

Self-Study Report

Lock Haven University, December 2009

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Glossary of Abbreviations and Terms

Act 101/EOP	Equal Opportunity Program, partially funded by a state grant, supports students whose educational and economic put them at risk
ADAC	Department of Academic Development and Counseling
AFSCME.....	American Federation of State, County, and Municipal Employees (bargaining unit for most university staff)
APSCUF	Association of Pennsylvania College and University Faculties (bargaining unit for faculty and coaches)
BACSIT	Department of Business Administration, Computer Science, and Information Technology
CIS	Curriculum Integration Subcommittee (of UCC)
COS.....	Celebration of Scholarship (platform for highlighting and encouraging faculty and student scholarship)
eCollege	The university's e-learning platform
EE.....	External Experience (a general education requirement)
FA&T	Division of Finance, Administration, and Technology
FOE.....	Foundations of Excellence in the First College Year (from Policy Center on the First Year of College; the university participated in 2008-09)
HAP.....	Haven Achievers Program
IL.....	Information Literacy (one of the required general education overlays)
MC	Multi-Cultural (one of the required general education overlays)
MediaSite	Webcast service
MLA.....	Master of Liberal Arts
MountainServe.....	Service-learning initiative
OAC	Outcomes Assessment Committee
PASSHE.....	Pennsylvania State System of Higher Education
PUB.....	Parsons Union Building, the Student Union
SCC.....	Student Cooperative Council, the student government
SCUPA.....	State College and University Professional Association (bargaining unit for professional employees)
SPFPA.....	Security, Police and Fire Professionals of America (bargaining unit for campus security officers)

SRC.....	Student Recreation Center
SSS.....	Student Support Services, a federally funded TRIO program for selected at-risk students
STEM.....	Science, Technology, Engineering, and Mathematics
STEP.....	Student Technology Enhancement Program, the university's student laptop initiative
TLC.....	Teaching and Learning Center, the university's initiative to support excellence in teaching and learning; also refers to the center's resource room on the lowest floor of Sullivan Hall
UCC.....	University Curriculum Committee
UWC.....	University Writing Committee
WE.....	Writing Emphasis (one of the required general education overlays)

Introduction

1

2 Lock Haven University has prepared this self-study report as a part of its application for
3 reaffirmation of accreditation by the Middle States Commission on Higher Education,
4 with a campus visit scheduled for February 21-24, 2010. The University has been
5 accredited by Middle States since 1949. Its last self-study and comprehensive visit were
6 completed in 1999-2000, with a Periodic Review Report submitted in 2005.

7 **Mission and Context**

8 Lock Haven University was founded in 1870 to train teachers for the Commonwealth
9 and, in 1982, became part of the Pennsylvania State System of Higher Education
10 (PASSHE). Today, the university continues over a century of excellence in preparing
11 students for personal and professional success.

12 Lock Haven is located on the Susquehanna River in the scenic mountains of central
13 Pennsylvania. The historic town of Lock Haven boasts a vital downtown with tree-lined
14 streets and beautiful Victorian homes in a safe and quiet environment. Just minutes from
15 Interstate 80, the university is less than an hour from State College and Williamsport, and
16 only four hours from New York, Philadelphia, Washington, and Pittsburgh. The
17 Clearfield campus, an hour to the west, offers selected programs for traditional and non-
18 traditional students.

19 Lock Haven fills a unique role in the educational landscape of central Pennsylvania. Only
20 two PASSHE universities (Mansfield and Bloomsburg) are within a 90-mile driving
21 radius. There are only two community colleges north of I-80 and none within two hours
22 or above an arc stretching from Wilkes-Barre, Reading, Harrisburg, Johnstown, and
23 Butler. This context creates both opportunities and challenges.

- 24
- 25 • Over half of students come from central Pennsylvania and almost half of entering
26 students identify the university's location (both distance from home and small
27 town setting) as an important reason for attending LHU.¹
 - 28 • The absence of nearby community colleges limits the university's ability to attract
29 transfer students and suggests that serving the educational needs of the region
30 may involve the University in a greater degree of remedial education.
 - 31 • The percentage of high school students from central Pennsylvania who plan to
32 enroll in postsecondary education is lower (as low as 50% in some counties) than
33 in other parts of the state; many from central Pennsylvania who do enroll are first-
generation students.

¹ Based on August 2004 and 2005 surveys of enrolling freshmen. Over half of prospective students and their parents at an October 2006 open house likewise indicated the importance of location in their choice of a school. Other prominent factors in both surveys were size, academic programs, and cost.

- 1 • The number of projected high school students from central Pennsylvania is
2 expected to decline significantly in the years following 2009, in excess of 20% in
3 some counties.
4 • The university's chief "competition" comes from other PASSHE schools and
5 other state-related institutions.²

6 Lock Haven is a Carnegie Master's S institution with an enrollment of 5,266 (4,988
7 undergraduate, 278 graduate) and FTE of 4,922 (4,708 undergraduate, 214 graduate).³

- 8 • Over half of undergraduates come from central Pennsylvania, one quarter from
9 southeast or northeast Pennsylvania, and twelve percent from 23 other states and
10 36 other countries.
11 • The student population is 43% male and 57% female; 7% African-American, 2%
12 Hispanic, 1% Asian, 2% non-resident alien, 88% Caucasian.
13 • About one-third report family incomes above \$75,000 and over one-quarter report
14 family incomes below \$40,000. Roughly 30% of entering students qualify for Pell
15 Grants.
16 • As many as two-thirds of students come from families in which neither parent
17 completed a bachelor's degree, half from families in which neither parent
18 completed any degree, and one-third from families in which neither parent
19 attended college.⁴
20 • The university admits 74% of applicants. Entering students (fall 2007) had an
21 average high school GPA of 3.1 and SAT of 945 (critical reading and math only).
22 • Second-year persistence (70.3%) and four- and six-year graduation rates (29%
23 and 51%) are comparable to national averages for similar institutions.
24 • 78% of full-time freshmen receive aid and 89% of all students receive aid.

