville's 7,800 students are full-time undergraduates; the rest are part-time undergraduates and graduate students. Approximately 58 percent of undergraduates are women, and one in 10 are at least 25 years old.

About 86 percent of Millersville’s undergraduates come from southeastern Pennsylvania, and approximately one-third of students live on campus. Table 1 provides an overview of the student population by demographics; full-time, part-time status; and residency.

Table 1. *Overview of Millersville’s Student Population, Fall 2019.*

	Undergraduate		Graduate		Total	
	n	%	n	%	n	%
<b>Total Head Count</b>	6,794	86.9%	1,023	13.1%	7,817	100.0%
<b>Head Count by Race / Ethnicity</b>						
Minority students	1,675	24.7%	155	15.2%	1,830	23.4%
<b>Head Count by Gender</b>						
Female	3,940	58.0%	734	71.7%	4,674	59.0%
Male	2,854	42.0%	289	28.3%	3,143	41.0%
<b>Head Count by Status and Residency</b>						
Full-Time – Pennsylvania	4,983	73.3%	222	21.7%	5,205	66.6%
Full-Time – Non-Pennsylvania	524	7.7%	21	2.1%	545	7.0%
Part-Time – Pennsylvania	1,235	18.2%	733	71.7%	1,968	25.2%
Part-Time – Non-Pennsylvania	52	.8%	47	4.6%	99	1.3%

*Percentages may not add to 100% due to rounding.*

Millersville University accepts approximately 75 percent of applicants. Over 1,330 new, first-time-in-college and about 350 transfer students join our community each year. Our students perform at or better than the national average among our institutional peers for retention, persistence, and graduation rates. Table 2 provides our admissions pipeline and SAT scores for the most recent cohorts, while Table 3 displays first-time freshmen and transfer fall admissions rates. Table 4 provides a comparison of Millersville cohorts to national averages for public master’s universities.

Table 2. *Mean SAT of New Fall Freshmen, 2017 to 2019 cohorts (New SAT version only).*

<b>Total New Fall Freshmen</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of Students with Valid SAT Scores	1,274	1,219	1,237
SAT Evidence-Based Reading & Writing	542	549	543
SAT Math (New Version)	529	538	533
SAT Total	1,071	1,087	1,076

Table 3. *First-Time Freshmen and Transfer Fall Admissions Rates.*

<b>Freshmen</b>	<b>2016 (n)</b>	<b>2017 (n)</b>	<b>2018 (n)</b>	<b>2019 (n)</b>
Number Applied	6,943	6,760	6,730	6,251
Accepted	69.0% (4,794)	79.0% (5,343)	77.0% (5,179)	79.3% (4,955)
Enrolled	27.7% (1,327)	25.3% (1,351)	26.6% (1,380)	26.9% (1,334)
<b>Transfers</b>	<b>2016 (n)</b>	<b>2017 (n)</b>	<b>2018 (n)</b>	<b>2019 (n)</b>
Number Applied	1,245	1,103	1,315	1,081
Accepted	78.6% (978)	79.1% (873)	72.0% (947)	85.9% (929)
Enrolled	60.2% (589)	57.3% (500)	60.1% (569)	61.4% (570)

Table 4. *Overview of Millersville's Undergraduate Student Population and Student Success.*

<b>Metric</b>	<b>MU (Fall cohort year)</b>	<b>National Public (or Public Master's)</b>
First- to Second-Year Persistence	77.4% (2016)	76.9%
Second- to Third-Year Persistence	68.0% (2015)	65.5%
Percent Students Receiving Pell Grant <sup>1</sup>	34% (2016)	32%
Average Total Credits Earned, at Four-Year Graduation <sup>2</sup>	125.6 (2013)	136.5
Average Years to Graduation <sup>3</sup>	4.2 (2013)	4.7
Four-Year Graduation Rate	36.7% (2013)	24.7%
Six-Year Graduation Rate	61.7% (2011)	50.4%

Like most of our sister institutions within Pennsylvania's State System of Higher Education, and many institutions in the northeastern United States, Millersville has experienced enrollment challenges in recent years. Our undergraduate population peaked in 2011 at 7,644 students (fall census head count), but has stabilized after a post-recession enrollment decline of just over 9 percent. In fall 2017, we enrolled 6,778 undergraduates, and in fall 2018 enrollments included 6,779 undergraduates (by head count). Our graduate enrollments also experienced a short period of decline but have been recovering, growing over the past few years from 876 in fall 2014 to 1,002 in fall 2018, the first time we crossed the 1,000 graduate-student-threshold since fall 2011. To address declining enrollments, Millersville has added or reorganized degree programs in alignment with workforce needs in our region, updated our marketing campaign and website, adopted a new CRM (Slate) for admissions, increased the number of scholarships awarded, sought new markets (online, out-of-state, international, or graduate-level), and enhanced retention initiatives. As part of that series of initiatives, we have expanded the number and scope of our online degree-completion programs, adding a BSW and BA in business administration to our online offerings. We now enroll nearly 500 students in our fully online undergraduate programs.

Millersville University is among the most diverse campuses in Pennsylvania's State System, attracting students from Philadelphia and several smaller urban centers, as well as from the rural areas surrounding our campus. Underrepresented minority students comprise 24.3 percent of our undergraduate student body, 13.8 percent of our graduate student body, and 23.0 percent of the overall student population. Over 8 percent of the fall 2018 undergraduate population was from out of state.<sup>3</sup> Several undergraduate subpopulations continue to grow. For example, the underrepresented student head count has grown in the last few years by just under 5 percent (from 1,576 in fall 2016 to 1,650 in fall 2018). During the same time, our full-time out-of-state head count grew from 421 in fall 2016 to 494 in fall 2018 (a 15-percent increase). Millersville continues to build infrastructure to grow its international student enrollments. We expanded our International Programs structure, negotiated new partnerships with universities in China, and offered an English Language Institute to provide international students with not-for-credit English language instruction for the first time in 2017-18.

In fall 2014, Millersville piloted an undergraduate per-credit tuition model for in-state students. This tuition structure has added revenue (over \$22 million since 2014) and made more funds available for scholarships. In addition,

<sup>1</sup> Source: College Board, UG Enrollment and Percentage of UG Students Receiving Pell Grants, <https://trends.collegeboard.org/student-aid/figures-tables/undergraduate-enrollment-and-percentage-receiving-pell-grants-over-time>

<sup>2</sup> Per "Time Is the Enemy" (September 2011). Complete College America, accessed July 20, 2018. [file:///M:/Academic%20Affairs/Planning%20Assessment%20and%20Analysis/Retention%20Plans/2018-19/Time\\_Is\\_the\\_Enemy.pdf](file:///M:/Academic%20Affairs/Planning%20Assessment%20and%20Analysis/Retention%20Plans/2018-19/Time_Is_the_Enemy.pdf) accessed July 20,

<sup>3</sup> Source: Fall 2017 Official Enrollment Summary

Millersville's private giving has increased, and the official launch last year of a capital campaign to support student engagement has already reached \$15 million in its first two years. For the past several years, despite a long history of decline in state appropriations in support of higher education, Millersville has operated with a small operating surplus, leaving the institution in a stable financial position.

## Our Mission and Goals

This self-study is structured by our mission and goals, our four institutional priorities, and the theme Diversity to Inclusion.

Our mission, ***Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities***, is supported by three strategic goals: 1) To Engage Learners, 2) To Ensure Success, and 3) To Embrace Agility.

The first goal, **To Engage Learners**, focuses on the learner, whether that be a student, a faculty or staff member, or a member of our local community. Within the Engage Learner's goal, Millersville has been phasing in a Student Success Center and enhancing student learning experiences through high-impact practices. These include living-learning communities, study abroad, undergraduate research, first-year experiences and first-year seminar, service learning, internships, and writing across the curriculum. Providing an inclusive, safe, and diverse environment for learning is embedded within this goal.

The second goal, **To Ensure Success**, is about the long-term success of the institution. This goal focuses on enhancing revenue streams, friend-raising and fundraising, increasing enrollments, and improving our students' retention, persistence, and graduation rates. Within this goal we focus on strategic enrollment management, including expanding specific markets, strengthening retention rates, building new academic programs, and offering online degree completion programs.

The third goal, **To Embrace Agility**, is about organizational excellence and focuses on how we might accomplish our Engage Learners and Ensure Success goals. In this goal we seek to best serve our region by optimizing administrative and operational processes (such as expediting the process of digitally enhancing our curricular approvals system) and striving to become carbon neutral (example includes the Net-Zero Energy building).

## Institutional Priorities and Theme

In preparation for this self-study, four institutional priorities were developed: (1) student learning and success, (2) new academic programs development and review, (3) strategic enrollment management, and (4) operational excellence (see Figure 1, next page). A theme that cuts across institutional priorities was also identified: Diversity to Inclusion. Throughout the process, we kept in mind our outcome to use the self-study to advance strategic planning. Millersville used these institutional priorities to inform the self-study and to direct our focus on opportunities for innovation, areas of improvement, and strengths to build upon, all of which will inform our next steps for advancing the 2025 integrated strategic plan.

Millersville University recently experienced a period of leadership transition. The institutional priorities were initially identified under the leadership of former President John Anderson (2013 to 2018), and approved by President Wubah upon his arrival in 2018. In addition to the appointment of Dr. Wubah as our 15th president, we appointed a new Vice President for Advancement, a new Chief of Staff, a new Vice President for Finance and Administration, a new Chief Diversity Officer, and a new Chief Technology Officer. At the system level, a new chancellor has just entered the second year of his administration with an aggressive agenda to redesign our state system.

**Student learning and success.** Student learning and success are at the heart of the University's mission, vision, and EPPIC values. Our EPPIC values stand for Exploration, Public Mission, Professionalism, Integrity, Inclusion, and Compassion. Student learning is embraced through formal and informal learning experiences that lead to achievement of student learning outcomes. Our community views student success as a collaboration that focuses on helping students to persist through graduation. An inclusive climate in which students learn and grow is paramount to student learning and success. Opportunities to explore through a diversity of learning experiences and quality interactions with faculty and staff provide unique educational opportunities for our students to prepare for future careers and contributions to the communities in which they live and work. Building a network of relationships among a qualified faculty and staff community that promotes student learning and success is essential. Each of the three remaining institutional priorities are integrated within the student learning and success institutional priority.

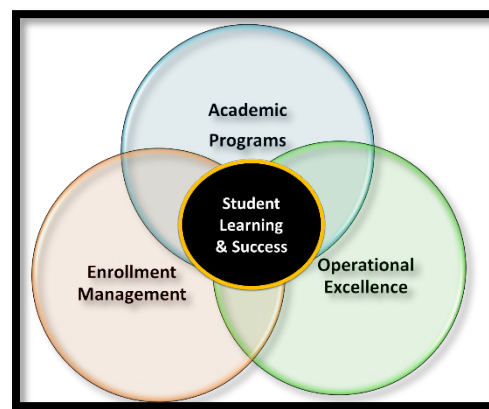


Figure 1. Venn Diagram of Institutional Priorities.

**New academic program development and review.** The portfolio of quality academic programs provides opportunities for students to learn and succeed. As a comprehensive university that offers a variety of educational programming, from certificates through doctoral degree programs, Millersville seeks to provide distinctive academic programs responsive to diverse student learning and workforce needs. Integral to preparation for workforce are knowledge and abilities that address both cognitive and affective skills in a global community. Millersville's curriculum is based upon degree program learning outcomes and general education objectives (also university-level competencies) that seek to prepare students for evolving workforce demands. Enhancing and leveraging faculty and staff expertise to enhance program currency and continuously build a responsive program portfolio are essential.

**Strategic enrollment management.** In an era of increased competition for declining traditional-aged college students and increasingly diverse student populations and markets, strategic enrollment management is key for the long-term success of the University to fulfill its public mission. Strategic enrollment management implementation and monitoring guide the University in its recruitment, retention, and persistence to degree of its students. Awareness of brand identity, distinctiveness, and market capacity serves to drive student recruitment, retention, and success. Building capacity within faculty and staff to collaborate to promote student retention (which includes sense of belonging) and persistence to degree is essential.

**Operational excellence.** Operational excellence requires systematic strategic renewal to ensure practices that support the success of our current and future student populations and respond to the changing marketplace and demographics for higher education. Traditional revenue generation, fiscal stewardship, and cost efficiencies are often the first considerations of fiscal responsibility at a public institution. However, opportunities exist to innovate and leverage the creative and entrepreneurial spirit of faculty and staff to foster the long-term success of the University. Creating and sustaining a culture that actively encourages, analyzes, and acts upon faculty, staff, and student feedback and uncovers opportunities to improve the institution will enhance the workplace for employees and create learning opportunities for students. Similarly, building a culture that promotes quality relationships and a sense of engagement and civility among students, faculty, and staff ensures a climate of respect and inclusion.

**Diversity to Inclusion** is considered a theme, as it permeates our environment and each of the other four priorities. In the Diversity to Inclusion theme, we demonstrate our commitment to supporting and advancing diversity and consider how we foster a sense of belonging within our communities of practice. We promote quality relationships and a sense of engagement and civility among students, students and faculty, students and staff, faculty, faculty and staff, and staff while embracing reflection as a means to improvement.



## Intended Outcomes of this Self-Study

The current strategic plan, *Our BOLD Path*, was developed in 2013-14 under the leadership of our former president, Dr. Anderson, and is nearing its five-year completion. The recent arrival of President Daniel Wubah in July 2018 has created the opportunity to update and advance our strategic plan under his leadership. We intend to use this Middle States Self-Study process to achieve the following outcomes:

- **Reaffirm accreditation.** Demonstrate how Millersville currently meets Middle States Standards for Accreditation and Requirements of Affiliation.
- **Focus on continuous improvement.** Focus on continuous improvement in the attainment of Millersville's mission and its institutional priorities.
- **Engage in an inclusive and transparent self-appraisal process.** Engage the Millersville University community in an inclusive and transparent self-appraisal process.
- **Advance strategic planning to strengthen our future.** Use the reaffirmation of accreditation process to inform future strategic-planning efforts.

## Organizational Structure of the Self-Study Process

To facilitate a successful self-study process, a Middle States Steering Committee (MSSC) launched in December 2017. The Self-Study Coordinating Team (comprised of a faculty member (Dr. Laurie Hanich), an administrator (Dr. James Delle), and the Assistant Vice President, Institutional Assessment and Planning (Dr. Lisa Shibley)) leads the work of the MSSC and provides oversight to the working groups to facilitate their success. Four working groups were created. Working Group 1 focused on Standards 1 and 6. Working Group 2 focused on Standards 2 and 7. Working Group 3 focused on Standards 3 and 5. Working Group 4 focused on Standard 4.

Each working group was led jointly by a faculty member and an administrator. The working group co-chairs serve on the MSSC to facilitate communication and interaction among the working groups. In addition to the working group co-chairs serving on the steering committee, each working group and its respective standard(s) have consultants who serve on the steering committee. This structure provides opportunities to verify that the working groups are appropriately evaluating and assessing the Commission's standards and lines of inquiry that inform our mission and institutional priorities. In addition, Dr. Prabhu (Provost) and the Self-Study Coordinating Team serve as ex officio on each working group. The membership of the steering committee and each working group is found in Appendix A.

Each working group proposed lines of inquiry for each standard that were informed for criteria or institutional priorities. The lines of inquiry were shared with the Strategic Planning Preparation Team for feedback. In addition, the lines of inquiry were shared with the Middle States Steering Committee. The results informed areas of improvement or innovation, and strengths to build upon.

## Reader's Guide to This Self-Study

We have used a **Standards-Based Approach** to organize the Self-Study Report. This approach provides an opportunity for new University leadership and the University community to conduct a thorough review that will enhance understanding of the strengths of our institution and opportunities for innovation or areas of improvement. In addition, the insights gained through this approach will help to advance our strategic plan and strengthen our institutional effectiveness processes.

Each of the subsequent chapters focuses on one of the MSCHE standards. Each chapter is organized as follows:

**Introduction.** Millersville's restatement of the standard and some contextual background or narrative.

- I. Millersville's Compliance with the Standard.** This section includes a table that outlines the criteria for each standard. The narrative may include a reference to standard criteria or Requirement of Affiliation in a parenthetical expression (e.g., 1.3 for Standard 1, criteria 3 or RoA 7 for Requirement of Affiliation 7). Not all standard criteria may be addressed in the chapter for the standard. These cases will be noted, and the reader will be directed to a brief outline of that criteria with substantiating evidence for how it is addressed.
- II. Standard alignment with Millersville's mission and institutional priorities.** This section demonstrates an analysis of the mission statement and institutional priorities (and theme), and how these elements are considered in the context of the standard. Only those institutional priorities that inform the advancement of our strategic plan will be addressed in each standard.
- III. Analytical-Based Inquiry and Reflection.** This section of each chapter is based on the research conducted by each of the working groups on the Lines of Inquiry designed for each standard. References to other standards may be reflected in this section. Emerging continuous improvement, opportunities for innovation, or strengths to build upon may be used to formulate the summary statement and next steps for strategic planning.
- IV. Summary Statement (Conclusions, Strengths, and Challenges).** This includes reflections on our conclusions and discusses our strengths and challenges relevant to the criteria for each standard.
  - a. Areas of Continuous Improvement
  - b. Opportunities for Innovation
  - c. Areas of Strength to Build Upon
- V. Next Steps for Strategic Planning.** This section includes considerations to build strategic issues as part of our 2025 strategic planning process environmental scanning. Initiatives may inform goals, objectives, or strategies as we build the plan. As results of the reflection on the context of our mission, we may edit our mission statement based upon what we learned from this self-study process.

## About the Evidence Inventory

The Evidence Inventory outlines the evidence used to substantiate Millersville's compliance with the standard. Each standard's criteria has a document called "Start Here," which is a list of the evidence provided for that particular criteria.

## Chapter 2: Standard 1: Mission and Goals

**The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.**

Millersville University is a mission-driven institution dedicated to providing high-quality education within our context as a public comprehensive university. The University has a robust, collaborative, and inclusive culture of strategic planning, as evidenced by our strategic plan, *Our BOLD Path*, and our dedication to the 2025 strategic plan design which is currently in progress. Our mission and goals are defined in the context of higher education and identify the learner as who we serve, and providing diverse, dynamic, and meaningful experiences as what we do. The University meets all criteria of Standard 1, as well as the two related Requirement of Affiliations (RoA) (RoA 7, the institution has a mission statement and related goals, approved by its governing board, that define its purpose within the context of higher education, and RoA 10, institutional planning integrates goals for academic and institutional improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments).

The table below provides evidence as to how Millersville University demonstrates compliance with this standard's criteria.

Table 1.1. *Demonstration that Millersville Meets Standard 1 Criteria.*

EVI	Standard Criteria	Criterion Met
1	Clearly defined mission and goals that:	
1a	Are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement.	M
1b	Address external as well as internal contexts and constituencies.	M
1c	Are approved and supported by the governing body.	M
1d	Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes.	M
1e	Include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution.	M
1f	Are publicized and widely known by the institution's internal stakeholders.	M
1g	Are periodically evaluated.	M
2	Institutional goals are realistic, appropriate to higher education, and consistent with mission.	M
3	Institutional goals focus on student learning and related outcomes, and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	M
4	Periodic assessment of mission and goals to ensure that they are relevant and achievable.	M

## I. Millersville's Commitment to Standard 1, Mission and Goals.

The current University mission and vision were endorsed by the Council of Trustees (COT) in June 2014 as part of *Our BOLD Path*, the strategic plan developed under former Millersville President John Anderson (1.1c). The Strategic Planning Steering Committee, co-chaired by Drs. Victor DeSantis (then Dean of the College of Graduate Studies and Adult Learning) and Laurie B. Hanich (Professor, Educational Foundations department), was a collaborative group of 31 people that included faculty, staff, students, union representatives, and University administrators, representing a broad range of constituencies on campus (1.1a). This group began meeting in August 2013 and met regularly over the course of the 2013-14 academic year. Each new iteration of the developing plan was distributed to the campus community for input (1.1c, 1.1f). The University community was engaged through University-wide open forums and surveys (1.1f), which were used in developing the mission, vision, values, and goals of the University (RoA 7). In April 2014, the President's Cabinet approved the final draft of the strategic plan and presented it to the University's Council COT, who approved the plan at their quarterly meeting held in June 2014 (1.1c).

**Millersville's mission and goals.** A core component of *Our BOLD Path* is Millersville's mission statement, which provides Millersville's foundation for who we serve and what we do as a regional, liberal arts-based, comprehensive, public higher-education institution. Our mission defines our commitment to our students and the communities we serve: ***"Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities"*** (1.1).

We strive to fulfill our mission through our dedication to three strategic goals:

- A. To Engage Learners,
- B. To Ensure Success, and
- C. To Embrace Agility.

The focuses of these three goals are intentionally aligned to the mission statement through their definitions, strategies, and metrics. Our mission and goals address both internal and external contexts and constituencies.

We strive to **engage learners** with "local and global communities." We strive to set the stage for our learners to recognize the range of first-person, real-world contexts they are likely to encounter through their educational journeys, as young professionals entering the workforce, or as citizens entering or returning to their communities (1.1a, 1.1b, 1.1d, 1.3). Local communities with whom our learners engage range from organizations affiliated with the University itself (e.g., clubs, student organizations, athletics, etc.), regional community groups (e.g., United Way), regional experiences associated with curriculum (student teaching, fieldwork), and international experiences afforded through study-abroad opportunities. We embrace scholarly inquiry and creative activity by emphasizing the importance of faculty professional development and high-impact practices for students (1.1b, 1.1e, 1.3).

Our goal to **ensure success** focuses on the long-term fiscal sustainability of the University. As stated in the description of the goal, we "manage growth thoughtfully, practicing fiscal responsibility." This goal promotes our contributions to our local and global communities through community engagement and sustainability initiatives, and guides decision makers at the University by establishing enrollment targets for traditional undergraduates, online degree completion students, graduate students, and international and out-of-state students (1.1d, 1.2, 1.3). To ensure success, the University focuses not only on internal budgeting processes, but engages with multiple stakeholders, including our network of alumni and friends (1.1b). As we design new curricula, we work closely with local businesses and agencies to ensure that we are preparing our students for available careers and provide cutting-edge education in newly developing fields, allowing us to continually align our academic programs with the changing landscape of the 21<sup>st</sup>-century workforce (1.1b, 1.1d). This goal also focuses on student-support

programs, including the Millersville Scholars Program and the Lancaster Partnership Program, which encourage and support members of underserved communities enrolled at Millersville (1.1b, 1.1d, 1.2, 1.3). This goal also emphasizes curricular innovation, (1.1b, 1.1d, 1.2, 1.3), resource development through the establishment of enrollment targets, new revenue opportunities, and increasing the University's endowment (1.1b, 1.1d, 1.2; and RoA 10).

Our third goal, to **embrace agility**, concerns organizational excellence and the intentional steps we take to engage learners and ensure success. Strategies to meet this goal include establishing new ways of doing business, reorganizing administrative structures, updating technology, reviewing and revising budgets and policies, and striving to be carbon neutral. As we strive to engage learners and ensure success, we continuously seek ways to be adaptive, versatile, and flexible. As one strategy within this goal, vice presidents are charged with identifying two process improvements each year to help us become more agile.

**Goals are supported and periodically assessed.** Following the 2014 launch of *Our BOLD Path*, responsibility for the development, review, and recommendation of the University's mission and goals was assigned to a joint faculty/administrative group known as the Strategic Advisory Council (SAC). The SAC meets at least three times per academic year to analyze and reflect upon progress being made toward achieving our goals, and to assess whether our mission and goals remain relevant and achievable (1.1g, 1.2, 1.3, 1.4). Periodic evaluation is central to the design and implementation of Millersville's mission and goals. The SAC, President's Cabinet, and the COT review key performance indicators for each respective goal (1.1d, 1.4). These performance indicators established a transparent blueprint for regularly reviewing and updating our strategic plan. Progress toward achieving our mission and goals is communicated to the SAC, President's Cabinet, the COT, and to the University community at large through open forums, the President's Report, and the annual State of the 'Ville Address delivered by the president each fall (1.1f, 1.1g, also Standard 6). The goals, strategies, and targets delineated in *Our BOLD Path* are critical to the ongoing realization of the University's mission. The regular evaluation by critical University governing bodies and the greater University community of these goals via key performance indicators provides empirical evidence of mission attainment and, if necessary, a means for course correction (1.1b).

**Mission and goals are widely and publicly shared with the institution and stakeholders.** Budgeting and planning presentations are regularly shared with the University community. These presentations review how our budget process is aligned with our mission, vision, and goals. In addition, a semiannual progress report of the key performance indicators demonstrates how the University has progressed toward achieving its expected outcomes. In 2016, as part of a Campus Climate Assessment, faculty, staff, and administrators shared their familiarity with our values (75.2 percent strongly agree/agree) and goals (84.5 percent strongly agree/agree). Overall, faculty, staff, and administrators (86.7 percent) indicated that their work contributes to one or more of the University's three strategic goals. In addition, President Wubah and his cabinet began formally recognizing exemplars of our EPPIIC values through public addresses, the President's Newsletter, and the EPPIIC values website (1.1f). Our mission and goals are widely distributed on campus, and our goals guide decision makers in budgetary and curricular decisions as well as report structures at multiple levels from the department to the division (1.1d). Our annual budget process requires units on campus to link budget requests directly to our mission and goals (1.1d, 1.3).

**Support for scholarly activity.** Our strategic plan and its constituent goals and strategies recognize the importance of faculty and student scholarly and creative work, and our University operations support these endeavors in multiple ways. Internal faculty grants to support travel and research are funded through the budget of the division of Academic Affairs. Our Office of Sponsored Programs and Research Administration (OSPRA) facilitates applications for and the administration of both external faculty grants and internal student grant awards, and coordinates Made in Millersville, our annual showcase of student scholarly and creative work. The evidence demonstrates that Millersville provides support for scholarly and creative activity by indicating the kinds,

numbers, and diversity of opportunities available to students and faculty via faculty grant-writing support and other funded supports. This support relates directly to strategies within Goal 1: Engaging Learners and Goal 2: Ensuring Success (1.1b). In 2018-19, more grants were submitted to external agencies than any time in the last five years. Sixty grants requesting over \$10,961,000 were submitted, and 29 grants worth approximately \$4,938,000 were awarded. Further evidence of this support was validated through the University's recent success by Dr. Alex Redcay (Social Work), principal investigator, who received a \$1.34 million three-year grant to help combat the opioid crisis by providing support for students interested in becoming experts in addiction and recovery. Academic departments and faculty may report on their scholarship through quarterly Council of Trustee updates, annual department reports, and the annual Outcomes Summary Form faculty submit each year (1.1b, 1.1e, 1.2).

**Inclusive engagement in the new strategic planning process.** During the spring semester of 2019, and under the leadership of President Wubah, the University launched the 2025 strategic planning process, which included the creation of a new, inclusive group, the All University Council (AUC), representative of internal and external stakeholders (1.1b). The AUC, a yearlong task force, will collaborate within the existing strategic planning structure to create a mechanism through which stakeholders from across our community can participate in the development of the new strategic plan (1.1a). This process includes evaluating achievement of our goals and review of the mission statement defined in *Our BOLD Path (OBP)* (1.1g, 1.4, RoA 7, RoA 10). The Middle States Self-Study process was intentionally aligned to inform the design of our 2025 strategic plan. This new planning process includes phase teams from the AUC and Strategic Advisory Council membership to propose updated mission and vision statements; identify strategic issues; and draft goals, objectives, and strategies which will be approved by cabinet and the Council of Trustees.

No change will be made to our EPPIIC values for the 2025 strategic plan. However, enhanced emphasis is now placed on embracing our University's core values under the leadership of our new president, Dr. Daniel Wubah. Our EPPIIC values function as our set of guiding principles. These core values serve as the "bedrock of our culture at Millersville" (Dr. Wubah, *Review*, Summer 2019, page 4) and guide our "day-to-day" interactions and work.

In the next section, we explore the context of our mission and institutional priorities through the lens of this standard's criteria and lines of inquiry. The table in Appendix 1.1 demonstrates how our mission aligns with the criteria for Standard 1. We will review how we have realized our current goals and what implications might exist as we assess our current strategic plan and advance our planning strategies under the leadership of our new president. We will also consider how we systematically monitor achievement of our goals and use that process to explore new opportunities.

## II. Standard 1 Alignment with Millersville's Mission and Institutional Priorities.

The mission and vision statements and goals of Millersville University were designed to be attainable, realistic, and establish the framework for operationalizing our institutional priorities. We envision our institutional priorities as a Venn diagram, where three of our priorities — New Academic Program Development and Review, Strategic Enrollment Management, and Operational Excellence — intersect to create our fourth, and most important, institutional priority, Student Learning and Success. The theme, Diversity to Inclusion, integrates across the four institutional priorities.

**Student learning and success.** When considering the Student Learning and Success priority, the opportunities and experiences for our students are paramount to their educational



pursuits. Recent emphasis on student success and retention led to the design and implementation of a new University-wide retention group. This group produced a new Student Success and Retention Plan after review of data and retention and student success issues. Throughout the implementation of our strategic plan, alignment with our mission Goal A, To Engage Learners, has been at the heart of our student learning and success initiatives. Engaging students in high-impact experiences such as undergraduate research and study abroad, and enhancing student-support services like academic advising, tutoring, and the Dr. Rita Smith-Wade El InterCultural Center have enhanced the quality of our students' educational experience and contributed to their success. In the design of our current capital campaign, we "Imagine the Possible" and focused the campaign solely on three elements of student success: Student Scholarships, Student Learning Experiences, and Athletic Scholarships. As of August 2019, the overall campaign had achieved over 80 percent to goal, largely due to the commitment of our donors to enhance the Student Learning Experiences.

**New academic program development and review.** Millersville continuously strives to offer programs aligned with the workforce needs of our Commonwealth and region, and thus is dedicated to a focus on career preparation and our public mission to serve our local, regional, and global communities. The continual reorganization of existing degree programs and the development of new programs align with our goal to Ensure Success. To that end, several initiatives have occurred within the last few years to expand our ability to provide students with programs that meet their educational and career goals.

Millersville is certified through the State Authorization and Reciprocity Agreement (SARA), allowing us to expand our outreach to online learners. Since 2014, we have brought on three online degree-completion programs, which include the BSN in Nursing, the BS in Business Administration, and the BA in Social Work. In addition, we added a fully online sub-baccalaureate certificate in marketing. Finally, we offer several fully online graduate programs including the MS in Emergency Management and the MED in Assessment, Curriculum, and Teaching. Since 2014, we have exceeded our goal of bringing on at least 700 online students into our online programs.

In addition to online degree program growth, in 2018-19 eight new programs were forwarded to the State System of Higher Education Office of the Chancellor (OOC) for approval to offer. Seven of these programs have been approved, including the BS in Information Technology, BS in Entertainment Technology, BS in Sport Administration, BS in Multidisciplinary Studies in Population Health, BS in Packaging Engineering Technology, BS in Environmental and Spatial Sciences, and the Education Specialist (EDS) in School Psychology. The eighth program, the Master of Arts in Teaching (MAT) with 7-12 Pennsylvania Department of Education certification preparation in Computer Science, is under further development to be offered in collaboration with two of our sister schools in the system. These programs' proposals include market research and support from local agencies or industry for their need. They also include enrollment and budget projections.

One of our more recent curricular innovations was the design of the BA in Multidisciplinary Studies (MDST). This program was first offered in fall 2014 and grew to over 240 students (by head count) enrolled by fall 2018. By 2018-19, over 160 students have graduated from the tracks offered within the program, including Applied Disability Studies, Atlantic World Studies, Digital Journalism, Educational Studies, Entertainment Technology, Environmental Hazards and Emergency Management, Science Writing, Sport Business, and Sports Journalism. Two of the programs served as incubators for entirely new degree programs recently approved by the Office of the Chancellor: BS in Entertainment Technology and BS in Sport Administration. The recent approval of a BS option in MDST will allow us to develop a broader range of multidisciplinary programs, including programs in Population Health, Data Sciences, Entrepreneurship, Cyber Security, Criminology/Criminal Justice, and Information Science. These programs are based in a strong liberal arts and sciences foundation, cultivate multidisciplinary perspectives within established college and departmental structures, and help students tailor their major to areas of strength, interest, and job opportunities.

Other programs that have been approved or reorganized in recent years include, in the College of Arts, Humanities and Social Sciences, a BA in Language and Culture Studies, with concentrations in Culture Studies, Language Studies, and Teacher Education, with options for each in French, German, and Spanish. The College of Education and Human Services began offering additional programs at the graduate level, including the MED in Language and Literacy Education – Reading Specialist and the post-master’s certificate in Expressive Arts. Several programs have been developed in the College of Science and Technology, including a Construction Management concentration in Applied Engineering and Technology Management, BS in Automation and Intelligent Robotics Engineering Technology, BS in Manufacturing Engineering Technology, BA in Earth Sciences – Geology, and BS in Geology – Environmental Geology. We reorganized an existing MED program into an updated MS program in Technology and Innovation.

Finally, due to a recent policy revision at the State System level, Millersville has been able to expand degree offerings to include professional doctoral degrees. As a result, Millersville added three doctoral programs: Doctor of Education (EDD) in Educational Leadership, Doctor of Nursing Practice (DNP), and Doctor of Social Work (DSW). The University is on track to reach its 2020 target to graduate at least 50 doctoral students. Twenty-one doctoral degrees were awarded in 2017-18 and 2018-19. Over 52 students were enrolled in doctoral programs during 2018-19.

**Strategic enrollment management.** Strategic enrollment management intersects with the strategies of our goal to Ensure Success. Our strategic plan has focused efforts on enrollment management, helped to build new organizational structures and outreach programs in the division of Student Affairs and Enrollment Management (SAEM), and has set aspirational targets for our enrollments. We have focused efforts to build degree and certificate programs for adult learners and support the development of stackable credentials in areas such as marketing, gifted education, STEM education, and writing.

Since the 2015 Periodic Program Review, the University developed and launched three online undergraduate degree-completion programs in Nursing, Social Work, and General Business to enter new markets and expand audiences. In fall 2019, over 370 students were enrolled in BSN, over 55 students enrolled in BSW, and 12 were enrolled in the general business program. Expanded outreach efforts to reach new markets included international and out-of-state audiences through new staff, improved services, and additional resources. In an effort to attract transfer students, Millersville has expanded articulation efforts within the region by building stronger relationships with Thaddeus Stevens College of Technology, Harrisburg Area Community College, and Reading Area Community College (see 4.2). Collectively, these efforts have resulted in the stabilization of our enrollment.

**Operational excellence.** Operational excellence closely aligns with our third goal, to Embrace Agility. We are very proud to have secured funding and have built an award-winning zero-energy building, the Lombardo Welcome Center. The savings from the zero-energy building resulted in the creation of a new program to fund Positive Energy Awards to support student and faculty projects with proceeds from energy rebates. Other examples of focused efforts aligned with operational excellence to increase operational efficiencies and improve agility include:

- Moved the student evaluation process of faculty from paper-based to digitized/electronic.
- Expedited the Curricular Framework Recommendation Process for new degrees.
- Initiated an online tool for electronic submission of faculty promotion and tenure materials.
- Created a new admission process for Millersville Scholars Program.
- Created Community Police Specialist classification within PASSHE, one of the first in the nation.
- Created and implemented an early-alert system for student support and retention.

**Theme – Diversity to Inclusion.** This theme intersects with the three goals of *Our BOLD Path*: to Engage Learners, to Ensure Success, and to Embrace Agility. Examples for how recent strategies align with this theme include:



- Design and Implementation of the Diversity, Equity, and Inclusion Plan.
- The University's EPPIIC Values were updated in December 2018 with the addition of Inclusion as our sixth value.
- The president completed a national search for a new Chief Diversity officer.
- Our strategic plan focused efforts on several diversity themes, including expanded international enrollments, new initiatives for study-abroad and international partners, closing the student success and retention gap for underrepresented students, and strengthening the Millersville Scholars Program and the Lancaster Partnership Program.

### III. Analytical-Based Inquiry and Reflection.

In addition to documenting our compliance with the criterion in Standard 1 and analyzing the relationships between this standard and our institutional priorities, the steering committee explored two lines of inquiry related to Standard 1:

- 1) How well has Millersville realized its current institutional goals, and what areas of improvement need to be considered as we advance into the next strategic planning cycle?
- 2) How well does Millersville systematically review and adjust goals and objectives in the current strategic plan to avail the University of opportunities not previously identified?

The following sources of evidence were examined and analyzed: Cabinet meeting minutes; University Governance: Strategic Planning Structure; Strategic Plan Steering Committee minutes; Letter to University Community from the co-chairs of the Diversity to Inclusion Leadership and Resource Teams at Millersville University; Campus Climate Survey; Invitation to Faculty Forums to seek input on the Draft Diversity, Equity, and Inclusion Strategic Plan coming out of the Diversity to Inclusion Leadership and Resource Teams; SGA meeting minutes of constitutional bylaw annual revision processes; interviews with COT members; COT minutes; and open forums.

The first line of inquiry resulted in several findings. The current strategic plan served as the blueprint to inform our research as to whether we were adhering to our mission and goals. From our research, it is clear that the current strategic plan was crafted with multiple opportunities for campus input and is prominently featured on the University webpage. As is the case with most strategic plans, the outcomes of *Our BOLD Path* in the three goal areas have been uneven. Each of these goal areas include action items that have seen great success, while others remain in progress as evidenced by the semiannual report of the University "key performance indicators." Student enrollments and student retention as key performance areas have received substantial attention, yet the two metrics remain as areas of concern going forward. Table 1.2 shows the progress that has been made on *Our BOLD Path* in each of our goals between 2014-15 and 2018-19.

Table 1.2. *Progress Made on Our BOLD Path Strategic Plan.*

2020 Target	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Goal A: Engage Learners</b>					
Student Success Center	=	=	=	=	=
Improve retention rate by 1% annually	↔	+	+	↔	Not yet available
Involve 700 students in living-learning communities	=	=	=	=	Not yet available
Double resources for faculty development	=	=	=	=	=
Work with faculty to require students to participate in 2 of 8 high-impact learning opportunities by graduation	=	↔	+	+	Not yet available
Increase study abroad by 50%	=	=	=	=	=
Triple internal support for undergraduate student research	=	=	=	=	=
Increase external support by 30% for undergraduate research	↔	=	+	R	R
Increase engagement in credit-bearing internships to 600 students	↔	↔	↔	+	+
<b>Goal B: Ensure Success</b>					
Grow to 9,000 head count (new and current markets)	↔	↔	↔	↔	↔
Increase out-of-state student enrollment by 125 students	=	=	=	=	↔
Add an additional 50 international students	↔	=	=	=	=
Enroll 717 online degree-completion students or adult learners (undergraduate only)	+	✓	✓	✓	✓
Launch of RN to BSN online program	=	✓	✓	✓	✓
Underrepresented minority students succeed at or above the University average (improve MSP and the LPP)	=	+	+	↔	↔
Implement undergraduate in-state per-credit tuition model	✓	✓	✓	✓	✓
Generate approximately \$9 million in net revenue during the pilot of the per-credit tuition model	=	✓	✓	✓	✓
Increase endowed funds to \$38 million by 2017	=	=	✓	R	R
Raise \$12.25 million in total private giving by 2017	=	=	✓	R	R
Raise \$32 million for Imagine the Possible campaign)	n/a	n/a	n/a	=	=
Graduate 60 students from multidisciplinary studies program	=	=	+	=	✓
Graduate 50 students in 3 or more professional doctoral programs	=	=	=	=	=

Table 1.2 *continued*.

2020 Target	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Goal C: Embrace Agility</b>					
Agility teams	=	=	=	R	R
Accelerate solutions to increase efficiency and effectiveness	n/a	=	=	=	=
Build the next facility on campus as a zero-energy building, offer educational opportunities for students	=	=	=	✓	✓
Become carbon-neutral by 2040	↔	=	=	=	=
“R” means Retired, “✓” means accomplished, “=” means on target, “+” means positive progress, “↔” means challenge.					

The second line of inquiry focused on how well institutional improvement is supported by a well-defined strategic planning process. Institutional improvement is a broadly inclusive process that involves our shared governance structure and our strategic planning structure. The process is synthesized by the Strategic Advisory Council (SAC) that includes the following charge: Identify issues that arise from observation of higher-education trends and external challenges or opportunities that impact the fulfillment of our mission and achievement of our goals.

For example, one issue that arose led to the adjustment of University values to add “inclusion.” This action resulted from collaboration across faculty, staff, and administration that involved several offices and resulted in new initiatives. In spring 2017, a group of key University stakeholders met and extended the dimensions of diversity to include not only race and ethnicity, but also gender, sexual orientation, language culture, religion, and mental and physical ability. A consultant (Dr. Jamie Washington) was engaged in fall 2017, enabling the ad hoc group to focus on a cultural shift from diversity to inclusion. In December 2017, the cabinet approved the Millersville University Diversity to Inclusion Plan 2017-2020, developed and submitted by the Coordinator of the Office of Diversity and Inclusion (ODI). In March 2018, the ODI developed a Diversity Activities Map, and President Anderson charged the Diversity to Inclusion leadership and Diversity to Inclusion resource teams to facilitate cultural change in the University community. These teams have been active in meeting with groups across campus (College Councils, Student Affairs, etc.) to seek input on policies and practices that foster inclusion. In December 2018, the Council of Trustees endorsed the adjustment of *Our BOLD Path* values to add “Inclusion” to our EPPIIC values.

