

Millersville University Program Review
Administrative, Academic-Support & Student-Support Units
February 2023 Update

1) Introduction/Background

- Unit Context: Unit Personnel, Mission Statement, History, Resources, if useful and relevant-one paragraph on the impact of COVID 19 on operations, etc.
 - What context is important to understand prior to reading the review?
 - What has changed since the unit's prior review?
- Through a department conversation, please complete the EPPIIC Values Reflection exercise. (page 2)
- Purpose/focus of review
- Review process, including who conducted the review

2) Data/Analysis/Findings

- Present and analyze data that supports your conclusions developed from your analysis.
- **Tip:** Strengths, Weaknesses, Opportunities, Threats (SWOT), Pros/Cons, etc. may be a useful format to analyze & organize your data, analysis, and findings.
- **Tip:** Your format should be organized and clear.
- **Tip:** Bullet points, tables, charts, headings help the reader follow your thinking.

3) Recommendations & Action Plan

- Identify 3 – 5 recommendations from the unit's last program review.
 - Identify actions taken and provide rationale for recommendations that were not fully realized.
 - Relate your recommendations to your division and University strategic plans.
 - Please provide a brief rationale/explanation for each recommendation.
 - Indicate the potential budget impact of each recommendation.
- What specific actions/goals/changes will be taken or targeted as a result of data/analysis/findings?
- Provide rationale/explanation/context for each recommendation.
- Identify begin and end dates (Month/Year) needed to achieve recommendation(s) (5-year program review cycle) Timelines may be multi-year.
- Identify resources needed to achieve recommendation(s)
- Identify metrics/KPIs for measuring/determining recommendation achievement (This can be straightforward or you can establish intermediate steps/goals that lead to ultimate recommendation achievement.)

4) Appendix (Optional - As needed)

External/Third-Party Review

- Some units may want to invite a third party to conduct the full unit review. If so, the unit their thoughts about the third-party's data analysis, findings, and recommendations.
- All unit reviews should include input from an external reviewer.
- Third-party recommendations can be fully adopted, modified, or fully rejected.

Closing Statements

- To complete your review, please feel free to add a response to reviewers' comments and/or add comments about the process itself to the end of your unit review report.

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Why Conduct a Unit Review?

Continuous improvement helps all of us better assist students in achieving their educational goals.

Millersville University’s Mission

We are a community dedicated to high quality education at an exceptional value.

Millersville University’s Vision

We will inspire learners to change the world.

Tradition and Transformation, Strategic Plan 2025

- 1) Ensure Access, Affordability and Completion
- 2) Transform Student Experiences and Foster Innovation
- 3) Invest Strategically in People and Place
- 4) Communicate Our Value

EPPiIC Values Reflection

EPPiIC Values	Rarely	Sometimes	Often	Frequent
Exploration				
Department Examples				
Integrity				
Department Examples				
Professional				
Department Examples				
Public Mission				
Department Examples				
Inclusion				
Department Examples				
Compassion				
Department Examples				

Please mark the box with an ‘X’ that best describes how often your department demonstrates each value through its daily work.

In the line ‘Department Examples,’ please identify two to three representative actions of how your department experiences and communicates each value.

Please see Millersville University for value definitions.
<https://www.millersville.edu/about/eppiic-values/>

Process Value

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Time is set aside to reflect on what is working well and what could be changed to make your goals easier to accomplish.

Unit reviews provide an opportunity to organize your work that is underway or anticipated. Your department does not need to invent new work to meet reporting requirements.

External reviewers, with insight and expertise in your area, provide feedback from a neutral perspective.

In addition, achieving full accreditation by the University's accreditor, Middle States Commission on Higher Education, depends on administrative, academic support, and student support units using their findings to affirm current practices or to improve going forward.



Your efforts will also help Millersville University comply with the Middle States Commission on Higher Education standards and requirements of affiliation. Middle States emphasizes that ideal assessment practices are systematic, cost-effective, meaningful, and yield results that are used.

Middle States Commission on Higher Education Standards for Accreditation
(<https://www.msche.org/standards/>)

Unit review assessment is referenced throughout MSCHE standards:

Standard III - Design and Delivery of the Student Learning Experience

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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Criterion 8. periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard IV - 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 student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criterion 6: periodic assessment of the effectiveness of programs supporting the student experience.

Standard VI - 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.

Criterion 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.

Standard VII - Governance, Leadership, and Administration

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.

Criterion 4. an administration possessing or demonstrating: 4f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations;

Millersville University Fall 2020 Self-Study Visiting Team provided the following feedback on unit reviews:

Standard IV

Summary of Evidence and Findings Excerpt

- MU must develop an improved process to assess the effectiveness of programs supporting the student experience. Current assessment practices, including external reviews, do not appear to provide the information required to determine effectiveness in achieving student support outcomes nor to make data-driven decisions to improve supporting students through their University experience.

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- Millersville’s Self-Study indicates that college policy that requires the assessment of the effectiveness of programs supporting the student experience is conducted on a five-year review cycle; however, limited evidence was provided to the Team. As noted in the 2017 Judicial Affairs program review, the college should begin focusing on developing true assessment to determine if student support outcomes are being met by their offerings and to allow the college to intentionally improve the support of the student experience.

Collegial Advice Excerpt

- The Team advises MU to inventory programs, audit assessment practices in areas that support the student experience, identify existing alignments among offerings, integrate student success initiatives across areas, and maximize resource usage to bring demonstrated successful practices to scale.
- The Team recommends providing MU student support services staff additional professional development on assessing student support outcomes. Helping staff understand mature assessment of student support outcomes should improve assessment planning, ease implementation, and yield data-driven program improvements.

Team Recommendations

- The institution should provide further evidence of the periodic assessment of the effectiveness of student support programs and experiences.
- The Team recommends MU fund a professional dedicated to assessing the effectiveness of initiatives designed to support the student experience and then integrate assessment findings into institutional planning and program improvement to ensure equitable student success.

Standard VI

Team Recommendation

- MU engages in a great deal of planning and has created an inclusive process for input. However, the institution should provide further evidence of how financial planning and the budgeting process *at the operational and departmental levels* align institutional resources with mission and goals, are evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.