The evidence demonstrates the following:

- The trajectory for adjusting our strategic plan is fostered by a University culture that has an administrative commitment to diversity and inclusion (e.g., Office of Diversity and Inclusion, development of ad hoc teams) and makes resources available to faculty and staff (e.g., bringing Dr. Washington to campus).
- Our institution continues to accelerate solutions to increase efficiency and effectiveness. Cabinet members identify two processes to make improvements each year. In some years, more than two process improvements occurred.
- Millersville continues to build infrastructure to support high-impact practices (e.g., living-learning communities, first-year seminars, internships, service learning, and study abroad). In fall 2018, we hired our first faculty High-Impact Practices Coordinator. In fall 2019, the position was merged with the general education coordinator position. Results related to other high-impact practices include: Millersville students engaged in over 480 internships in 2018-19, and we are steadily moving toward our target of 600 students engaged by 2020; almost 1,000 students engaged in new, residential colleges and faculty-led

living-learning communities; in 2017-18, we provided over 230 percent of baseline in undergraduate research support (e.g., Made in Millersville, Millersville Mentored Undergraduate Summer Experiences (MUSE), and Library Research Fellows), close to our 300 percent 2020 target; Millersville sent approximately 169 students abroad through a variety of programs in 2017-18; and we are on target toward increasing study-abroad experiences by 50 percent by 2020.

- We have made progress in developing new academic programs. Almost 40 students have graduated with a BA in Multidisciplinary Studies, well on our way to achieving our 60 students graduating from this program by 2020. We continue to add new concentrations in the program and at present have almost 300 students enrolled in the program. We conferred our first doctoral degrees in 2017-18. As of the fall 2018 census, almost 50 students were enrolled in professional doctoral degrees. We are on our way to graduating at least 50 students in three or more doctoral degree programs by 2020. We launched the first online undergraduate degree-completion program (i.e., RN to BSN) and have added additional online degree-completion programs (i.e., BSW, BUAD). At present time, because of the carousel/mini-semester model, we have almost 500 students enrolled.
- After Enrollment Management and Admissions and other areas moved out of Lyle Hall in January 2018, we have been able to proceed with moving other services into and redefining space allocation within Lyle Hall to create a Student Success Center.
- We continue to provide faculty development resources to contribute to implementation of online programs. In 2017-18, \$83,000 was provided for instructional design support, almost 11 percent over the 2020 target.
- Over \$6.1 million additional revenue was generated from the per-credit tuition model in 2017-18. We generated \$21.4 million in net revenue during the years 2014-15, 2015-16, 2016-17, 2017-18. We indicated last year that this strategy and target had been accomplished and exceeded expectations. Open forums were held by the University on issues affecting student tuition for full transparency. Change to the per-credit tuition model resulted in positive fiscal changes for students.
- We achieved targets in endowed funds and total private giving in 2016-17, and launched a campaign in 2017-18 which focused on student experiences, scholarships, and athletics. As mentioned earlier, we are over 80 percent to goal as of August 2019.
- We have increased the number of out-of-state (OOS) and international students, and we are on our way to achieving our combined OOS and international student 2020 targets.
- Our institution recently opened the first zero-energy building on campus: the Lombardo Welcome Center. Millersville continues to reduce carbon emissions, and we are on target towards the goal of being carbon neutral. These efforts permit continued support for sustainability initiatives, including the Energy Management Dashboard.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges)**

The findings from this chapter demonstrate that Millersville is fully committed to fulfilling its mission as a public institution that provides diverse, dynamic, meaningful experience to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities. Our University has a strong and inclusive culture of strategic planning, and our operations are guided by the mission and goals of that plan. The three goals defined by our current plan - to Engage Learners, to Ensure Success, and to Embrace Agility — are well known and understood cross-divisionally, and define our ongoing initiatives to fulfill our mission. We systematically assess our progress towards these goals, and use that reflective process to drive continuous improvement in our operations and academic programming. The president and cabinet were integral in the development of the current mission, vision, and our EPPIIC values, and have played a leading role in advancing our strategic plan. An inclusive process is in place to craft the successor to *Our Bold Path* so that the new 2025

strategic plan will continue to be the guiding plan for the University, its mission, vision, and values. This transparent and inclusive process has generated a high level of campus support for our mission and goals. The evidence provided in the Evidence Inventory and analyzed in this chapter demonstrate that Millersville meets the requirements of this standard and the related Requirements of Affiliation.

### **A. Areas of Continuous Improvement**

1. Our Student Success and Retention Plan was developed and circulated throughout the campus community for input during 2018-19. The plan was shared with the president in early September 2019. Seven areas of focus are being addressed in 2019-20.
2. While Millersville experienced slight growth in fall 2018 (33 students over fall 2017), we are still not meeting our interim target to achieve our aspirational goal of 9,000 students by 2020. The administration and the COT continually review the student head-count goal. This number was reduced from the original aspirational goal of 10,000 students one year into the *Our BOLD Path* plan after review of demographics and enrollment patterns and projections. As we engage in our next planning process, we will engage in discussions regarding updated enrollment targets given future demographic trends and other external factors.
3. Our first-year retention rate dropped from 77.4 percent (fall 2016 cohort) to 75 percent (fall 2017 cohort). While we are researching specific reasons for this drop, some leading indicators include student preparation and financial support. In particular, there was a large decrease in African-American student retention. Millersville is exploring the data in more detail, but some key factors stand out based upon our retention and graduate dashboards for fall 2017 cohorts: African-American students' (n = 120) retention declined 11.1 percent from the prior two-year average (81.1 percent; 71.1 percent, respectively); white students' (n = 922) retention declined 1 percent from the prior two-year average for white students (78.7 percent; 78.8 percent, respectively); and Hispanic students' (n = 220) retention increased 4.9 percent from the prior two-year average for Hispanic students (64.4 percent; 69.5 percent, respectively). Pell recipients' (n = 467) retention decreased 4.3 percentage points from the prior two-year average.
4. We are seeking more consistent outcomes to closing the gap for our underrepresented minority student retention, especially for our first-time, full-time African-American students as noticed in the fall 2017 cohort rate (65.0 percent) compared to the fall 2016 cohort rate (81.1 percent). Millersville did close the gap for our Hispanic students within the same cohort comparison (from 64.4 percent for FA16 cohort to 71.8 percent for FA17 cohort).

### **B. Opportunities for Innovation**

1. Improve implementation of Inclusion as an institutional value. One challenge is to communicate evidence of positive changes in inclusive practices that occur in some segments of our campus but not others. For example, the newly renovated Luek Hall (formerly Byerly) has two bathrooms on the second floor that are gender neutral and wheelchair accessible. In the Student Memorial Center, a family bathroom (with associated sign) is present but does not suggest a gender-inclusive space. Visitors from outside the University who have visited the SMC have commented on the lack of gender-neutral bathrooms.
2. The EPPIIC values can be further institutionalized and engrained as we move forward with our 2025 strategic planning process and values-driven leadership.

### **C. Areas of Strength to Build Upon**

1. Millersville has a strong history of senior leadership support related to University mission and goals. The president and cabinet were integral in the development of the current mission, vision, and EPPIIC values since inception and have played a leading role in advancing the *Our BOLD Path* strategic plan. The same is

the case as we progress towards building our 2025 strategic plan. An inclusive process is in place so that the 2025 strategic plan will launch just as the 2020 *Our BOLD Path* plan sunsets.

2. Millersville has the support of the COT by regularly monitoring the progress of *Our BOLD Path* strategic plan through updates at their December and June meetings.
3. *Our BOLD Path* was created through an inclusive campus process and continues to be the guiding plan for the University's mission, vision, and values. This transparent and inclusive process has generated a high level of campus support.
4. The Strategic Advisory Council, comprised of faculty, staff, and administrative officers, continues to meet regularly to address important strategic issues, monitor and update the strategic plan, and conduct scans of the higher-education landscape.

## **V. Next Steps for Strategic Planning.**

The following are initial strategies to consider for the 2025 strategic plan after reviewing our compliance with the criteria for Standard 1, results from two lines of inquiry, and an exploration of the relationships between the standards, institutional priorities, and mission of the University. The steps below provide opportunities to build or continue support for innovation and to address areas of improvement:

1. Explore new ways to build a campus culture toward excellence and a sense of belonging (in our EPPIIC values). Examples of this may include:
  - (a) Expand and refocus new employee orientation program to focus on mission, vision, and EPPIIC values.
  - (b) Reintroduce community-building activities such as the State-of-the-Ville address and Garden Party, and launch new events, such as the All Employee BBQ in May 2019.
  - (c) Enhance the presidential monthly newsletter that focuses on people, programs, and places.
2. Continue to advance our integrated and inclusive planning process through designing the 2025 strategic plan using the All University Council, the SAC, and the President's Council. The process includes metrics to monitor and assess the new plan's implementation.
3. Explore new methods to communicate with employees and build more transparency. An example of this includes the new University Budget Advisory Council that launched in 2019 and will include representatives from faculty, staff, and administration.

## Chapter 3: Standard 2: Ethics and Integrity

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***Ethics and integrity are central, indispensable, and defining hallmarks of effective higher-education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.***

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Millersville University is deeply committed to living up to our University's EPPIIC values (Exploration, Professionalism, Public Mission, Inclusion, Integrity, and Compassion), which commit us to operating under the highest ethical standards framed by individual and institutional integrity. Millersville steadfastly defends freedom of thought, ideas, and expression as central to our mission as a public university. The commitment to integrity is measured by our dedication to operating under a transparent and principled set of University policies and procedures, engendering a culture of trust, fairness, and equity within our diverse community. Moreover, the University consistently lives by and practices its institutional principles, standards, and values, and remains focused on compliance with all applicable state, federal, and Commission regulations and requirements. Millersville University meets all criteria of Standard 2, as well as the related Requirements of Affiliation, specifically RoA 12.

Table 2.1 provides multiple sources of evidence as to how Millersville University demonstrates compliance with the criteria related to Standard 2, Ethics and Integrity.

### **I. Millersville's Commitment to Standard 2, Ethics and Integrity.**

**Commitment to academic freedom.** Millersville University is committed to academic freedom and has clear and accessible guidelines and policies that guide the community to ensure a sustained and consistent commitment to this principle. The Association of Pennsylvania State College and University Faculties (APSCUF) Collective Bargaining Agreement (CBA) demonstrates that the agreement between faculty and administration is written with a commitment to academic freedom, intellectual freedom, and freedom of expression (2.1). The commitment is evident through various levels of institutional participation, particularly regarding academic program design and delivery, and was explored as a line of inquiry in relation to the criteria in this standard.

The governance and policies of the President's Cabinet, Deans' Council, and academic departments (available on the University website) as well as the APSCUF Collective Bargaining Agreement also demonstrate that the University's commitment to academic freedom is guided by University structure, policies, and procedures. There are no restrictions on faculty and their research focus, course content, sponsored events, or invitations extended to speakers. Faculty expertise demonstrates a diversity of education and an active record of scholarship in a broad range of disciplines. Proposals for new course offerings demonstrate the freedom and desire on the part of academic programs to address a comprehensive range of issues. Furthermore, proposals for multidisciplinary and interdisciplinary programs demonstrate continued efforts to develop academic offerings that address current and future trends. Curricular processes and policies demonstrate transparency and include opportunities for discussions to ensure that academic freedom is respected at multiple levels.

**University policies on intellectual property rights are transparent.** The Technology Transfer Policy provides guidance for patents, inventions, and copyright practices and procedures. The University is clear on how it will address allegations of violation of copyright involving online material. Specifically, as an ISP — Internet Service Provider — for the campus community, the University is clear on the Digital Millennium Copyright Act. Through its library services, the University has clearly stated guidelines for copyright and fair use (2.1, RoA 12).

Table 2.1. *Demonstration that Millersville Meets Standard 2 Criteria.*

EVI	Standard 2 Criteria	Criterion Met
1	Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	M
2	A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	M
3	A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	M
4	The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	M
5	Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.	M
6	Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices, as well as in internal communications.	M
7	As appropriate to its mission, services or programs are in place:	
7a	To promote affordability and accessibility.	M
7b	To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	M
8	Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:	
8a	The full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates.	M
8b	The institution's compliance with the Commission's Requirements of Affiliation.	M
8c	Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion.	M
8d	The institution's compliance with the Commission's policies.	M
9	Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	M

**A climate of inclusivity and respect.** Millersville University is committed to creating a climate that fosters respect among students, faculty, staff, and administration with diverse backgrounds, ideas, and perspectives. The University community strives to create a climate of inclusion, and is guided by our mission statement and EPPIIC values, which recently were amended to include "Inclusion" as one of the core values. Another core value, "Integrity," is paramount to this chapter (2.2). Millersville University's commitment to monitoring, evaluating, and enhancing an inclusive community is demonstrated through policies, assessment measures, and ongoing review (2.2, 2.9, RoA 12). For example, the president, with the support of the COT and the cabinet, recently reestablished the position of Chief Diversity Officer at the cabinet level. Additionally, the "Diversity, Equity, and Inclusion Plan" was developed, adopted, and implemented. This plan demonstrates continual attention to creation, maintenance, and assessment of a respectful climate. The institution regularly conducts the Campus Climate Assessment, and the results are shared with the University community. In the unlikely event that an incident's occurrence runs counter to our EPPIIC values, resources in support of inclusion and tolerance are shared. The Student Conduct and Community Standards office has consistent policies on student conduct. While many of these policies and



procedures meet compliance requirements (e.g., Equal Opportunity), others are homegrown initiatives that reflect the University's commitment to our EPPIIC values (e.g., Preferred Name Policy) (2.2, 2.8d).

**Fair and impartial grievance policies.** The University has clear guidelines established by academic policy and by various collective bargaining agreements, as well as divisional customer service procedures and other practices, for filing complaints and grievances, and ensuring that responses are fair, impartial, and timely. The University has several documented and accessible policies on the University website that clearly articulate how complaints or grievances should be addressed. These include the Grievance Process for Students, the Academic Appeals Policy, and the Title IX policies. The University employs a full-time Title IX Coordinator in a permanent position and requires the inclusion of Title IX language in course syllabi. The Academic Honesty Policy provides detailed information on academic honesty, including specific information about what actions constitute violations of University policy and outlines procedures for due process of those alleged violations. Millersville University has an extensive Customer Service policy and procedures to investigate and address complaints submitted to the President's Office (2.3).

**Conflict of interest and ethics.** The University demonstrates its avoidance of conflict of interest through compliance with the Pennsylvania State Ethics Act. The Pennsylvania State Ethics Act Chapter 11 includes details on ethical standards and financial disclosures. At the system level (Pennsylvania's State System of Higher Education, or PASSHE), we comply with the PASSHE Management of Financial Conflicts of Interest policy. PASSHE also has several collective bargaining agreements (CBA). The CBA with the Association of Pennsylvania State College and University Faculties (APSCUF) addresses conflicts of interest with regard to hiring, evaluation, promotion, and tenure. The University has a policy for managing conflicts of interest at the local level as well. Specifically, the Millersville Policy for Management of Conflicts of Interest is clear in purpose (the Ethical Conduct and Conflict of Interest Policy). Policies also guide decision-making such as student employment (the Student Employment Policy) and the naming of the facilities (the Naming of University-Owned Facilities Policy). Other documents include the finance and administration policies for bids, contract renewals, and other fiscal-related policies (2.4, RoA 13).

**Fair and impartial hiring, promotion, and evaluation processes.** Evidence demonstrates that practices related to hiring, promotion, evaluation, and discipline are transparent and are designed to be fair and impartial (2.5, RoA 15). The instructions for search and hiring processes are clear for those serving as chair or a member of a search committee related to access and completion of related paperwork. The University's Office of Human Resources provides detailed information for employees and prospective applicants. In addition, the documents related to the procedures for internal search committees on workflow, pre-interview, interview, and post-interview processes are available. This also includes the University's EEO Statement. The fair and impartial practices are detailed for various populations, such as students for on-campus jobs, student recreation, and graduate or resident assistantships. In addition, the University's policies related to tenure and promotion are detailed and accessible, as are policies and practices for search processes (2.3, 2.5).

**Honesty and truthfulness in public relations.** Millersville University is committed to delivering accurate and appropriate information in its internal and external communications (2.6, RoA 12). The Office of University Communications and Marketing (UCM) provides communications and marketing services to Millersville University's academic and administrative offices. UCM supports the University's identity, reputation, and strategic plan by offering marketing and communication strategies and solutions. Those solutions are guided by the University Editorial Style Guide, Associated Press Stylebook, University Identity Guidelines, and University cut sheets, which help create one voice for the University. The writing is guided by the Public Relations Society of American Code of Ethics. UCM is responsible for external news releases, writing for the website and social media, and internally for 'Ville Daily, 'Ville bulletins, 'Ville notices, and other email communications. UCM also assists campus community partners with design and print projects.

The Institutional Research Fact Book (password is jsam95) is the major source for the documents that support the full disclosure on institution-wide information, graduation, retention, certification, and licensure or licensing board pass rates, which appear in official University publications (2.8a). The information gathering and processes for reporting relevant information in a timely fashion are articulated. Evidence is well documented in the Institutional Research Fact Book and the Middle States Commission on Higher Education Accreditation (MSCHE) Process website. Millersville University complies with federal Higher Education Opportunity Act requirements and maintains a website for student consumer information (2.8a). The University regularly submits substantive change requests in compliance with MSCHE requirements; the last request was accepted in spring 2017. (2.8c).

**Public disclosure about cost of education and financial support resources.** The websites for Millersville University's Offices of Financial Aid, Admissions, and Student Accounts provide accurate and up-to-date information to guide prospective and enrolled students and their parents regarding cost of attendance. A full list of grants and scholarships is available through the Financial Aid site along with information on general eligibility requirements. In addition, the Financial Aid office provides financial aid calculators, calendars, and financial aid checklists which are supplemented with fact sheets.

The University's website includes information about disclosure statements from various financial institutions. In addition, there are several information sources about alternative educational loans, such as Private/Alternative Education Loans. Information related to consortium agreements and counseling is also available. Millersville University is committed to being accessible; one of the "P's" in the EPPIIC values signifies the commitment to having a public mission. The institution has worked hard to achieve high-value-for-cost ratio and was ranked 25th in the state with regard to having the greatest lifetime return on investment by Affordable Colleges online (2.7a, 2.7b).

**Applicable federal, state, and Commission reporting policies.** The University remains in compliance with all applicable reporting policies, regulations, and requirements. The Office of Institutional Research compiles all relevant data concerning graduation, retention, certification, and licensure, and submits reports to the State System Office and to the Integrated Postsecondary Education Data System. Summaries of these reports are available through the Fact Book. The Planning, Assessment, and Analysis is dedicated to submitting Annual Institutional Updates and substantive changes to MSCHE, and remains in compliance with all Requirements of Affiliation and MSCHE policies (2.8b, 2.8d).

## **II. Standard 2 Alignment with Millersville's Mission and Institutional Priorities.**

There exists a strong overlap between Standard 2 and Millersville University's mission, vision, EPPIIC values, and institutional priorities. As a public university that is part of Pennsylvania's State System of Higher Education, the University values its responsibilities through its commitment to academic freedom, and its values for Public Mission, Integrity, and Inclusion. Millersville University is committed to its mission; honors contracts and commitments; adheres to policies at federal, state, and institutional levels; and demonstrates operational and academic integrity (RoA 12). The institution shares evidence of this commitment to academic freedom as a "hallmark of higher-education institutions." As a public institution and state agency, the accountability requirements provide for policies and practices that promote and safeguard ethical standards. When considering this standard and our institutional priorities, alignment exists among all institutional priorities and the theme, Diversity to Inclusion. Our culture of ethics and integrity, coupled with the practical respect for academic freedom, will support the development of the University's next strategic plan through an open, inclusive, and integrated planning process.

**Student learning and success.** Student learning and success are at the heart of the University's mission, vision, goals, and EPPIIC values. Moreover, all of the criteria for Standard 2 align with this institutional priority. Student

learning is embraced through formal and informal learning experiences that lead to achievement of student-learning outcomes.

Creating an environment that promotes student learning and success requires a culture of integrity and ethics; evidence for this culture is demonstrated via faculty research, student research, curricular initiatives, and student grade appeal processes. For example, both students and faculty engage in research topics of their choosing. Processes (e.g., curricular approval process or program reviews) exist to support faculty proposals for new courses or new academic programs. In addition, students have access to an academic appeals process that helps to promote student success.

**New academic program development and review.** The Millersville portfolio of quality academic programs provides opportunities for students to learn and succeed. As a comprehensive University that offers a variety of educational programming, from certificates through doctoral degree programs, Millersville University seeks to provide distinctive academic programs responsive to diverse student-learning and workforce needs. Integral to preparation for the workforce are knowledge and abilities that address both cognitive and affective skills in a global community. Millersville University's curriculum is based upon degree program learning outcomes and General Education objectives (which serve as University-level competencies) that seek to prepare students for evolving workforce demands. Enhancing and leveraging faculty and staff expertise within this curriculum are essential to building a responsive program portfolio and program currency.

A review of the criteria within Standard 2 (specifically criteria 2.1, 2.2, and 2.9) reveals a clear link between the climate of academic freedom and this institutional priority. This strength is demonstrated through the development of the BA and recently approved BS in Multidisciplinary Studies (MDST). The BA MDST program has grown from over 20 students enrolled in 2014-15 to almost 250 students enrolled in 2018-19. The BA in MDST now offers nine faculty-designed concentrations. That this is an example for how we fulfill our mission, especially when considering that we offer "diverse, dynamic, and meaningful experiences" to our diverse community of learners. A climate has been created that permits the creation and offering of innovative programs with specialized concentrations that are responsive to student interests and workforce needs.

In addition, honesty and clarity in recruitment materials related to academic offerings are followed through in all communications with prospective students. Admissions and University Communications and Marketing are part of the process of notification of approval of new or discontinuation of undersubscribed programs in printed material. This process contributes to the integrity in articulating the range of programs available to students upon matriculation at Millersville University.

**Strategic enrollment management.** Upon analytical review of the criteria for Standard 2, Millersville University's truthfulness in communication with prospective students highlights institutional fit during the recruitment process. Similar findings indicate that to the extent to which the University promotes access and affordability enhances recruitment and retention efforts. For example, helping students to understand funding sources and options helps inform decision making. The financial literacy programs and financial aid counseling sessions provided at Millersville University for prospective students and their families support this finding. Financial Aid Award Letters along with Terms and Conditions support the strategy of enrollment management. Also, maintaining the currency of the Office of Financial Aid website helps to provide consistent and accurate information utilized for recruitment.

**Operational excellence.** Millersville leverages operational excellence as demonstrated in the evidence used to support criteria within Standard 2 (especially 2.4, 2.6, and 2.8). One specific example includes maintaining compliance with reporting requirements at federal and state levels (RoA 12). This example also demonstrates that the University strives to fulfill its mission to "... provide diverse, dynamic, and meaningful experiences" in good faith and practices strong fiscal stewardship. In a second example, clear policies regarding conflicts of interest at

the PASSHE Board of Governors level and enacted at the institutional level protect against potential conflicts of interest. One area that may require strengthening pertains to enhancing procedural safeguards to mitigate risk that might arise from errors in official publications or communications to external audiences.

**Theme – Diversity to Inclusion.** The findings from reviewing this Standard’s criteria (specifically 2.1, 2.2, 2.3, and 2.9) and the working group lines of inquiry bring to the forefront the continual process of acknowledging societal changes, enrollments, and community offerings that contribute to advancing the Diversity to Inclusion theme. One example includes the strategies and actions that support customized student experiences through advising, tutoring, high-impact practices, and academic program design. Another example includes the new Diversity, Equity, and Inclusion Strategic Plan built from an extensive environmental scan to identify goals, strategies, and actions. As one of the EPPIIC values, Inclusion is both intentional and purposeful, melding with the other values in the following ways:

- Exploration — a culture of inclusion fosters opportunity for exploration (in its various forms) and guides the University in intentionally questioning all of its internal and external activities.
- Professionalism — inclusive communities foster greater collegiality and fruitful collaborations between individuals from diverse backgrounds and create opportunities for initiative formation.
- Public Mission — Insofar as the public mission speaks to the need to respond to the needs of growing regional, urban, and metropolitan communities, a culture of inclusion allows for more effective identification of and collaborative responses to such challenges.
- Integrity — as defending freedom of thought and expression are key elements of the integrity of a public academic institution, a culture of inclusion would seem indispensable in terms of allowing for the exercise of those freedoms.
- Compassion — this value is most clearly linked to the issue of inclusion, since it explicitly involves being sensitive to the experience of people from all backgrounds.

### III. Analytical-Based Inquiry and Reflection.

The lines of inquiry explored for this standard suggest that Millersville University operates ethically with a high degree of integrity. One focus of the analysis considered the University’s commitment to academic and intellectual freedom and freedom of expression, particularly in the design and delivery of academic courses and programs. In analyzing this commitment, the line of inquiry considered the methods used by the University to develop and implement curricular changes, based on the idea that the transparent development of course offerings and program curricula are crucial to the intellectual and academic freedom of all constituents on campus. Over the past several years, the University has launched a new process for curriculum approval and review. Ahead of the process revision, the University’s Academic Policies Committee determined that at the heart of our culture of shared review of curriculum was the avoidance of duplicative course offerings among departments, informed by the development of richer content through shared expertise across campus. Substantial effort was made to speed the curricular approval process, reduce barriers for faculty innovation, and increase the transparency of evaluation, while allowing a free and open forum for the discussion of curricular changes. The development and implementation of an online curricular approval process now provides a digital forum in which members of the faculty can review and post comments and concerns on proposed curricular changes, allowing space for both the discussion of concerns and a process by which those concerns can be addressed early in the review process. A front-end, all-campus notification process was also introduced so that faculty across campus are alerted to all proposed curricular changes. The working group concluded that faculty now have greater freedom to propose curricular changes through a streamlined, transparent, and focused process that characterizes our new, expedited curricular approval process.

Because Millersville University is part of a state university system, the approval of new degree programs ultimately is at the discretion of the Office of the Chancellor and not the University. This is a structural constraint, as the University is not at liberty to develop programs independently of the perceived needs of the system. Millersville has addressed this constraint by the development of our Bachelor of Arts in Multidisciplinary Studies (MDST). Originally offered with two faculty-developed options (Applied Disability Studies and Environmental Hazards and Emergency Management) as well as an option for individual student-proposed curricula, by fall 2018 the University offered nine distinct faculty-developed and faculty-approved concentrations. Furthermore, the MDST curriculum committee had approved 39 individual student proposals. MDST is an innovative and flexible program of study that builds on the University's existing strengths in the liberal arts and sciences. Students are able to tailor studies to better meet their academic interests, strengths, and career goals. Within a structured framework, this program allows students the freedom to use existing University courses and programs to innovate and create their own unique program of study while still adhering to the General Education curriculum and academic policies of the University. The program also allows faculty the freedom to collaborate with colleagues across campus to develop new and innovative curricula in a timely fashion.

One example explored through the line of inquiry that demonstrates how our climate fosters respect for diversity is our Integrated Studies program. This program is the only fully inclusive, residential, four-year curriculum in Pennsylvania of its kind, and one of only a handful in the country. This unique program is a two- or four-year inclusive postsecondary initiative for young adults with intellectual disabilities. Our campus community of faculty, staff, coaches, and mentors supports each student as they develop a person-centered plan to guide their journey at Millersville University. Students enrolled in Integrated Studies become fully immersed in the Millersville campus by engaging in academics, career exploration, and building relationships. Students are enrolled as full-time non-degree-seeking students, providing them with the opportunity to have a residential college experience. Millersville University has increased the visibility of student research in which academic freedom, intellectual freedom, and freedom of expression are displayed through traditional research and creative projects. Our annual Made in Millersville conference allows students to present the results of their work. Applications are reviewed by the conference coordinating team, who are not affiliated with traditional instructional departments, thus helping to avoid the introduction of bias into the selection process. The operating principle of the conference is that it *"creates an environment of trust; everyone's voice matters."*

Taken together, the evidence demonstrates a commitment to academic freedom and freedom of expression that supports a culture of ethics and integrity at Millersville.

Another line of inquiry pursued by the working group considered how well the University assessed its existing policies, whether those policies were fair and impartial (particularly concerning access and affordability), and whether University policies and procedures were ethical and displayed integrity. The working group concluded that there is a sense on campus that the policies and procedures that exist at the University are generally and fairly applied, and thus support a climate of integrity, particularly in terms of articulation of scholarships, affordability, and fiscal responsibility of a student and/or family. Furthermore, because the University is party to multiple collective bargaining agreements, where each outline processes for hiring, termination, and grievance procedures, members of the campus community are treated equitably and fairly. Each time a new collective bargaining agreement is negotiated between the state system and one of the University unions, policies are reviewed to ensure consistency with any revised contract language. While this does not constitute a comprehensive assessment of all policies on an annual basis, it provides a mechanism for the systematic review of many policies and procedures every few years, generally on a three-year cycle.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges).**

The evidence reviewed by the working group suggests that the University conducts itself ethically and with a high level of integrity. The University is consistent with its multilayered attempts to be transparent about the cost of attendance and strives to ensure that there are opportunities to find ways to actively reduce the cost of attendance. The University has comprehensive policies and procedures in place, and they can be easily located. One emerging area of improvement is to more systematically monitor and update policies. This finding is being addressed by the Associate Provost for Academic Administration in collaboration with the Faculty Senate, the Deans' Council, or Cabinet, as appropriate. Finally, the University has done solid and visible work towards its Diversity to Inclusion theme.

##### **A. Areas of Continuous Improvement**

1. Three office moves and three reporting divisions for University Communications and Marketing (UCM) in the past five years has led to a perception of decentralization. As of September 2018, UCM is aligned with the Advancement Division and is working across the campus to provide consistent internal and external marketing and communications materials for all constituents. The guidelines for brand identity and editorial purposes are online, readily available to all, and are being communicated through a series of workshops.

##### **B. Opportunities for Innovation**

1. Continue to maximize access and affordability in relation to the fulfillment of public mission. The University understands this is at the core of the University and its integrity towards its public mission. Maintaining affordability has been a challenge. As of 2019, Millersville will be able to set its own tuition rate. State allocation of resources to our University is out of our control, and housing costs have increased following the construction of suite-style housing through a public-private partnership. Suite-style residence halls, owned and operated by Student Services, Inc., are more expensive for students than traditional dormitories, and Millersville is beholden to annually fill them to 95 percent capacity. The COT recently approved a reduction to fees in April 2019 to help address this issue. Dining Services has started a new "declining balance" pricing plan that reduces residential student dining costs by 14 percent. And for the first time in our history, for the 2019-20 school year, Millersville will have a lower total cost of attendance compared to the previous year. We are making a Millersville education more affordable by using open education resource material, which is virtually free for our students. Our Center for Academic Excellence, in collaboration with the Open Education Resources working group, launched the Open Textbook Initiative, which saved our students over \$250,000 in textbook costs last year. And, the University is committed to increasing the number of scholarships available to our students. During this past academic year, an additional 95 new scholarships were established. We awarded a total of \$3.8 million in institutional and private scholarships and grants to our students.

##### **C. Areas of Strength to Build Upon**

1. Continue to promote innovative interdisciplinary and multidisciplinary programs as a way of inspiring the creation of new programs to expand the commitment to academic freedom. The University should improve the promotion of existing inclusion-related minors (African-American Studies, Latino/a Studies, Women's and Gender Studies) to enhance student learning across the curriculum, regardless of disciplinary concentration, and provide additional budgetary support for inclusion-related minors.
2. Enhance and assess inclusive excellence and campus climate through University-wide efforts and the implementation of the Diversity, Equity, and Inclusion strategic plan, including the expansion of training programs for faculty, staff, and students.

## **V. Next Steps for Strategic Planning.**

The items below may be used to advance our 2025 strategic plan.

1. Systematically and frequently review published policies to ensure that they are up to date and consistent with practice. During the course of this analysis, it was discovered that some policies still contained out-of-date language. For example, several years ago the names of the primary academic units in the Division of Academic Affairs changed from “schools” to “colleges.” Several policies were found that still referred to “schools” and required updating. This finding has inspired a change in process in the Associate Provost’s Office. Beginning in May 2019, at the conclusion of each academic year, the Associate Provost will conduct an annual audit of all published policies to ensure that they are up to date, and will initiate policy changes whenever appropriate.
2. Enhance budget model for seed funding for strategic initiatives for expansion of innovative programs.
3. Integrate the Diversity, Equity, and Inclusion plan in the 2025 strategic plan design to promote inclusive excellence. Infuse an inclusive excellence framework into the integrated strategic planning process to enhance emphasis of diversity and inclusion throughout our community.

## Chapter 4: Standard 3: Design and Delivery of the Student Learning Experience

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***An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting, are consistent with higher-education expectations.***

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Millersville University is a master's comprehensive University that, at last census count (fall 2018), enrolled 6,779 undergraduate and 1,002 graduate students. We deliver 68 baccalaureate degree programs, 21 master's programs, one associate's degree program, and three professional doctoral programs. Although the vast majority of our undergraduate population is enrolled in traditional face-to-face baccalaureate programs, Millersville offers three online baccalaureate degree-completion programs in nursing (RN to BSN), social work (BASW), and business administration (BA); the combined enrollment in these online programs is 475. Our graduate programs are delivered in multiple modalities, including fully online, blended online/face-to-face, and fully face-to-face. We deliver two graduate programs jointly with Shippensburg University (Master of Social Work and EdD in Educational Leadership) and one with Kutztown University (Doctor of Social Work). We offer a wide variety of pre- and post-baccalaureate certificate programs as well.

Millersville is committed to providing rigorous and coherent learning experiences to this diverse community of learners. All of our credit-bearing programs, from the pre-baccalaureate certificate to the doctoral degree, are subject to rigorous curriculum review and assessment processes, and are delivered by qualified tenured, tenure-track, and adjunct faculty, regardless of the modality of instruction. Our baccalaureate programs are built on a strong liberal arts foundation, delivered through our General Education program, which is designed, delivered, and assessed by our faculty. Millersville University meets all of the applicable criteria of Standard 3, as well as all relevant Requirements of Affiliation (RoA 8, 9, and 10). Standard 3.7 does not apply as we do not use third party providers to deliver our educational programs.

### **I. Millersville's Commitment to Standard 3, Design and Delivery of the Student Learning Experience.**

The structure of Millersville University's curricula is guided by local governance policies, guidelines established by the Board of Governors of Pennsylvania's State System of Higher Education, and, in some cases, by program accreditation standards and certain state agency requirements, particularly those defined by the Pennsylvania Department of Education for teacher preparation programs. The Board of Governors' policy 1990-06-A, most recently revised in July 2018, defines the universe of degrees we are empowered to confer, and mandates the number of credit hours required at each degree level (associate degree programs must require the completion of a minimum of 60 credit hours, baccalaureate degrees 120 credit hours, and master's programs a minimum of 30 credit hours) (3.1). While the great majority of our undergraduate programs require 120 credits for degree completion, several have received approval by the State System to require more than 120 credits, particularly in our education programs. Certain dual-degree/certification or double-major programs also require more than 120 credits to complete. Our master's-level program requirements range from 30 to 60 credits, depending on accreditation and licensure requirements as well as disciplinary expectations (3.1).

**Clearly and accurately described academic programs.** Each of our undergraduate degree programs has published a curriculum sheet that outlines the course requirements for each major, and demonstrates compliance with the standards for degree requirements established by PASSHE. This information can also be found in the



Undergraduate Catalog, which is updated and published on our University website annually. Millersville also publishes advertising material we refer to as cut sheets, which provide highlighted information about each of our undergraduate programs. Curricular information for each of our graduate programs is published on our University website and in our Graduate Catalog, which is published on our website annually (3.3).

Table 3.1. *Demonstration that Millersville Meets Standard 3 Criteria.*

EVI	Standard 3 Criteria	Criterion Met
1	Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher-education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	M
2	Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:	
2a	Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies.	M
2b	Qualified for the positions they hold and the work they do.	M
2c	Sufficient in number.	M
2d	Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation.	M
2e	Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.	M
3	Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.	M
4	Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.	M
5	At institutions that offer undergraduate education, a general education program, freestanding or integrated into academic disciplines, that:	
5a	Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.	M
5b	Offers a curriculum designed so that students acquire and demonstrate essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diversity.	M
5c	In non-U.S. institutions that do not include general education, provides evidence that students can demonstrate general education skills.	n/a
6	In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.	M
7	Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.	n/a
8	Periodic assessment of the programs providing student learning opportunities.	M

Students have ready access to the requirements for each major, minor, and general education requirements on the Department of Academic Advising and Student Development's Important Forms webpage listing the major curriculum sheets and minor curriculum sheets, as well as links to the general education curriculum. These online sources provide the list of required core major/minor courses, major/minor elective courses, and necessary required-related courses. Other requirements may be listed on each curriculum sheet, including admission requirements, retention in the major requirements, proficiency requirements, etc. Requirements for each major, minor, and the general education curriculum, and progress towards completion, are also available to students within the Registrar's degree audit system (DegreeWorks). Degree audits are available to all current graduate and undergraduate students seeking degrees at Millersville University. With degree audits, students and advisors can view all completed and in-progress courses and all outstanding requirements in the student's declared degree, major, option, and/or minor. Students may also learn how courses would apply to another major, minor, or concentration using a "What If" feature and a "Look Ahead" feature to enter planned courses to see how they apply to the degree requirements (3.3).

In addition, department webpages and student handbooks provide students with advice for success (e.g., art, English, earth sciences meteorology, psychology), and four-year-path-to-graduation guides help students understand their path to completion (e.g., language and culture studies, biology, economics, sport business) (3.3).

**Curricula approval process.** All newly proposed courses or programs, as well as changes to existing programs or courses, are subject to a close review by the University faculty. Our governance structure is organized such that new curriculum proposals are developed by faculty, and then are moved through a rigorous process of review through our University Curricular Approval Process (CAP), which is a multi-tiered accountability system that underscores the rigor of Millersville University's curriculum review process. Proposals originate at the department or program level, are circulated to the faculty as a whole for review and comment, and then move through a series of curricular bodies for approval. These bodies include area curricular committees (which are composed of faculty from disciplinarily-related departments) and either the Undergraduate Course and Program Review Committee or the Graduate Course and Program Review Committee (as appropriate for the level of the proposal). Proposals recommended for approval by the curricular and review committees are then considered by the Faculty Senate, a widely representative faculty body that serves as the final University-wide curriculum committee. Once a proposal has been recommended for approval by the Faculty Senate, it moves to the Deans' Council for final consideration by the University administration. While all course and program revision proposals are ultimately acted upon by the president or designee, new program proposals are recommended to the University's Council of Trustees. Upon COT approval, the administration submits new program proposals to the Office of the Chancellor of the State System of Higher Education, who makes final decisions on new programs. Proposals are submitted through an online workflow system that enforces accountability and ensures accessibility by all interested faculty members. The CAP online submissions also create a record of all finalized proposals (3.2).

**A qualified faculty.** In 2018-19, Millersville employed 492 faculty members, of which 305 were full-time permanent faculty, with the rest being full- or part-time temporary faculty. Of the permanent faculty, 243 had achieved tenure (114 female and 129 male), with 62 remaining on the tenure track (36 female, 26 male). All tenure-track and tenured faculty are listed in the undergraduate catalog. Ninety-eight percent of full-time permanent faculty have attained the terminal degree in their discipline. Millersville University job postings clearly articulate the required education, professional dispositions, and essential job functions for potential candidates. Faculty applicants must submit their curriculum vitae, which provides an overview of faculty education, professional memberships, teaching expertise, and scholarly accomplishments, to a search committee. These documents are required during hiring and must be updated regularly to reflect competency and satisfactory achievement of University guidelines for teaching, scholarship, and service (3.2b, 3.2c). Minimum credentials for appointment at rank (assistant, associate, or full professor) are defined by the State College Faculty Compensation

Law of 1952, which requires full professors to have an earned doctoral degree, associate professors to have an earned doctoral degree or master's degree with a minimum additional 40 semester hours of graduate credit, and assistant professors to have a master's degree with a minimum additional 10 semester hours of graduate credit. Criteria for promotion have been refined since the passage of the original act, including the recognition of equivalent terminal degrees; these refinements are summarized in the University statement on promotion. The number of teaching faculty is sufficient for the delivery of our programs, as our student/faculty ratio (head-count-based) is 19:1, and more than 95 percent of our class sections enroll fewer than 50 students, with 31 percent enrolling fewer than 20 students (3.2a, 3.2c), per the Common Data Set.

**Professional development for faculty.** Faculty are provided with multiple opportunities to pursue professional development opportunities. The Center for Academic Excellence (CAE) is an on-campus faculty hub for collaborative learning, research, and professional development. The CAE offers a wide variety of instructional sessions geared toward supporting faculty in every aspect of their role as faculty. Instructional sessions include brown-bag lunches, scholarship socials, instructional technology workshops, and promotion and tenure panel discussions. According to the CAE's annual reports, in a typical academic year the CAE offers 8-10 faculty learning communities, two sessions of Camp Idea to support online technologies and pedagogy, and at least 70 professional development sessions (3.2d). In addition to opportunities provided by the CAE, the Faculty Grants Committee distributes \$66,000 annually to support faculty travel to present the results of their research at regional, national, and international conferences; publication costs; special academic activities, and research. Each of our college deans support faculty travel to conferences from their individual budgets. The College of Science and Technology typically provides approximately \$15,000/academic year; the College of Arts, Humanities and Social Sciences provides approximately \$24,000/academic year; and the College of Education and Human Services provides approximately \$77,000/academic year<sup>1</sup>. Ten three-credit course releases are offered to faculty to perform scholarly activity. Tenured faculty are eligible to apply for paid sabbatical leave once every seven years; about 14 faculty are granted full-semester sabbatical leave each academic year. Sabbatical leave is governed by a policy and the APSCUF Collective Bargaining Agreement. Permanent and temporary faculty are also eligible to apply for grant awards of up to \$10,000 from the system-wide Faculty Professional Development Council (3.2d). Additional funding for professional development is distributed by individual academic departments, as budgets allow.

**Assessment and evaluation of faculty.** All faculty are subject to the same equitable, rigorous, and systematic performance evaluation based on teaching, scholarly growth, and service criteria established and published in the APSCUF Collective Bargaining Agreement (3.2e). Articles 12-16 of that document outline the procedures and processes for faculty review, including the formation of departmental evaluation committees, the process by which adjunct and tenure-track faculty are evaluated for contract renewal and reappointment, the criteria for tenure, and the process for five-year post-tenure interim review. The APSCUF CBA also stipulates the required elements of review, including peer observations (two times per semester for nontenured faculty, one time per semester during five-year post-tenure review), chair observations (one time per academic year for faculty undergoing review), student evaluations, department chair annual performance reviews and tenure and promotion recommendations, and departmental evaluation committee recommendations. The Classroom Evaluation Process provides faculty members several opportunities (at least two per semester) to receive constructive feedback from peers and their department chair, as part of a yearly reappointment process for probationary faculty and as part of a five-year interim review process for tenured faculty (3.2c).

Student evaluations are required in all sections of courses taught by nontenured faculty every semester, in all sections taught in the semester that each tenured faculty applies for promotion, and in every section taught by

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<sup>1</sup> Source: Academic Affairs Division Annual Report, 2019.

tenured faculty during the fall semester in five-year intervals following tenure. These evaluations provide quantitative data related to each undergraduate and graduate course offered at the University. These survey reports provide insight about overall course instructors, method and delivery of instruction, course content, and learner outcomes, and demonstrate that our faculty are rigorous and effective in teaching. These evaluations are considered in the tenure, promotion, and evaluation processes.

The Millersville University Promotion and Tenure Process exists as a mutual agreement between University administration and faculty, and operationalizes the criteria and processes outlined in the APSCUF CBA (Articles 12-16). The criteria set by the promotion and tenure process utilizes several key indicators that align with faculty's ability to effectively instruct and assess student learning. Some of these indicators include planning and preparation of classes; advisement; student evaluation on course assignments; and participating in scholarly activity related to expertise. The University Promotion and Tenure Committee is a body consisting of tenured representative members of the University elected by the faculty; this committee reviews the application portfolios of all faculty applying for tenure and/or promotion, and forwards recommendations to the administration, who makes final decisions on tenure and promotion based on the recommendations of the committee. This committee reviews all submitted applications for promotion and tenure, as outlined by the processes in the CBA (3.2c). All relevant policies and procedures, including all necessary forms for the evaluation of faculty, are available on the Provost's website.

**Academic resources to support students.** Millersville offers full academic semesters in fall and spring, as well as one winter and three summer sessions. Class schedules provide the scheduled delivery and seats available of courses required by the major, as well as of courses required to satisfy general education requirements. Courses are being offered with sufficient frequency and capacity to meet student need. Our website includes a search feature known as web schedule, which lists all courses available for multiple terms, as well as a tool called 'Ville schedule builder, which assists students in planning out their schedules based on their program requirements and noncourse time commitments. Both can be found on the registrar's scheduling page. Every student has the opportunity to complete their degree requirements in a timely fashion. Our students' average time to completion, 4.2 years, indicates that we have been successful in offering the frequency and variety of courses our students require to complete their degrees (3.4). Course schedules are submitted by department chairs and submitted to the college dean for approval.

Millersville also offers Individualized Instruction and Independent Study courses to students who have a need or desire to complete a course not being offered in a given semester or that do not meet the academic goals of students. These individualized courses of study provide unique opportunities for students to work collaboratively with faculty to design and/or test new learning endeavors (3.4).

Internships and cooperative experiences as well as service-learning and community service opportunities for Millersville students are primarily led by the Office of Experiential Learning and Career Management (ELCM). The ELCM, through a variety of professional development initiatives, including resume building and interviewing workshops, internship database management, and career fairs, provides Millersville University students with access to and resources for ongoing practical work experience and employment opportunities. The office is led by a team of full-time staff, graduate students, and undergraduates. Additionally, each college appoints or elects a departmental internship coordinator to help facilitate those professional experiences specific to each department/discipline (3.4).

In 2019-20, the University launched a new Office of Mentorship, which will connect our students to mentors selected from engaged alumni and friends of the University.

Undergraduate research and independent studies occur at multiple levels across the University. Students engaged in research capstones, enrolled in the Honors College, and many participants in the University-wide research

student forum, “Made in Millersville,” are exemplars of ongoing rigorous undergraduate research. Information about these initiatives can be found in the Annual Outcomes Summary Form submitted by faculty, in the archives of the Honors College library, and on the Sponsored Programs and Research Administration webpage (3.4).

Millersville recently restructured and allocated more resources to strengthen international programs and services. Study-abroad program participation has met targets largely to due to support for and student interest in short-term, faculty-led, study-abroad experiences. Table 3.2 demonstrates that engagement in study-abroad experiences, especially short-term, faculty-led experiences, continues to increase. We added travel registry programs in 2018-19. These experiences include trips that students take for conferences or sports that are in an international location.

Table 3.2. *Number of students engaged in study-abroad opportunities.*

Type of Study-Abroad Program	2014-2015	2015-16	2016-17	2017-18	2018-19
MU Guided (Faculty-Led)	93	84	90	99	93
Travel Registry	0	0	0	0	25
MU Traditional (Non-MU)	40	34	36	7	7
MU Traditional (Partner & Exchange)	57	46	27	27	28
MU Traditional (Affiliated)	0	0	0	26	28
MU Professional (Internships, Social Work, and Student Teaching)	6	8	10	9	9
<b>Total MU Students (Head count)</b>	<b>196</b>	<b>172</b>	<b>163</b>	<b>168</b>	<b>190</b>

**Nonacademic support services for students.** The University provides diverse support services for students to ensure that they have a clear pathway to degree completion. Every student with a declared major is assigned a faculty advisor in their major department who works with the student to ensure that they remain on track in their degree progress. The University also supports a department of Academic Advising and Student Development, which aims “to [provide] students with opportunities in assessing their interests and academic abilities, encouraging the fullest intellectual development of all students, fostering an understanding of the value of a liberal arts education, and providing an environment in which students can learn about the full array of educational opportunities available to them.” Undeclared or exploratory students are provided with an academic advisor by this department prior to enrollment and are assigned a faculty advisor once they declare a major. Additionally, the advising office is open and available to all students who seek additional academic support. In fall 2019, the office expanded from one location to four strategically positioned locations around campus, to address the advising and student-support needs of students enrolled in specific colleges. Further information can be found on the Office of Academic Advising and Student Development website (3.4). Faculty advisors may use the early-alert system to intervene in assisting students exhibiting at-risk behavior (see Standard 4 for more information). The Millersville University Tutoring Center is a peer-delivered resource for students who seek academic support and resources year-round (see Standard 4 for more information) (3.4).

**The general education program.** The general education curriculum at Millersville is governed by a policy that defines it as a program of study which introduces students to a broad, liberal course of instruction in the major areas of knowledge, and cultivates the intellect by educating students to reason logically, to think critically, to express themselves clearly in both written and oral communication, and to foster an understanding of the human condition and the role of value judgments in the human experience. As an integrated educational experience, the general education program helps to provide the foundation for further intellectual growth and holistic

development of Millersville graduates as responsible citizens in a diverse and technologically complex global community (3.5).

Our general education curriculum is comprised of five components: 1. Critical Thinking Across the Curriculum; 2. Foundations for Lifelong Learning; 3. Connections and Explorations; 4. Cultural Diversity and Community; 5. Writing-Intensive Courses. Critical Thinking across the Curriculum is designed to draw students into multiple areas of intellectual experience, as students are required to take three courses in each of three distribution areas, including the Humanities and Fine Arts; Science and Mathematics; and the Social Sciences (3.5a). In addition, students develop communication and quantitative reasoning skills, as they are required to complete core courses we call the Foundations for Lifelong Learning.

The Foundations curriculum includes ENGL 110 (English Composition), an “Advanced Writing” course, COMM 100 (Fundamentals of Speech), and a mathematics course determined by math placement scores and a student’s selected major (3.5b). The Cultural Diversity and Community component of the curriculum is designed to help students expand their cultural and global awareness by including a course in Cultural Diversity and Community (3.5a). Connections and Explorations include perspectives courses designed to integrate perspectives from multiple disciplines, with the goal of developing analytical and critical-thinking abilities and problem-solving skills to explore and resolve major social, cultural, scientific, technical, and/or aesthetic problems. This element of the curriculum also includes a First-Year Inquiry course (UNIV 103) that focuses on developing critical-thinking and college transition skills, including information literacy skills, which may be led by faculty in our library. This component of the curriculum also includes a required Wellness course (3.5a). UNIV 103 courses are electives and include topics selected by faculty. The writing-intensive component of the curriculum requires students to complete three writing-intensive courses, which may be delivered within the major. There is an oral communication component in both the diversity and perspectives courses. Exploratory or undeclared students are also enrolled in a one-credit course focused on transitional skills (UNIV 101). Students have access to a general education curriculum sheet and the general education website to help them understand and navigate the general education program (3.3). Changes and updates to the general education curriculum are facilitated by the General Education Review Committee (GERC), a standing committee of the Faculty Senate, in cooperation with the General Education and High-Impact Practices Coordinator, a faculty member who receives a 50-percent course release (3.2, 3.5).

**Graduate and professional programs.** Millersville University offers graduate and professional programs at the post-baccalaureate certificate, master’s, post-master’s certificate, and doctoral levels. Graduate programs are facilitated by the dean of the College of Graduate Studies and Adult Learning, but are delivered by permanent and temporary faculty resident in the same departments that deliver undergraduate degrees. As mentioned above, 98 percent of our full-time faculty have earned terminal degrees in their disciplines and are thus well qualified to deliver graduate-level curricula (3.6). New course and program approval, as well as course and program revisions, are subject to the same rigorous curricular approval process that applies to undergraduate curricular revisions, save the reviewing body, the Graduate Course and Program Review Committee (GCPRC), which recommends curricular actions to the Faculty Senate. Each graduate program is led by a graduate program coordinator, who is a member of the faculty in the home department of a given graduate program; the graduate program coordinators all serve on the GCPRC.

Many of our master’s-level programs provide students with a thesis/research option, which allows graduate students the opportunity to conduct independent research supervised by a thesis advisor (3.6). All doctoral students are required to complete a dissertation, which is supervised by a dissertation advisor, and which must be defended in a public forum prior to the completion of the doctoral degree (3.6). Graduate students are supported primarily through graduate assistantships, which provide work/study stipends as well as tuition waivers for up to 12 credits per term. The requirements for each degree, as well as the roster of graduate faculty per program, are

published in our graduate catalog, which is updated annually and available on our website. A comprehensive list of the theses and dissertations that have been written and defended by graduate and doctoral-level students showcases the development of research, scholarship, and independent thinking, and identifies those faculty and other professionals who support them. The College of Graduate Studies and Adult Learning annually publishes MUings, a graduate journal that showcases research, literary essays, and creative works by our graduate students (3.6).

The graduate catalog contains detailed information about degree, certificate, and professional programs. This information includes academic requirements, academic policies, detailed descriptions of programs, listings of courses in curricula, and course descriptions. The GCPRC keeps detailed minutes of all curricular changes and approvals (3.6).

**Assessment of student learning.** All academic programs are required to submit results of the assessment of student learning outcomes (see Standard 5 for more details). This assessment is conducted by faculty with the assistance of our Office of Planning, Assessment, and Analysis under the supervision of the Assistant Vice President for Institutional Assessment and Planning. This rigorous assessment protocol requires departments to submit annual Student Learning Outcomes reports, as well as to report the use of assessment results and action plans during the five-year program review process. The chapter on Standard 5 goes into more detail concerning our assessment protocols and use of assessment results (3.2, RoA 8, 9).

The assessment of general education student learning outcomes is conducted annually by the Academic Outcomes Assessment Committee (AOAC), a Faculty Senate standing committee whose membership includes faculty representatives from each of the four academic units, a noncollege faculty representative, student representatives, and additional faculty members appointed by the Assistant Vice President for Institutional Assessment and Planning (AVP IAP) (who also serves as an ex officio member of the committee). The function of the AOAC is to develop and oversee the implementation of outcomes assessment for the general education program, in consultation with the General Education Review Committee (GERC), and to work with the AVP IAP to initiate policy recommendations and review proposed policy changes for outcomes assessment of academic programs. These assessments include (but are not limited to) the development and use of general education rubrics to outline competencies within each of the general education learning outcomes (3.2). A sample rubric and report are available in the evidence inventory.

All general education courses that carry an Advanced Writing (AW), First-Year Inquiry (FYI), Diversity (D), Perspectives (P), or Writing-Intensive (W) label must be recertified every five years. This process is outlined in the General Education Policy, and forms for recertification can be found on the General Education Curriculum Application website. Faculty must demonstrate that their course meets the general education requirements and submit a syllabus that indicates how requirements and outcomes are being met within the course. The General Education Coordinator tracks all labeled courses to ensure that they are recertified and that those courses that are not recertified are removed from the curriculum. In the last five years, approximately 15 courses have been removed from the general education curriculum due to lack of recertification. The Undergraduate Course and Program Review Committee minutes provide listings of all courses that have been recertified (3.2, RoA 8, 9).

Pennsylvania's State System of Higher Education adopted a policy stating that all University academic programs and programs in support of the student experience shall be evaluated at least once every five years through program review. These program reviews are intended to 1) assure deliberate and continuous attention to enhancement of the quality and to assess mission centrality of academic programs in support of the student experience within State System universities; 2) analyze and employ quantitative and qualitative data, including student learning outcomes, academic program sustainability, and program effectiveness related to individual programs, which will contribute to both University and State System planning; and 3) provide the chancellor and

Board of Governors, as well as the council of trustees of each university, with assurance that University programs are being assessed in a systematic fashion and that plans for making continuous improvements are developed, implemented, and communicated (3.2, 3.8). These five-year program reviews include feedback from external reviewer(s) (RoA 8, 9, and 10).

In compliance with the program review policy, each academic department conducts five-year program reviews to examine how the program is aligned with the department, college, and University's mission and goals. The review process includes departments detailing their analysis of the results of the assessment of student learning, and statements on how the department has incorporated the results of the assessment back into the curriculum or department operations (3.2, 3.8, RoA 10).

Some programs undergo a state approval process as required by licensing organizations. For example, teacher preparation programs in the College of Education and Human Services must regularly undergo major program review and be approved by the Pennsylvania Department of Education (PDE) to demonstrate that they are providing student learning opportunities that meet PDE competencies. National accreditation and national recognition by Specialized Professional Associations (SPA) ensure that programs adapt to meet the changing standards of the field. National accreditation also provides a regular and consistent process to collect data and assess whether programs are providing quality student learning opportunities. For example, the accreditation expectations, processes, evidence, and artifacts required by the Council of Accreditation of Educator Preparation (CAEP) have "demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. To maintain accreditation, the institution or program must undergo a similar review on a regular basis. Typically, reviews are conducted every seven to 10 years." The Occupational Safety and Environmental Health Program is ABET accredited. ABET accreditation provides assurance that "a college or university program meets the quality standards of the profession for which that program prepares graduates." A listing of our programs that have been accredited by national associations and specialized professional associations may be found in the evidence inventory. Accreditations include Council for the Accreditation of Educator Preparation, National Association of Schools of Art and Design, Accreditation Council for Business Schools and Programs, Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, and the Council of Social Work Education (3.2, 3.8, RoA 9, 10).

## **II. Standard 3 Alignment with Millersville's Mission and Institutional Priorities.**

Organized by institutional priority and theme, this section outlines what we learned as an institution with regard to this standard and its criteria, analytical-based inquiry, and reflection.

**Student learning and success.** The findings from our analysis of this standard reveal broad support for our institutional mission, especially as it relates to our institutional priority of student learning and success. Evidence also includes numerous and various specific curricular offerings, mechanisms of support, and a faculty qualified to be members of the academy. The Millersville mission statement is explicit about student success, as it outlines our desire to help learners grow and be able to contribute to society. Our University is primarily focused on teaching and learning, and we are confident that our policies, procedures, and culture are student-focused. As this chapter demonstrates, our faculty and administration are dedicated to designing and delivering high-quality academic programs at both the graduate and undergraduate level, and we are constantly reviewing and building upon the structures and support programs we have in place to help our students succeed and thrive.

**New academic program development and review.** Millersville reviews its programs and continuously seeks to expand program offerings to address workforce needs and student interest. New programs must be approved by University governance, including the Curriculum Approval Process, a multi-tiered model that assures rigor in new programs. The PASSHE approval process requires an examination of market data and workforce needs. Data we gather from external sources, including EMSI and EAB (Educational Advisory Board), are used to align new



programs with market and workforce needs. In 2018-19, Millersville submitted eight new programs to the Office of the Chancellor for approval. The framework for these programs were approved at the local level. Seven new programs have been approved by the Office of the Chancellor and are currently in the process of curricular development: BS in Multidisciplinary Studies, with a concentration in Population Health (the BS in MDST will complement and expand upon our existing BA program); BS in Information Technology; BS in Entertainment Technology; BS in Packaging Engineering Technology; BS in Environmental and Spatial Sciences; EDS (Educational Specialist) in School Psychology; and BS in Sport Administration. Two of these programs (Entertainment Technology and Sport Administration) were initially offered as concentrations in our BA in Multidisciplinary Studies program, which is designed to serve as an incubator for innovative, multidisciplinary programs. Once the proof of concept is established, including a sustainable number of majors, programs such as these can be spun off into free-standing major programs, pending approval through our curricular approval process.

All academic programs, save those that are subject to accreditation review, must engage in an internal five-year review program review cycle; accredited programs must submit their accreditation self-study in lieu of a five-year review. The outcomes of the five-year review process include such things as updates to program curricula, new or refined student learning outcomes, and facilities and equipment requests. Each reviewed program develops a five-year action plan, which serves as the benchmark against which the program is reviewed in the subsequent five-year review cycle.

Like all of our academic programs, our general education program is reviewed every five years. The general education policy document clearly outlines general education objectives, competencies, and requirements. This policy includes the alignment of course requirements with objectives. As new courses and programs are developed, departments must indicate how their courses align with general education competencies. These alignments are identified through the curricular approval process documentation. In addition, departments and programs must not only map their programs to general education competencies, but degree requirements for majors must align with student learning outcomes at the program level. In addition, individual curricular components such as FYI, Writing, or Perspectives courses that are an integral component of general education are reviewed according to the departmental five-year program review schedule. Each year, the Faculty Senate Undergraduate Curriculum and Program Review Committee (UCPRC) recertifies courses that fulfill general education requirements. The courses recertified in 2018-19 are listed in Table 3.3.

Table 3.3. *General Education Course Recertifications, 2018-19.*

Diversity (D) Courses:		Perspectives (P) Courses:		Writing (W & AW) Courses:		FYI Courses:
CHEM 375	ENGL 280	BIOL 340	ENGL 462	CHEM 341	ENGL 280	UNIV 103: Culture of Science
COMM 203	ENGL 333	COMM 317	ENGL 483	CHEM 342	ENGL 292	
COMM 227	ENGL 334	COMM 330	ITEC 301	CHEM 465	ENGL 311	UNIV 103: Telling Your Story
COMM 317	ENGL 336	COMM 431	ITEC 302	COMM 203	ENGL 312	
COMM 330	ENGL 430	COMM 450	ITEC 303	COMM 227	ENGL 316	UNIV 103: Political
COMM 333	ITEC 303	COMM 461	ITEC 304	COMM 230	ENGL 333	Engagement, Citizenship &
COMM 337	LATS 201	ENGL 337	SPED 330	COMM 301	ENGL 334	Communication
COMM 450	MATH 102	ENGL 430	THEA 317	COMM 326	ENGL 340	
EDUC 433	SPED 330	ENGL 451		COMM 327	ENGL 342	UNIV 103: Zen and the Art of
ENGL 241				COMM 335	ENGL 401	Communication
				COMM 351	ENGL 402	
				COMM 380	ENGL 416	UNIV 103: Convergence of
				COMM 441	ENGL 426	Culture
				CSCI 395	ENGL 463	
				CSCI 450	ENGL 466	UNIV 103: What (and Who)
				EDTE 391	ENGL 481	are Computer Scientists?
				ENGL 240	ENGL 484	
				ENGL 241	ENGL 487	UNIV 103: Learning by Doing
				ENGL 242	ITEC 356	
				ENGL 250	ITEC 392	UNIV 103: Who Am I?
				ENGL 272	THEA 340	
				ENGL 273	THEA 341	

The general education policy was designed in 2007 so that as changes were needed, the policy and curriculum could be updated without a major overhaul to the general education curriculum. Several changes to the policy have occurred since its inception. At the October 2, 2018, Faculty Senate meeting, GERC announced that a discussion of the oral communication component in Perspectives and Diversity courses was planned. This discussion addressed an issue identified in 2017-18 as to whether oral communication in online Perspectives (P) and Diversity (D) courses must be synchronous, as that was the requirement that UCPRC was basing approvals upon. After review of research and faculty discussions through the GERC committee, Faculty Senate reviewed a proposal to approve adding the term “synchronous” to the general education program documents to clarify the oral component required for P, D, and FYI courses, especially for those taught online. The proposal was approved at the December 4, 2018, Faculty Senate meeting. Most recently, at the April 16, 2019, Faculty Senate meeting, the Faculty Senate approved the GERC proposal process for reviewing our general education program and approving any potential revisions.

**Strategic enrollment management.** Strategic enrollment management, including recruitment of new students and retention of our existing students, is closely tied to the array and quality of our academic programs. Our strategic deployment of new academic programs, including our online degree-completion and new graduate programs, has served to stabilize our overall enrollment at a time when most of our peers in the State System are experiencing enrollment declines.

**Operational excellence.** Two recent initiatives demonstrate operational excellence within the delivery and design of our educational experience for students. First, the curricular approval process for both undergraduate and graduate curricula was systematically moved online. This change helped to reduce the time it takes for a curricular change to occur and enhanced the inclusive nature of the process. All faculty may view and comment on curricular proposals. Second, Deans’ Council and Faculty Senate collaborated to develop an expedited process for the approval of the curricular framework for new programs. This expedited process allows Millersville to submit new programs to the Office of the Chancellor for approval in a timelier manner.

**Theme – Diversity to Inclusion.** Millersville is fortunate to have a caring and compassionate faculty and staff that embrace student success through efforts like the Latino/a Leadership Institute and Concerned Men’s and Women’s initiatives. In addition, a leadership coalition of faculty and staff led to the creation of our new Diversity, Equity, and Inclusion strategic plan.

### **III. Analytical-Based Inquiry and Reflection.**

Millersville explored two lines of inquiry for this standard. First, how does the general education curriculum integrate with degree programs to develop strong liberal arts skills (e.g., critical thinking, communication, quantitative reasoning, etc.) for students? How will our program portfolio, including our general education curriculum, help us remain responsive to workforce needs? The research resulted in several findings.

General education is delivered across the curriculum. Of 28 departments and interdisciplinary programs, 21 explicitly include general education learning outcomes among their program learning outcomes. Most departments/programs have two or more general education outcomes as student learning outcomes. Writing is the most commonly included general education student learning outcome, with 14 departments/programs having a student learning outcome related to writing, with an aggregate total of 93 program learning outcomes expecting advanced or masterly-level competency regarding written communication. Oral communication is the second most commonly included general education outcome, with 11 departments/programs having a student learning outcome related to oral communication; 67 program learning outcomes expected advanced or mastery-level competency regarding oral communication. Every department has general education outcomes implicitly stated within their student learning outcomes. This is especially true of critical thinking. In all, our departments have defined 134 program learning outcomes expecting advanced or mastery-level competency regarding critical thinking.

Our general education learning outcomes align with the workforce expectations. Millersville University’s general education outcomes align appropriately with expectations of business executives and hiring managers surveyed by AACU in 2018. More than 75 percent of those surveyed indicated that oral communication (90 percent), critical thinking/analytical reasoning (84 percent), and written communication (78 percent) were very important skills for recent college graduates. Oral and written communication were two of the most commonly explicitly stated student learning outcomes in annual program assessment. Critical thinking, while less commonly explicitly stated, was inherent in all program assessments. Other skills that hiring managers and business executives identified as very important included ethical judgment and decision making, ability to work effectively in teams, ability to work independently (prioritize, manage time), taking initiative, and ability to apply knowledge/skills to real-world settings.

The second line of inquiry for Standard 3 explored, how do learning experiences offered at Millersville engage students both inside and outside the classroom? Millersville University’s mission statement calls upon us to provide “diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.” By providing engagement opportunities for interdisciplinary learning, collaborative and cross-cultural experiences, and a renewed focus on a liberal arts tradition, our students become well-prepared for meaningful participation in the broader society. The major findings are:

Our students engage in high-impact practices. Within the Engage Learners goal, the University sought a 2020 outcome that every senior would graduate with at least two high-impact practices. Ninety-two percent of seniors report engaging in at least one high-impact practice as a senior; 70 percent report engaging in two or more high-impact practices, per NSSE 2019. These rates are significantly higher than their PASSHE, Carnegie class, or NSSE 2018 and 2019 peers. Compared to senior students at other Carnegie master’s institutions, the NSSE data indicate that senior students at Millersville are more likely to have participated in an internship or field experience (54 percent for Millersville vs. 44 percent for our peers),

research with faculty (23 percent for Millersville vs. 19 percent for our peers), or an academic service learning course (69 percent for Millersville vs. 63 percent for our peers) (NSSE 2017).

Our graduates link their education to their careers. Millersville annually administers an Alumni Job Placement survey to recent graduates, 6-10 months postgraduation, which includes questions soliciting their views on whether specific experiences at the University positively impacted their current status following graduation, whether it be service, employment, or advancing their education. In the latest survey, administered to 2017-18 graduates, 75.8 percent of the respondents agreed “quite a bit” or “very much” that participating in an internship, co-op, field experience, student teaching, or clinical placement contributed positively to their current employment status. Similarly, 65.8 percent agreed that completing a culminating senior experience (capstone course, senior project/thesis, comprehensive exam) contributed to their positive outcomes. A further question confirmed the extent to which the graduates actually participated in these high-impact experiences at Millersville (asking them to select all that applied): internship/co-op for academic credit (35 percent), internship not for academic credit (19 percent), field experience (31 percent), student teaching (19 percent), and clinical placement (4 percent). Taken as a whole, 72 percent of the respondents participated in one or more of these experiences.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges).**

The findings from this chapter demonstrate that Millersville is fully committed to designing and delivering diverse, dynamic, and meaningful student learning experiences for our community of learners. We provide a broad range of academic programs that are appropriately staffed and funded, with numerous support programs in place to assist students who seek help. We have a qualified faculty to teach our array of programs. Millersville has a comprehensive general education program that is systematically assessed and updated. Our graduate students have the opportunity to work with faculty to develop meaningful programs of research. All of our academic programs are systematically and periodically assessed. The evidence provided in the evidence inventory and analyzed in this chapter demonstrate that Millersville meets the requirements of the standard and the related Requirements of Affiliation.

##### **A. Areas of Continuous Improvement.**

1. Community Service: Millersville University has a number of student organizations, clubs, or teams that have a built-in service component. Community service has opportunities to tie back to the in-class experience, making these more co-curricular experiences.
2. UNIV 103, our First-Year Inquiry course, is semi-integrated into our general education program and is not required of all incoming students. As many as half to two-thirds of incoming students do not participate in this course, as the course may be substituted by a general elective. A reimagining of the role this course plays in general education is warranted and is the subject of ongoing analysis by a task force.

##### **B. Opportunities for Innovation.**

1. Short-term study-abroad programs provide a cost-effective, high-impact practice; the number and scope of these programs should be expanded. Provide more planning support to help students prepare for study-abroad experiences such as immunizations, passport requirements, or funding needed. Continue to seek endowments to support student engagement in international conferences and study abroad.
2. Increase articulation agreements with community colleges.
3. Continue to support integrated studies initiatives.

##### **C. Areas of Strength to Build Upon.**

1. Our general education program should be reviewed with an eye toward continuous improvement.
2. Continue to develop our college-based advisement support structure.
3. Expand the number of internship placements and review the place of internships in program curricula.
4. Increase our ability to match our students with alumni mentors.

5. Increase participation in living-learning communities and other high-impact practice opportunities.
6. Expand and diversify student enrollments in our Honors College.
7. Expand our undergraduate research opportunities.
8. Develop a stronger grants and contracts office to improve faculty professional development.

#### **V. Next Steps for Strategic Planning.**

The following are initial strategies to consider for the 2025 strategic planning process:

1. Continue to modernize our curriculum by adding new and redefining existing academic programs to meet interests of students and workforce needs in our region.
2. Expand the online academic programs to serve more adult and degree-completion students.
3. Explore the internationalization of our graduate programs by more actively recruiting international graduate students. This includes improving the infrastructure (e.g., housing) for graduate students on campus.
4. Enhance two-plus-two programs for community college transfers.
5. Partner with community and businesses in developing new programs for our students.
6. Integrate the Diversity, Equity, and Inclusion strategic plan in the 2025 strategic plan design to promote inclusive excellence within academic programs. Infuse an inclusive excellence framework into the integrated strategic planning process to emphasize diversity and inclusion throughout our community.

## Chapter 5: Standard 4: Support of the Student Experience

***Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to students' retention, persistence, completion, and success through a coherent and effective support system sustained by qualified educational experience, and fosters student success.***

Millersville University is dedicated to providing meaningful and appropriate educational opportunities to every student admitted into the institution. Our commitment to student success is reflected in our compassionate approach to graduate and undergraduate admissions, our mindful approach to intentional scheduling for our incoming students, and our investment in numerous student-support programs and initiatives to ensure that every student has the opportunity to complete their degree. Millersville is in compliance with all of the applicable criteria in Standard IV, as well as all related Requirements of Affiliation (RoA 8, 10, 11, and 15). Table 4.1 below provides evidence as to how Millersville University demonstrates compliance with this standard's criteria. Each criteria has a summary referencing the respective evidence in the evidence inventory.

Table 4.1. *Demonstration that Millersville Meets Standard 4 Criteria.*

EVI	Standard 4 Criteria	Criterion Met
1	Clearly stated ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission, including:	
1a	Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.	M
1b	A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals.	M
1c	Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.	M
1d	Processes designed to enhance the successful achievement of students' educational goals, including certificate and degree completion, transfer to other institutions, and post-completion placement.	M
2	Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior nonacademic learning, competency-based assessment, and other alternative learning approaches.	M
3	Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	M
4	If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.	M
5	If applicable, adequate and appropriate institutional review and approval of student-support services, designed, delivered, or assessed by third-party providers.	n/a
6	Periodic assessment of the effectiveness of programs supporting the student experience.	M

# I. Millersville's Commitment with Standard 4, Support of the Student Learning Experience.

## Admissions and recruiting

Millersville is committed to providing clearly stated, transparent, and ethical processes regarding admissions to the University. Both graduate and undergraduate students may be admitted to Millersville in a variety of ways, depending on their goals. General admissions policies for degree programs can be found in the graduate and undergraduate catalogs (4.1). In the early section of this chapter, we present information on our undergraduate programs. Admissions information on our graduate programs is presented later in the chapter.

**Undergraduate recruitment.** Prospective undergraduate students and parents have access to a wide array of information about our programs and services via a multitude of venues, including the Millersville University website, on-campus visitations, high school visits, campus events and activities, digital ads, and collaborations with community college partners (4.1). Throughout the year, Millersville holds open houses and daily visits for prospective students, which include campus tours, academic presentations, and student-support information. Table 4.2 illustrates visit attendance and the conversion to applications and deposits for the 2018-19 academic year (4.1a, 4.1b, 4.2; RoA 8, 10, 11).

Table 4.2. *Number of undergraduate and transfer students in attendance at open houses, number of applications received from attendees, and number of enrollments that resulted from attendees at information sessions about undergraduate programs at Millersville University in the 2018-2019 academic year.*

Semester	Attendees (n)	Applicants (n)	Deposits (n)	Avg. Applicant (%)	Avg. Yield (%) (admits/deposits)
<b>Freshmen</b>					
Summer 2018	818	546	195	67%	38%
Fall 2018	646	452	170	70%	42%
Spring 2019	312	285	146	91%	53%
Summer 2019	41	32	23	78%	85%
Semester	Attendees (n)	Applicants (n)	Deposits (n)	Avg. Applicant (%)	Avg. Yield (%) (admits/deposits)
<b>Transfers</b>					
Summer 2018	13	10	6	77%	67%
Fall 2018	24	14	8	58%	62%
Spring 2019	68	54	40	79%	75%
Summer 2019	29	26	25	90%	80%

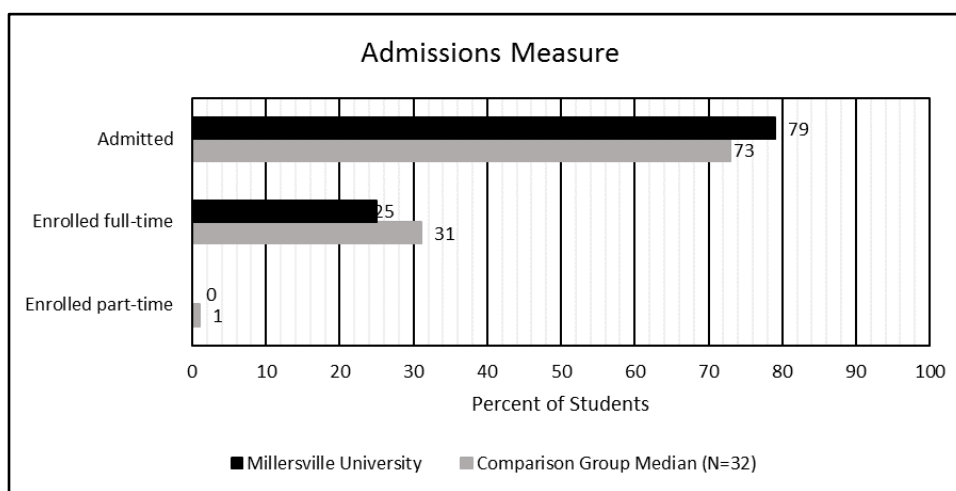
Millersville's admissions counselors specialize in each of the different student populations and provide numerous forms of contact (e.g., email, phone, mail, text messages). Through a territory management system of recruitment, admissions counselors support students from inquiry to completing the application, and ultimately transitioning to college. Weekly counselor goal reports and enrollment funnel reports are used to determine progress towards goals in each territory. If goals are not being met, a plan is put into place to meet goals. The plan is informed by recommendations or strategies of territory managers (admissions counselors assigned to a territory).

A wide variety of resources exist on the admissions website for special populations of students, including but not limited to transfer students, international students, veterans, out-of-state students, reentering students, dual-enrolled students, and part-time nondegree students. Millersville's goal to increase international and out-of-state student populations resulted in an increase from 14 students in fall 2015 to 41 students in fall 2018 as shown in Table 4.3 (4.2).

Table 4.3. *Number of Applicants, Admits, and Enrolled Freshmen and Transfer International Student Between Fall 2015 and 2018.*

	Freshmen International Students				Transfer International Students			
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Applied	21	58	80	62	13	21	11	35
Admitted	5	22	18	11	7	16	11	20
Enrolled	1	10	7	8	5	10	10	15

The figure below, from the Integrated Postsecondary Education Data System (IPEDS), presents data for Millersville and their comparison group with regard to the percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full-time and part-time status in fall 2017. The data shows Millersville to be competitive among similar types of institutions.



NOTE: Admission data are presented only for institutions that do not have an open admission policy, and apply for first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

**Figure 4.1.** Percent of first-time undergraduate applicants admitted, and percent enrolled, by full-time and part-time status in fall 2017.

Like many institutions, Millersville continues to struggle with undergraduate enrollments. In 2014, 69 percent of students who applied were admitted, and 32 percent of students who were admitted enrolled full-time. In 2017, offers for admission increased, but full-time enrollment from offers decreased. The University continues to watch these trends.

Millersville University was one of two universities in Pennsylvania's State System to increase enrollment in the fall of 2018. Much of this increase was seen in part-time enrollment, with over 121 students who enrolled part-time compared to the previous year. New transfer students into our online degree-completion programs also continue to increase, with over 90 new transfers enrolling in these programs for the fall 2019 start date.

**Transfer of credit.** Millersville has clear policies and procedures in place regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior nonacademic learning, competency-based assessment, and other alternative learning approaches. Through a series of integrated programs, pathways, and partnerships, Millersville provides an educational pipeline that supports emerging scholars on their journey



from high school to college and through graduation. Advanced-standing opportunities offered by the University include Advanced Placement (AP) of the College Board, the College-Level Examination Program (CLEP) of the College Board, challenging Millersville courses by examination, and the International Baccalaureate (IB) Program (4.2). In addition, the University has several opportunities available to veterans (Defense Activity for Nontraditional Education Support, Department of Defense Standardized Test, or the U.S. Armed Forces Institute).

Transfer-of-credit policies are available in the appropriate catalogs. Specific transfer equivalency information from other regionally accredited institutions is available through the University Admissions website and the Office of the Registrar. At the undergraduate level, the Pennsylvania Transfer and Articulation Center (PA TRAC) enables students to easily identify courses and degrees that transfer to the participating colleges and universities. This type of articulation serves as a pathway into undergraduate majors and helps minimize loss of credit when transferring from one institution to another. At the graduate level, students must request approval from their department and the Dean of Graduate Studies and Adult Learning for the transfer of graduate credit completed at a four-year regionally accredited institution prior to admission. Millersville offers dual admission for students from several area community colleges to streamline the transfer process. Many articulation agreements are also in place to assist students. Three recent articulation agreements include Thaddeus Stevens College of Technology, Reading Area Community College, and Harrisburg Area Community College, and a partnership with Milton Hershey School.

**Local partnerships.** Millersville has developed partnerships with local school districts and organizations for students who need additional academic support. The Lancaster Partnership Program offers all socioeconomically disadvantaged students enrolled in the School District of Lancaster not only the incentive to finish high school, but also a unique opportunity to obtain a college education. By completing the prescribed academic curriculum and satisfying the admissions requirements of the institution, qualifying students will be offered admission to Millersville, and sponsoring businesses provide funds to help cover the costs of tuition and room and board not covered by federal and state grants. Similarly, the Latino Student Leadership Institute builds a sense of community among Latina/o first-year and transfer students while networking with faculty, staff, current students, and alumni. The College Assistance Migrant Program (CAMP) provides support and retention services to first-year University students from migrant and seasonal farm worker families (4.1, 4.1b).

As a comprehensive university, Millersville prides itself on the variety of educational activities and programs that are offered to appropriately support students. Admitted students who need intensive academic support participate in the Pre-Scholars Summer Institute (PSSI), a four-week, six-credit extensive program that runs from mid-July to the start of the academic year (4.1b). During this time, students complete two general education courses and a noncredit-bearing mathematics workshop. PSSI is focused on the development of skills, academically and interpersonally, in a highly structured and supportive environment. Upon completion of the PSSI, students are transitioned into the Millersville Scholars Program (MSP), which extends support throughout the students' first year (4.1b). Students are assigned an outreach counselor with whom they meet on a regular basis, who provides guidance on a variety of academic, personal, and social situations and monitors the student's academic progress. Table 4.4 shows data from the MSP programs between fall 2014 and fall 2018. Modifications such as changing the credit structure, increasing funding, and reducing the number of students accepted into the program have positively impacted first-year to second-year retention.

Table 4.4. *Millersville Scholars Program: Student Success Measures (fall 2014 through fall 2018).*

	F14	F15	F16	F17	F18
Enrolled	78	64	45	49	47
GPA First Semester	2.46	2.07	2.82	2.47	2.71
Retention Fall to Spring	94.8%	86%	95.5%	87%	91.4%
Retention Fall to Fall	73.8%	69%	75.5%	69.3%	87.2%
Five-Year Graduation Rate	28.6%				

**Placement for academic success.** With the exception of students who transfer in college-level courses to Millersville, all entering students are required to take a math placement exam to assist in placing students into the most appropriate course. Students majoring in biology and chemistry are required to take a chemistry placement test and are placed in remedial courses or advanced courses accordingly. Other placement exams are used for students enrolled in foreign languages (4.1b).

### ***Graduate Admissions and Recruitment***

The College of Graduate Studies and Adult Learning (CGSAL) organizes several different types of informational sessions (Open Houses, Lunch and Learn, Teaching Today and Tomorrow, and Coffee with the Dean) where potential graduate students can learn about graduate program opportunities. Table 4.5 illustrates outreach attendance and the conversion to applications and deposits for the 2018-19 academic year.

Table 4.5. *Number of graduate students in attendance, number of applications received from attendees, and number of enrollments from attendees at information sessions about graduate programs at Millersville University in the 2018-2019 academic year.*

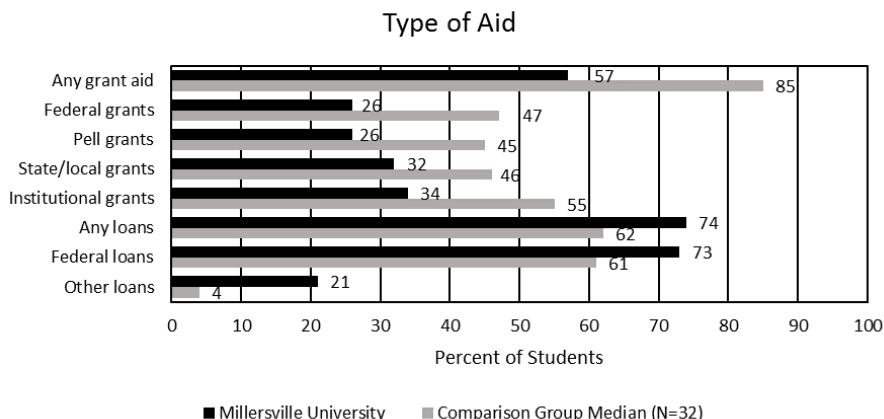
Semester	Attendees (n)	Applicants (n)	Enrolled (n)	Avg. applicant (%)	Avg. yield (%)
Summer 2018	26	9	6	34%	23%
Fall 2018	31	11	6	35%	29%
Spring 2019	34	16	13	47%	38%
Summer 2019	31	5	4	16%	13%

CGSAL also hosts three undergraduate online degree-completion programs and one pre-baccalaureate certificate to assist working adults in furthering their education. Currently this population consists of approximately 500 active students. A concierge's model consisting of one admissions counselor and two student-support specialists assist working adults by serving as a point of contact for admissions, orientation, registration, general questions about resources, and a liaison with various offices.

### ***Financial Aid Support***

Prospective students obtain information about financial aid, including cost of attendance, financial aid processes, scholarships, grants and loans, and University policies for repayment and refunds, through the extensive website of the Office of Financial Aid (4.1a). To provide access and better serve, our Financial Aid staff are bilingual and offer information on the website in Spanish. Sources of institutional aid include the Board of Governors scholarship, Millersville grants, endowed scholarships, Student Assistance grants, hardship grants, housing grants, and academic grants for student-sponsored research. Prior to borrowing through the federal government, students are required to complete entrance counseling to learn about rights and responsibilities associated with loans. Additional information regarding tuition, expenses, and financial information for graduate and undergraduate students is located in the graduate and undergraduate catalogs, respectively. Figure 4.2 illustrates

the percentage and type of aid by Millersville students compared to students at peer institutions. Millersville students tend to use loans instead of grants.



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

**Figure 4.2.** Percent of full-time, first-time/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid, for the 2016-17 academic year.

While figure 4.2 indicates that the rate of borrowing is higher for Millersville students than those in the comparison group, several steps have been taken to reduce borrowing. These steps include a new application process permitting students to apply for financial aid from any mobile device. First, Millersville has implemented new software which allows students to complete aid processing from any device as well. This has almost eliminated the need for students to mail in paperwork to the office, saving time and money for our students. The more timely process allows students and families to get their aid packages sooner, giving them time to plan for any remaining balances. Second, when Millersville changed to the Per-Credit Tuition Model, we also changed to suite-style housing. This increased the room charges by up to \$4,000 for some students. At the time, the housing grant and Millersville grant were not fully in place to assist students in meeting the increased cost. Loans were used by families to assist with covering their balances. We now award over \$3 million to students from these funds to assist in meeting the costs. We also have counseling appointments at admissions programs to discuss aid options prior to enrollment. Many families now see that they don't need as much in loans as they thought to cover their balances. Third, we are implementing the product Scholarship Universe, which will simplify the application process and give students access to 3,500 internal and external scholarships. This software will give students the ability to apply from any mobile device. It is set up to specifically target scholarships to the students based on the criteria for the award. This tool will save students time and ensure they are only applying for scholarships for which they qualify. In addition, there is a concerted effort underway to raise scholarship dollars. The Imagine the Possible campaign set a goal of raising \$10 million by 2020 to provide scholarship funding for Millersville students. As of November 30, 2019, we are at approximately \$9.1 million of this goal, three times the amount we currently have to assist students. Fourth, we enhanced customer service. In order to improve financial literacy, aid delivery, and the billing process, the Office of Student Accounts and the Financial Aid Officer are now housed together under Student Financial Services. This new structure allows for comprehensive counseling around the issue of financing the student's attendance at the University. Discussions are now held with representatives of both areas to discuss not just the year in question, but the entirety of the time the student will be in school. The goal is to make sure the family understands the costs and the options available to meet them. We perceive that this will enable us to reduce unnecessary borrowing and allow for the creation of a plan for meeting costs. Loans are an important resource available to students to meet their educational expenses. We

want to make sure that students borrow responsibly. The fifth initiative is the adoption of the 30 to Graduate, Complete College America, campaign supported in our retention plan. The 30 to Graduate initiative is to encourage students to earn 30 credits per year to graduate on time. By getting students to graduate in four years, they will reduce the need to pay for an additional year of school. Doing this will eliminate the need for borrowing additional loan funds and therefore reduce the level of student debt. The sixth action includes cost containment and affordability. As approved by the Council of Trustees (COT), there will be no increase in room and meal charges for the upcoming academic year. The PASSHE Board of Governors has allowed each university to set its own tuition charges. The COT met in January to recommend tuition for the 2020 year.

### ***Services that Help Students Succeed at Millersville***

Millersville provides a variety of services to increase the likelihood that students meet their educational goals. The multitude of student-support services offered at Millersville are too numerous to present in this chapter. The evidence inventory provides more in-depth information about these services and programs. All student services and student-support services must comply with University fiscal and governance policies (4.4). Below, we briefly highlight a few exemplary programs across several different divisions and offices.

In April, incoming undergraduate students are invited to attend the Admitted Student Expo, where students have a chance to see the campus, lunch in one of our dining halls, meet with other admitted students, and speak with professors and University staff (4.1). New student orientation, which is held in the fall and spring semesters, forms the foundation for the academic success of entering undergraduate students, as well as the successful acclimation to the co-curricular aspects of the University. Almost 90 percent (n=1292) of new students in fall 2018 attended new student orientation and over 44 percent (n=175) of transfer students attend transfer student orientation (4.1). The majority of students participating in orientation indicated that they somewhat to strongly agreed that they were able to identify at least one campus resource that will help them academically, to use online resources such as MAX (web information system for students, faculty, and staff) and D2L (learning management system) with confidence, and to find their way to and from the majority of their courses.

Academic advisors at Millersville help students develop their academic goals, understand their degree requirements, and connect with appropriate University resources. Data from a survey that asked students and faculty to reflect on advising during the 2016-17 year indicated that 78.8 percent of undergraduate students rated the quality of advising as “excellent or good.” However, a disconnect between the transactional and relational components of advising was identified and could warrant follow-up with faculty. At the graduate level, responses to a Noel-Levitz Adult Studies Priorities Survey conducted in 2016 revealed academic advising as one of Millersville’s top six strengths, despite satisfaction scores that were slightly below the national average in 2013 and 2010.

The Millersville University Tutoring Center is a peer-led resource for students who seek academic support and resources for courses from all University colleges (4.1c, RoA 8). Results from a 2016 survey from the Tutoring Center revealed that 85 percent of students who received tutoring services reported tutoring as essential to their academic success, and 64 percent of students reported improvement in their course grade due to tutoring. In addition to the University Tutoring Center, the English department hosts the Writing Center in the McNairy Library and Learning Forum. The mathematics department also offers the Math Assistance Center in Wickersham Hall. In a qualitative study to explore student success, students reported that services like the Math Assistance Center provided a place not only for students to meet for math tutoring, but also became a place where they experienced a sense of belonging.

The Office of Learning Services promotes and encourages the unique learning styles of all Millersville students through advocacy, assistive technology, collaboration, and direct services with the University community (4.1c).

The Office of Learning Services has seen substantial growth in the number of students with disabilities who are eligible for accommodations. In 2001, the number of students receiving services was 188. As of fall 2019, the number of students receiving services increased to more than 646, which represents over 8 percent of the Millersville student population. In 2018-19, 58 percent of first-time and transfer students who sought accommodations from Learning Services graduated within four years with an average GPA of 2.99. The average undergraduate GPA for students who sought accommodations in 2018-19 was 3.01. Furthermore, undergraduates who utilized assigned coaching services to improve or maintain GPA in good standing by interventions in time management, organization, note-taking, study, and critical-thinking skills have slightly higher GPAs compared to those who did not use coaching (2.74 GPA for those who used coaching services; 2.60 for those who did not use coaching services).

The Office of Student Access and Support Services (SASS) provides leadership, inspiration, management, and guidance for the planning and implementation of the University's retention strategies (4.1c) for precollegiate programs, the Millersville Scholars Program (MSP), and the Pre-Scholars Summer Institute (PSSI). Working with the entire University community, the office designs services and programs that provide students with the necessary tools for success as scholars and citizens. SASS staff redesigned the admissions process for the fall 2018 semester utilizing cognitive and noncognitive variables such as a GRIT scale, required on-campus interview, and an essay. This yielded a fall 2018 cohort of 47 students who completed their six summer course credits with an average GPA of 3.52; 10 students earned a 4.0 GPA. Six PSSI students made it on the Dean's List in their first fall semester. Finally, the persistence rate to second year was 85 percent, the highest ever in the program. SASS also partnered with Housing and Residential Programs (HARP) to establish a Millersville Scholars Program Learning Community (SPLC) in the South Village during the fall 2018 semester. For fall 2019, SPLC was moved to Reighard Hall. For the 2018-19 academic year, HARP continued to create intentional learning opportunities via living-learning communities, a known high-impact practice.

Millersville University Health Services is dedicated to ensuring a healthy living and studying environment for our students. Academic success and personal growth can only be enhanced through a healthy campus community. Health Services is committed to promoting healthy lifestyle choices, preventive medicine, and health education. For the 2018-19 academic year, Health Services saw a 5.5 percent increase in student utilization of services compared to the prior year (4.1c).

The Center for Health Education and Promotion (CHEP) provides lifestyle education programs, hosts awareness events and information tables, and provides educational resources to students on a wide collection of topics, including alcohol and other drugs, body image, dating violence, domestic violence, healthy relationships, safer sex, sexual assault, stalking, and stress. The most recent American College Health Association (ACHA) survey data comparisons from 2007-18 have shown significant change in behaviors with students in the areas listed above. For example, in the 2018 report, of the students who choose to consume alcohol, 97.4 percent of those students use risk-reduction strategies. This survey also provides us with more information regarding the experiences of our students pertaining to mental health. From 2016-2018 there was an increase in feelings of hopelessness, loneliness, exhaustion, and feeling overwhelmed. Thirty students and one staff member at CHEP are now certified in Mental Health First Aid USA. Each of these individuals has been trained to provide initial help and referrals to people experiencing mental-health problems such as depression, anxiety disorders, psychosis, and substance-use disorders. In addition, participation in the student project Body and Mind grew by 66 percent in fall 2019 over the prior year due to more intentional programming for students. Based on events such as the self-care event hosted in fall 2018, 126 students enjoyed being self-reflective and wanted to engage in more opportunities that allow for connection to services. Due to this positive interest, the same event was facilitated in the fall 2019 semester with a similar number of students involved and engaged in the wellness program.

Student engagement in sexual violence awareness programming continues to increase. In the fall 2019 semester, 36 students were trained in the Green Dot Bystander Intervention program. This program is optional and seeks to engage students in the cultural change of negating violence or the disruption of safety on campus.

The Title IX Office conducts in-person and web-based trainings, and hosts awareness events and information tables for faculty, staff, and students. The *Not Anymore* web-based training is sent to all first-year and transfer students. The Title IX Coordinator presents at each of the Marauder Family Academies and is an active participant in the peer educator-led orientation skit titled “Community of Respect at the ‘Ville.” The Center for Counseling and Human Development supports the academic mission of the University by enhancing students’ emotional, social, and personal development (4.1c), and provides the necessary foundation for students to pursue their educational goals. The center staff provide crisis intervention, individual, and group counseling.

Experiential Learning and Career Management (ELCM) manages the career and volunteer services for students and alumni (4.1d). Career services include career exploration resources, internships and traineeship programs, job databases, and job-search preparation. ELCM hosts career and job fairs each semester for students (4.1d).

### ***Student Life, Extra- and Co-Curricular Activities, and Athletics***

Student engagement is fundamental for student success and has positive outcomes associated with student satisfaction, achievement, and retention. Getting involved provides students the opportunity to build connections with fellow students, faculty, and staff, and to develop lifelong friends and mentors. Results from the 2017 National Survey of Student Engagement (NSSE) indicate that first-year students at Millersville report higher levels of satisfaction with having a supportive environment than their peers from PASSHE or other peers at similar Carnegie Class institutions. Millersville seniors report satisfaction as well, though not at levels of statistical significance. Results of NSSE data from 2017 and 2014 NSSE are shown in Table 4.6 below.

Table 4.6. *Percentage of students responding “very much” or “quite a bit” about how much the institution emphasized....*

	2017 NSSE			2014 NSSE	
	First-year	Seniors		First-year	Seniors
Providing support to help students succeed academically	83%	67%		74%	70%
Using learning-support services (tutoring services, writing center, etc.)	80%	60%		72%	61%
Providing opportunities to be involved socially	80%	67%		76%	67%
Providing support for students’ overall well-being (recreation, health care, counseling, etc.)	77%	62%		75%	68%
Attending campus activities and events (performing arts, athletic events, etc.).	71%	60%		65%	59%

The Millersville website hosts relevant information on all fiscal and administrative principles and procedures related to athletics, student life, and extracurricular activities (4.4, RoA 10). All student clubs, activities, and organizations are supported through the Center for Student Involvement and Leadership (CSIL), which aims to help students get involved on campus, develop leadership skills, and serve the community. One such innovative program, Marauders Lead, focuses on student leadership development by exposing students to a vast array of leadership programs and concepts that ultimately help participants develop their leadership style and cultivate valuable skill sets for academic and professional goals. In 2017, 81 percent of seniors at Millersville replied “very much” or “quite a bit” to a prompt that asked how much confidence they had in their leadership abilities on the National Survey of Student Engagement (NSSE).

Millersville students may study abroad in a variety of countries, through traditional study-abroad partnerships with international universities, affiliated programs such as American Institute for Foreign Study (AIFS), Academic Programs Abroad (API), and International Studies Abroad (ISA). Students who wish to pursue a study-abroad destination beyond the partnership offerings may choose to study abroad through another university's programs or study-abroad company, pending approval by the Office of International Programs and Services. During a student's study-abroad experience, international internships are available to almost all majors and minors, for a semester or a summer session. Social work majors can complete their senior field placement in Cape Town, South Africa; London, England; and Dublin, Ireland, and international student-teaching placements are possible in various locations during the second half of a student's senior student-teaching requirement. In an effort to increase the number and diversity of students participating in study abroad, marketing to specific student groups, including freshmen, student-athletes, and students of color, was put in place in fall 2017. As a result, Millersville sent almost 170 students abroad through a variety of programs in 2017-18, compared to just over 160 the prior year. This initiative helped to meet the strategic goal of increasing study-abroad experiences for students.

In 2018-19 the Department of Athletics had 429 student-athletes. Per the department policy, all first-year students (transfers and freshmen) are required to complete four hours of study hall per week. The department had 174 first-year students who completed this requirement. Additionally, the department met with approximately 40 at-risk student-athletes in both the fall and spring semesters, which was approximately 10 percent of the student-athlete population. The athletics department, in conjunction with the math department, tracked tutoring hours in the Math Assistance Center as well as through tutoring in Jefferson Hall. An average of 20 student-athletes utilized these services on a weekly basis. Each coach conducts weekly and biweekly meetings with their student-athletes to discuss academic progress as well as any support that is needed. Lastly, the department relies on the early-alert system and outreach to professors for additional data to support our student-athletes. In 2018-19, athletes' grade-point average was 3.09, with 147 student-athletes (34.3 percent) achieving PSAC Scholar Athlete status with a cumulative grade-point average of a 3.25. The department had 108 student-athletes achieve Dean's List standing, which was 25.2 percent of our student-athlete population.

The athletics program at Millersville is governed by the National Collegiate Athletic Association (NCAA) and is required to adhere to all academic requirements established by Millersville for certification of eligibility and participation. Athletes fulfill the same academic and financial requirements as other students, and work with the athletic director to ensure eligibility for continued participation in NCAA Division II sports. Athletics follows all policies and procedures outlined by the Office of the Registrar, Office of Admissions, Office of Financial Aid, and other University offices, and utilizes the same resources that are available for all other students. Scholarships are awarded under the guidelines and criteria established by the Office of Student Financial Services. As a result of their 2018-19 program review, recommendations have been made that scholarships become the primary focus of growth, followed by an increase in personnel if the goal of the institution is to better position the department programs to be more competitive (4.4).

### ***Policies Regarding Student Information and Records***

The Records Retention and Disposition Policy addresses Millersville's records-management practices (4.3, RoA 8). Millersville requires consistent treatment of records through this record-management policy, which specifies the maintenance, retention, and disposal procedures for institutional records. Millersville requires that different types of records, both physical and electronic, be retained for specific periods of time and has designated official repositories for their maintenance. These records must be managed according to procedures that are outlined in the above policy by all units and personnel of the University. Millersville is committed to effective records retention to preserve its history, meet legal standards, optimize the use of space, minimize the cost of records retention, and ensure that outdated and useless records are destroyed. Millersville complies with the Family

Educational Rights and Privacy Act (FERPA), which sets forth requirements regarding the privacy of student records.

### ***Assessing Programs that Support the Student Experience***

Millersville engages in systematic assessment to evaluate the effectiveness of programs that support the student learning experience. All programs, including nonacademic programs, engage in a review every five years (4.6, RoA 10). During the 2018-19 year the following programs/support services are in the process of completing five-year reviews: Academic Advisement and Student Development, General Education, Honors College, Learning Services, the Library, Millersville Scholars Program, and the Center for Counseling and Human Development. The division of Students Affairs and Enrollment Management (SAEM) has implemented the Council for Advancement of Standards into their evaluation and assessment plans. Sample program reviews are in the evidence inventory.

Below we highlight several examples of best practices with regard to the use of assessment to evaluate and improve programs supporting the student experience at Millersville.

**Center for Student Involvement and Leadership (CSIL).** As a result of their recent program evaluation, several changes were made at CSIL. CollegiateLink was purchased to serve as a student organization management program. This tool provides students with information about opportunities for involvement and tracks attendance at late-night programming events. Assessment results from CollegiateLink have enabled student organizations to change the types of programs offered, dates, and times to attract more students and increase engagement. Moreover, communication has increased with student organizations through the use of CollegiateLink. Additional departments and organizations, including Student Government Association (SGA), Housing and Residential Programs, and the Francine G. McNairy Library and Learning Forum, have also utilized this CollegiateLink platform. Since August 2019, CSIL has checked in almost 4,000 students into sponsored events, a key feature for communicating to students about programs and events. Further, after completing the mobile-event check-in training at the Leadership Symposium, 100 percent of attendees indicated they “agreed” or “strongly agreed” that they left the workshop feeling confident in utilizing the mobile-event check-in. Out of those attendees, 76 percent indicated they strongly agreed.

**Experiential Learning and Career Management (ELCM).** ELCM routinely assesses the satisfaction of students engaging in services, the quality of the delivered services, the effectiveness of intervention with students, and the achievement of career-readiness competencies. Table 4.7 demonstrates that approximately 29 percent of the student body utilized the services during 2018-19. More specific details about the types of contacts may be found in the evidence inventory under ELCM Service Annual Contacts. Data regarding student learning outcomes has been collected from employer supervisors and student interns for many years and is regularly shared with academic departments. In addition, the results are aligned with general education learning outcomes and shared during annual assessment luncheons with faculty and staff (see General Education Assessment Luncheon presentation, spring 2019, in the evidence inventory for results). One finding that emerged was that students and faculty are minimally aware of the scope of online services and resources offered by ELCM. As a result, ELCM is in the process of hiring a social-media intern or career assistant to implement communication campaigns for events, services, and four-year career plan engagement.



Table 4.7. ELCM Service Data - Annual Contacts (2016-17 to 2018-19).

Year (July 1 to June 30)	2016-17	2017-18	2018-19
Number of Students	7,927 (6,980 UG)	7,748 (6,778 UG)	7,781 (6,779 UG)
Unduplicated Count of Students Served*	2,266	2,137	2,285
% TOTAL Student Body Utilizing Program	30%	28%	29%
% TOTAL Student Body Utilizing Program	33%	32%	34%

\*appointments, walk-ins, programs and events

**Academic advising.** Results from faculty and students' perceptions of advising on an Academic Advising Survey, administered in fall 2017, and student success focus groups, conducted in spring 2019, suggest that faculty have more positive perceptions regarding the quality of advising than students. Moreover, some students perceive that advisors have limited communication across departments/services. In response to these data, a significant change to advisement at Millersville includes relocation of the Department of Academic Advisement and Student Enrollment from the Division of Student Affairs and Enrollment Management to the Division of Academic Affairs, along with restructuring the academic advising unit from a centralized unit to a college-based model.

**Housing and Residential Programs (HARP).** HARP provides a safe and engaging living-learning experience for students living in the residence halls. The department includes five central office staff and four live-in, full-time master's-level professionals along with approximately 100 student paraprofessional staff. The department staff accomplishes their mission through the application of industry best practices, student development research, and current trends emerging in college and university housing. The department assesses several student outcomes and satisfaction criteria through the annual Skyfactor Benchworks (formerly EBI) administration, which provides internal, external, and longitudinal benchmarking data. Department staff also collect data shared by living-learning communities (LLC) faculty partners as well as from resident assistant (RA) staff training assessments. During the 2018-19 Skyfactor survey administration, 77.2 percent of resident students who completed the survey felt "very satisfied" or "moderately satisfied" with how safe they felt in the residence hall (i.e., mean = 6.05 based on a 1–7 Likert-like scale). Specific interventions that result include the development of immersive living-learning communities, a comprehensive residential curriculum, and application of policies and procedures related to crisis management. The Social Advocacy living-learning community saw an increase in participation from fall 2018 (N=5) to fall 2019 (N=16) as a direct result of using assessment data and its impact on the student experience. HARP implemented a more strategic programming calendar and offered \$2,000 housing scholarships for those students actively participating in the living-learning community. This model will be used for future living-learning communities. Further, the results of the August 2018 resident assistant staff training assessment indicated a clear need for additional training on confronting policy violations. Fifty percent of RAs indicated they felt "somewhat confident" or "not confident." HARP reassessed after mid-semester interventions and found this number decreased to 25 percent for January 2019.

In addition to the programmatic examples above, general measures of undergraduate and graduate student satisfaction are measured every two to three years via the National Survey of Student Engagement (NSSE) and the Noel-Levitz Adult Student Priority Survey (4.6). Recent findings suggest that over the past three years, on average, 90 percent of baccalaureate degree recipients have rated the quality of their education in their major program of study as "good" or "excellent" six to 10 months after graduation.

## II. Standard 4 Alignment with Millersville's Mission and Institutional Priorities.

Millersville's public mission would be difficult to accomplish without the bevy of student-support programs that are in place. The goal of these programs is to ensure that all students have the necessary supports to facilitate

degree completion and intellectual and personal growth. The opportunities students have to engage with clubs and organizations expand their knowledge of local and global needs, which positions them to contribute positively to local and global communities.

**Student learning and success.** A review of the criteria within Standard 4 (specifically criteria 4.1, 4.1a, 4.1b, 4.1c, 4.4, 4.6) reveals a clear link between services in support of the student experience and our institutional priority, student learning and success. Millersville has a wide variety of structured programs in place for wellness, orientation, tutoring, counseling, student success, and advisement. While these programs are paramount in helping students persist through graduation, our community views student learning and success as a collaborative approach with other learners, staff, and faculty. The recent addition of success coaches and living learning communities are examples of this collaborative approach.

Our website hosts relevant information on certificate and degree completion, transfer to other institutions, and post-completion placement. The registrar's website hosts all policy and procedures as well as relevant forms for student completion, and information regarding financial aid can be found on the Office of Financial Aid website. The Experiential Learning and Career Management office provides services to help students with employment opportunities and to gain experience while enrolled. These supports demonstrate our commitment to student retention, persistence, completion, and success at Millersville.

Our Student Government Association president, John Tintera, shared his experience as an undergraduate at our institution: "Millersville University has offered me countless opportunities to grow both professionally and personally. The student experience at Millersville can be extremely rewarding if you take chances and seek out opportunity. I believe that Millersville does a great job at providing resources for students who are active and engaged in our campus community. As a student I, am able to witness University leadership identify areas of concern and address them head-on. Being a student at Millersville has shown me that in life, you get out what you put in."

**Strategic enrollment management.** A review of the criteria within Standard 4 indicates that there is strong alignment between the numerous programs that are in place at Millersville to foster enrollment growth and student persistence and our institutional priority, strategic enrollment management. For this standard, all of the criteria align with this institutional priority. The Office of International Programs and Services is attracting students from other countries, and migrant students participate in the CAMP to intentionally target their success during the first year. An early-alert system is in place to inform students when they are underperforming to augment their ability to improve and persist. The First-Year Inquiry seminar course (UNIV 103) is a component of our general education curriculum. These courses emphasize service learning as a pedagogical component of the course. About 60 percent of our students enroll in a first-year seminar and for more than a decade, over 300 first-year students started their first semester by participating in the United Way of Lancaster's Day of Caring community service program. Recently, Millersville has implemented a First-Year Experience (FYE) UNIV 101 course as part of a two-year pilot program. During this pilot program, all exploratory students are concurrently enrolled in UNIV 103 and UNIV 101, which provides an added intervention linking FYE college transition topics to proactive advisement. The instructor for each UNIV 101 course section serves as the academic advisor for students enrolled in their section.

**Theme – Diversity to Inclusion.** A review of the criteria within Standard 4 (specifically criteria 4.1b, 4.1c, 4.2, and 4.6) shows a relationship between services that support the student learning experience and our theme, Diversity to Inclusion. Millersville University offers a variety of services and programs to support the intellectual and personal growth of a diverse student body. Ongoing assessment data enable the programs and services to be modified to enhance student engagement within the University. For example, dozens of students are involved in programs on precollege experiences (e.g., MSP, PSSI) aimed to provide a stronger foundation to promote success.

Diversity to Inclusion has started to become part of Millersville culture. The Dr. Rita Smith-Wade-El Intercultural Center serves as a conduit to host numerous events to promote a sense of belonging for students, including affinity graduation ceremonies, a resource room catering to campus diversity, courageous conversations with a theme “Meet Me at the Intersection,” training core student leaders using a curriculum that takes into consideration consistency and readiness, and conferences. Additionally, faculty and staff participate in training to advance the institution’s focus on Diversity to Inclusion. Hundreds of quotes have been submitted in ongoing support of the campus digital quilt on negating hate. Cross-departmental initiatives started to emerge in fall 2018 with the introduction of the Social Advocacy LLC. This high-impact practice led by the social work, sociology, anthropology, and psychology academic departments in partnership with Housing and Residential Programs serves to engage students who are passionate about advocacy, social justice, and inclusion.

### **III. Analytical-Based Inquiry and Reflection.**

In addition to exploring and analyzing how Millersville addressed the criteria within Standard 4, the University also explored several lines of inquiry. Specifically, we analyzed the evidence regarding (1) Millersville’s commitment to student learning and success reflected in support services, including how might it take advantage of policy changes to enhance financial aid offerings for students? (2) How does the institution systematically assess the effectiveness of its support systems/services or determine the need for new services to foster success for a diverse student body?, and (3) What structures or processes exist to create and sustain a sense of belonging for students? The following sources of evidence were examined and analyzed: institutional policies, websites, standardized assessment data (NSSE, Noel-Levitz Adult Student Priorities Survey), program evaluations, Millersville’s Diversity to Inclusion plan, EPPIIC Values, the Campus Climate Survey.

The research resulted in several major findings. First, the institution has many services and initiatives in place, such as counseling, academic advisement, learning services, orientation, First-Year Experience UNIV 103, experiential learning and career management, student organizations, undergraduate research, housing and residential programs, programs for athletes, tutoring services, Center for Student Involvement and Leadership, mentoring, and work-study programs to support students’ success. Second, information related to these services is available on the website, and Millersville has an online communication system (’Ville Daily) that provides the community with information about campus activities and services. Each semester the Office of Student Financial Services notifies all Title IV recipients when they are approaching the end of eligibility and evaluates students’ satisfactory academic progress to determine continued financial aid eligibility. Currently, Student Financial Services has regular meetings with key members of Enrollment Management to determine policy, practice, and funding strategies for students, especially students from low socioeconomic status backgrounds. Third, nonacademic programs are evaluated for effectiveness via systematic program reviews and assessment strategies. As discussed earlier in this chapter, intentional use of assessment results supports a continuous improvement cycle to enhance and facilitate students’ success at Millersville. Fourth, Millersville has shown a commitment to support its implementation of numerous structures and processes to promote a sense of belonging for its diverse student population. The Office of Diversity and Social Justice serves as a campus hub, communicating with broad campus constituencies and working with students. The three Presidential Commissions (President’s Commission on Cultural Diversity and Inclusion, President’s Commission on the Status of Women, and the President’s Commission on Gender and Sexual Diversity) and the Diversity to Inclusion Task Force seek to promote a climate of collaboration and collective problem-solving.

The Early Alert initiative was created to offer faculty members a way to identify and intervene with students exhibiting at-risk behaviors, including poor academic performance, poor attendance, or academic disengagement. A minimum of three times each semester, faculty are prompted to identify student concerns and recommendations using an online notification system. Identified team members receive and review these

concerns and reach out to students in an effort to contact students with necessary resources, with the objective to assist students with achieving their educational goals. During the fall semester of 2018, 270 faculty used the early-alert notification. This is 57 more than the spring 2018 semester and an increase of 27 percent. During the fall 2018 semester, a total of 2,525 students were alerted, compared to the spring 2018 semester, when 1,213 students were alerted. The increase in the total number of students alerted rose by over 100 percent from spring to fall. For spring-to-fall persistence, those students who were able to meet face to face with a success coach or advisor had over a 90 percent retention rate, while those who were not able to get in contact with one had about a 75 percent retention rate.

The evidence demonstrates the following:

- Millersville is committed to providing comprehensive support services to enhance student learning experiences and provides systematic assessments of these services. Data from the *Dropped Student Survey Analysis* (2019) showed that only 5 percent (n=174) of students surveyed leave the institution due to lack of activities.
- The U.S. Department of Education notifies all students who have completed a FAFSA that it is time to re-new the application. In addition, Student Financial Services notifies all students via their MAX account, social media, and 'Ville Daily that it is time to apply for financial assistance for the upcoming year. Students are also required to indicate that they have read and understand the terms and conditions that must be met for continued aid eligibility.
- Consistent with its mission as a public institution, Millersville is steadfast in its commitment to accessibility. Students who participate in support programs that target students' readiness, such as the Pre-Scholars Summer Institute and the Latino Student Leadership Program, are more likely to have positive outcomes (i.e., more credit hours, higher grade-point average in the first semester, greater persistence, and a greater likelihood of graduating).
- Increased use and adoption of the early-alert system to notify students about academic issues has increased engagement. Retention rates and GPAs have increased for exploratory students concurrently enrolled in the FYE UNIV 101 and UNIV 103 courses with a dedicated advisor who dovetails transition topics into proactive advisement. Incoming at-risk students work directly with student success coaches to foster their success. This multipronged approach appears to positively impact student success.
- Millersville has a strong history of using assessment to make continuous improvements to programs designed to facilitate student success. For example, based on an analysis of student surveys from exploratory students enrolled in UNIV 103 during the fall of 2015 and 2016, data systematically showed that course topics related to higher-education transitioning were not being uniformly taught across sections. Moreover, fall to spring retention for this cohort showed a steady decline (e.g., 88.4 percent in 2015 to 85.4 percent in 2017). Through a collaborative approach with Academic Advisement and Student Development and the Vice President of Student Affairs and Enrollment Management, UNIV 101 courses were recently reinstated and are now required for all first-time exploratory program students.
- Millersville recognizes the importance of creating a psychologically safe campus community where students feel connected to other members of the campus community. Data from the most recent Campus Climate Survey reveal that 49 percent of respondents considered leaving the campus due to a lack of sense of belonging. A leadership team and task force was charged with creating a Diversity to Inclusion strategic plan, and a Chief Diversity Officer was hired at the cabinet level.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges).**

The findings support our commitment to offer a variety of services and experiences to support the intellectual and personal growth of a diverse student body. The evidence provided in the evidence inventory and analyzed in this chapter demonstrates that Millersville meets the requirements of the standard and the related Requirements of Affiliation.

### **A. Areas of Continuous Improvement**

1. Despite the many programs and services in place, certain groups of students progress at different rates (data available in the Institutional Research Graduation and Persistence Dashboard). Millersville should continue expanding support services (learning support, tutoring, success coaches, counseling services) to meet the needs of all students regardless of semester, location, or delivery method. The early-alert system shows promise.
2. Although students report satisfaction with the transactional components of academic advising, they report lower levels of satisfaction with the relational components of academic advising. The Office of Academic Advisement may wish to share this information with faculty, who may be unaware of students' perceptions in this area, and offer professional development sessions for faculty.

### **B. Opportunities for Innovation**

1. Mental health often affects students negatively unless support services are provided. The Dropped Student Survey Analysis (2019) showed students who answered the survey left the institution due to personal reasons (23 percent) and then within that for mental health (one-quarter of the 23 percent). The Department of Social Work is collaborating with the Counseling Center to enhance services provided to students.

### **C. Areas of Strength to Build Upon**

1. Millersville has developed programs that are responsive to the changing and anticipated demographics of the student body. Data from these programs (PSSI, MSP, and Lancaster Partnership) show promising positive outcomes with regard to student success.
2. Millersville offers options for students who are not eligible for financial assistance, including an installment payment plan and access to application for loans.
3. Millersville offers a wide variety of services and curricular and co-curricular programs to support the intellectual and personal growth of a diverse student body. Programs and services are continually reviewed and, when necessary, revised to enhance student engagement and success.
4. Millersville developed and is implementing a Diversity to Inclusion Plan to promote an inclusive campus. A successful search has resulted in hiring the first Chief Diversity Officer, who sits on the President's Cabinet. The Dr. Rita Smith Wade-El Intercultural Center has hosted numerous events to promote a sense of belonging for students on campus.
5. Millersville has a Student Success and Retention Plan with action plan and metrics (see evidence inventory). The purpose is to engage the University community to address student retention and persistence to graduation. Contributors to this plan span multiple disciplines and divisions. Elements of this plan are aligned with Millersville's mission, vision, and EPPIIC values as well as PASSHE's system redesign. The 15 strategies are categorized into short-term, intermediate, and long-term time frames, seven of which are the focus for 2019-20.

### **V. Next Steps for Strategic Planning.**

The following are initial strategies to consider for the 2025 strategic plan after a careful review of compliance with the standard's criteria through the lens of our mission statement and institutional priorities, as well as the exploration of the line of inquiry.

1. Continue to implement the Diversity, Equity, and Inclusion Plan and prioritize efforts by developing and implementing an action plan that addresses issues related to diversity and inclusion as part of the 2025

strategic planning process. Millersville will likely see an increase in its Latino student population over the next few years, making the Latino Student Leadership Program significant for student outcomes. Making connections with faculty and staff and ensuring students' comfort on campus are critical to students' sense of belonging. Millersville should consider ways in which targeted populations (e.g., females, students of color) have access to mentors who are female and persons of color. The administration of campus climate surveys will be necessary for continuous improvement on the campus.

2. Continued use of the early-alert system is necessary to inform students when problems arise. However, the process of advising has to be more structured to assure students receive correct advice and incorporate more relational components of academic advising. There is a need for additional student success coaches (who mostly serve freshmen) to set students on a positive pathway for persistence.
3. Continue to develop partnerships and articulation agreements with community colleges and technical schools to increase the matriculation of nontraditional students into degree-completion programs.
4. Continue to implement our new Student Success and Retention Plan and integrate it with the 2025 strategic planning process, as it includes strategies with action plans for early alert, financial support services, and academic advising.
5. Redevelop strategic enrollment plans to address appropriate enrollments and changing demographics.

## Chapter 6: Standard 5: Educational Effectiveness Assessment

***Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for an institution of higher education.***

This chapter demonstrates that Millersville conducts systematic and rigorous assessment of educational effectiveness to demonstrate how we fulfill our mission to “provide diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.” Also included is a review of the criteria for Standard 5 and the related Requirements of Affiliation (8, The institution systematically evaluates its educational and other programs; 9, All student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment; and 10, Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments). This chapter provides potential areas of improvement and opportunities for innovation. Finally, to support the fourth goal of Millersville’s desired self-study outcomes, suggestions for alignment with our institutional priorities and potential next steps for our 2025 strategic plan are included.

### **I. Millersville’s Commitment to Standard 5, Educational Effectiveness Assessment.**

As noted in Table 5.1, Millersville meets all applicable criteria in this standard. The evidence provided throughout this chapter and the documentation referenced in the evidence inventory help to substantiate how we meet the criteria. Please note, Millersville does not use third-party partners to offer educational programs, so did not provide evidence for criteria 5.4.

At Millersville, student learning is our primary focus. Student learning outcomes provide clear evidence as to how academic programs are aligned with the institution’s mission and vision statements.

The assessment of educational effectiveness occurs in many ways within academic departments and programs (see inset). Outcomes assessment systematically occurs at the program and University levels with the intent to determine the effectiveness of the programs and provide opportunities to continuously improve student learning. Faculty also conduct assessment at the course level. In addition, educational objectives and competencies exist and are promoted for our general education program. Our seven general education competencies serve as our institution-level outcomes and include critical thinking, oral and written communication, mathematical reasoning, scientific reasoning, information literacy, and technological literacy. Departments state learning outcomes at both the program and course level. When programs submit program-level assessment plans and reports, they connect the learning outcome to the general education competency (5.1). In addition, the level of learning (i.e., basic to mastery) is specified (5.1). Similar mapping occurs when new course proposals are created (5.1). Curricular maps, student learning outcomes assessment plans at program level, program reviews, and program websites provide evidence of stated learning outcomes (5.1, RoA 8, 9, 10).

#### **Types of Assessment of Educational Effectiveness at Millersville**

- Student Learning Outcomes (SLO) Assessment Plans
- Curricular Maps
- Annual SLO Assessment Reports
- Five-Year Program Reviews
- Program Accreditation
- Department Annual Reports
- Five-Year Action Plans
- General Education Outcomes Assessment
- Rationale for New Course Proposals
- Student Learning Outcomes Identified in Program Proposals
- SLO Assessment Feedback Rubric
- Departmental Analysis Dashboard
- Retention and Graduation Rate Dashboard

Table 5.1. *Demonstration that Millersville Meets Standard 5 Criteria.*

EVI	Standard 5 Criteria	Criterion Met
1	Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	M
2	Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:	
2a	Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals.	M
2b	Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals.	M
2c	Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.	M
3	Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:	
3a	Assisting students in improving their learning.	M
3b	Improving pedagogy and curriculum.	M
3c	Reviewing and revising academic programs and support services.	M
3d	Planning, conducting, and supporting a range of professional development activities.	M
3e	Planning and budgeting for the provision of academic programs and services.	M
3f	Informing appropriate constituents about the institution and its programs.	M
3g	Improving key indicators of student success, such as retention, graduation, transfer, and placement rates.	M
3h	Implementing other processes and procedures designed to improve educational programs and services.	M
4	If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.	n/a
5	Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	M

**Principles of Assessment at Millersville.** All program learning outcomes and respective plans, results, and use of results are posted to the Comprehensive Outcomes Assessment website and in the assessment database and management tool, Nuventive Improve (5.1). As indicated on the website, the *Principles of Assessment* document provides the framework for assessment at Millersville (5.2). We emphasize the following:

- I. Outcomes assessment is based upon the expertise of faculty, staff, and administrators (5.2).
- II. Outcomes assessment serves as an opportunity for reflection and improvement in direct relationship to unit goals, college goals, divisional goals, or strategic goals (5.2a).
- III. Outcomes assessment will be conducted with purpose and preplanned reporting strategies that identify appropriate constituents. Prior to conducting outcomes assessment, the questions "What do we expect to learn from this?" and "How will this information be used?" will guide the selection of measures and reporting formats and audiences.
- IV. Outcomes assessment measures should identify how the results may be used. The utility of the assessment measures are discussed and shared with appropriate constituents.



- V. Outcomes assessment strategies, when feasible, should be informed more by direct, embedded, or authentic assessment rather than by indirect assessment measures, such as student perceptions of their experiences.
- VI. Outcomes assessment results will be displayed and aggregated in such ways that facilitate decision-making processes.
- VII. Decisions informed by outcomes assessment processes will be based upon multiple and valid measures or indicators and systematic processes.
- VIII. Achievement targets for learning outcomes will be appropriate to the level of learning expected.
- IX. While commitment to outcomes assessment is important to an individual's role within the University, assessment results will only be used to improve courses, programs, continuous improvement initiatives, or learning experiences at the unit, department, college, or University levels. Outcomes assessment results will not be used to evaluate an individual<sup>1</sup> but may be used to inform professional development offerings. Outcomes assessment results may be used to inform planning and resource allocations (5.1, 5.3d).

This self-study process provided an opportunity to review these *Principles of Assessment* and, as a result, modifications were made. First, in Principle II, "Strategic Directions" was changed to a more general "strategic goals" statement, which allows flexibility with regard to planning processes. The second change was to add Principle VIII, "Achievement targets for learning outcomes will be appropriate to the level of learning expected" (5.2, 5.2a). Within this principle, each student learning outcome has at least two measures, and each measure has expected achievement targets to be achieved by the time the student completes the credential. In a Center for Academic Excellence (CAE) session, faculty shared practices of assessment and their strategies for assessing learning outcomes. The chemistry department had been using a standardized instrument for one or more of the learning outcomes according to the context of the outcome. Feedback was provided at that session that the department may have set the achievement target too high for the strategy which used the standardized instrument, as it might be difficult even for the best chemistry program with the best students to achieve the target. As a result, the chemistry program reconsidered the target (5.5).

**General education assessment.** The general education policy defines the purpose and structure of our general education program. It states, "General education is a program of study which introduces students to a broad, liberal course of instruction in the major areas of knowledge (the arts and sciences). Its aim is to cultivate the intellect by educating students to reason logically, to think critically, to express themselves clearly, and to foster an understanding of the human condition and the role of value judgments in the human experience. As an integrated educational experience, the general education program helps to provide the foundation for further intellectual growth and holistic development. In addition to giving a sense of the various academic disciplines and their interrelationships, general education serves as the common element for all degree programs leading to the baccalaureate"<sup>2</sup> (p. 1). The general education policy defines outcomes for all courses that fulfill a general education requirement. The general education competencies and curricula were designed by faculty from several different disciplines after reviewing AAC&U and other documentation. Our general education competencies are stated in the Governance and Policies document and on the general education website.

The Academic Outcomes and Assessment Committee is a Faculty Senate Committee that is charged with developing and overseeing a plan for the implementation of outcomes assessment for the general education program, in consultation with the General Education Review Committee, and the general education coordinator

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<sup>1</sup> The APSCUF collective bargaining agreement has detailed evaluation instructions for faculty.

<sup>2</sup> Millersville University (January 2019). Academic Program: Undergraduate Studies, General Education Program. Millersville Governance & Policies. <https://www.millersville.edu/about/administration/policies/pdf/academics/academic-program-ud-general-education-program.pdf>

and in collaboration with the Assistant Vice President for Institutional Planning and Assessment (5.1, 5.2a, RoA 8, 9, 10).

Rubrics are used to assess several general education competencies. Several of the general education rubrics spell out performance standards for each competency, and consequently make explicit the difference between an advanced and proficient level of performance. The rubrics are quantifiable and can be used for formative or summative assessment (5.2a). Because of their precision, these types of rubrics are useful when several faculty examine a student's work, and they are excellent tools that can provide detailed feedback to students. In addition to their utility in assessment, these rubrics can also be used in the classroom as instructional tools and may be tailored for grading assignments. These rubrics were adapted from the AAC&U values rubrics by multidisciplinary teams of faculty and staff, and were pilot-tested as they were being designed. Three of the rubrics have been used extensively by the general education coordinator and the Academic Outcomes Assessment Committee (AOAC) throughout the last three years to explore how well students are learning with regard to written communication, information literacy, and critical thinking. Several faculty development workshops have been offered to train faculty on use of the rubrics and share results (5.3a, 5.3b, 5.3d). Oral communication and technological literacy rubrics have been employed as well. The two remaining general education competencies are assessed through Millersville's own version of the Test of Scientific Literacy Skills (TOSL), a scientific literacy and quantitative reasoning instrument.

One example of intentional review of the general education program is the task force appointed jointly by the president, provost, and Faculty Senate to study the content of the First-Year Inquiry (FYI) Seminar (UNIV 103) course and how it helps students succeed. The FYI is designed to meet four critical needs: 1) to imbue an appreciation in students of critical thought as it is developed in a variety of disciplines, 2) to create a culture of intellectual richness at the beginning of a student's experience with Millersville general education and socialize students to that culture, 3) to improve student-faculty interactions in the first college year, and 4) to assist entering students in their transition to college, academically, socially, and personally. Surveys from our First-Year Experience seminars provide feedback to instructors for improving their approach to better assist students in their learning. These survey results direct instructors to consider student learning in relation to their pedagogy, their chosen content, and their introduction of University resources (5.3a, 5.3b, 5.3c). These surveys, as well as retention data regarding students enrolled in FYI, and a comparative analysis of students enrolled in UNIV 101 success course paired with a UNIV 103 to those enrolled only in UNIV 103, was conducted in fall 2018. The results were reviewed and are being considered by the task force as well as extensive literature on types of FYI courses and their potential impact on student success. A recommendation is expected from the task force.

**Student learning outcomes promotion and assessment within the academic departments.** As stated in the *Principles of Assessment*, student learning outcomes (SLO) assessment is the process of specifying outcomes, establishing criteria, and comparing actual results to those criteria. Changes that come about as a result of these analyses are documented, and outcomes may be measured again in a following cycle to verify improvement. Millersville's assessment of the student learning process for each degree program includes:

1. Six to eight (or reasonable, manageable number of) student learning outcomes (examples of student learning outcomes plans and assessment reports, program websites, student handbooks, and program reviews are provided in the evidence inventory) (5.1, 5.2).
2. Alignment of outcomes to University and department missions (e.g., program reviews, student learning outcomes plans) (5.1).
3. Maps to where learning experiences may occur (e.g., curricular maps, student learning outcomes plans and assessment reports, program reviews, new course proposal forms) (5.1).
4. At least two measures to assess student learning per outcome (one being direct evidence of student learning) (e.g., student learning outcomes plans and assessment reports) (5.2a).

5. Achievement targets for each measure (appropriate-level criteria expected to demonstrate at the time students complete the program) (e.g., student learning outcomes plans and assessment reports) (5.2a).
6. Annual analysis of assessment results for specified learning outcomes (e.g., student learning outcomes plans and assessment reports, departmental meeting notes) (5.3, RoA 8, 9).
7. Sharing of results with key stakeholders (e.g., comprehensive learning outcomes assessment website, departmental meeting notes, newsletters, websites, new student open houses, advisory boards, deans, assessment luncheons) (5.2c).
8. Actions taken to improve student learning where needed (e.g., student learning outcomes plans and assessment reports, new course proposal forms, program review action plans, annual faculty outcomes summary form results, departmental annual reports, General Education Review Committee meeting minutes, Faculty Senate Committee meeting minutes) (5.3, RoA 10).

Each department developed a customized assessment plan to use in evaluating the educational effectiveness of its curriculum. Annual reports are provided each fall for the prior academic year that indicate student achievement of learning outcomes and how results were used to make improvements. Most departments define curricular goals well and identify meaningful measures. Exemplars in this category include the departments of Mathematics, Art and Design, and Psychology. Other departments such as computer science and communications and theatre are emerging in their development of curricular goals and measures of evaluating whether students are achieving these goals. Student Learning Outcome Assessment Reports from the last several years may be found on the Comprehensive Outcomes Assessment website<sup>3</sup> (5.2a).

Most departments include information regarding course requirements and potential career paths on their program websites and cut sheets, which effectively advertise the program to those outside the University. Examples of department and program webpages and student handbooks that provide student advice for success include art, chemistry, English, earth sciences meteorology, and psychology. Examples in which departments and their programs include four-year-path-to-graduation guides to help students understand departmental learning objectives and the path to completion include language and culture studies, biology, economics, and sport business (5a, 5b).<sup>4</sup> Many departments create cut sheets and websites that convey to potential students the enthusiasm within their department and the graduate or career opportunities once a student graduates from Millersville (5.2b). These documents help articulate the various ways departments strive to prepare students, in the spirit of their missions, for future careers and postgraduate education (5.2h). Exemplars include:

- The Department of English has an outstanding website that explains how English can lead to various career paths. The departmental website also specifically states the terminal goal or learning outcome for all majors.
- Departmental cut sheets that explain potential career paths and the advantages of the Millersville curriculum include programs in geology, writing studies, and philosophy.
- Website examples that clearly articulate how they prepare students include the athletic coaching minor, language and culture studies, and history.

The student learning outcomes process requires specifying outcomes, establishing criteria, and comparing actual results to those criteria. Changes that come about as a result of these analyses are documented, and outcomes may be measured again in a following cycle to verify improvement. In the student learning outcomes assessment cycle, departments report how they shared the results. The most common means of communicating results is in department meetings (e.g., biology, geography, communications and theatre, English), where faculty can discuss results and identify means of improvement. The School of Social Work has an outside advisory board that consists

<sup>3</sup> Website is <https://www.millersville.edu/iea/assessment/cas/index.php> (password is jsam95, all lowercase, no spaces)

<sup>4</sup> Note: All programs have four-year-degree plans created and available to students in Degree Works/Degree Planner.

of professionals in the field. Results of social work SLOs are reported to this advisory board for broader discussions (5.2b, 5.3).

As mentioned in other chapters, departments conduct extensive periodic evidence-based five-year program reviews that are reviewed both internally by the department faculty, dean, and provost, and externally by expert reviewers to assess current practices, including assessment, and help to guide departmental and administrative decisions and actions during the next five years. In addition to being shared with the Council of Trustees, academic program reviews are submitted to the Office of the Chancellor/PASSHE BOG. These program reviews include student success data (graduation and retention rates) and progress on student learning outcomes as well as instructional productivity analyses (5.2c, 5.3e, 5.3f, RoA 8, 9, 10). A review of prior action plans is part of the process. New five-year action plans are an expected outcome of the program review process.

Each department in the colleges of Arts and Humanities, Business, Education and Human Services, and Science and Technology maintains a website that describes the programs offered and their requirements. The departments within the College of Business serve as an exemplar, as they share outcomes assessments results on their website. Department chairs and deans often share alumni job placement and student achievement results (learning outcomes assessment, graduation rates, and graduate school placement) at open houses or in departmental newsletters. A number of departments, including social work and art and design feature alumni spotlights on the websites, and the Department of Economics lists recent co-op and employment placements for Millersville students (5.1, 5.2b).

**University-level assessments.** Alumni Job Placement Surveys (AJPS), Senior Exit Surveys (SES), and the National Survey of Student Engagement (NSSE) provide information regarding student perceptions of growth and how well they are prepared in alignment with our mission. The AJPS (6-10 months out) is conducted every year (the System office also collects data every year on graduates two years out), NSSE is conducted at least every two years, and SES are conducted each fall and spring commencement. Information regarding general education outcomes results from these instruments may be found on the Outcomes Assessment website (5.2b). These results are provided at the department, college, and University level for all of these reports. Information within these reports, field supervisor feedback forms, general education rubrics, and annual student learning outcomes assessment reports show how well students achieve on University-level outcomes. These results were shared at the most recent assessment luncheon in spring 2019 (5.2b) and their respective assessment briefs are available in the evidence inventory.

Critical thinking. Critical thinking is an example of University-level assessment of learning outcomes that occurs. Indirect and direct measures show that seniors perceive that their experiences at Millersville contributed to their critical reasoning (3.3/4.0, where 3 is “quite a bit” and 4 is “very much”) and ability to solve complex real-world problems (2.8/4.0), which is consistent with peer institutions. Alumni report similar perceptions that Millersville helped them to think critically and analytically (3.3/4.0, where 3 is “quite a bit” and 4 is “very much”). More direct measures include Intern Field Supervisor feedback, where more than 85 percent of supervisors believe that Millersville students are capable of making effective decisions, analyzing issues, and overcoming problems. Greater than 89 percent of supervisors reported on student evaluation forms that students are career ready. Another direct measure is students’ performance on papers (scored artifacts). Means consistently increase on all measures of the critical-thinking rubric as students enroll in more advanced courses (see figure 5.1). Similar results for writing and oral communication are presented within the assessment briefs in the evidence inventory (5.2b).

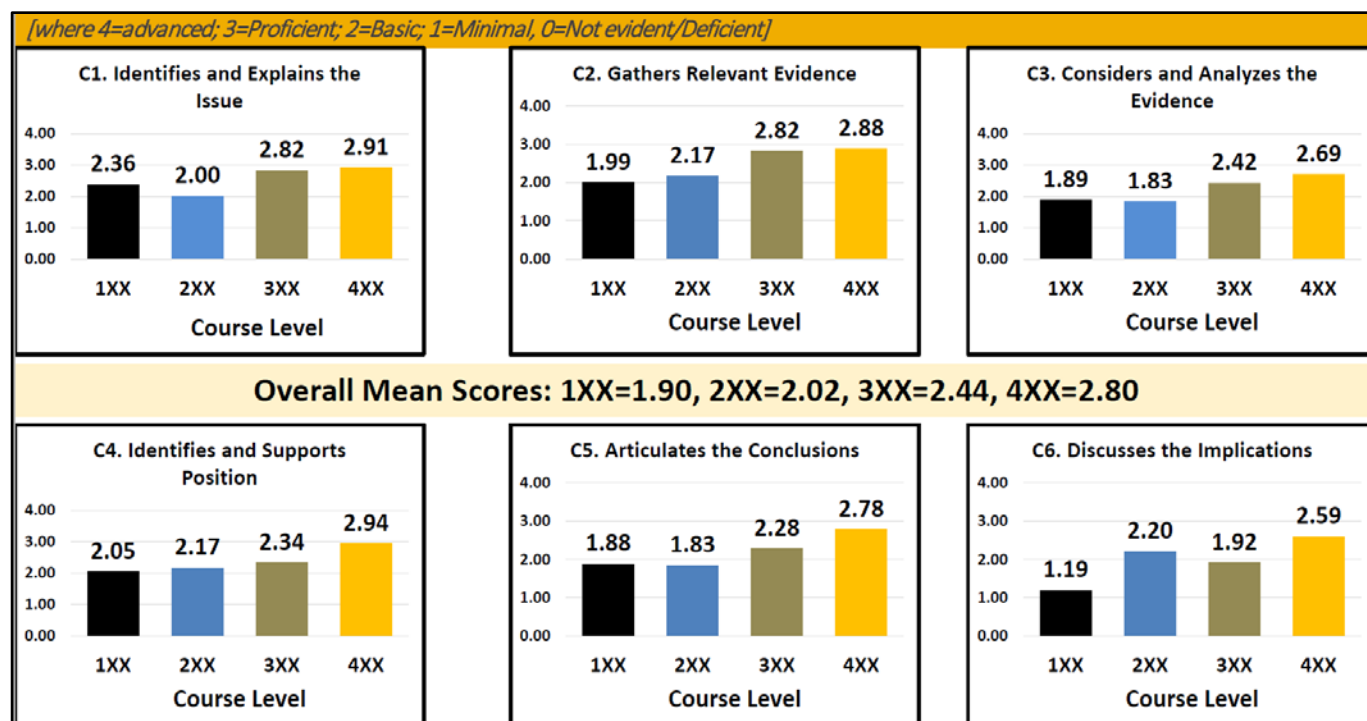


Figure 5.1. Student performance on Critical Thinking rubric by course level, combined 2015-16 to 2017-18 artifacts.

Alumni job placement trends indicate that, regularly, over 95 percent of students are employed, with over 81 percent employed full-time in a field related to their major. These results are regularly shared with the COT and made available at legislative breakfasts or meetings. Student Learning Outcome Reports often include outcomes focused on student preparation for either the workforce or advanced degrees. For example, the Department of Psychology specifically identifies a workforce/advance-degree outcome. In addition, psychology identifies an outcome regarding students' ability to apply their knowledge in real-world settings using PSYC 495 as a means of collecting data about this outcome. The Department of Business has identified a learning outcome that "students in each option should be able to demonstrate mastery of their option skills." Both objective measures using ETS standardized tests show that more than 70 percent of students are mastering subject matter. Senior exit survey results indicate that students are satisfied with their professional skills. Computer science identifies a learning outcome that students will recognize the need for continuing professional development which they measure through internship employer surveys and established projects in CSCI 420 (5.2b) (RoA 8, 9).

**Promote student achievement to stakeholders.** Student achievements are reported to the public through the University Research Newsletter and various department newsletters. Student achievements are shared at the State of the 'Ville address (formerly Fall Convocation) and through the president's newsletter. The University participates in Student Achievement Measure (SAM) and IPEDS reporting. These publicly accessed tools showcase Millersville student and alumni achievements (5.2c).

Student achievement measures were part of PASSHE performance funding (PF) indicators and institutional key performance indicators for our strategic plan. These indicators were shared regularly with the Strategic Advisory Council (SAC), Cabinet, and Council of Trustees (COT), which includes both internal and external stakeholders. The new University Conceptual Goal Outlook process with the University Goal Alignment Template recently replaced the PF process and is being shared with managers, Deans' Council, President's Cabinet, COT, and the Board of Governors. These new templates align institution-level goals with State System goals and hold executive leadership accountable for achieving goals. Goals are in the following areas: student enrollment, student

outcomes, student affordability, and University success (5.2c, 5.3e, 5.3f). As indicated in Standard 6, the goal alignment template is being used to inform strategic initiatives and support State System goals.

A number of additional vehicles exist on campus that communicate assessment results to broader stakeholders. The Academic Outcomes and Assessment Committee (AOAC) in collaboration with the general education coordinator and the Assistant Vice President for Institutional Planning and Assessment communicate the results at both CAE events as well as Annual Assessment luncheons, where results are discussed and action items identified. AOAC may attend GERC meetings to share assessment results or discuss policies. Presentations associated with the assessment luncheons are posted on the Assessment and Planning website (5.2c). The general education coordinator conducts surveys of first-year students to identify perceived strengths and weaknesses of the first-year seminar. Results of this survey are communicated at annual faculty development workshops and form the basis of the program and future faculty development. And finally, the College of Education and Human Services (EDHS) hosts “data days,” where student assessment data is shared with faculty and local school partners (5.2c, 5.3d).

**Use of assessment results.** Consideration and use of assessment results for the improvement of educational effectiveness at Millersville involves our Student Learning Outcomes Assessment Report (SLOAR) cycle, annual reports, five-year program reviews, faculty annual outcomes summary forms, strategic planning key performance indicators, and the former performance funding model. Some of these effectiveness processes are addressed more thoroughly in Standard 6 or have also been addressed in Standard 3 and Standard 4. Changes that come about as a result of these analyses are documented. Table 5.2 provides ways evidence is documented to demonstrate that student learning is better assisted with these improvement processes (5.3a-h, RoA 8, 9, 10). Specific examples for how the results are used are provided in the evidence inventory, with exemplars shared below:

- The English department recognized a lack of analytical skills, both rhetorical and literary, in student assessments. The required literary theory course (ENGL 237) was adjusted to remove other content besides analytical skills development. Likewise, more attention to rhetorical skills has been brought into the program through new courses, such as Visual Rhetoric, Writing for Civic Change, and Reading Our World.
- The biology department has used data collected as part of the annual assessment review process to spark discussions among faculty teaching the six core courses that has led to increased consistency among the core courses, and in the coordination of pedagogical objectives. Examples include developing of a data presentation rubric to be used throughout the core courses, increasing emphasis on elements of data presentation in Biology 101, developing D2L-based online assignments and quizzes in several courses, and the addition of an oral presentation assignment in Biology 362. Department-wide discussions have also led to a major co-curricular initiative: the Biology Toolbox, a repository for information and essential skills developed by many of the faculty that is accessible by all majors.

CAE workshops and seminars enrich the professional development of our faculty. These opportunities allow faculty to expand their understanding of assessment tools and pedagogical approaches in the classroom, which benefits student learning (5.3d). The mission of the CAE is to:

- promote excellence in teaching and learning;
- encourage an atmosphere of collaboration and scholarly inquiry as an integral part of teaching and learning;
- provide resources and programs to assist faculty with their professional development as educators;
- promote a campus environment that fosters scholarship;
- encourage teaching practices that are grounded in scholarship;

- enhance learning through support of interdisciplinary collaborations across the University;
- develop services and programs for faculty members of all experience levels;
- engage critical thinking and discussion through open forums; and
- establish and maintain mutually supportive relationships with other institutions of higher education in Pennsylvania.

The annual all-campus Spring Faculty Colloquium (formerly Faculty Convocation) focuses on pedagogical issues such as the Open Educational Resources initiative or University-wide DFW rates, and provides an opportunity for faculty to share ideas and resources. The CAE conducts surveys of faculty after attending these sessions and uses the surveys to improve future offerings. One exemplar of the use of assessment to improve learning is the collaborative Online Learning Survey. The former Dean of Graduate Studies and Adult Learning asked the CAE, the Office of Online Learning, and the Assistant Vice President for Institutional Assessment and Planning to explore student experiences in online courses. In 2017, a survey compared perceptions of students' experiences, steeped in theoretical framework, based upon types of professional development training faculty received. Results revealed evidence to support faculty development for online learning and were used to both encourage faculty to engage in faculty development and to improve online course offerings. The survey was modified slightly and readministered in spring 2019. Preliminary results at the time of this report indicate improvements to student perceptions of their experiences in online learning at Millersville (5.3a, 5.3d).

The Curriculum Approval Process improves the pedagogy and curriculum by ensuring that curricular developments support the learning mission of the University through each stage of approval: department, college, faculty senate, provost, etc. Each reviewing entity examines the proposal for its need and effectiveness. The process shapes curricular changes that best reinforce student learning from the various perspectives represented. Additionally, as proposers identify elements to change in the curricula, these entities guide changes to bring about the most effective result for supporting students in their success in the curriculum (5.3b).

Department annual reports, including the annual outcomes summary form, provide a review of faculty contributions to improving curricula and supporting student learning. Production of reports gives opportunity to tout improvements to the program and efforts to support students. Recognition of program improvements through the reports also provides an opportunity for other faculty to learn from the efforts of successful faculty work (5.3a, 5.3b, 5.3c, 5.3f, 5.3g, 5.3h). Program reviews also afford opportunities for faculty to share how they changed curricula or may make recommendations for change in curricula and student learning experiences as a result of the review.

The University informs relevant constituents about its programs through various mechanisms: prospective students at open houses; communications with prospective students, community members, potential donors, and alumni. Through this outreach, constituents learn of the successes of our institution's effectiveness (5.2c, 5.3f).

Key indicators of student success, such as retention, graduation, transfer, and placement rates, may be found on the Institutional Research Dashboards and the planning and assessment website. These tools allow for utilization of data by selecting indicators to help programs see where more effort is needed to cultivate success. Department annual reports also provide data on students' successes within the major to assist departments with efforts toward improvement. Course DFW rates, senior exit survey results, NSSE results, and alumni job placement results are shared with deans and faculty departments for use during program reviews and via other improvement initiatives (5.3a, 5.3b, 5.3c, 5.3d, 5.3h) and explored in Standard 4.

Decision making for programming to enrich academic engagement and support goes through processes that account for previous successes and challenges. Units in Student Affairs participate in program reviews and conduct annual assessments to explore the effectiveness of their programs (5.3a, 5.3c, 5.3g, 5.3h). See Standard 4 for examples of use of assessment within SAEM units.

Table 5.2. *Types of Evidence to Demonstrate Compliance with Use of Assessment to Improve Educational Effectiveness.*

Criteria		Types of Examples	
3a	Assist students in improving learning	<ul style="list-style-type: none"> <li>• Student Learning Outcomes annual assessment reports</li> <li>• Department Annual Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Faculty Outcomes Summary Form</li> <li>• Program Reviews or program accreditation</li> </ul>
3b	Improving pedagogy and curriculum	<ul style="list-style-type: none"> <li>• General Education Coordinator assessment of UNIV 103, first-year inquiry course</li> <li>• First-Year Seminar Task Force, 2018-19 to 2019-20</li> <li>• Open Education Resource/Open Textbook Grant Initiative (faculty convocation presentation)</li> </ul>	<ul style="list-style-type: none"> <li>• New course or program proposals (or program reorganizations)</li> <li>• GERC proposal to change P and D requirement</li> <li>• GERC proposal to change synchronous requirement in D courses</li> <li>• Promotion and tenure process</li> </ul>
3c	Reviewing and revising academic programs and support services	<ul style="list-style-type: none"> <li>• Retention rates</li> <li>• Student Success and Retention Plan and Action Plans</li> <li>• Academic Advising Survey, 2016-17</li> <li>• Program Reviews for Learning Services, Experiential Learning and Career Management, Honors College</li> <li>• Mentoring programs (biology, new mentoring office)</li> <li>• Reorganized tutoring areas</li> </ul>	<ul style="list-style-type: none"> <li>• International Programs and Services restructuring</li> <li>• Registrar's Program Review</li> <li>• Information Technology Consultant Report</li> <li>• Annual Housing and Residential Programs Survey</li> <li>• Athletics program review</li> <li>• New, college-based Academic Advising structure</li> </ul>
3d	Planning, conducting, and supporting a range of professional development activities	<ul style="list-style-type: none"> <li>• CAE offerings and annual reports</li> <li>• Annual Assessment Luncheon</li> <li>• Support for faculty to attend assessment workshops or Middle States conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Convocation</li> <li>• Faculty Development Grants</li> </ul>
3e	Planning and budgeting for the provision of academic programs and services	<ul style="list-style-type: none"> <li>• Departmental Analysis Dashboard</li> <li>• Program Reviews</li> <li>• Faculty Complement Recap</li> <li>• New Program Proposal Budgets</li> <li>• OOC University Goal Template</li> <li>• <i>Our BOLD Path</i> Strategic Plan Work Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our BOLD Path</i> Strategic Initiative Fund</li> <li>• Student Success and Retention Plan</li> <li>• Academic Affairs Strategic Plan</li> <li>• Facilities Renovation, Equipment, and Technology Fee Resource Request processes</li> <li>• Facilities Master Plan Process</li> </ul>
3f	Informing appropriate constituents about the institution and its programs	<ul style="list-style-type: none"> <li>• President's Report</li> <li>• Annual Legislative Breakfasts</li> <li>• COT meeting presentations (PF, <i>Our BOLD Path</i>, students)</li> <li>• Annual Assessment Luncheon</li> <li>• Departmental websites and newsletters, program cut sheets</li> </ul>	<ul style="list-style-type: none"> <li>• EPPIIC Values website</li> <li>• Former Performance Funding process</li> <li>• University publications (<i>MUSE</i>, <i>Review</i>)</li> <li>• Presentations</li> <li>• Rankings and Guidebooks (e.g., <i>U.S. News and World Report</i>, <i>Princeton Review</i>)</li> <li>• Student Achievement Measure</li> </ul>
3g	Improving key indicators of student success, such as retention, graduation, transfer, and placement rates	<ul style="list-style-type: none"> <li>• Student Success and Retention Plan &amp; Action Plan</li> <li>• Graduation and Retention Dashboards</li> <li>• Alumni Job Placement Surveys (MU and OOC)</li> <li>• Former Performance Funding process presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New OOC University Goal Template</li> <li>• <i>Our BOLD Path</i> Strategic Plan KPI Updates</li> <li>• President's Report</li> <li>• Divisional and departmental Annual Reports</li> </ul>
3h	Implementing other processes and procedures designed to improve educational programs and services	<ul style="list-style-type: none"> <li>• Academic Program Plan</li> <li>• Ad hoc task forces and groups like FYS Task Force</li> <li>• Faculty Academic Outcomes Assessment Committee</li> <li>• New 2025 Strategic Planning Process</li> <li>• Institutional Peer and Aspirational Benchmarking, IPEDS Feedback Report</li> <li>• Education Advisory Board and Hanover Research</li> <li>• Faculty Annual Outcomes Summary Form</li> </ul>	<ul style="list-style-type: none"> <li>• DFW rate monitoring and follow-up</li> <li>• Market Research – Economic Modeling – Workforce Demand (EMSI tool, EAB)</li> <li>• Curricular Approval Process</li> <li>• Survey research (online student satisfaction, dropped student survey, admitted student questionnaire, NSSE, Faculty Survey of Student Engagement, Orientation Student Success Survey)</li> <li>• Middle States Self-Study process</li> <li>• Carnegie Classification for Community and Civic Engagement</li> </ul>

**Assessment of educational effectiveness aligned with strategic planning.** Assessment of educational effectiveness is also aligned with our strategic plan, Goal A, To Engage Learners, strategy 1 (retention) and other



strategies related to high-impact practices (e.g., living-learning communities, UNIV 103, undergraduate research, study abroad, writing, internships), and strategy 5, related to cultural and other types of programming. One area where the University has experienced challenges meeting our targets is with student engagement in for-credit internships. While students report engaging in internships through NSSE (most likely noncredit), they are not engaging in for-credit internships at levels that would meet the 2020 target in the *OBP* strategic plan. To enhance student engagement in internships, we changed the requirement for internship without compromising the quality of the experience. To expand internship-like experiences, the University sought and attained a grant funded by the Lancaster County Community Foundation's BB&T Economic Growth Fund. To date, 54 employer organizations have signed Memorandums of Understanding (MOUs) to participate in the MU/SCORE Workforce Traineeship program. Ninety-four students have completed a traineeship since fall 2017. A third of the participants in traineeships are underrepresented minority students. Evaluations from student trainees and hosting employer supervisors demonstrate high levels of satisfaction, with nearly all performance ratings exceeding 4.0 on a 5.0-point scale, where 5.0 equaled a rating of "Excellent." Over 90 percent of responding student trainees indicated they would recommend a traineeship to other students, and 100 percent of responding employer hosts indicated they would host another trainee after participating in the program. Over 55 students applied to participate in the summer 2019 traineeship selection and hiring process with 20 employer organizations. Funding from the State Local Internship Program (SLIP), administered by PA Career Link of Lancaster County, permitted the University to stretch the remaining BB&T grant funds to offer traineeship awards to a total of 26 trainees through August 31, 2019.

Another example where Millersville has achieved targets related to engaged learning experiences is in financial support of undergraduate research through student wages and grants for students. The success of these efforts is observed through student engagement in the annual student research conference, Made in Millersville. Record numbers of students have participated in the annual conference each year for the last four years. In spring 2019, almost 450 students presented their research or creative works. Student presentations are evaluated by a team of faculty, community members, staff, and alumni volunteers.

The strategic plan Goal A key performance indicators include targets and are reviewed regularly by SAC, Cabinet, Council of Trustees, and Deans' Council to consider progress and updates needed for improvements. Goal B identifies two strategies that align with student success (strategy related to experiences of underrepresented students) and strategy regarding sustainability and civic engagement opportunities.

**Assessment of academic advising.** In 2017, an academic advising assessment was conducted to explore perceptions of students and faculty regarding academic advising experiences. Results from the assessment were shared with advising center faculty, deans, and Faculty Senate. A major reorganization of Academic Advising and Student Development occurred during 2018-19. First, student success coaches were added to support transactional advising needs of exploratory students and students at risk. Second, the unit was moved back to Academic Affairs from the Division of Student Affairs and Enrollment Management. Third, the unit was then restructured to a college-based advising model in fall 2019, when academic advisors and success coaches were formally located with academic colleges to be closer to the students they served (5.3c, 5.3i).

**Institutional capacity for data analytics.** Millersville acknowledges that while a data-rich environment exists, the culture for the use of the data could be improved. Most data is static and not live. Two years ago, the new Director of Institutional Research created several dashboards to enhance data access and use. These new, interactive dashboards permit drilling to the department or program level, or even to the student-level data, in the areas of retention and graduation rates, student enrollments, and departmental productivity and cost. The analytics have been used to enhance department program reviews, annual reports, retention initiatives, and strategic initiatives. The University recently identified Ellucian Analytics as a new tool to strengthen our data analytic capacity and use (5.5).

**Feedback mechanism for assessment reports.** Following the periodic review report submitted to the Middle States Commission of Higher Education in 2015, changes were made to the SLO assessment review process and assessment annual reports. Annual reports were modified to include how the results were shared and what the results mean (closing the loop). The assessment feedback rubric was adapted in collaboration with the deans. Deans' Council held a workshop on June 13, 2018, to review the SLO submissions based upon the assessment feedback rubric. Each dean shared an update and status of program SLO reports. A discussion then followed in July 2018 that discussed how to improve the assessment process and support for learning outcomes assessment. The revised assessment feedback rubric is located in evidence inventory. Deans or staff in their offices share feedback on the assessment reports submitted by faculty using the assessment feedback rubric to help departments improve their learning outcomes assessment process (5.5).

The Dean of the College of Science and Technology serves as an exemplar. Each year, once an assessment report is submitted, the dean reviews the report using the rubric and then meets with the department and the Assistant Vice President for Institutional Assessment and Planning (AVP IAP) (who has also reviewed the reports). The dean may or may not accept the report, or accept the report with conditions that improvements are included in the next cycle. A department may resubmit the report if it is not accepted. Samples of the deans' feedback are provided in the evidence inventory. This process is valuable, as faculty engaged in a department assessment process may change or need more knowledge about what quality assessment entails. The process serves to provide faculty with more guidance on assessment, especially if faculty are new to the process. Training is also provided through the CAE. In addition, the AVP IAP meets separately with departments to provide input on specific aspects of the assessment process. Finally, training is provided on the use of the new assessment data management system, Nuventive Improve. Assessment plans are reviewed and updated during the program review process. Programs refer to related discipline or professional field organizations to review and update program learning outcomes (5.5).

The Planning, Assessment, and Analysis office has been working with Nuventive Improve (TracDat) to create the online tool for managing assessment processes such as annual reports, outcome assessment, and strategic plan updates. Faculty in Arts, Humanities, and Social Sciences (AHSS) and EDHS colleges were introduced to the platform in February 2019 for student learning outcomes report submissions beginning fall 2019 (for 2018-19 assessment cycle). Three years of assessment reports have been added to the platform so faculty may have access to their prior reports (in addition to being available online). An ad hoc report designed for Millersville by Nuventive permits exploration of the achievement of student learning outcomes and respective achievement targets by status as regarding met, not met, or inconclusive. Figure 5.2 demonstrates that more achievement targets were met (70.7 percent) than were inconclusive or not met (9.1 percent inconclusive, 20.2 percent not met). These results may indicate that programs are refining their student learning outcomes, assessment measures, and achievement targets; or making improvements to the learning experience, pedagogy, or curricula (5.2, 5.3, 5.5).

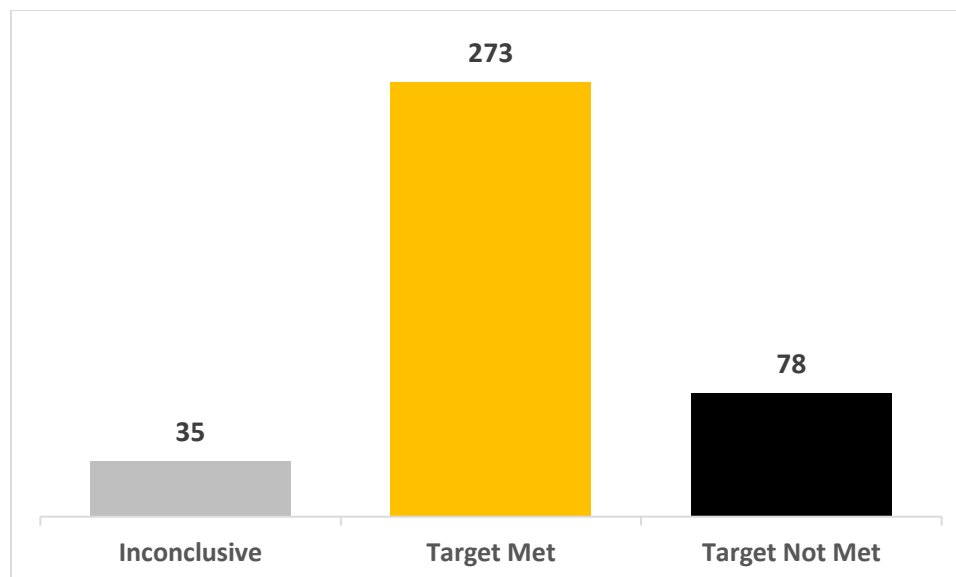


Figure 5.2. Number of student learning outcomes by achievement target status (met, not met, or inconclusive) (n=386 achievement targets in Nuventive).

## II. Standard 5 Alignment with Millersville’s Mission and Institutional Priorities.

**Student learning and success.** Millersville conducts systematic and rigorous assessment of educational effectiveness to both explore opportunities and demonstrate how we fulfill our mission. Faculty use of assessment to improve pedagogy and curriculum helps students connect better with the liberal arts mission of the University, since refining our programs helps align our work in the classroom more clearly with the overall curricular emphasis on liberal arts. Likewise, improving pedagogy to meet student needs brings students closer to engaging with the broader world as professionals and citizens.

Other mechanisms monitor our educational effectiveness. Enrollment targets are used to inform recruitment strategies, and enrollment projections are used to inform budget decisions. As an institution within PASSHE, we engaged in performance-funding initiatives that include metrics related to student success and degree attainment. When considering “grow both intellectually and personally” as a key element of our mission, we support the general education competencies as University-level outcomes. The general education competencies are core skills that we want all undergraduates to achieve. As students progress through their careers at Millersville, various program offerings or experiences (inside or outside of the classroom) provide opportunities to build upon that core set of competencies.

**New academic program development and review.** While overlap exists with the Student Learning and Success priority, the priority permits the opportunity to review achievement with regard to how students use their credentials earned and how programs and learning opportunities meet their needs after they graduate. In 2018-19 alone, eight new degree programs were submitted to the Office of the Chancellor for approval. Programs review curriculum for currency and student demand during five-year program reviews. Per the PASSHE Board of Governors Administrative Procedures Policy 1986-04-A, programs that do not meet the criteria must provide one of four recommendations regarding the future of the program. One of the recommendations may include program reorganization. Millersville recently reorganized several foreign language programs as a result of low program completions. In addition, during the program review process, programs may identify updates to curriculum based on disciplinary trends or market research. New programs or changes to programs may result from this review (RoA 8, 9, 10).

Within **Operational Excellence**, we explored how we use assessments to inform improvements or innovation, and we explored the assessment of assessment processes. Opportunities exist to seek innovations to enhance

meaningfulness of assessment through recognizing and systematizing reporting of course-level assessment findings. Earlier in this chapter we discussed the program review process and the alumni job placement and senior exit surveys. These assessment measures provide information about performance and satisfaction at program and University levels.

The **Diversity to Inclusion** theme overlaps with both the student learning and success and student enrollment management priorities. Several programs have learning outcomes that map the Diversity to Inclusion theme. For example, within general education, the Cultural Diversity and Community course (“D” course) is required by all students. In addition, training is identified for students as well as faculty and staff in the new Diversity, Equity, and Inclusion Plan. Several initiatives exist to strengthen enrollments and close success gaps of underrepresented and low socioeconomic status students within the No Gap Steering Committee Report and the Student Success and Retention Plan. In *Our BOLD Path*, a strategy target exists to close the gap between African-American students, Hispanic/Latino/a, and overall student success (retention and graduation rates).

### III. Analytical-Based Inquiry and Reflection.

The University explored how to make program-level assessment more meaningful for faculty as a line of inquiry related to Standard 5, Educational Effectiveness Assessment. This involved conducting focus groups that resulted in the following perceptions from faculty participants:

- Millersville has a systematic program-level assessment process. In addition, some faculty assess the student learning experience or effectiveness of their courses through organic course-level assessment that we do not ask faculty to report. During a focus group for this self-study, it became clear that faculty wanted to voluntarily share this course-level assessment. As a result, a question about course-level assessment was added to the annual Faculty Outcomes Summary Form in spring 2019. Of the faculty (n=55) completing that section of the form, 31 percent made changes to improve the student learning experience, 53 percent changed curricula or pedagogy, and 24 percent reviewed or revised academic programs and support services. Faculty use assessment to collect information faculty care about and can use, such as improvements to teaching and curriculum, allocations of resources like instructional equipment and technology, and opportunities for professional development. Faculty may submit scholarship of teaching and learning (SOTL) through the promotion and tenure process. The program-level assessment serves two purposes – summative assessment to explore student achievement of student learning outcomes, and formative assessment to make improvements to learning experiences for students. The alignment of formative assessment to course-level objectives may be viewed through curricular maps that faculty design as part of their assessment plan, thus helping them execute assessments that guide their instructional practices. Examples include:
  - English faculty recognized a need for and student interest in stylistics. They developed a new course called “Craft of Writing,” which has run the past four semesters at capacity.
  - Biology faculty noted that the persistence rates for underrepresented minority (URM) students lagged behind those of majority students and developed the Biology Mentoring Program, a support system for URM students that combines tutoring, study areas, and mentoring.
  - Earth sciences faculty discovered weaknesses in the ability of students to identify the physical properties of minerals in upper-level courses (ESCI 327); this led to changes in the mineral and rock identification labs for a prerequisite course (ESCI 221).
  - Economics faculty noticed a lack of math skills in students in upper-level courses and created math boot camps for classes with math prerequisites. In addition, they noticed a lack of information literacy skills in capstone class and now include reading and discussion of economics literature in lower-level classes.

- Use available data as much as possible (dashboards, EAB, etc.) instead of needing to develop or search for new data. Relieving departments of conducting additional research would make assessments easier to execute. Faculty are encouraged to use course-embedded assessments in capstone experiences for their program-level learning outcomes assessment strategies to reduce the amount of new data collected. For example, when the Dean of the College of Science and Technology and the Assistant Vice President for Institutional Assessment and Planning meet with departments to review their assessment plans and reports, this strategy is always recommended and is one of the assessment principles. The adoption of Nuventive Improve along with training provided to faculty in spring 2019 included strategies to promote ease of collection of course-embedded assessment data from faculty with regard to minimizing effort needed to report.
- Reduce duplication of effort between various required processes, such as program reviews, annual reports, assessment reports, etc. Minimizing the number of assessment reports would help faculty focus on the value of the work requested.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges).**

The findings from this chapter show that Millersville is fully committed to effective educational assessment through a variety of mechanisms which involve using assessment results to improve student learning experiences. The evidence provided in the evidence inventory and analyzed in this chapter demonstrate that Millersville meets the requirements of the standard and the related Requirements of Affiliation.

##### **A. Areas of Continuous Improvement.**

1. Most academic departments regularly submit their student learning outcomes assessment reports, and some are challenged with compliance, but most eventually submit them after the requested date. While the efforts of deans' offices to provide feedback has led to improvements in quality of the reports for some departments, the quality could be improved for other departments.
2. Some department faculty express concerns about executing required reporting of assessments. Concerns include understanding a connection to teaching. Departments (such as English and psychology) report difficulty getting faculty to engage in assessment activities, and the University needs to systematically minimize duplication of assessment efforts for programs with specialized accreditation. Ongoing efforts have been made to make assessment more meaningful through faculty development opportunities, encouragement of use of assessment for scholarship of teaching and learning, and continual reflection on use of tools like Nuventive Improve to ease the burden of reporting.

##### **B. Opportunities for Innovation.**

1. Legitimate yet informal assessment practices (i.e., those not systematically reported in annual student learning outcomes reports) frequently drive changes related to curriculum and instruction in individual courses.
2. Opportunities exist to use assessment management database tools like Nuventive to enhance alignment of course, program, and accreditation reporting requirements.

##### **C. Areas of Strength to Build Upon.**

1. Several systematic processes exist that support a culture of assessment of educational effectiveness for academic programs, as well as services that support the student learning experience, student retention and graduation rates, and assessment of general education. These mechanisms are interconnected with the University mission statement, and the results are shared.
2. While evidence exists that programs do reflect on student achievement of student learning outcomes, not every program makes a curricular change or pedagogical change to improve student learning directly related to systematic program assessment. Changes may occur from faculty engaged in a more organic

culture of assessment at the course level. Program-level assessment reports often indicate that students met the achievement target criteria.

3. Curricular and pedagogical revisions are informed by the assessment process. Faculty recognize the need to adjust courses and program curriculum based on assessment data.
4. Tenure-track faculty engage in assessment work as part of their service commitment. In many departments, such as English, tenure-track faculty take on a significant role in assessing program and general education outcomes. This provides fresh perspectives for the assessment process and helps acquaint new faculty members with the entire curriculum.

## **V. Next Steps for Strategic Planning.**

Implications exist as we move toward the 2025 strategic plan:

1. As noted earlier in this chapter and as evidenced in the chapter on Standard 6, Planning, Resources, and Institutional Improvement, opportunities exist to enhance the use of data analytics to lessen reporting requirements and focus on use of information for strategic thinking. The upgrade and integrated use of the assessment data management tool Nuventive Improve, adoption of a new report writer, and adoption of Ellucian Analytics may help to address faculty concerns about assessment reporting.
2. A need exists for additional institutional resources for assessment at the program and course levels, including professional development opportunities for faculty.

## Chapter 7: Standard 6: Planning, Resources, and Institutional Improvement

***The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.***

Millersville University has a long history of aligning its planning processes, institutional renewal, and resource allocations. We are determined, as noted in the fourth outcome for this self-study design, to use the self-study process to inform our strategic planning process. Detailed plans of our Academic Affairs and Student Affairs and Enrollment Management divisions directly align with *Our BOLD Path* goals. Our Imagine the Possible campaign, current Facilities Master Planning process, and divisional plans similarly align with each other and are sufficient to fulfill Millersville's current mission and goals. At the 'Ville, the value of integrated planning is "focused on planning to evolve rather than planning to plan." The University meets all criteria of Standard 6, as well as the three related Requirements of Affiliation (RoA) 8, 10, and 11.

### I. Millersville's Commitment to Standard 6, Planning, Resources, and Institutional Improvement.

This section addresses how Millersville meets the criteria for 6.1 to 6.5, and 6.9. Information regarding criteria 6.6, 6.7, and 6.8 may be found in the respective sections of the evidence inventory.

Table 6.1. *Demonstration that Millersville Meets Standard 6 Criteria.*

EVI	Standard 6 Criteria	Criterion Met
1	Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	M
2	Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	M
3	A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to our institution's and unit's strategic plans/objectives.	M
4	Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	M
5	Clear assignment of responsibility and accountability.	M
6	Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance, and is linked to the institutional strategic and financial planning processes.	M
7	An annual, independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audits' accompanying management letter.	M
8	Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institutional mission and goals.	M
9	Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	M

**Design and implementation of the 2020 *Our BOLD Path*.** When our strategic plan was launched in 2014-15, a work plan outlined the strategies and actions steps, as well as who was responsible for each strategy-action at the cabinet level. The work plan denoted the time frames within which actions were to be achieved and aligned with specific targeted outcomes for each of the strategies. Vice presidents were responsible for implementing the plan and monitoring its success (6.5). Implementation of the plan also involved identification (or reallocation) of resources. A strategic initiative fund was established for allocation in support of specific programs or activities associated with plan implementation. Achievement was assessed at regular intervals and used to inform planning and resource decisions (6.1, RoA 8, 10). Annual progress towards achieving targets is communicated through President's Annual Reports, and presentations to the Strategic Advisory Council (SAC) and to the Council of Trustees (COT). Updates were provided in former President Anderson's fall convocation addresses. Cabinet reviewed progress at least two times per year and identified priorities or changes that were then shared with the SAC and COT. In addition, cabinet identified strategic initiatives to be funded through the budget process (see Table 6.2, RoA 8, 10).

While the prior strategic planning process was inclusive and extensive, turnover since the 2013-14 process has occurred at all levels of the institution (see inset). Many of these leadership changes resulted from the retirements of longtime administrators or institutional restructuring and were realized with planned transition periods. Dr. Wubah has taken his first year to learn about the University community and its stakeholders through dozens of Listening Tours and has communicated with the University community about the launch of the new strategic planning process. Millersville has intentionally designed this self-study process to inform the 2025 strategic plan and broadly communicated that intention to our University community (6.2).

**University- and unit-level planning and resource allocation.** As evidenced in Standard 1, Mission and Goals, Millersville's institutional objectives support University-level as well as unit-level planning and resource allocation. The financial planning and budget process supports the mission, vision, goals, and values of the University by linking the allocation of the fiscal resources of the University to the realization of strategic goals (6.3). The initial budget is based on realistic projections for enrollment, appropriations, performance funding, personnel costs, other operating expenses, and debt service obligations. Monthly reviews of budget to actual are used to forecast year-end results and inform institutional management throughout the fiscal year. Like other PASSHE institutions, Millersville charges a student-paid technology fee that is utilized to address the technology needs of students through system maintenance, updates, and innovations. Our resource allocation and request process supports the institution by ensuring sufficient financial resources for facility repair and renovation and deferred maintenance to make certain that buildings remain safe, effective, and efficient so that the University may continue to support its mission and vision (6.4, 6.6). The University recently embarked on the design of a new facilities master plan, a process that occurs every 10 years (6.6).

**Fiscal support for *Our BOLD Path*.** Throughout the implementation of the strategic plan, University-level resource requests, discretionary resource requests, and project resource requests have been directly aligned with a University-level or division-level goal or strategy and its impact identified (6.3). Strategies at the University, division, or college/unit level were aligned with the three goals, which were then referenced during the resource request process (facilities, technology, and discretionary or permanent funding). The process was announced from cabinet to mid-level managers, who then worked with staff or faculty to prepare resource requests (6.3). Resource requests are submitted and prioritized through respective divisional vice presidents and submitted for cabinet consideration. At that time, cabinet and the president identify strategic initiatives to fund for the next year based on institutional needs and budget and enrollment projections, including institutional and division reserve funds (6.1, 6.3, 6.4, RoA 10, 11).

**The following leadership positions have changed personnel or been added since 2018:**

- President
- Vice President for Advancement
- Vice President for Finance & Administration
- Chief Diversity Officer
- Chief Technology Officer
- Dean, College of Business
- Dean, College of Arts, Humanities, and Social Sciences
- Associate Dean, College of Education and Human Services
- Associate Vice President for Finance & Administration
- Associate Provost for Academic Administration
- Associate Vice President for Student Affairs and Enrollment Management



The Strategic Plan Initiative Fund, initially holding over \$1 million, was created to support initiatives in the work plan. Cabinet members submit proposals from their divisions to access these funds. Many of the allocations from the strategic initiative fund are expected to enhance revenue generation. The use of the Strategic Plan Initiative Fund exemplifies a well-defined decision-making process, and the work plan exemplifies clear delineation of responsibility and accountability (6.3, 6.5). Table 6.2 below outlines, as presented in the February update to the University community, both FY 2019 and FY 2020 initiatives that align with Millersville's mission and goals. These initiatives align with the current mission to "provide diverse, dynamic, meaningful experiences" and our three goals and respective strategies (6.1, 6.3, RoA 10, 11). In addition to the \$376,000 used in 2017-18, additional funding was used for financial aid and sustainability. With Dr. Anderson's retirement, there was a deliberate decision made to not commit a significant amount of funding to new initiatives during the transition year to ensure that there were sufficient funds for the incoming president to fund new initiatives aligned with his goals and strategies. In addition to the original investment to start the strategic plan initiative fund, we use year-end excess to enhance the fund. At the time of this report, the balance at year end for FY 2018-19 is expected to be around \$1.3 million, as there has been spending in FY 2018-19 to support initiatives (6.3, 6.4).

Table 6.2. *Fiscal Years 2019 and 2020 Strategic Initiatives.*

Fiscal Year 2019 MU Initiatives		Fiscal Year 2020 MU Initiatives	
<ul style="list-style-type: none"><li>• Prepare for MSCHE Self-Study</li><li>• Support the Diversity to Inclusion Plan</li><li>• Launch the Strategic Planning Process for 2020-2025</li><li>• Update 2009 Campus Facilities Master Plan</li><li>• Expand Sustainability Emphasis and Positive Energy Fund</li><li>• Support Facilities Improvements</li><li>• Create More Inclusive Budget Planning Process and Monthly Financial Reporting</li></ul>		<ul style="list-style-type: none"><li>• Student Affordability Strategies</li><li>• Student Retention and Success Strategies</li><li>• Expanded International Student Center</li><li>• New Office of Grants and Contracts</li><li>• Completion of the Imagine Campaign</li><li>• New Academic Program Offerings</li></ul>	
Examples of Prior Year <i>Our BOLD Path</i> Initiatives			
	Fiscal Year 2014-15		Fiscal Year 2017-18
<u>Source of Funds</u>		<u>Source of Funds</u>	
BOG Waiver	\$125,888	Carryforwards from Prior Years	\$1,540,928
Healthcare Reserve	\$409,649	Student Aid	\$250,000
Administrative Overhead for Shenks/Reighard	\$153,718	Sustainability	\$50,000
2013-14 Year-End Excess	\$356,659	2017-18 Year-End Excess	\$700,000
<b>Total Source of Funds</b>	<b>\$1,045,914</b>	<b>Total Source of Funds</b>	<b>\$2,540,928</b>
<u>Use of Funds</u>		<u>Use of Funds</u>	
Online Administration	\$42,000	BSW Online Program	\$141,585
RN-BSN Program Start-Up	\$250,793	2+2 Business Online Program	\$89,234
New Student Recruitment	\$250,000	Middle States Accreditation Support	\$10,878
		Mentoring and Student Research Initiative	\$65,080
		Website Redesign	\$20,550
<b>Total Use of Funds</b>	<b>\$542,793</b>	<b>Total Use of Funds</b>	<b>\$327,327</b>

**Continuous improvement.** Since his arrival in July 2018, Dr. Wubah and the President's Cabinet identified several continuous improvement initiatives to accomplish during 2018-19 (6.2). In addition, the president reorganized several units in collaboration with the vice presidents to increase efficiency and effectiveness:

- Established a College of Business and appointed an Interim Dean.
- Reinstated the Chief of Staff position within the president's office.
- Hired a Chief Diversity Office at the cabinet level.
- Elevated the Chief Technology Officer to cabinet-level position.
- Created Dean of Student Success.
- Reorganized Office of Sponsored Programs and Research into Office of Grants and Contracts and created Executive Director of Grants and Contracts position.
- Moved University Marketing and Communications from Division of Student Affairs and Enrollment Management back to Division of Advancement.
- Moved Department of Academic Advising and Student Development from Division of Student Affairs and Enrollment Management to Division of Academic Affairs.
- Moved University Police Services to Finance and Administration.

Several other processes at Millersville are considered continuous improvement initiatives. Ongoing improvement processes allow for diverse, dynamic, and meaningful learning experiences that inspire learners. The strategic planning process is just one form of the continuous improvement process at Millersville. A continuous improvement strategy and action plan was strategically located within Goal C, To Embrace Agility. Annually, each vice president identified two process improvements and reported on their achievement as part of their performance management report and divisional annual report. A list of process improvement initiatives completed in 2018-19 is located in the evidence inventory (6.2). Vice presidents often completed more than two process improvements in a given year.

Continuous improvement occurs at the individual level as well for faculty, managers, and administrators. The University president is evaluated under a system-wide governance policy (PASSHE Policy 2002-03-A: Evaluating Presidents). The language in the policy refers specifically to measuring presidential performance against mission, vision, and goals — "The purpose of evaluating a president is to assess leadership and administrative performance in the context of the University's and the System's mission, vision, and strategic goals." Similarly, management staff are also evaluated under a system-wide policy (PASSHE Policy 1985-07-A: Management Performance and Reward Program). The system policy, as noted in the language, seeks to "reward employee performance that supports the mission of the institution within a pay-for-performance philosophy." Millersville University uses a template for University managers that specifically addresses the University mission and goals. Individual faculty members are evaluated in accordance with Article 12 of the Collective Bargaining Agreement (CBA) and relevant local Millersville University/APSCUF-MU Meet and Discuss agreements (6.5). The COT undergo an annual self-assessment (6.5).

Our student learning outcomes assessment process constitutes another example of continuous improvement at Millersville. The student learning outcomes assessment report process for academic programs is addressed more thoroughly in the chapter for Standard 5. Each division prepares an annual report for the president. For example, within Academic Affairs, departments, units, and colleges submit annual reports. Information from departmental or college annual reports may be used to inform Academic Affairs' annual report. The annual report template was formalized under President Wubah. Sample divisional annual reports are located within the evidence inventory. In addition to being used for reflection to inform continuous improvement initiatives, excerpts from the reports are used to inform speeches, conversations with donors, University-wide publications, and website content. (6.5)

The State System's Board of Governors (BOG) mandates an institutional review process targeting continuous improvement (see BOG Policy 1986-04A). This process integrates strategic planning, budgeting, external accreditation requirements, student learning outcomes assessment, and past performance to inform future directions and decision making. All academic departments are required to engage in a program review process. Nonacademic departments, including administrative and student-support units, require review at the discretion of

the University. Respective divisional vice presidents identify said units. All academic and nonacademic departmental reviews are completed on a staggered five-year cycle as seen in the program review schedule (6.5).

Program reviews are intended to reflect on the accomplishments (action plan) resulting from the last review: a review of the unit's mission or purpose in the context of the University's mission and strategic goals, a review of currency of the program or unit, and a review of resources. The results are then examined by the committee and an external peer reviewer. The culmination of the program review is an updated action or strategic plan, depending upon the unit. Departments work with their respective deans or vice presidents to identify resource support and may use the program review process to align with the resource allocation process through action plans. The academic program data packets provide information such as FTEF:FTES ratios and credit hours generated by the academic department and help to inform the program review analyses. The information is also used by departments to support filling existing faculty lines or requesting new lines. Dissemination of program review results are shared with fellow department members; Office of Institutional Research; Planning, Assessment, and Analysis; deans; respective division heads, the COT, and the Office of the Chancellor (6.2). The schedule of recent program reviews is available in the evidence inventory. The program review processes demonstrate breadth of continuous improvement as well as rigor, since we rely upon external reviewers, who are essential to the process.

**The resource allocation process.** The resource allocation process changed with the appointment of an interim Vice President for Finance and Administration and our new president. In preparation to sunset the strategic plan, Dr. Wubah engaged in an extensive listening tour and worked with his cabinet to identify continuous improvement initiatives. This provided Dr. Wubah an opportunity to learn more about our culture and distinctiveness while implementing solutions (e.g., reinstating the employee recognition program to improve morale). After a year of listening tours, evidence gathering, and reflection, Dr. Wubah announced the launch of the 2025 strategic plan initiative in spring 2019 (6.1, 6.3, 6.4). Figure 6.1<sup>1</sup> demonstrates the changes from the old budget process to the new budget process.

A new budget structure was identified in 2018-19 that now includes a President's Budget Advisory Council (PBAC) and a University Budget Committee (UBC). The PBAC is a relatively large committee that includes approximately 25 academic and administrative representatives. Meeting twice annually, the PBAC is provided complete information concerning the University's five-year budget forecast and planning scenarios. The PBAC provides counsel from broadly representative perspectives across the institution. At the conclusion of the annual budget planning cycle, PBAC advises the president concerning alternative funding investments. The UBC meets throughout the year and creates five-year budget plans and scenarios to inform decisions (6.1, 6.3, RoA 11). Comprised of academic and administrative leadership including all vice presidents, a representative of Deans' Council, and supported by budget and finance staff, the UBC considers and recommends budget policy changes for consideration by the president and reviews alternative future budget scenarios based on analyses provided via the strategic enrollment management planning process and changing financial conditions.

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<sup>1</sup> Prabhu and Brown Budget and Planning Presentations, spring 2019

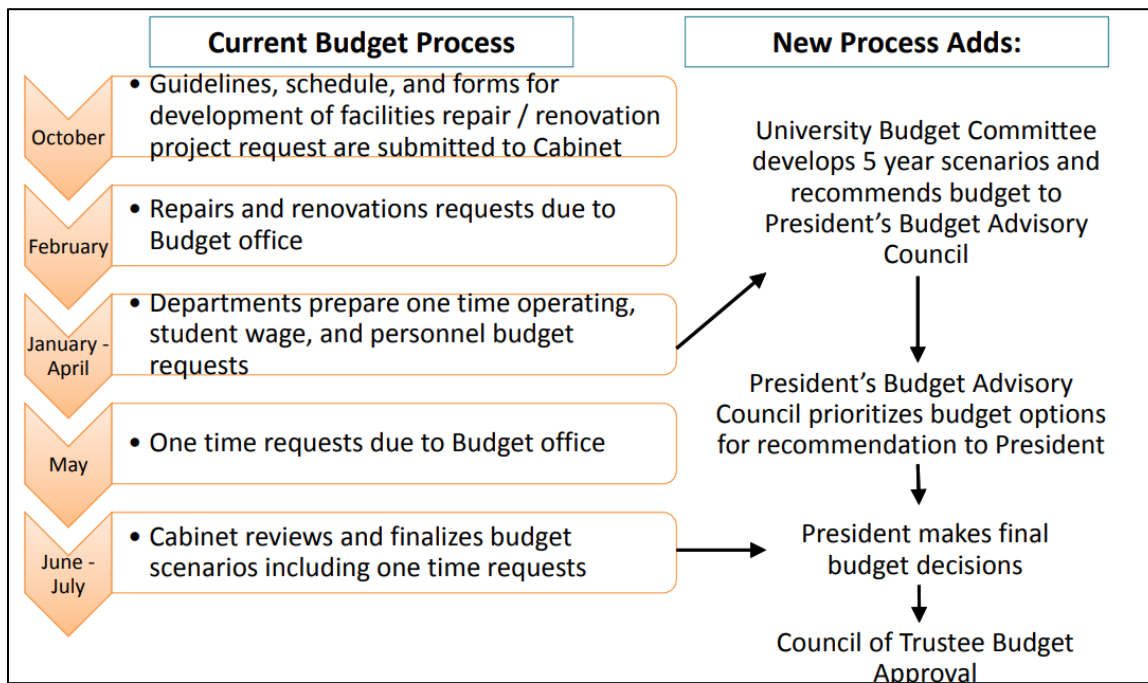


Figure 6.1. Budget Process Changes; current process with new process additions.

**The budgetary reporting and review process.** Our budgetary reporting and review process is defined through Act 188 of 1982. The BOG shall “coordinate, review, amend, and approve ... the annual operating budgets of the individual institutions” (§ 20-2006-A(7)). As such, BOG policy 1993-03-A, Budgetary Reporting and Review, provides a framework in accordance with Act 188. The policy “provides for a yearly review and approval mechanism for the operating budgets of each university [...] This review will be an integral part of the Board’s review and adoption of the State System’s appropriation request for the ensuing fiscal year. The procedure is established in the policy; however, the frequency, timing, format, and mode of reporting is at the discretion of the Chancellor (p. 1). “The Board’s review of the budgets shall include assumptions for tuition rates and associated revenue, appropriations, and other sources of revenue, as well as expenditure projections for the future fiscal year” (p. 2). Finally, “[t]he Board shall formally approve the annual operating budget submission of each university. The chancellor shall notify each president of the Board’s action, including any amendments or comments” (p. 2) (6.1, 6.3, RoA 10, 11).

In April 2019, the BOG restructured the philosophy, objectives, and guidelines for setting tuition. This new framework permits multiyear tuition strategies for each university and intends to allow State System universities to plan, budget, and allocate resources over multiple years, ensuring their long-term stability and success. The timeline for tuition setting will be by April 30 for the two upcoming academic years (see BOG Policy 1999-02-A: Tuition, p. 3). The following are additional benefits derived from the new tuition-setting guidelines and philosophy:

- Provide students access to high-value, relevant educational experiences that prepare them for pathways to successful lives and careers.
- Keep tuition predictable, enabling students to plan for their educational expenses.
- Provide access to State System universities for a range of qualified students from all socioeconomic backgrounds.
- Recognize and support individual university missions, scope, and program array (BOG Policy 1999-02—A: Tuition, p. 1).

The budget request process is a multifaceted approach that includes the overall University budget, resource request process, and technology fee planning. Components of the University budget include tuition and fee revenues based on historical and projected enrollments, performance funding and state appropriations, personnel projections based on bargaining units, positions and benefits, debt service, and operating expenses. The resource request process is utilized to prepare for repair and renovation projects for the University in

collaboration with facilities and the divisions. Also, deferred maintenance and technology fee funded requests are done concurrently within the resource request process (6.4, 6.6).

**Technology fee allocation.** Information technology, Deans' Council, and members of the budget office meet at least once per semester to review technology fee funding and discuss progress, funds available, and upcoming fiscal year utilization of financial resources. The process engages a multidivisional group to review the technology fee funding plan each fiscal year and project requests in relation to the colleges and their technology needs for laboratory and classroom upgrades.

**Budget projections.** The president's cabinet is presented with the overall University budget projection and the final resource request plans. The resource requests for repair and renovation projects are reviewed annually and approved by cabinet to proceed. Cabinet meeting minutes reflect the review of budget and subsequent iterations as well as discussion and approval of the resource request project list. The five-year budget model and enrollment projections are available in the evidence inventory (6.1. 6.3, RoA 11).

Cabinet transitioned from reviewing the budget and updated enrollment projections approximately three times per year to monthly updates in 2018-19. The COT are presented with the overall University budget, an analysis of variances between budget and actual, and updated year-end forecasts at quarterly resource meetings. At an annual public meeting, the COT approves the budget plan.

After the 2015 Periodic Review Report, Millersville was asked to submit a monitoring report to "ensure the institution's short- and long-term financial viability and sustainability, including updated budget and enrollment projections." The Commission accepted the monitoring report submitted in 2017. Our institution has experienced budget surpluses each year since the report was submitted (\$212,607 in FY 2017, \$547,569 in FY 2018, and \$602,448 in FY 2019). Budget projections demonstrate fiscal viability.

**Adequate human resources.** Table 6.3 demonstrates that Millersville has adequate complement to support the operation of the University. The Institutional Research Director recently created a dynamic Department Analysis Dashboard that permits users to explore faculty base complement to actual faculty complement (FTEF). In 2018, the credit hour to FTEF ratio (fall and spring) was 505 student credit hours generated per FTEF. This ratio was a .3 percent decrease from the prior year and an 11.9 percent decrease from the 2013-14 year (five-year percent change) (see Figure 6.2 on the next page). As noted in Figure 6.2, the use of adjuncts has remained fairly stable for the last five years (6.4).

Table 6.3. *Official Employee Complement, Fall 2015 to Fall 2018.*<sup>2</sup>

Employee Type	Status	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
		Count	FTE	Count	FTE	Count	FTE	Count	FTE
Non-Faculty	Full-Time	497	497	504	504	495	495	502	502
	Part-Time	71	31.78	65	28.92	65	29.59	71	32.95
	<b>Total</b>	<b>568</b>	<b>528.78</b>	<b>569</b>	<b>532.92</b>	<b>560</b>	<b>524.59</b>	<b>573</b>	<b>534.95</b>
Faculty	Full-Time	311	311	293	293	308	308	312	312
	Part-Time	164	61.94	196	75.27	189	76.12	180	70.00
	<b>Total</b>	<b>475</b>	<b>372.94</b>	<b>489</b>	<b>368.27</b>	<b>497</b>	<b>384.12</b>	<b>492</b>	<b>382.00</b>
Total	Full-Time	808	808	797	797	803	803	814	814
	Part-Time	235	93.72	261	104.19	254	105.71	251	102.95
	<b>Total</b>	<b>1043</b>	<b>901.72</b>	<b>1058</b>	<b>901.19</b>	<b>1057</b>	<b>908.71</b>	<b>1065</b>	<b>916.95</b>

<sup>2</sup> Source: MU IR Fact Book, 2018-19, Employee Complement Headcount & FTE. Includes faculty and staff employed as of November 1 of the given fall term; includes dual employees.

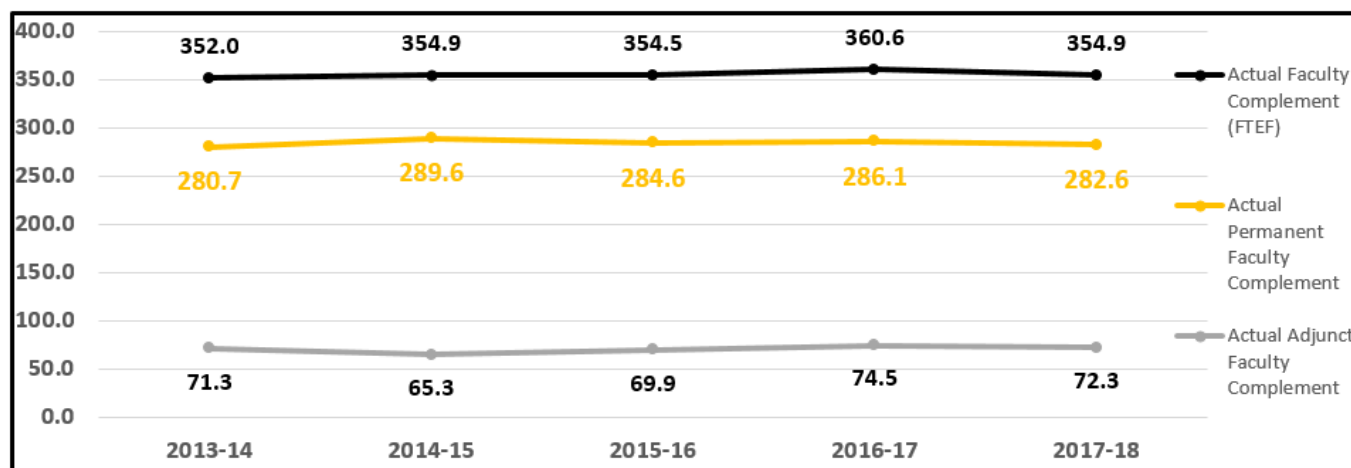
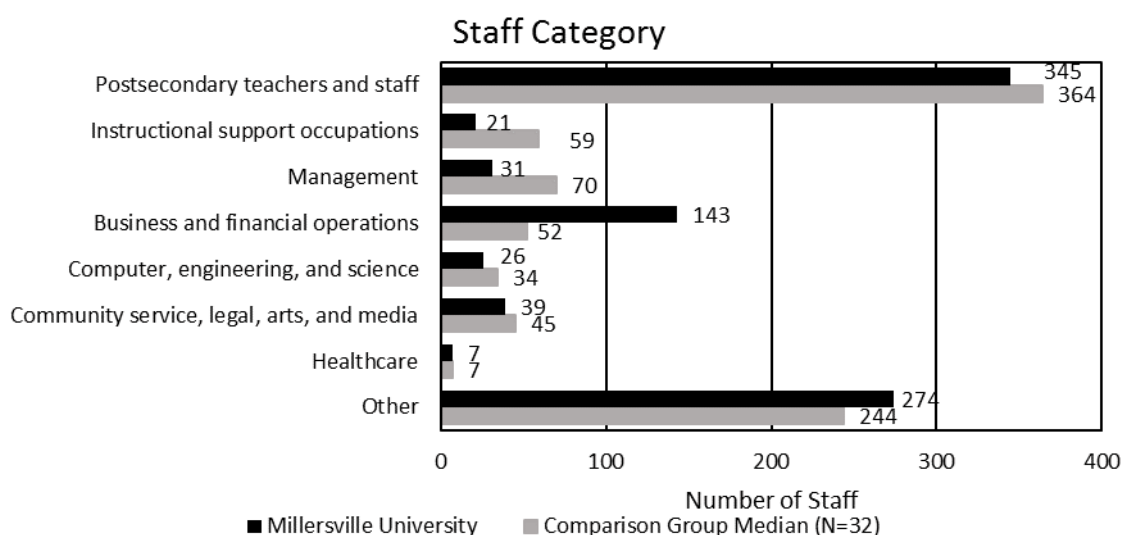


Figure 6.2. Fall and Spring Actual Faculty Complement by Status, 2013-14 to 2017-18.

According to IPEDS Feedback Report 2018, which represents a comparison of Millersville with 32 public master's large institutions of similar enrollment size, Millersville has slightly less percentage of staff in most categories compared to our peers except for business and financial operations and other (e.g., Millersville has 26 FTES computer, engineering, and science staff compared to our peers at 34 FTES) (6.4). The primary source of this overage is dining services staff, as the University does not outsource dining or catering services<sup>3</sup> (see Figure 6.3).



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018 Human Resources component.

Figure 6.3. Full-time Equivalent Staff.

**Monitoring institutional performance.** Millersville and the Office of the Chancellor regularly monitor institutional performance. During the last five years, we have had two different PASSHE performance funding models. The most recent performance funding model was retired by the System in 2018-19 (after changing it only two years prior). The new chancellor, Daniel Greenstein, is working with the president to craft a University Conceptual Outlook Summary, which is a goal-planning process within the State System to inform multiyear student and University success goals. The process will be used to support “informed, transparent decision making about key

<sup>3</sup> Source – IPEDS Feedback Report, 2018. p. 10 [https://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2018\\_214041.pdf](https://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2018_214041.pdf)

budgetary levers, including allocation of state appropriation, allocation of state capital funds, and budget goals” (6.7, 6.9, RoA 10, 11).

Figure 6.4 demonstrates Millersville’s overall financial assessment compared to prior-year assessment in the context of all of the PASSHE institutions, in the financial risk assessment system created by the Office of the Chancellor. Millersville’s overall financial assessment falls approximately in the middle of the yellow in the dashboard. According to the financial assessment methodology, Millersville’s performance is adequate and may require continued monitoring and possible attention. The components of financial assessment included an external review of financial strength in three areas: market demand, operating efficiency, and financial performance.<sup>4</sup> A key finding from the assessment is that student enrollment is a primary driver of University revenue; University reliance on student-generated revenue is growing (6.7, 6.9, RoA 11).

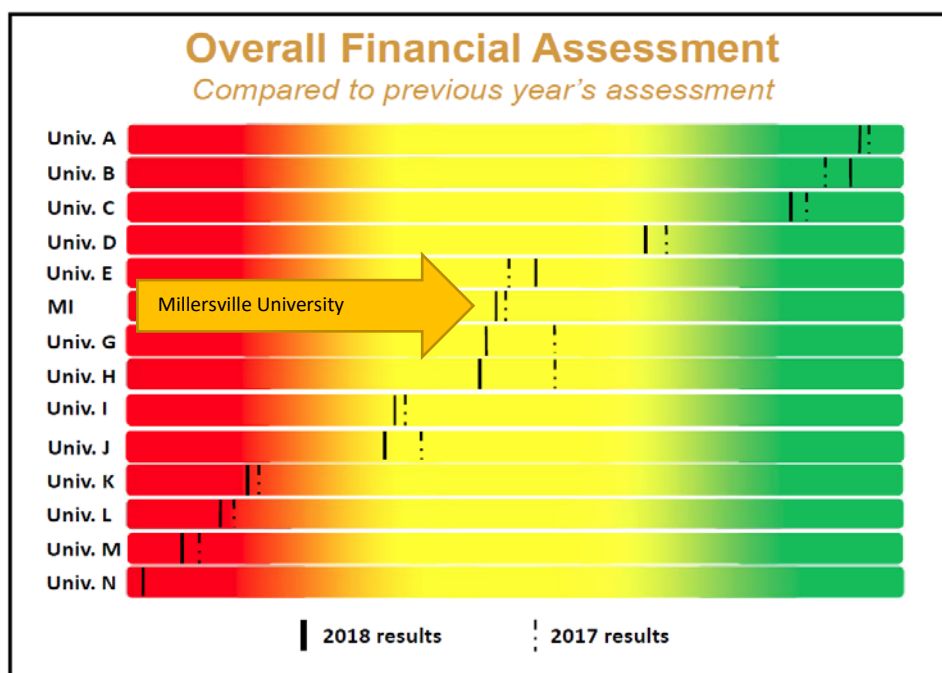


Figure 6.4. Overall Financial Assessment Compared to Prior Year’s Assessment.

In the 2019 Financial Risk Assessment Report, the overall financial risk assessment for Millersville is considered moderate, which means that performance is adequate. When considering the financial risk assessment category market demand, projected demand and brand strength are rated as adequate (see Figure 6.5, next page). One area that requires attention, and Millersville is working to improve, is matriculation. According to the report, approximately 28 percent of accepted students enrolled in fall 2018 (yield). When considering the category for operating efficiency, one of Millersville’s strengths lies in investment in plant. The system developed a Facilities Composite Score Indicator that measures University investment in plant, efficiency of operations, and service to campus community (approximately 59 percent University performance for Millersville, 5th in PASSHE). Within the last category, financial performance, the month-end cash balance as of December 31, 2018, was approximately \$80 million, or 181 days as of June 30, 2018. This amount of cash on hand is considered acceptable risk; performance is adequate or better and requires little or no monitoring.

At the time of this writing, the Office of the Chancellor is considering revisions to this process of annual financial risk assessment. At its October 2019 meeting, the BOG for PASSHE considered an “Institutional Sustainability Policy” designed to gauge the financial sustainability of each institution within the System. The proposed metrics for this new policy are under development (see State System Model for Financial Risk Assessment in Evidence Inventory, 6.9).

<sup>4</sup> Office of the Chancellor (January 2018). Financial Assessment: Millersville University of Pennsylvania.

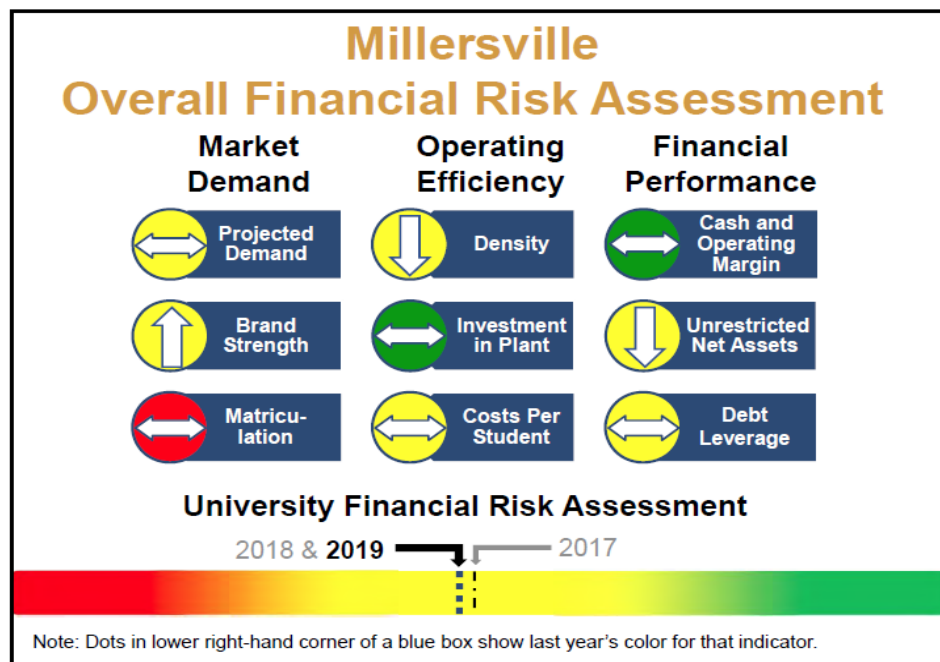


Figure 6.5. Millersville Overall Financial Risk Assessment.

**Decision-making processes.** A formal planning structure exists at Millersville to facilitate institutional renewal and continuous improvement and includes the Strategic Advisory Council (SAC). Integrated planning is at the forefront of our 2020 to 2025 strategic planning process and stems from the use of a centralized planning process that started in 2013-14 and culminated in the 2014 to 2020 strategic plan. When Millersville launched its strategic plan in 2014-15, the institution updated our planning structure and process, creating a new University-wide entity, the Strategic Advisory Council (SAC), to serve as a sounding board for the president, to monitor plan implementation and achievement, to provide input on internal or external influences on the University, and to endorse changes to the plan. The structure was outlined in a new policy created in 2014 and updated to reflect organizational structural changes in 2016 (6.5, 6.9, RoA 10). (A description of the SAC and the policy are in the Evidence Inventory.)

The blueprint of responsibility and accountability outlined in the processes below provides clarity, structure, and transparency to support fulfillment of Millersville's mission statement. The Strategic Planning Facilitation Team (SPFT), the Strategic Plan Steering Committee (SPSC), and the SAC are charged with leading a planning structure that promotes institutional renewal and continuous improvement. Recently, a temporary task force, the All University Council (AUC), was created to design and recommend the basic elements of the 2025 strategic plan to the Strategic Advisory Council. The inclusive AUC recommendations will be reviewed and revised by the SAC and shared with the President's Council for input and the SPSC for review, with ultimate approval by the president and endorsement by the COT (6.5).

A responsibility of SAC is to "review updates to strategies as informed by performance indicators and progress towards expected outcomes, and provide input to the president and the Strategic Plan Steering Committee on revised or updated strategies." In the current strategic plan, each goal has strategies mapped to the 2020 target. Targets or strategies were retired, changed, or updated after appropriate review. The strategic plan is a living document as noted by the various designations of the work plans associated with the strategies, such as "continue," "completed," "retired," and "new" (6.5, 6.9, RoA 10). In addition, archives of the SAC workshop notes contained the following:

In summer 2015, after reviewing insights from the SAC workshop in February 2015, EAB research, and a discussion of progress on expected outcomes and indicators, cabinet members identified potential change-of-course items. These items were announced at the President's Convocation, discussed at the October 2015 SAC workshop, and approved by the cabinet in early November 2015. The change-of-course items and progress along *Our BOLD Path* may be viewed in the 2014-15, 2015-16, and 2016-17 Presidents' Reports.



**Advancing to the 2025 strategic plan.** For the 2020 plan and the 2025 strategic plan being designed, an interdivisional preparation team proposed a design process to then-President Anderson (2020 plan) and our current President Wubah (2025 plan) for review and approval. The 2025 process was shared with the SAC for input. Institutional renewal is an intentional ingredient of the planning processes (6.9). The elements of the 2020 planning process have been reviewed, and many will be reconsidered throughout the process, including mission, vision, goals, objectives (new), strategies, and metrics. Our core EPPIIC values were last updated in fall 2018 to add Inclusion and will remain as a key ingredient of our 2025 strategic plan and organizational culture. To enhance communication, awareness, and engagement in our 2025 strategic planning process, two new entities are being used. The first is the President's Council, an expansion of the President's Cabinet, and the second is the All University Council (AUC). The President's Council expands the cabinet to mid-level managers. The AUC is an ad hoc task force created to inform an inclusive design of the draft elements of the 2025 strategic plan. The AUC includes representatives from throughout the University and community, and is comprised of faculty, staff, and students from units. Members of the AUC are not on the SAC, the President's Cabinet, or the President's Council (6.2, RoA 8, 10).

Within *Our BOLD Path*, strategic enrollment management, revenue generation, and fundraising targets were set. The plan included a holistic view of the institution, with the first goal focusing on learners (Goal A, To Engage Learners), the second goal focusing on the institution (Goal B, To Ensure Success), and the third goal focusing on culture (Goal C, To Embrace Agility). Goal A included strategies that focused on faculty and staff development as well as its primary focus on student learning experiences and student success. In Goal C, opportunities to embrace agility were supported by strategies that considered process improvement, organizational structure, and culture. In 2014-15, the plan launched after an extensive environmental scan review and a widely inclusive and participatory process. The plan has been monitored annually, with key performance indicators shared through several venues, including COT plenary sessions, SAC meetings, cabinet retreats, and an annual President's Report. The COT and cabinet reviewed the plan updates at least two times per year. An overview of the strategy targets is presented in Standard 1. Modifications to the plan were made through advisement with the SAC, cabinet, and COT. For example, in 2015, the aspirational enrollment target of 10,000 head count by 2020 was modified to 9,000 head count by 2020 to address a review of external influences such as trends in high school enrollments, international influences, market share (increased competition), and the decision to not use external partners (third-party providers) to launch online degree-completion programs (6.9, RoA 8, 10, 11).

## **II. Standard 6 Alignment with Millersville's Mission and Institutional Priorities.**

Organized by institutional priority and theme, this section outlines what we learned as an institution with regard to this standard and its criteria, the lines of inquiry, and the analytical-based inquiry and reflection.

**Student learning and success.** Millersville takes pride in its long-standing commitment to student success, especially for underrepresented (URM) or low socioeconomic status (SES) students. As part of our plan, a strategy target exists to improve retention rates by 1 percentage point annually, and one exists to close the achievement target for URM students. We have had mixed results with both of these strategy targets. A No-Gap Agility Team transitioned into a No-Gap Steering Committee to create an action plan to address URM success (6.2). Another group, the Student Success and Retention Group, recently created our Student Success and Retention Plan with 15 strategies and 16 metrics designed to monitor the plan's success. The cross-divisional Student Success and Retention Group reviewed data and best practices as they were preparing the plan for the president and cabinet. The No-Gap Steering Committee is being merged with the Student Success and Retention Group to focus efforts in this area. The Student Success and Retention Plan is available in the evidence inventory.

**New academic program development and review.** The provost, in collaboration with the deans, regularly reflects on and updates the academic program plan. Market research is then used to inform new program development. New programs are organized by status (launch and monitor, active preparation, feasibility study, future consideration, decided not to pursue, and discontinued). The plan is also organized by level and modality (online). Each new program proposal contains budget projections, which are then integrated with the University's multiyear budget model. Academic programs that are responsive to workforce demands or offered via online or other modalities will help to position Millersville for 2025, especially as traditional high school graduates are expected to decline slightly in our market during that time frame. Millersville submitted eight new degree

programs to the Office of the Chancellor for approval in 2018-19. In addition, Millersville is seeking partnerships or articulation agreements with local institutions (e.g., Thaddeus Stevens College of Technology) to expand our markets (6.1, 6.2, 6.9, RoA 10).

Recently, academic programming at the State System level has been added as a part of Conceptual Outlook and System Redesign. To accommodate the System Redesign initiative, our plan was modified to include 2020 to 2025 program priorities with estimated enrollments and return on investment (6.1, 6.8, 6.9, RoA 10, 11).

**Strategic enrollment management (SEM).** Over the past year, key components of Millersville's SEM efforts were reinvigorated, including financial and budget planning related to enrollments being incorporated into five-year budget plans, and strengthening of methodologies for long-range planning of enrollments based on program changes and trends in retention and graduation rates. The recruitment plan is detailed and includes the International Enrollment Recruitment Plan. Both SLATE and the Common Application were adopted, enhancing the use of analytics and prospective student relationship management. While several key stakeholders and groups are involved in the SEM process, including the COT, the cabinet, and the SAC, opportunities exist for greater integration across divisions to support SEM goals and enhance communication regarding the academic master plan and the multiyear budget projections model. Finally, opportunities exist to enhance marketing efforts for academic programs. Studies to explore student departure, student perception of success, and cost feasibility are being used to inform improvements to student services and enhance effectiveness of financial aid allocations (6.1, 6.2, 6.9, RoA 8, 10, 11).

**Operational excellence.** For newer undertakings, the institution has examples of successful implementation of broad, strategic, and coherent planning and execution in meeting the mission of providing new, meaningful experiences for our students. For example, opportunities exist to systematically replicate that higher-level planning effort in existing academic programs in support of student recruitment efforts. The facilities master planning process provides opportunities to enhance quality of facilities to promote recruitment of students and the student experience. Finally, opportunities exist to enhance data analytics capacity and reduce reporting requirements through adoption and integration of tools like Nuventive Impact and Ellucian Analytics. These tools will help to strengthen our strategic thinking capacity.

**Theme – Diversity to Inclusion.** Now that the Diversity, Equity, and Inclusion Plan has been approved, opportunities exist for it to inform and be integrated within the 2025 strategic plan. The University identified a process to monitor the plan's implementation and success that includes regularly assessing perception of campus climate and improving response rates in those perception studies.

### III. Analytical-Based Inquiry and Reflection.

Three lines of inquiry were explored for Standard 6. The first line of inquiry within this standard explored the effectiveness of our strategic enrollment management planning process and how the process interacted with all divisions of the University. Continuous improvement occurs at the individual level as well for faculty, managers, and administrators. The University president is evaluated under a system-wide governance policy (PASSHE Policy 2002-03-A: Evaluating Presidents). Millersville University uses a template for University managers that specifically addresses the University mission and goals or State System goals. Individual faculty members are evaluated in accordance with Article 12 of the CBA and relevant local Millersville University/APSCUF-MU Meet and Discuss agreements (6.5). The COT undergoes an annual self-assessment.

The SEM steering committee, chaired by the Vice President for Student Affairs and Enrollment Management, involves key stakeholders on campus. The group meets quarterly to discuss important topics related to recruitment and retention. One of the subgroups within the SEM structure is a recruitment group. An Undergraduate Admissions Recruitment Plan is updated regularly and guides the work on the undergraduate admissions office. This document is updated annually and includes specific initiatives related to traditional undergraduate, transfer, and international student recruitment. Goals are derived from the University's Enrollment Projections document as well as the International Enrollment and Budget Goals document. Enrollment meetings are held biweekly and include staff members from admissions, orientation, marketing, housing, and academic advising. Timely enrollment management topics are discussed regularly. Finally, the Alternative Tuition

Plan outlines new or updated alternative tuition plans that have been approved by PASSHE to meet enrollment and budget goals. Specifically, the out-of-state tuition reduction was adopted in 2014, and updated twice since that time, to increase recruitment of undergraduate out-of-state and international students.

In addition to the SEM steering committee, the University-wide Student Success and Retention Group (SSR) meets regularly to explore evidence-based retention issues and recently recommended a new Student Success and Retention Plan and accompanying action plan. The SSR, co-chaired by the Vice President for Student Affairs and Enrollment Management and the provost, is charged with creating, implementing, and evaluating the University's Student Success and Retention Plan.

Upon review of the process, several key findings emerged:

- SEM is driven by goals set forth by our strategic plan, via work completed through the SAC, cabinet, and COT.
- Implementation of strategic enrollment goals is carried out by three primary areas on campus, including undergraduate admissions and other areas within the Division of Student Affairs and Enrollment Management, the College of Graduate Studies and Adult Learning, and the Office of Online Programs.
- The Student Success and Retention Plan identifies all divisions and all members of our community as key contributors to student success and retention.
- In 2014-15, our plan called for 10,000 students by 2020. After a review in 2015-16, the cabinet, COT, and SAC reviewed the goal of 10,000 students and determined, based on the growth of various student populations and an updated scan of high school populations and local demographics, that a more appropriate aspirational goal was 9,000 students by 2020. As the University moves forward with its 2025 strategic plan, new enrollment goals will need to be set.
- Institutional research uses evidence and goals from several areas to help inform enrollment projections that the budget office then uses to inform budget planning. Two-year rolling averages are used for both undergraduate returning and graduate student enrollments, as well as enrollment goals set and updated from *Our BOLD Path* plans for specific markets (new first-time freshmen and transfer by full-time and part-time status, out-of-state and international students, and new online program enrollments). These targets are adjusted regularly in consultation with the online programs office and the Dean of Graduate Studies and Adult Learning.
- Enrollment goals are set in collaboration with the Vice President for Enrollment Management, cabinet, and the president. Enrollment goals differ from actual enrollment projections needed for forecasting the tuition and fee revenue calculated during the budgeting process. However, this creates a perception that a gap must be bridged in terms of desired recruitment and enrollment versus realistic projections to align revenue forecasting and ensure that the budget is accurate to assist with planning for cost savings, strategic initiatives, etc. The gap is being addressed by the new University Budget Committee in partnership with Hanover Research, which will provide market research to the University regarding potential new markets and how to target degree completers.

Several other strengths emerged:

Over the last five years, regular conversations have occurred between Student Affairs and Enrollment Management, the budget office, the cabinet, the COT, and the SAC to edit the University's enrollment goals based on trends and budget needs. Opportunities exist to use the aforementioned University budget committee and subcommittee structures to enhance cross-divisional communication regarding enrollment goals and projections as they inform budget projections. Initiatives showing commitment to increasing enrollment from nontraditional areas are the online BSN program and online business program, which created a model to grow enrollment over five years. Academic Affairs uses their academic program master plan to identify new or reorganized degree programs (or programs offered via different modality) to determine future enrollment projections. This revised academic program master plan will inform the University's Conceptual Outlook/University Goal Alignment Template, a planning document at the State System level. Potential areas of improvement emerged from the research as well:

- As a multidivisional subcommittee is employed to regularly review enrollment projections and enrollment goals, opportunities exist to strengthen communication among undergraduate admissions, College of

Graduate Studies and Adult Learning, and Office of Online Programs to inform one set of enrollment goals and, ultimately, enrollment projections.

- The opportunity exists to be more responsive to the external environment in a more systematic process. Presently, environmental scans are done as strategic planning begins or when new degree programs are being considered. Resources like the Education Advisory Board, Economic Modeling (EMSI analyst tool), and Hanover Research provide opportunities to regularly scan the environment for emerging demographic markets or to be responsive regarding potentially new degree programs.
- While investment in fiscal and human resources into some of the recruitment and academic program initiatives has occurred, more strategic investment in resources to bring online programs, market research, and demographic trends would enhance implementation steps in these areas.
- Once we have established enrollment projections, all other divisional plans need to be adjusted to support those enrollment aspirations (e.g., more scholarships from advancement, adjust housing/bed counts, increase/decrease faculty, etc.).

The second line of inquiry within Standard 6 explored how comprehensive and integrated with each other are our University planning processes. For this particular inquiry, several sources of evidence were used, including SAC presentations and agendas; Administration Council for Technology structure and minutes; Information Technology Steering Committee; Strategic Enrollment Management Committee; Divisional strategic plans including Academic Affairs and Enrollment Management; our strategic plan, the Academic Program Plan; Facilities Master Plan; and the capital campaign, *Imagine the Possible*.

Upon review of the process, several key findings emerged:

- Enrollment projections provided by Institutional Research to the budget office updated versions of the previous Enrollment Projection document updated in February 2016. The Enrollment Projection document integrates targets from the 2020 strategic plan.
- Some divisions (Finance and Administration, under former Vice President) used the *Our BOLD Path* work plan as a centralized plan, and thus, the division's plan. Other divisions, such as Student Affairs and Enrollment Management and Academic Affairs (6.1, RoA 10), created their own strategic plan based from the institution-level plan. Academic Affairs directly aligned the divisional plan with modified strategies and success indicators with the *Our BOLD Path* work plan, its strategies, and 2020 targets. Colleges aligned their strategic plan with the Academic Affairs strategic plan or the University's strategic plan.
- Due to changes in leadership (mentioned earlier in this chapter), strategic plans may not exist for some divisions or cabinet-level units (Advancement, Finance and Administration, Technology). Our plan was inspiration for the *Imagine the Possible* campaign, which focuses entirely on students. The three primary areas of the *Imagine the Possible* campaign are scholarships, athletics, and student experiences, which align to various goals. Finally, at the time of writing of this self-study, strategic plans were being drafted by the interim Vice President for the Finance and Administration division and by the new Chief Technology Officer for Technology. A consultant was hired in 2018-19 to review the technology infrastructure, mission, and support at the University. The results from the external review are being used to inform the Technology strategic plan.

The review of evidence for this line of inquiry revealed the following strengths:

- Most divisional plans already link to our strategic plan.
- As described earlier in this standard, the management performance review process links to accomplishment of strategic outcomes of the three goals.
- Many academic departments report annual highlights aligned with *Our BOLD Path*. Divisional annual reports in 2018-19 included a section that highlighted strategic plan updates.
- Key performance indicators for *Our BOLD Path* are reported regularly to the COT and through the annual President's Reports.

Potential areas of improvement emerged from the research as well:

- Better integration both formally and informally between specific plans at the University level and between institution and division; division and college; college and department. Integrated planning is the

cornerstone for our 2025 strategic planning process. Engaging in intentional integrated planning is designed to embed into processes and procedures interdependencies and scaffolding throughout plans. Action plans supporting strategic goals are created as an outcome of program reviews. These plans may be integrated more intentionally with college or division-level plans.

- Develop plans in areas where they are not extant (e.g., Technology, Finance and Administration, Advancement). Two of these plans are already in development. In addition, we are in the process of updating our Facilities Master Plan in alignment with our current mission.

The third line of inquiry within Standard 6 explored opportunities that exist to enhance affordability to help students pay for college. Several resources were used to enhance our understanding of this issue, including a feasibility study by Graham-Pelton Consulting, Inc., a nonprofit and fundraising consultant, shared with the COT in February 2017, that identified the need for scholarships and support for student experiences (athletics, internships, study abroad), case statements for the Imagine the Possible campaign, benchmarking past fundraising versus expected financial needs of our students, responses to the legislative and PASSHE BOG interest in college affordability, and internal data from the Student Success and Retention Plan that documents challenges to student success by expected family contribution.

Upon review of the process, several key findings emerged:

- Cost of attendance at Millersville is less competitive than at other PASSHE campuses, particularly in the areas of room and board and other ancillary costs. Millersville is second in the State System for total average student costs at \$24,644 (Indiana University of Pennsylvania is first at \$25,924). The System average is \$22,362. Cost for the entering freshmen cohort for 2019 is \$24,644, third highest among PASSHE institutions (Indiana is first at \$25,924, and Shippensburg is \$25,166). The System average for entering freshmen is \$22,456.
- Campus leaders, trustees, alumni, friends, and other supporters of Millersville understand that affordability and access are of paramount importance for the future of Millersville. As an example, the COT lowered dining services costs for fall 2019 by 14 percent; when combined with no tuition increase, this resulted in a reduced total cost of attendance for students living on campus.
- Retention rates have declined in recent years and need to rebound up to our traditional rates of over 80 percent. Cost of attendance is one of the key drivers in student retention and graduation. (See Dropped Student Survey and Hanover Research Admissions studies in evidence inventory.) Within our Student Success and Retention Plan, the seventh strategy seeks to enhance financial support strategies, policies, and procedures, with the intent to reduce costs or help students find financial support to attend Millersville. For fall 2019, first-year, first-time student retention increased by 3.5 percent compared to the prior year. Increased investments in student financial aid likely made a positive contribution to this outcome.
- The need exists for greater scholarship support. We launched a three-year, \$32-million campaign. A goal of \$10 million was created for new scholarship commitments. A goal of \$6 million was set for athletics (most of this will be raised in the form of athletic scholarships). A goal of \$16 million was set for student experiences (many student experiences are costly, and stipends to cover these costs provide an enhanced academic experience and career preparedness). As of September 2019, we begin the final year of the campaign at over 90 percent to goal.

The review of evidence for this line of inquiry revealed the following strengths:

- Fundraising opportunities, such as Named Annual Awards; Foundation opportunities like the McCollough Match; University initiatives such as Lancaster Partnership Program.
- PASSHE is undertaking a system-wide redesign effort to improve affordability and student success by combining administrative services and functions across the 14 campuses; improving joint procurement efforts; joint program offerings, including increased online programs; and eliminating duplicative functions in order to save costs in non-mission-critical areas. Savings from these initiatives will be invested to improve access, quality, and affordability.

- Several innovative pilots for Open Education Resources are underway among the faculty to help reduce the increasing cost of books and other educational materials. A large-scale campus initiative is now underway through the OEM Task Force to scale the successful pilots and impact larger numbers of students. In spring 2019, \$15,000 was made available for faculty projects to help them transform curriculum, using OER resources. As a result of this effort, over \$250,000 in student book costs were saved in one semester.
- Focus attention on room-and-board costs. Our institution is examining opportunities in all areas of costs of attendance to improve affordability. For fall 2019, the COT decreased its total costs of attendance based on a price reduction in its board plan. The University is examining other options for reducing costs of attendance, such as utilizing traditional residential housing stock at reduced cost to students.

Potential areas of improvement emerged from the research as well:

- Continued campaign fundraising and engagement with larger number of alumni-and-friend donors.
- Increased student-athlete housing vouchers – reducing the cost of attendance for in-state and out-of-state student-athletes.
- Enhanced corporate and community financial partnerships, like that with the Milton Hershey School.
- Optimize the awarding of financial aid dollars. Millersville has contracted with Ruffalo Noel-Levitz to optimize its awarding of both merit- and need-based financial aid. Predictive modeling will be used to ensure that those who are able and willing to pay for their educations do so while increasing the use of awards to assist individuals for whom affordability is a challenge.
- Research and planning for the next campaign.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges).**

The findings from this chapter show that Millersville is fully committed to planning, fiscal stability, and resource decision-making, as well as institutional improvement. The evidence provided in the evidence inventory and analyzed in this chapter demonstrate that Millersville meets the requirements of the standard and the related Requirements of Affiliation.

##### **A. Areas of Continuous Improvement**

Based upon the research conducted for and the analysis of the criteria for this standard, the following are areas for continuous improvement:

1. Recognizing the continuing changes to the demographic population that we serve, especially underprepared students and adult learners. Opportunities exist to offset the potential loss of our traditional undergraduate population that include enhancing quality, serving new markets of learners with current and future programs, as well as new modalities. Seek opportunities to strengthen marketing of existing programs.
2. We will need to continue to seek opportunities to reduce cost of attendance for students, including enhancing scholarships available to students through similar initiatives that occurred in spring 2019 (e.g., reducing meal plan costs, open education resource initiative).
3. Continue to implement the Student Success and Retention Plan to improve retention and student success.

##### **B. Areas of Opportunities for Innovation**

Based upon the research conducted for and the analysis of the criteria for this standard, the following are areas for opportunities for innovation:

1. As we bring on new programs and new populations, we need to integrate current enrollment projection models from the academic program master plan into the new strategic plan, the facilities master plan, the new technology plan, and the forthcoming marketing plans (integrated). We need to consider how enrollment projections of both current and future programs may impact budget projections.

2. Build upon the new budget structure to enhance transparency and inclusion in budget decisions, enhancing alignment of budgeting with academic priorities (e.g., support for new College of Business).
3. Build upon fundraising success in the campaign and continue to seek opportunities to increase alumni engagement and giving.
4. Enhance revenue by increasing workforce development initiatives for regional corporations.
5. Align professional programs with industry and workforce needs in collaboration with regional partners.

### **C. Areas of Strength to Build Upon**

Based upon the research conducted for and the analysis of the criteria for this standard, the following are areas of strength to build upon:

1. The University made investments aligned with strategic goals and initiatives to move the University forward. Strategic planning was integrated with resource allocation requests. Move forward with the integrated planning initiative to build the 2025 strategic plan.
2. Build our information technology infrastructure. Optimize our data-rich environment to expand use through use of predictive analytics; build analytics capacity of users at multiple levels throughout the institution.
3. Address rising costs of attendance. Explore new tuition structures as a result of new BOG policy. Build upon the adjustments the COT recently made to room and board and the Open Education Resource grant. These initiatives are two exemplars to build upon.
4. Strengthen use of need-based financial aid research to optimize financial aid awards to enhance recruitment and persistence to degree.

### **V. Next Steps for Strategic Planning.**

The following are suggestions for strategic planning:

1. Continue to pursue integrated planning and budgeting approach for the 2025 strategic plan.
2. Seek additional industry and community partnerships to expand academic offerings.
3. Explore opportunities to optimize financial aid packaging that benefits recruitment and students' success.
4. Finalize the marketing and branding plan for the University to support recruitment, enrollment, and student success to position Millersville as a destination university for the region and Commonwealth.
5. Enhance use of data analytics to improve University operations and student success.
6. Continue with multiyear budget modeling process and identify long-term fiscal strategies.
7. Refine and implement the new facilities master plan.

## Chapter 8: Standard 7: Governance, Leadership, and Administration

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***The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.***

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As a member of Pennsylvania’s State System of Higher Education, Millersville University has a defined governance structure at both the System and University levels. Our enabling legislation, Act 188 of 1982, defines this structure and grants authority from the Commonwealth to the Pennsylvania’s State System of Higher Education (PASSHE) to “provide a high-quality education at the lowest possible cost to students” (7.2, RoA 1). Act 188 defines the governance structure for both the System and its constituent universities. The System is overseen by a Board of Governors (BOG), with the daily operations of the System administered by a Chancellor. Each campus is governed by its own Council of Trustees (COT), which collaborates with a campus president, who in turn serves as the Chief Executive Officer of that campus (7.1, RoA 12, 13). Each campus has a measure of internal flexibility in defining local governance and administrative structures. At Millersville, our internal administrative structure is comprised of four divisions, each led by a vice president or cabinet-level officer. These include Academic Affairs; Advancement; Finance and Administration; and Student Affairs and Enrollment Management. Each vice president sits on the President’s Cabinet, where they are joined by a Chief Technology Officer, a Chief Diversity Officer, and the President’s Chief of Staff. Entities that constitute the Millersville University administrative and governance structure include the COT, President’s Cabinet, Deans’ Council, academic departments led by a chairperson, administrative offices led by assistant vice presidents and directors, a Faculty Senate that is the curricular body of the faculty union (APSCUF – The Association of Pennsylvania State College and University Faculties), as well as other collective bargaining units. Faculty Senate serves as the curricular arm of APSCUF (7.1). Millersville University is in compliance with all criteria defined in Standard 7 and all related Requirements of Affiliation (RoA 12 and 13).

Table 7.1 on the next page provides evidence as to how Millersville University demonstrates compliance with the criteria of this standard.



Table 7.1. *Demonstration that Millersville Meets Standard 7 Criteria.*

EVI	Standard 7 Criteria	Criterion Met
1	A clearly articulated and transparent governance structure that outlines its roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	M
2	A legally constituted governing body that:	
2a	Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution.	M
2b	Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities.	M
2c	Ensures that neither the governing body nor individual members interfere in the day-to-day operations of the institution.	M
2d	Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management.	M
2e	Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution.	M
2f	Appoints and regularly evaluates the performance of the Chief Executive Officer.	M
2g	Is informed in all its operations by principles of good practice in board governance.	M
2h	Establishes and complies with a written conflict-of-interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services; contractual relationships; employment; and family, financial, or other interests that could pose or be perceived as conflicts of interest.	M
2i	Supports the Chief Executive Officer in maintaining the autonomy of the institution.	M
3	A Chief Executive Officer who:	
3a	Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body.	M
3b	Has appropriate credentials and professional experience consistent with the mission of the organization.	M
3c	Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.	M
3d	Has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively, and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.	M
4	An administration possessing or demonstrating:	

EVI	Standard 7 Criteria	Criterion Met
4a	An organizational structure that is clearly defined and that clearly defines reporting relationships.	M
4b	An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities.	M
4c	Members with credentials and professional experience consistent with the mission of the organization and their functional roles.	M
4d	Skills, time, assistance, technology, and information systems expertise required to perform their duties.	M
4e	Regular engagement with faculty and students in advancing the institution's goals and objectives.	M
4f	Systematic procedures for evaluating administrative units and for using assessment data to enhance operations.	M
5	Periodic assessment of the effectiveness of governance, leadership, and administration.	M

### I. Millersville's Commitment to Standard 7, Governance, Leadership, and Administration.

Millersville possesses a clearly articulated governance structure that defines the roles and relationships of a variety of decision-making bodies on campus. The policies defining the roles and responsibilities may be accessed by any member of the campus community through our online governance manual.

**Our governance structures.** Faculty Senate is the representative body of the faculty. The primary role of the Faculty Senate is to recommend policies and programs in academic and student affairs, as well as curricular changes, to the Deans' Council. With the consent of APSCUF and in agreement with the institution, Faculty Senate fulfills the role of a University Curriculum Committee, a governance body mandated by the APSCUF collective bargaining agreement (7.3d). The Faculty Senate reflects the professional judgment of the faculty and recommends policy in writing to the president through the Deans' Council, in such areas as curriculum, admissions and standards practices, educational programs, University organization, advisement and counseling, student affairs, and matters of similar import. A joint APSCUF-MU and administrative committee addresses working conditions with regard to the APSCUF Collective Bargaining Agreement (CBA) through a Meet and Discuss process (7.1).

Other governance structures exist in the form of joint faculty-administrative committees in the areas of information technology, strategic enrollment management, and strategic planning. Millersville features a Student Government Association (SGA) and Graduate Student Organization (GSO), which are representative bodies for these two constituencies and serve as the governing bodies for undergraduate and graduate students, respectively. Representatives from SGA serve as advisers to the COT and Faculty Senate as well as several of the other governing bodies (e.g., Strategic Advisory Council (SAC)). The president of the SGA meets regularly with President Wubah (7.1), and members of the SGA have dedicated student seats on all primary governance committees.

The President's Cabinet is an assembly of the senior administrative officers of Millersville University and participates in discussions and decision making on major University issues. The cabinet serves as an advisory body to the president on all matters with regard to the management of the University, and shares leadership in assuring fulfillment of the University mission (7.1, 7.3d). The Deans' Council is an assembly of the senior academic administrative officers of the University to which faculty and students rightfully look for leadership in matters of

curriculum, instruction, academic policy and direction, complement and resource allocation, and related issues (7.1, 7.3d).

An academic department is a body of faculty commonly involved in the scholarly activities of one or more related academic disciplines and recognized as such in accordance with the current organizational plan. The selection and duties of department chairpersons are defined in the APSCUF CBA, which also defines the process for the appointment of faculty members to departments. A department may make decisions or recommendations on all matters affecting it (7.3d, RoA 15).

These organizational, administrative, and governance structures support the mission of the University via their respective roles; decision-making processes outlined in their respective policies, bylaws, or constitutions; or the authority set forth through Act 188 or the PASSHE Office of the Chancellor (RoA 1).

**Millersville's legally constituted governing body is the Council of Trustees.** Each university within Pennsylvania's State System of Higher Education, including Millersville, is governed by a COT, consisting of 11 members who, except for student members, are nominated and appointed by the governor with the advice and consent of the Pennsylvania State Senate. Student members are nominated by their respective campus, approved by the chancellor, and appointed by the governor. Primarily, the trustees make recommendations to the chancellor for the appointment and dismissal of the president and approve the University budget, new academic programs, contracts, and fees other than tuition, which has historically been set at the System level by the PASSHE BOG. Effective in the 2019-20 academic year, the campus has been given authority to set tuition. The full list of trustee powers and duties is located in Act 188 of 1982. The trustees are an active, valuable supporting force for Millersville. The president frequently consults with trustees on University issues, and they assist with public relations and advancement. Trustees further support the University by serving actively on the SAC, Honorary Degree Committee, the boards of affiliated organizations, and capital campaign committees. They also participate in various University events (7.2a, 7.2b, 7.2d, RoA 1, 12, 13).

The COT meets quarterly and its members play an oversight and advisory role to help ensure that the institution is fulfilling its mission in support of the public interest. For example, the COT reviews the quality of teaching and learning, approves new degree programs and the awarding of degrees as well as the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management (7.2b, RoA 11). Some examples include:

- Evidence of COT approval of new degree programs (e.g., BS in Music Business Technology; BS in Manufacturing Engineering Technology; BS in Information Technology; BS in Multidisciplinary Studies in Population Health; and BS in Entertainment Technology) (Programs Committee Items 2 and 3, resolved to approve in public meeting minutes that same day) (7.2d, RoA 8, 12).
- Evidence of the assurance of strong fiscal management through the approval of budgets at the September 13, 2017, meeting (Resources Committee Agenda Item 1, resolved to approve at the public meeting the same day) and on September 19, 2018 (Resources Committee Agenda Item 1, resolved to approve at the public meeting the same day) (7.2a, RoA 11, 12).
- Evidence of the COT reviewing audited financial statements is demonstrated by the December 14, 2016; December 20, 2017; and December 2019 COT meetings (7.2a, RoA 11).
- Evidence of the COT exercising its fiduciary responsibility is demonstrated by the approval of budgets at the September 13, 2017, meeting (Resources Committee Agenda Item 1, resolved to approve at the public meeting the same day) and on September 19, 2018 (Resources Committee Agenda Item 1, resolved to approve at the public meeting the same day) (7.2a, RoA 11).
- Evidence of the COT approving service purchase contracts is demonstrated by the December 14, 2016, and December 20, 2017, meetings (7.2d, RoA 11, 12).

- Evidence exists that the COT reviews and discusses financial risk assessments (March 2016, December 2018) (7.2a, RoA 11, 12).
- Evidence of the COT approving fees is demonstrated by the March 16, 2016, and March 22, 2017, meetings (7.2a, RoA 11, 12).
- Evidence exists that demonstrates the COT review of fees and action taken to help reduce students' total cost of attendance while maintaining the financial viability of the University (March 20, 2019, and 'Ville News article on March 21, 2019) (7.2a, RoA 11).

The COT is an independent governing body whose members are held to the highest ethical standards and who are prohibited from interfering in the daily operation of the University. Act 188 establishes distinct roles and responsibilities for the COT and reserves certain roles and responsibilities for University presidents that effectively separate the COT from involvement in the day-to-day operations of the University. Avoidance of undue financial or other factors influencing the COT is assured by the Pennsylvania Ethics Act. Members of the COT are considered public officials as defined by the Pennsylvania Ethics Act and, therefore, must refrain from activities restricted by § 1103 of the law, including the prohibition of conflicts of interest, provisions related to financial interest, seeking or accepting improper influence, etc. (7.2b, 7.2c, 7.2g, 7.2h). The Office of the President coordinates the annual collection and submission of the Statement of Financial Interests forms for the Pennsylvania Ethics Commission. Copies of Trustees' Statement of Financial Interests forms are available from the Office of the President or from the Pennsylvania Ethics Commission upon request (RoA 12, 13).

Members of the COT are provided with resources and board development opportunities intended to ensure that the council engages in good principles of board governance in support of the University's mission. The Millersville COT bylaws establish the duties and responsibilities of the COT as well as outline its organization, voting procedures, meeting requirements, and other standards of good board governance (7.2a, 7.2c, 7.2h, 7.2i). The PASSHE Trustee handbook, *The Role of Trustee in Pennsylvania's State System of Higher Education*, is provided to all COT members and provides guidelines on the responsibilities and activities that trustees perform. The Pennsylvania Association of Councils of Trustees (PACT) holds two annual conferences where trustees participate in board development activities and interact with their counterparts from other PASSHE universities. Evidence of the kind of development activities provided for trustees is demonstrated in the PACT Conference Agendas from spring 2017, fall 2017, spring 2018, and fall 2018. When possible, COT members are encouraged to attend national meetings for governing board members, such as the Association for Governing Boards (AGB).

The evidence indicates that Millersville has sufficient safeguards in place to ensure that the members of the COT remain impartial in their dual role of approving and subsequently supporting the institution in the achievement of its mission to offer students diverse, dynamic, and meaningful experiences that inspire learners. For example, the president hosts legislative breakfasts with local COT members each year (7.2i, RoA 13).

**Appointment and evaluation of the University president.** The Millersville University Governance Presidential Appointment Procedures are reflective of and consistent with BOG Policy 1983-12-A (7.2f, 7.3a). PASSHE BOG Policy 1983-13-A: Process for Recommending Presidential Appointment outlines the process for presidential searches. The chair of the COT is tasked with establishing a search committee that conducts the presidential search (7.2f). The COT is represented on the search committee by three trustees who are elected by the council. The chair of the search committee is appointed by the chairperson of the COT from among the three trustees elected to the search committee. The committee is tasked with searching, screening applicants, and recommending two candidates to the COT. The COT then forwards two candidates' names to the chancellor. The chancellor submits the names of the candidates and advises the BOG, which ultimately interviews and selects the University president from the two recommended candidates. These policies have been carried out, most recently during the search for a new president that took place during the 2017-18 academic year. Millersville COT meeting

minutes from March 12, 2018, demonstrate the COT voting to forward the names of finalists for the search for president to the chancellor and BOG in accord with the above policies (7.3b, RoA 13).

Act 188 of 1982 delineates the power and duties of institutional presidents (pp. 12-13), including appointing employees; fixing salaries; making and implementing campus policies pertaining to instruction, research, and public service programs, which includes defining academic standards, developing policies and procedures for the institutions, and establishing policies and procedures for admission and dismissal. Powers and duties also include determining from revenue and appropriations the expenditures to be made and to reallocate as necessary for the management of the institution. In addition, the president establishes policies and procedures for the administration of the institution, which includes creation and operation of student organizations and fixing student activities fees in cooperation with the SGA. Other duties include governing facilities and use, procurement, and travel approval (7.3c, RoA 13).

Two integrated processes exist for the evaluation of University presidents: an annual evaluation and triennial evaluation. Both processes are led by the COT and are completed in consultation with the chancellor. At the beginning of each evaluation year, the president outlines individual and University performance goals with specific performance indicators reflective of the University and the System's strategic directions, plans, and goals in consultation with the chancellor and the University's COT. This information subsequently serves as a key element of the performance evaluation of the president. The chair of the COT appoints a committee each year of at least three members for the purpose of administering the COT evaluation procedures. Each evaluation committee prepares a report incorporating the assessments of the president's performance, performance results provided by the chancellor, and any additional evaluation materials that may be available for the committee's review. The BOG then reviews the completed evaluations of presidents in making its decisions regarding the extension of president employment agreements and determining compensation. The chair of the evaluation committee communicates the results of the review to trustees, and subsequently to constituencies, through an executive summary posted on the University website after sharing such information with the president (7.2f, 7.3a, 7.5, RoA 13).

Evaluation documentation for the 2015-16 triennial and 2016-17 annual evaluation of Dr. John Anderson demonstrates the way in which effectiveness is assessed through the evaluation process. COT minutes from March 2016 as well as the Executive Summary of the external consultant's report from February 2016 show that the president received a triennial evaluation in 2016. A copy of the president's self-evaluation for the triennial evaluation shows progress toward meeting the institutional goals and support of the institutional mission. COT minutes from April 2017 show that the president received an annual evaluation in 2017 (7.2f, 7.3a, 7.5).

**Organizational structure of the administration.** Clearly defined areas of responsibility and reporting lines for the senior administrative officers of each division allow for delineation of responsibility for the implementation of plans that support the achievement of strategic plan goals and the advancement of the University's mission. Millersville is organized into five divisions, each led by a vice president or cabinet-level officer who reports to the University president and is also a member of the President's Cabinet. Organizational charts that clearly outline the reporting relationships within divisions are posted on Millersville's Administrative Information webpage (7.4a) and responsibilities of cabinet members (7.4c). During the past year, President Wubah has restructured aspects of the organization based upon his review of evidence, including Listening Tours. These changes resulted in the renewal of three cabinet-level positions – the Chief of Staff, the Chief Diversity Officer (CDO), and the Chief Technology Officer (CTO). Under former President Anderson, these positions had been reorganized. The CDO had become a position held either at a coordinator or director level. The CTO position and division had been moved under Finance and Administration. Under President Wubah, due to the importance of technology and the value of diversity, equity, and inclusion, the positions are now, once again, cabinet level. The division of Information Technology was reestablished (7.4a). Other organizational restructuring occurred, including moving Academic

Advising and Student Development from Students Affairs and Enrollment Management into Academic Affairs (7.4a).

The size of Millersville's administration is similar to that of other PASSHE universities, and the leadership team possesses relevant experience working in areas that position them to provide leadership for the achievement of goals in support of the institutional mission. Divisional vice presidents possess experience requisite to their respective areas of responsibility. For example, Dr. Vilas Prabhu, Provost, has more than 35 years of experience working as both a tenured faculty member and administrator in divisions of academic affairs. Mr. Brian Hazlett, Vice President for Enrollment Management and Student Affairs, came to Millersville with significant prior experience in admissions and enrollment management (7.4b).

**University employees.** Millersville staff size is in keeping with the average across PASSHE as a function of total employee FTE. According to the fall 2017 report for Faculty and Staff FTE provided by PASSHE System Intelligence, the System average for administrative FTE (nonrepresented plus State College and University Professional Association, SCUPA) was approximately 16.6 percent of total FTE compared to Millersville at 16.9 percent (7.4c). Comprehensive staff support for facilities, dining, clerical, and information technology functions exist to support critical University operations. The System average for support staff FTE (AFSCME employees) was approximately 26.1 percent of total FTE compared to Millersville at 26.27 percent (7.4d, RoA 15).

**Administration engagement with faculty, staff, and students.** There are several ways in which administration has regular engagement with faculty and students in advancing the institution's goals and objectives. Examples include faculty and student leaders serving in an advisory capacity on the COT; student leaders and administrators engaged in Faculty Senate; regular meet-and-discuss sessions with collective bargaining agreement units, including APSCUF and AFSCME; and representation across all levels in the SAC or the new All University Council (AUC). In addition, administrative officers (typically the Vice President for Student Affairs and Enrollment Management or designee) attend meetings of the SGA and the GSO. The Vice President for Student Affairs and Enrollment Management holds regular open office hours for students to meet with him, and also holds monthly informal "Pizza and Wings with the VP" events with students to build connections and hear student concerns, as well as to share information with students regarding University goals as appropriate. Ad hoc events also provide opportunities for administrators to engage with students, such as the Courageous Conversations discussion series that brings together administrators, students, and faculty to discuss issues around race and inclusion as a part of the broader Diversity to Inclusion initiative (7.4e). Administrators serve as ex-officio members of faculty governance committees, for example, Faculty Senate and its various subcommittees.

As noted in the undergraduate catalog for 2018–2019, to foster an atmosphere of open communication within the University, Millersville offers a number of avenues for student participation in University governance. Consultation with students is an integral step in any major decision. Students participate in University governance through the SGA and Faculty Senate committees, such as the Undergraduate Course and Program Review Committee, the Academic Policies Committee, and by serving on the board of directors of Student Services, Inc. As the governmental body of the students, the SGA is an integral component in the governance of the University and works with the faculty and administration on major University policies. The SGA approves the constitution of every campus organization, delegates responsibility to its constituent groups, recommends the allocation of activity fee funds, and makes emergency allocations to recognized University organizations when necessary. Recently the administration and the SGA established a memorandum of understanding that the SGA would recommend allocation of student activity funds to the University president (7.4e). These decisions are subject to approval by the University president (7.4e).

Likewise, the GSO plays a similar role. As noted in its constitution, the purpose of the GSO is to promote and enhance the graduate studies program at Millersville, to promote an exchange of ideas among graduate students

and with faculty and administration, to provide guidance and assistance for graduate students who encounter specific academic problems, to provide a forum for expression of graduate students' needs and concerns, and to identify strategies in order to respond to these issues. GSO members are provided opportunities to voice the general opinions of the graduate student population via participation on campus committees as representatives to the Faculty Senate, the Graduate Course and Program Review Committee, and other administrative advisory or policy-making organizations of the University (7.4e).

**Periodic assessment of administrative units.** Program reviews and professional or specialized accreditation are utilized as an opportunity to improve operations in support of the fulfillment of the institution's mission (7.4f). PASSHE BOG policy 1986-04-A Program Reviews are utilized to improve operations in support of the fulfillment of the institution's mission. PASSHE Administrative Procedure Policy 1986-04-A establishes the criteria for academic program review and requirements for data that must be included in the program review. Millersville University Program Review Guidelines establish expectations and timelines for the completion of the program review process for administrative units. The Millersville University Office of Institutional Research program review website provides departments and programs with data to assist in the completion of their program review and maintains the program review schedule. Completed five-year program reviews demonstrate compliance with the PASSHE BOG policy and with Millersville's program review guidelines, and include evidence of instances where data was used to enhance operations.

Examples include the 2016 program review of the bursar's office, where audit data informed the implementation of new features in Banner to properly track student accounts. An additional example is found in the 2016 program review for the Office of Experiential Learning and Career Management (ELCM). Data reviewed as part of the program review indicated students and faculty were minimally aware of online services and resources offered by ELCM. As such, the program review action plan included several initiatives designed to improve awareness of services, including the hiring of dedicated public relations/social media interns, targeted campaigns for academic departments, and increased use of positive learning outcomes and other assessment data in messaging to students and faculty. The 2018 program review of Admissions focused on improving the recruitment and enrollment of transfer students, a key population for strategic enrollment management (7.4f, RoA 8).

**Efforts to assess effectiveness of governance, leadership, and administration.** PASSHE and Millersville policies and practices demonstrate a record of formal and informal efforts to assess the effectiveness of governance, leadership, and administration on an ongoing basis in order to ensure progress toward strategic goals that support the fulfillment of the institutional mission (7.5). Another example for continuous improvement pertaining to this standard involves the curricular approval process. To expedite the curricular approval of new degree programs, the process was reviewed by a small team within Deans' Council and endorsed with input from faculty leadership. The process was modified to include a step that would permit sending Deans' Council-recommended and Faculty Senate- and COT-endorsed curricular frameworks to the Office of the Chancellor (OOC) for approval. The OOC does not require courses to be fleshed out for new curricular programs to be approved; however, Millersville's formal curricular approval process did. As a result, it sometimes took 18 to 24 months for a new degree program to be approved locally and then submitted to the BOG or OOC for approval. The new step in the process permits Millersville faculty to submit a rigorously reviewed curricular framework and budget with market analysis to the OOC for approval in four to six months. This new process, implemented in 2018-19, resulted in eight new programs being submitted to the OOC for approval. The first degree program approved by the process was the BS in information technology in fall 2018 (7.4f, 7.5). Since then, five more programs have been approved through this process by the OOC. This example demonstrates how we assess processes and governance structures to make changes to help fulfill our mission (RoA 8, 9, 10).

## II. Standard 7 Alignment with Millersville's Mission and Institutional Priorities.

Millersville's mission is supported by governance structures and our administration to benefit our students, our institution, and our community. From broad engagement and inclusion in strategic planning processes, to participation in Board of Governors (BOG) meetings, to supporting State System budget requests through Commonwealth legislative processes, Millersville's governing bodies and leadership continuously seek to advance our educational purpose through the success of students and alumni. Millersville leadership and the COT are committed to student learning and success, which directly relates to the commitment in the mission to inspire learners to grow both intellectually and personally. The oversight provided through our leadership and governance structure ensures necessary, sound fiscal practices, and the quality of academic programs includes the operational capacity to provide students with the kinds of diverse and dynamic learning experiences articulated in the mission.

Our administration and governance structures inform and support our institutional priorities – namely, student learning and success, strategic enrollment management, new academic program development and review, and organizational excellence. As we explored these institutional priorities in the context of this standard and its criteria, the support from executive leadership and administration, our COT, and alignment with SSHE and BOG policies, is instrumental to the success of the institution and our students.

**Student learning and success.** The advisory and oversight role of the COT includes awarding of degrees, review and approval of new degree programs, an update on outcomes of five-year program reviews, and routinely receiving reports detailing student successes. As part of its role, the COT “reviews and approves the recommendations of the president as to standards for admission, discipline, and expulsion of students” (7.2a, 7.2b, 7.2c, 7.2d). One example of COT alignment with this institutional priority is through the approval of policies demonstrated through changes to policy (Student Code of Conduct) at the July 13, 2018, meeting.

The president and administration work to ensure the success of the institution and are therefore committed to ensuring student learning and success as demonstrated by the evidence for these criteria (7.3a, 7.3c, 7.3d, 7.4b-c, 7.4e-f, 7.5). Evidence includes the recently added Preferred Name Policy and the recent addition of the Inclusion value to our EPPIC values. Grants have been awarded for Diversity to Inclusion initiatives. President Wubah just filled the redesigned CDO position to serve both a policy role and as a champion to engage campus in diversity initiatives. The administration supported the design of the Diversity, Equity, and Inclusion Strategic Plan.

**New academic program development and review.** Evidence supporting the autonomy of the institution in criteria 7.2b, 7.2d, and 7.3c allows for the pursuit of new and innovative programs. The COT, president, faculty, and senior leadership seek to maintain the public mission of the institution through the creation of programs that support the needs of the Commonwealth. This support is demonstrated in the evidence for criteria 7.2d. One example is the COT endorsement of new degree programs (BS in information technology; BS in music business technology; and BS in manufacturing engineering technology (see Programs Committee Items 2 and 3, resolved to approve in public meeting minutes that same day)). Evidence of the COT role in ensuring the quality of programs may be found in the inventory for 7.4f and 7.5.

**Strategic enrollment management.** As we move forward, the diversity of the traditional-age population will continue to change, and opportunities to engage with adult learners in the workplace will also change the nature of our population. In a time of increased competition for an increasingly diverse population of potential students, the University must be a place that is welcoming and inclusive of all populations. As an institution, we must demonstrate that we value the experiences of diverse students on campus by ensuring that the institution is equipped to serve those we recruit. Evidence demonstrates a commitment to building an inclusive community through programming, activities, support networks, and student engagement that support efforts to recruit and retain increasingly diverse student populations (see President's Commission, Rita Smith Wade-El Intercultural Center).



Evidence demonstrates that the COT recognizes the need to contain costs that are passed on to students through fees and the impact this can have on student enrollment. The COT took action to reduce overall cost of attendance by 3.3 percent for fall 2019 through the reduction of student fees. In addition, the State System of Higher Education BOG did not increase tuition for the 2019-20 academic year (7.2e).

Millersville demonstrates a commitment to using periodic assessment of administration to review areas that have a direct impact on student persistence and enrollment, such as the 2017-18 Admissions Program Review focused on transfer students. In addition, Millersville created a No-Gap Steering Committee to research how to close the achievement gap between students from low socioeconomic status, who are typically underrepresented minority students, and majority students. Elements from the plan have been adopted and are being considered for inclusion in the newly created Student Success and Retention Plan. The No-Gap Steering Committee is also being incorporated into the Student Success and Retention Group (7.4f).

**Theme – Diversity to Inclusion.** The theme was the focus of the line of inquiry for this standard. As such, the results are listed in the next section.

### III. Analytical-Based Inquiry and Reflection.

In addition to exploring and analyzing how Millersville University addressed the criteria within Standard 7, we also explored a line of inquiry. Specifically, the group analyzed the evidence that exists that our shared governance supports Diversity to Inclusion initiatives. The research resulted in several major findings. First, there are a variety of programs, activities, research, and other items aimed at examining diversity and inclusion, and fostering a culture of inclusion. A list of these items is available on the Millersville Inclusion Statement webpage. Second, more recently there has been an increased effort at a higher level of leadership to focus attention and energy of the institution on these activities. The purpose for the focus is not for the sake of having initiatives, but to ensure that everyone is aware that this constitutes a central shared value of the community. Examples include: The president launched the Diversity to Inclusion initiative, the second “I” for Inclusion was added to the EPPIIC values and agreed upon by the COT, and a cabinet-level position has been created, titled CDO. Third, there have been some efforts to assess the degree to which cultural transformation is really happening “on the ground.” For example, the student-led oral history project explored the experiences of students of color at Millersville, and the findings were shared with key administrators and by students presenting at Made in Millersville, a student research conference. A digital quilt to promote “Negating Hate” was launched on March 23, 2019. Hundreds of faculty, staff, students, and friends have contributed to the quilt since its inception.

The evidence demonstrated the following:

- The University, through shared governance involving administration and faculty, is unified in building a culture of inclusion as an institutional priority.
- The administration has devoted resources (financial and human) to the issue.
- Interest and initiative exist to engage students and to help them appreciate the importance of inclusion.
- A cabinet-level position has been created.
- The COT supported the endorsement to add Inclusion as an EPPIIC value.
- There are a total of 58 cultural diversity and community courses listed in our catalog, of which 15 have been added since fall 2015.
- The level of student involvement through visible centers such as the Dr. Rita Smith Wade-El Intercultural Center (in-house through internship positions and outreach through levels of programming).
- The existence of the President’s Commission for Cultural Diversity and Inclusion.

#### **IV. Summary Statement (Conclusions, Strengths, and Challenges).**

The findings support our fulfillment of the mission to provide students with diverse experiences that prepare them to make positive contributions to local and global communities. When considering the Diversity to Inclusion line of inquiry explored through the lens of Standard 7, Millersville, through shared governance involving the COT, administration, and faculty, is unified in building a culture of inclusion as an institutional priority. The evidence provided in the evidence inventory and analyzed in this chapter demonstrates that Millersville meets the requirements of the standard and the related Requirements of Affiliation.

##### **A. Areas of Continuous Improvement**

1. As the University continues to design its 2025 strategic plan, opportunities exist to build upon President Wubah's recent restructuring and addition of cabinet-level positions to continue to review organizational and staffing structure needed to meet future strategic goals.
2. In light of the addition of Inclusion to our EPPIIC values, review hiring policies and practices. For example, advertise positions in resources to ensure that all relevant communities have an opportunity to apply.
3. Determine whether there are increased levels of expectations in the "Cultural Diversity and Community" course offerings.

##### **B. Opportunities for Innovation**

1. Create a more integrated approach to Made in Millersville and the Mentored Undergraduate Summer Experience (MUSE) to showcase students engaged in research on inclusion.
2. Determine if programmatic areas or tracks can be created in the curriculum to broaden opportunities for students to focus coursework around inclusion.
3. Continue innovative trends such as the President's Council and the SAC to enhance communication, transparency, and seek support for initiatives across divisions.

##### **C. Areas of Strength to Build Upon**

1. The PASSHE BOG and ACT 188 of 1982 provide clear responsibility for executive leadership and governance structure, hiring, and evaluation.
2. Expand upon the president's and senior leadership efforts to create an inclusive culture through initiatives. Examples include:
  - (a) Acknowledge the lived experiences of students through oral history research and the dissemination of results.
  - (b) Facilitate opportunities to improve experiences, such as the Courageous Conversations series.
  - (c) Use of posters throughout campus that outwardly communicate the "You are accepted" or other inclusion concepts.
  - (d) Increase postings to the digital quilt, "Negating Hate," by promoting awareness.

#### **V. Next Steps for Strategic Planning.**

The following are initial strategies to consider for the 2025 strategic plan after a careful review of compliance with the standard's criteria through the lens of our mission statement and institutional priorities, as well as the exploration of the line of inquiry:

1. As the 2025 strategic plan is designed and implemented, review alignment of organizational structure to help achieve goals and fulfill mission.
2. Continue to provide executive and administrative leadership support to integrate the Diversity, Equity, and Inclusion plan and inclusion efforts into the 2025 strategic plan to enhance our culture of inclusive excellence. This includes reviewing hiring (job ad placements), exploring curricular changes, and continuing inclusive initiatives such as Courageous Conversations, increasing postings to the Negate Hate Digital Quilt, and other inclusion concepts.

## Chapter 9: Conclusion

This conclusion provides a collection of the areas of improvement, opportunities for innovation, and areas of strength by standard that resulted from a rigorous self-study process. These opportunities were used to identify strategic areas for institutional renewal as we engage in our 2025 strategic planning process.

### Standard 1. Mission and Goals.

Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

#### A. Areas of Continuous Improvement

1. Our Student Success and Retention Plan was developed and circulated throughout the campus community for input during 2018-19. The plan was shared with the president in early September 2019. Seven areas of focus are being addressed in 2019-20 (30 credits to graduate, intentional scheduling, academic probation policy, quality academic advising, enhance mentoring opportunities, communication with students, enhance fiscal policies and support services).
2. While Millersville experienced slight growth in fall 2018 (33 students over fall 2017), we are still not meeting our interim target to achieve our aspirational goal of 9,000 students by 2020. The administration and the COT continually review the student head-count goal. This number was reduced from the original aspirational goal of 10,000 students one year into the *Our BOLD Path* plan after review of demographics and enrollment patterns and projections. As we engage in our next planning process, we will engage in discussions regarding updated enrollment targets, given future demographic trends and other external factors.
3. Our first-year retention rate dropped from 77.4 percent (fall 2016 cohort) to 75 percent (fall 2017 cohort). While we are researching specific reasons for this drop, some leading indicators include student preparation and financial support. In particular, there was a large decrease in African-American student retention. Millersville is exploring the data in more detail, but some key factors that stand out based upon our retention and graduate dashboards for fall 2017 cohorts: African-American students' (n = 120) retention declined 11.1 percent from prior two-year average (81.1 percent, 71.1 percent, respectively); white students' (n = 922) retention declined 1 percent from prior two-year average for white students (78.7 percent, 78.8 percent, respectively); and Hispanic students' (n = 220) retention increased 4.9 percent from prior two-year average for Hispanic students (64.4 percent; 69.5 percent, respectively). Pell recipients' (n = 467) retention decreased 4.3 percentage points from prior two-year average.
4. Seek more consistent outcomes to closing the gap for our underrepresented minority student retention, especially for our first-time, full-time African-American students as noticed in the fall 2017 cohort rate (65.0 percent) compared to the fall 2016 cohort rate (81.1 percent). Millersville did close the gap for our Hispanic students for within the same cohort comparison (from 64.4 percent for FA16 cohort to 71.8 percent for FA17 cohort).

#### B. Opportunities for Innovation

1. Improve implementation of Inclusion as an institutional value. One challenge is to communicate evidence of positive changes in inclusive practices that occur in some segments of our campus but not others. For example, the newly renovated Luek Hall (formerly Byerly) has two bathrooms on the second floor that are gender neutral and wheelchair accessible. In the Student Memorial Center, a family bathroom (with associated sign) is present but does not suggest a gender-inclusive space. Visitors from outside the University who have visited the SMC have commented on the lack of gender-neutral bathrooms.

2. The EPPIIC values can be further institutionalized and engrained as we move forward with our 2025 strategic planning process and values-driven leadership.

### **C. Areas of Strength to Build Upon**

1. Millersville has a strong history of senior leadership support related to the University mission and goals. The president and cabinet were integral in the development of the current mission, vision, and EPPIIC values since inception and have played a leading role in advancing the *Our BOLD Path* strategic plan. The same is the case as we progress towards building our 2025 strategic plan. An inclusive process is in place so that the 2025 strategic plan will launch just as the 2020 *Our BOLD Path* plan sunsets.
2. Millersville has the support of the COT by regularly monitoring the progress of the *Our BOLD Path* strategic plan through updates at their December and June meetings.
3. *Our BOLD Path* was created through an inclusive campus process and continues to be the guiding plan for the University mission, vision, and values. This transparent and inclusive process has generated a high level of campus support.
4. The Strategic Advisory Council, comprised of faculty, staff, and administrative officers, continues to meet regularly to address important strategic issues, monitor and update the *Our BOLD Path* strategic plan, and conduct scans of the higher-education landscape.

### **Next Steps for Strategic Planning**

The following are initial strategies to consider for the 2025 strategic plan:

1. Explore new ways to build a campus culture toward excellence and a sense of belonging (in our EPPIIC values). Examples of this may include:
  - (a) Expand and refocus new employee orientation program to focus on mission, vision, and EPPIIC values.
  - (b) Reintroduce community-building activities, such as the State-of-the-'Ville address and Garden Party, and launch new events, such as All Employee BBQ in May 2019.
  - (c) Enhance the presidential monthly newsletter that focuses on people, programs, and places.
2. Continue to advance its integrated and inclusive planning process through designing the 2025 strategic plan using the All University Council, the SAC, and the President's Council. The process includes metrics to monitor and assess the new plan's implementation.
3. Explore new methods to communicate with employees and build more transparency. An example of this includes the new University Budget Advisory Council, which will launch in 2019 and will include representatives from faculty, staff, and administration.

## **Standard 2. Ethics and Integrity.**

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Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

### **A. Areas of Continuous Improvement**

1. Three office moves and three reporting divisions for University Communications and Marketing (UCM) in the past five years has led to a perception of decentralization. As of September 2018, UCM is aligned with the Advancement Division and is working across the campus to provide consistent internal and external marketing and communications materials for all constituents. The guidelines for brand identity and editorial purposes are online, readily available to all, and are being communicated through a series of workshops.

### **B. Opportunities for Innovation**

1. Continue to maximize access and affordability in relation to the fulfillment of public mission. The University understands this is at the core of the University and its integrity towards its public mission. Maintaining affordability has been a challenge. As of 2019, Millersville will be able to set its own tuition rate. State allocation of resources to our University is out of our control, and housing costs have increased following the construction of suite-style housing through a public-private partnership. Suite-style residence halls, owned and operated by Student Services, Inc., are more expensive for students than traditional dormitories, and Millersville is beholden to annually fill them to 95 percent capacity. The COT recently approved a reduction to fees in April 2019 to help address this issue. Dining Services has started a new “declining balance” pricing plan that reduces residential student dining costs by 14 percent. And for the first time in our history, for the 2019-20 school year Millersville will have a lower total cost of attendance compared to the previous year. We are making a Millersville education more affordable by using open education resource material, which is virtually free for our students. Our Center for Academic Excellence, in collaboration with the Open Education Resources working group, launched the Open Textbook Initiative, which saved our students over \$250,000 in textbook costs last year. And, the University is committed to increasing the number of scholarships available to our students. During this past academic year, an additional 95 new scholarships were established. We awarded a total of \$3.8 million in institutional and private scholarships and grants to our students.

### **C. Areas of Strength to Build Upon**

1. Continue to promote innovative interdisciplinary and multidisciplinary programs as a way of inspiring the creation of new programs to expand the commitment to academic freedom. The University should improve the promotion of existing inclusion-related minors (e.g., African-American Studies, Latino/a Studies, Women’s and Gender Studies) to enhance student learning across the curriculum, regardless of disciplinary concentration, and provide additional budgetary support for inclusion-related minors.
2. Enhance and assess inclusive excellence and campus climate through University-wide efforts and the implementation of the Diversity, Equity, and Inclusion strategic plan, including the expansion of training programs for faculty, staff, and students.

### **Next Steps for Strategic Planning**

The items below may be used to advance our 2025 strategic plan:

1. Systematically and frequently review published policies to ensure that they are up to date and consistent with practice. During the course of this analysis, it was discovered that some policies still contained out-of-date language. For example, several years ago the names of the primary academic units in the Division of Academic Affairs changed from “schools” to “colleges.” Several policies were found that still referred to “schools” and required updating. This finding has inspired a change in process in the Associate Provost’s

Office. Beginning in May 2019, at the conclusion of each academic year the associate provost will conduct an annual audit of all published policies to ensure that they are up to date, and will initiate policy changes whenever appropriate.

2. Enhance budget model for seed funding for strategic initiatives for expansion of innovative programs.
3. Integrate the Diversity, Equity, and Inclusion plan in the 2025 strategic plan design to promote inclusive excellence. Infuse an inclusive excellence framework into the integrated strategic planning process to enhance emphasis of diversity and inclusion throughout our community.

### **Standard 3. Design and Delivery of the Student Learning Experience.**

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Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

#### **A. Areas of Continuous Improvement**

1. Community service: Millersville University has a number of student organizations, clubs, and teams that have a built-in service component. Opportunities exist for community service to tie back to the in-class experience, making these more co-curricular experiences.
2. UNIV 103, our First-Year Inquiry Course, is semi-integrated into our general education program and is not required of all incoming students. As many as half to two-thirds of incoming students do not participate in this course, as the course may be substituted by a general elective. A reimagining of the role this course plays in general education is warranted and is the subject of ongoing analysis by a task force.

#### **B. Opportunities for Innovation**

1. Short-term study-abroad programs provide a cost-effective, high-impact practice; the number and scope of these programs should be expanded. Provide more planning support to help students prepare for study-abroad experiences, such as immunizations, passport requirements, or funding needed. Continue to seek endowments to support student engagement in international conferences and study abroad.
2. Increase articulation agreements with community colleges.
3. Continue to support integrated studies initiatives.

#### **C. Areas of Strength to Build Upon**

1. Our general education program should be reviewed with an eye toward continuous improvement.
2. Continue to develop our college-based advisement support structure.
3. Expand the number of internship placements and review the place of internships in program curricula.
4. Increase our ability to match our students with alumni mentors.
5. Increase participation in living-learning communities and other high-impact practice opportunities.
6. Expand and diversify student enrollments in our Honors College.
7. Expand our undergraduate research opportunities.
8. Develop a stronger grants and contracts office to improve faculty professional development.

### **Next Steps for Strategic Planning**

The following are initial strategies to consider for the 2025 strategic planning process:

1. Continue to modernize our curriculum by adding new and redefining existing academic programs to meet interests of students and workforce needs in our region.
2. Expand online academic programs to serve more adult and degree-completion students.
3. Explore the internationalization of our graduate programs by more actively recruiting international graduate students. This includes improving the infrastructure (e.g., housing) for graduate students on campus.
4. Enhance two-plus-two programs for community college transfers.
5. Partner with community and businesses in developing new programs for our students.
6. Integrate the Diversity, Equity, and Inclusion strategic plan in the 2025 strategic plan design to promote inclusive excellence within academic programs. Infuse an inclusive excellence framework into the integrated strategic planning process to emphasize diversity and inclusion throughout our community.

## **Standard 4. Support of the Student Experience.**

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Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

### **A. Areas of Continuous Improvement**

1. Despite the many programs and services in place, certain groups of students progress at different rates. Millersville should continue expanding support services (learning support, tutoring, success coaches, counseling services) to meet the needs of all students regardless of semester, location, or delivery method. The early-alert system shows promise.
2. Although students report satisfaction with the transactional components of academic advising, they report lower levels of satisfaction with the relational components of academic advising. The Office of Academic Advisement may wish to share this information with faculty, who may be unaware of students' perceptions in this area, and offer professional development sessions for faculty.

### **B. Opportunities for Innovation**

1. Mental health often affects students negatively unless support services are provided. The Dropped Student Survey Analysis (2019) showed that students who answered the survey left the institution due to personal reasons (23 percent) and then within that for mental health (one-quarter of the 23 percent). The Department of Social Work is collaborating with the Counseling Center to enhance services provided to students.

### **C. Areas of Strength to Build Upon**

1. Millersville has developed programs that are responsive to the changing and anticipated demographics of the student body. Data from these programs (PSSI, MSP, and Lancaster Partnership) show promising positive outcomes with regard to student success.
2. Millersville University offers options for students who are not eligible for financial assistance, including an installment payment plan and access to application for loans.
3. Millersville offers a wide variety of services and curricular and co-curricular programs to support the intellectual and personal growth of a diverse student body. Programs and services are continually reviewed and, when necessary, revised to enhance student engagement and success.
4. Millersville developed and is implementing a Diversity to Inclusion Plan to promote an inclusive campus. A successful search has resulted in hiring the first Chief Diversity Officer, who sits on the President's Cabinet. The Dr. Rita Smith Wade-El Intercultural Center has hosted numerous events to promote a sense of belonging for students on campus.
5. Millersville has a Student Success and Retention Plan. The purpose is to engage the University community to address student retention and persistence to graduation. Contributors to this plan span multiple disciplines and divisions. Elements of this plan are aligned with Millersville's mission, vision, and EPPIC values as well as PASSHE's system redesign. The 15 strategies are categorized into short-term, intermediate, and long-term time frames.

### **Next Steps for Strategic Planning**

The following are initial strategies to consider for the 2025 strategic plan:

1. Continue to implement the Diversity, Equity, and Inclusion Plan and prioritize efforts by developing and implementing an action plan that addresses issues related to diversity and inclusion as part of the 2025 strategic planning process. Millersville will likely see an increase in its Latino student population over the next few years, making the Latino Student Leadership Program significant for student outcomes. Making connections with faculty and staff and ensuring students' comfort on campus is critical to students' sense of belonging. Millersville should consider ways in which targeted populations (e.g., females, students of



color) have access to mentors who are female and persons of color. The administration of campus climate surveys will be necessary for continuous improvement on the campus.

2. Continued use of the early-alert system is necessary to inform students when problems arise. However, the process of advising has to be more structured to assure students receive correct advice and incorporate more relational components of academic advising. There is a need for additional student success coaches (who mostly serve freshmen) to set students on a positive pathway for persistence.
3. Continue to develop partnerships and articulation agreements with community colleges and technical schools to increase the matriculation of nontraditional students into degree-completion programs.
4. Implement our new Student Success and Retention Plan and integrate it with the 2025 strategic planning process, as it includes strategies with action plans for early alert, financial support services, and academic advising.
5. Redevelop strategic enrollment plans to address appropriate enrollments and changing demographics.

## **Standard 5. Educational Effectiveness Assessment.**

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Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

### **A. Areas of Continuous Improvement**

1. Most academic departments regularly submit their student learning outcomes assessment reports, and some are challenged with compliance, but most eventually submit them after the requested date. While the efforts of deans' offices to provide feedback has led to improvements in quality of the reports for some departments, the quality could be improved for other departments.
2. Some department faculty express concerns about executing required reporting of assessments. Ongoing efforts have been made to make assessment more meaningful through faculty development opportunities, encouragement of use of assessment for scholarship of teaching and learning, and continual reflection on use of tools like Nuventive Improve to ease the burden of reporting. Concerns include that the connection to central teaching role lacks clarity, departments (such as English and psychology) report difficulty getting faculty to engage in assessment activities, and the University needs to systematically minimize duplication of assessment efforts for programs with specialized accreditation.

### **B. Opportunities for Innovation**

1. Legitimate yet informal assessment practices (i.e., those not systematically reported in annual student learning outcomes reports) frequently drive changes related to curriculum and instruction in individual courses. These practices include faculty learning communities, action research related to assessment, and scholarship of teaching and learning.
2. Opportunities exist to use assessment management database tools like Nuventive to enhance alignment of course, program, and accreditation reporting requirements.

### **C. Areas of Strength to Build Upon**

1. Several systematic processes exist that support a culture of assessment of educational effectiveness for academic programs, as well as services that support the student learning experience, student retention and graduation rates, and assessment of general education. These mechanisms are interconnected with the University mission statement, and the results are shared.
2. While evidence exists that programs do reflect on student achievement of student learning outcomes, not every program makes a curricular change or pedagogical change to improve student learning directly related to systematic program assessment. Changes may occur from faculty engaged in a more organic culture of assessment at the course level. Program-level assessment reports often indicate that students met the achievement target criteria.
3. Curricular and pedagogical revisions are informed by the assessment process. Faculty recognize the need to adjust courses and program curriculum based on assessment data.
4. Tenure-track faculty engage in assessment work as part of their service commitment. In many departments, such as English, tenure-track faculty take on a significant role in assessing program and general education outcomes. This provides fresh perspectives for the assessment process and helps acquaint new faculty members with the entire curriculum.

### **Next Steps for Strategic Planning**

Implications exist as we move toward the 2025 strategic plan:

1. As noted earlier in this chapter and as evidenced in the chapter on Standard 6, Planning, Resources, and Institutional Improvement, opportunities exist to enhance the use of data analytics to lessen reporting requirements and focus on use of information for strategic thinking. The upgrade and integrated use of

the assessment data management tool Nuventive Improve, adoption of a new report writer, and adoption of Ellucian Analytics may help to address faculty concerns about assessment reporting.

2. A need exists for additional institutional resources for assessment at the program and course levels, including professional development opportunities for faculty.

## **Standard 6. Planning, Resources, and Institutional Improvement.**

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Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

### **A. Areas of Continuous Improvement**

1. Recognizing the continuing changes to our demographic population that we serve, especially underprepared students and adult learners. Opportunities exist to offset the potential loss of our traditional undergraduate population that include enhancing quality, serving new markets of learners with current and future programs, as well as new modalities. Seek opportunities to strengthen marketing of existing programs.
2. We will need to continue to seek opportunities to reduce cost of attendance for students, including enhancing scholarships available to students through similar initiatives that occurred in spring 2019 (e.g., reducing meal plan costs, open education resource initiative).
3. Continue to implement the Student Success and Retention Plan to improve retention and student success.

### **B. Areas of Opportunities for Innovation**

1. As we bring on new programs and new populations, we need to integrate current enrollment projection models from the academic program master plan into the new strategic plan, the facilities master plan, the new technology plan, and the forthcoming marketing plans (integrated). We need to consider how enrollment projections of both current and future programs may impact budget projections.
2. Build upon the new budget structure to enhance transparency and inclusion in budget decisions, enhancing alignment of budgeting with academic priorities (e.g., support for new College of Business).
3. Build upon fundraising success in the campaign and continue to seek opportunities to increase alumni engagement and giving.
4. Enhance revenue by increasing workforce development initiatives for regional corporations.
5. Align professional programs with industry and workforce needs in collaboration with regional partners.

### **C. Areas of Strength to Build Upon**

1. The University made investments aligned with strategic goals and initiatives to move the University forward. Strategic planning was integrated with resource allocation requests. Move forward with the integrated planning initiative to build the 2025 strategic plan.
2. Build our information technology infrastructure. Optimize our data-rich environment to expand use through use of predictive analytics; build analytics capacity of users at multiple levels throughout the institution.
3. Address rising costs of attendance. Explore new tuition structures as a result of new BOG policy. The adjustments the COT recently made to room and board and the Open Education Resource grant initiatives are two exemplars to build upon.
4. Strengthen use of need-based financial aid research to optimize financial aid awards to enhance recruitment and persistence to degree.

### **Next Steps for Strategic Planning**

The following are suggestions for strategic planning:

1. Continue to pursue integrated planning and budgeting approach for the 2025 strategic plan.
2. Seek additional industry and community partnerships to expand academic offerings.
3. Explore opportunities to optimize financial aid packaging that benefits recruitment and student success.
4. Finalize the marketing and branding plan for the University to support recruitment, enrollment, and student success to position Millersville as a destination university for the region and Commonwealth.
5. Enhance use of data analytics to improve University operations and student success.
6. Continue with multiyear budget modeling process and identify long-term fiscal strategies.

## **Standard 7. Governance, Leadership, and Administration.**

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Millersville meets both the criteria and the Requirements of Affiliation related to this standard.

### **A. Areas of Continuous Improvement**

1. As the University continues to design its 2025 strategic plan, opportunities exist to build upon President Wubah's recent restructuring and addition of cabinet-level positions to continue to review organizational and staffing structure needed to meet future strategic goals.
2. In light of the addition of Inclusion to our EPPIIC values, review hiring policies and practices. For example, advertise positions in resources to ensure that all relevant communities have an opportunity to apply.
3. Determine whether there are increased levels of expectations in the "Cultural Diversity and Community" course offerings.

### **B. Opportunities for Innovation**

1. Create a more integrated approach to Made in Millersville and the MUSE to showcase students engaged in research on inclusion.
2. Determine if programmatic areas or tracks can be created in the curriculum to broaden opportunities for students to focus coursework around inclusion.
3. Continue innovative trends such as the President's Council and the Strategic Advisory Council to enhance communication, transparency, and seek support for initiatives across divisions.

### **C. Areas of Strength to Build Upon**

1. Pennsylvania's State System of Higher Education Board of Governors and ACT 188 of 1982 provide clear responsibility for executive leadership and governance structure, hiring, and evaluation.
2. Expand upon the president's and senior leadership efforts to create an inclusive culture through initiatives. Examples include:
  - (a) Acknowledge the lived experiences of students through oral history research and the dissemination of results.
  - (b) Facilitate opportunities to improve experiences, such as the Courageous Conversations series.
  - (c) Use of posters throughout campus that outwardly communicate the "You are accepted" or other inclusion concepts.
  - (d) Increase postings to the digital quilt, "Negating Hate."

### **Next Steps for Strategic Planning**

The following are initial strategies to consider for the 2025 strategic plan:

1. Acknowledge the lived experiences of students through oral history research and the dissemination of results.
2. Facilitate opportunities for "less positive" experiences to be exposed and discussed, such as the Courageous Conversations series.
3. Use posters throughout campus that outwardly communicate the "You are accepted" or other inclusion concepts.

## **Appendix A. Middle States Steering Committee and Working Group Membership.**

### **Middle States Steering Committee**

#### **Coordinating Leadership Team**

Dr. Laurie Hanich, MSSC Co-Chair, Professor, Educational Foundations

Dr. James Delle, MSSC Co-Chair, Associate Provost, Academic Administration and interim Dean, College of Graduate Studies and Adult Learning

Dr. Lisa Shibley, Middle States Coordinator and ALO, Assistant Vice President, Institutional Assessment and Planning

#### **Members**

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

Dr. Vilas Prabhu, Provost and Vice President, Academic Affairs (Ex Officio)

Mr. Scott Anderson, Working Group 1 Co-Chair [Standards 1 (Mission & Goals) & 6 (Planning, Resources, and Institutional Improvement)], Associate Professor, Library

Dr. Victor DeSantis, Working Group 1 Co-Chair, [Standards 1 (Mission & Goals) & 6 (Planning, Resources, and Institutional Improvement)], Dean, College of Graduate Studies & Adult Learning & Associate Provost (Co-Chair, SAC)

Dr. Jennifer Wood, Working Group 2 Co-Chair, [Standards 2 (Ethics & Integrity) & 7 (Governance, Leadership, and Administration)], Associate Professor, Communication & Theatre

Mr. Andy Welaish, Working Group 2 Co-Chair, [Standards 2 (Ethics & Integrity) & 7 (Governance, Leadership, and Administration)], Director of Operations, University Library

Dr. Lynn Marquez, Working Group 3 Co-Chair, [Standards 3 (Design and Delivery of the Student Learning Experience) & 5 (Educational Effectiveness Assessment)], Professor, Earth Sciences

Dr. George Drake, Working Group 3 Co-Chair, [Standards 3 (Design and Delivery of the Student Learning Experience) & 5 (Educational Effectiveness Assessment)], Dean, College of Education and Human Services

Dr. David Henriques, Working Group 4 Co-Chair, [Standard 4 (Support of the Student Experience)], Assistant Professor, Academic Advisement & Student Development

Dr. Charity Welch, Working Group 4 Co-Chair, [Standard 4 (Support of the Student Experience)], Assistant Dean, of Graduate Studies & Adult Learning

Ms. Tammy Aument-Martin, Budget Director

Mr. Jerrell Blaine, Student Leader

Dr. Ximena Catepillán, Professor, Mathematics (Strategic Advisory Council Co-Chair)

Dr. Richard Frerichs, Vice Chairman, COT

Ms. Janet Kacskos, Director, Communications

Ms. Rita Miller, Associate Director, Housing & Residential Programs (State College & University Professional Association President)

Mr. Tom Richardson, Associate VP for Student Affairs & Enrollment Management

Mr. Benjamin Rupp, Senior Major Gift Officer

Dr. Kenneth Smith, Working Group 3 Consultant, Professor and Chair, Economics (Association of Pennsylvania State College & University Faculties President, Millersville chapter)

Mr. John Tintera, President, Student Government Association

President or designee, American Federation of State, Federal and Municipal Employees

Ms. Kay Keen, Administrative Support, Administrative Assistant, Planning, Assessment, & Analysis

Ms. Randi Shultz, Administrative Support, Middle States Graduate Assistant, Planning, Assessment, & Analysis

Mr. Carlos Soto, Administrative Support, Middle States Graduate Assistant, Planning, Assessment, & Analysis

### **Working Group 1. Standards 1 (Mission and Goals) and 6 (Planning, Resources, and Institutional Improvement)**

#### **Working Group Co-Chairs**

Mr. Scott Anderson, Associate Professor, Library

Dr. Victor DeSantis, Interim Chief of Staff, President's Office (Co-Chair, Strategic Advisory Council)

#### **Members**

Ms. Tammy Aument-Martin, Budget Director

Dr. Ximena Catepillan, Professor, Mathematics (SAC Co-Chair)

Ms. Katy Charles, Admissions Director

Dr. Rich Frerichs, Vice Chairman, Council of Trustees

Dr. Jessica Kelly, Associate Professor, Geography (APSCUF Representative)

Dr. Rene` Muñoz, Director, Sponsored Programs & Research Administration

Mr. Ben Rupp, Senior Major Gifts Officer

Dr. Helena Tuleya-Payne, Professor, Psychology

Dr. Kyle Verbosh, Director, Institutional Research

Mr. Tom Waltz, Assistant Vice President for Facilities

Ms. Lydia Yeager, Director of Operations, Student Services, Incorporated

Mr. Guilbert Brown, Interim Vice President, Finance and Administration (Ex Officio)

## **Working Group 2. Standards 2 (Ethics and Integrity) and 7 (Governance, Leadership, and Administration)**

### **Working Group Co-Chairs**

Dr. Jennifer Wood, Associate Professor, Communication and Theatre

Mr. Andy Welaish, Director, Library Operations

### **Members**

Ms. Emiyaril Alvarez, Customer Service Coordinator (Financial Aid)

Mrs. Jennifer Hart, Executive Secretary, Office of the President

Mrs. Megan Jones, Senior Assistant Registrar

Ms. Nancy Korycinski, Assistant to the Provost

Dr. Aimee Miller, Associate Professor, Chemistry (Faculty Senate Secretary)

Student Government Association, Student Government Association Appointee

Student Government Association, Student Government Association Appointee (alternate)

Dr. Chuck Ward, Professor, Philosophy (APSCUF Representative)

Mrs. Anne Womble, Council of Trustees Designee

Dr. Sepi Yalda, Professor, Earth Sciences



**Working Group 3. Standards 3 (Design and Delivery of the Student Learning Experience) and 5 (Educational Effectiveness Assessment)**

**Working Group Co-Chairs**

Dr. Lynn Marquez, Professor, Earth Sciences

Dr. George Drake, Dean, College of Education and Human Services

**Members**

Dr. Antonia Cardwell, Associate Professor, Mathematics

Dr. Judy Cebra-Thomas, Associate Professor, Biology

Dr. Caleb Corkery, Associate Professor, English

Dr. Oliver Dreon, Associate Professor, Acting Chair, Educational Foundations

Dr. Chuck Geiger, Associate Professor, Geography

Dr. Orlando Perez, Associate Dean, Arts, Humanities and Social Sciences

Dr. Nakeiha Primus, Assistant Professor, Educational Foundations

Dr. Elizabeth Thyrum, Associate Professor, Psychology and Director, Honors College

Dr. Kat Walsh, Associate Professor, Social Work (APSCUF Representative)

Ms. Melissa Wardwell, Director, Experiential Learning and Career Management

#### **Working Group 4. Standard 4 (Support of the Student Experience)**

##### **Working Group Co-Chairs**

Dr. David Henriques, Assistant Professor, Academic Advisement and Student Development

Dr. Charity Welch, Assistant Dean, of Graduate Studies and Adult Learning

##### **Members**

Dr. Katie Allen, Assistant Professor, Chemistry (APSCUF Representative)

Mr. Jerrell Blaine, Graduate Student Appointee

Ms. Patriece Campbell, Director, International Programs

Mr. John Hearn, Director, Center for Student Involvement and Leadership

Mr. Larry Earnesty, Associate Director, Intercollegiate Athletics

Dr. Scott Helfrich, Director, Housing and Residential Programs

Dr. Mike Jackson, Dean, College of Science and Technology

Dr. Steven Kennedy, Assistant Professor, Chemistry

Dr. Kim Mahaffy, Professor, Sociology/Anthropology and Director of Latino Studies

Dr. Janice Moore, Director, Online Programs

Mr. Vivak Patel, Associate Director, Enrollment Management

Dr. Karen Rice, Associate Professor and Chair, Social Work

Staff member, Undergraduate Admissions

Student Government Association, Student Government Association Appointee

Student Government Association, Student Government Association Appointee (alternate)

##### **MSCHE Compliance Verification Team:**

Dr. Kyle Verbosh, Director, Institutional Research (Chair)

Dr. Lisa Shibley, Assistant Vice President, Institutional Assessment & Planning (ex-officio)

## Appendix 1.1

## Strategic Plan Matrix, Standard 1, Mission and Goals, Mission alignment with Standard Criteria

#	Standard Criteria	University Mission Statement Key Elements				
		Diverse Experiences	Dynamic Experiences	Meaningful Experiences	Intellectual and Personal Growth	Local & Global Communities
1	Clearly defined mission and goals that:					
1a	Are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement	2013-14 Strategic Planning Steering Committee, Cabinet, COT Over 1500 engaged in process through governance & other standing staff or committee meetings (Faculty Senate, Alumni Board, Foundation Board, School Councils, Student Senate), open forums, surveys, President's Fall Convocation address\ Current 2025 Strategic Planning process is intentionally inclusive-, collaborative-, and engagement-oriented				
1b	Address external as well as internal contexts and constituencies	Many types of experiences both inside and outside of the classroom, internships, BB&T Score, field placements, volunteer or leadership opportunities	Active engagement opportunities, enhanced scholarships, Imagine the Possible student-focused campaign, retention initiatives	Connection to workforce or student goals, 95% 6-10 months out employment rate for UG	Holistic approach, embraces general education competencies & objectives, academic and student support services (tutoring, academic advising)	Environmental scanning to inform planning, market research conducted to support new programs, student assessments to enhance services
1c	Are approved and supported by the governing body	Endorsed by Cabinet & COT; APSCUF & Student Senate engaged in process				
1d	Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes	Expect students to complete at least 2 HIPs by time graduate; Added online programs, degree completion programs	High impact practices, faculty development (CAE, etc); Created Dr. Rita Smith Wade El Intercultural Center, Created Mentoring Office	Academic Program Master Plan, Reorganized divisions, Student Success & Retention Plan, Campus Facilities Plan design, Budget committee and advisory structure	New programs proposal connected to plan, Program/Course objectives aligned with general education competencies, Early Alert system, UNIV 103 / 101 Task Force	Study abroad, civic engagement, partnerships, sustainability, Expanded Global Studies to International Programs
1e	Include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution	Enhanced number of students engaged in CUR; variety of study abroad options; Faculty Fulbright; Annual outcomes summary form tracks creative & scholarly works	Increased independent studies for students, added UG research programs (e.g., MUSE, Library Fellows); partnerships with local entities	Added doctoral level programs and training for faculty; Accolades at President's Convocation or State of the 'Ville	Learning is not just about the student-it's about all members of the community; Faculty and staff development opportunities	Faculty-led research experiences; support for research in the community (Science faculty, CCERP, Carnegie Classification for Civic Engagement)
1f	Are publicized and widely known by the institution's internal stakeholders	Musings, Review, MU website, EPPIIC Values website, MU News			Annual Assessment Outcomes Luncheon	'Ville Daily, President's Newsletter, President's Listening Tours
1g	Are periodically evaluated	Our BOLD Path updates, Cabinet retreats, Deans Council Workshops, Program reviews	NSSE, FSSE, Senior Exit Survey	Market Research, EAB or Hanover research, Alumni Job Placement Survey	Program and General Education Outcomes Assessment	Alumni Job Placement Survey, PASSHE Performance Measures, College Scorecard
2	Institutional goals are realistic, appropriate to higher education and consistent with mission.	Goal A – To Engage Learners	Goal A – To Engage Learners	Goal A – To Engage Learners & Goal B – To Ensure Success	Goal A – To Engage Learners	Goal A – To Engage Learners & Goal B – To Ensure Success

**Strategic Plan Matrix, Standard 1, Mission and Goals, Mission alignment with Standard Criteria**

#	Standard Criteria	University Mission Statement Key Elements				
		Diverse Experiences	Dynamic Experiences	Meaningful Experiences	Intellectual and Personal Growth	Local & Global Communities
3	Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	Goal A – To Engage Learners	Goal A – To Engage Learners	Goal A – To Engage Learners & Goal B – To Ensure Success & Goal C – To Embrace Agility	Goal A – To Engage Learners	Goal A – To Engage Learners & Goal B – To Ensure Success
4	Periodic assessment of mission and goals to ensure that they are relevant and achievable.	We are using this Middle States Self-Study process to explore the currency of our mission and goals. Findings from the self-study, an environmental scan, and the President’s Listening Tour will inform an update to our mission statement and goals to help us strategically advance the institution.				