25 The university seeks to combine a substantial liberal arts curriculum with strong
26 professional programs, particularly in areas identified by PASSHE as high-need areas for
27 the Commonwealth.

- 28 • Nearly seventy percent of graduates earn degrees in fields identified by PASSHE
29 as high-need: education (26%), travel and leisure (15%), healthcare and biological
30 sciences (15%), security (11%), and computers (2%).
31 • The most popular majors (based on graduates) are criminal justice (10%),
32 elementary education (9%), business (6%), health and physical education (6%),
33 recreation management (6%), health sciences (6%), nursing (5%), psychology
34 (4%), sport administration (4%), communication media (4%), and social work
35 (4%).
36 • About 30% of entering students enroll initially as Exploratory Studies majors.
37 • Each year the university awards approximately 800 bachelor's, nearly 100
38 associate's, and over 100 master's degrees.

² A summer 2006 survey of accepted students who enrolled at other institutions found that 36% chose another PASSHE school and another 16% chose a state-related institution. (The remainder chose from 50 other Pennsylvania schools and 60 out-of-state institutions.)

³ Key Statistics: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

⁴ Data from fall 2006 FAFSA, fall 2004 CIRP, and fall 2005 NSSE: www.lhup.edu/ir/surveys.htm.

- 1 • Within six months of graduation: 96% percent employed, in the military, or
2 pursuing further education; 87% of those employed working in their chosen
3 fields.⁵

4 Lock Haven faculty describe themselves and the university as committed to
5 undergraduate teaching. Courses are taught by faculty members, not graduate students or
6 teaching assistants.

- 7 • Over 80% of full-time faculty hold earned doctorates (compared with 61% in fall
8 1998) and 12% represent ethnic minorities (little changed over the decade).
9 • The average undergraduate course enrolls 27 students.
10 • The student-faculty ratio is 18:1.

11 In recent years, Lock Haven has sought to develop three distinctive strengths:

- 12 • Technology: the Student Technology Enhancement Program (STEP) requires all
13 students entering in or after fall 2007 to have a laptop computer. Classrooms are
14 equipped with wireless access and SMARTBoards.
15 • Global perspective: more than 120 students study abroad each year and over 120
16 international students enrich the campus. New faculty participate each year in a
17 weeklong internationalization workshop at a partner institution in another
18 country.⁶
19 • Student engagement: the university seeks to engage students in active learning
20 through required “external experiences” for all graduates, internships and field
21 experience, service-learning, and a substantial and growing program of
22 undergraduate research.

23 The decade since the last accreditation review has been one of substantial change.

- 24 • Enrollment increased 40% (head count and FTE). Head count increased on the
25 main campus from 3,413 to 4,602, at Clearfield from 220 to 386, and in graduate
26 programs from 85 to 278.⁷
27 • Full-time faculty increased 27% (from 208 to 264 headcount), as did full and part-
28 time administration and support staff (from 275 to 349 headcount).⁸
29 • The annual Educational and General budget has increased from \$37 million to
30 \$62 million.⁹
31 • In 2004, Dr. Keith Miller became the university’s 13th president. There also have
32 been changes in senior leadership in academic affairs and business functions.

33 As the university looks toward the future, it faces a number of serious challenges that it
34 shares with other public institutions of higher education.

⁵ Annual Follow-up Survey (2007): www.lhup.edu/career/FollowUpSurveys/2007ExecutiveSummary.pdf.

⁶ Not offered in 2008-09 due to financial considerations.

⁷ Key Statistics, 3: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

⁸ Key Statistics, 18, 21: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

⁹ Key Statistics, 24: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

- 1 • State support has declined from 53% of Educational and General revenue to 42%,
2 as the university has become much more tuition-dependent.¹⁰
- 3 • Costs for salaries, benefits, and energy are increasing faster than revenues. These
4 are also rising faster than the consumer price index, which has become a de facto
5 benchmark for appropriation and tuition increases.¹¹
- 6 • The number of Pennsylvania high school graduates is expected to decline by 10%
7 over the next decade,¹² with declines of more than 20% in much of the
8 university's service area.¹³
- 9 • Demands for greater accountability, particularly in student learning, require
10 development of new processes and skills.

11 **The Self-Study Process**

12 Lock Haven began preparing for the self-study process in the fall of 2007 with the
13 appointment of Drs. Jim Meek, Lyn Reitz, and Rick Schulze as co-chairs. Dr. Meek
14 attended the November 2007 Self-Study Institute on behalf of the university and reported
15 back to the other co-chairs (who had been unable to attend). All three (with other
16 university representatives) attended the December 2007 Annual Meeting.

17 Following these orientations to Middle States and expectations for the self-study process,
18 work began to form the remainder of the Steering Committee. This proved much more
19 difficult than expected, particularly in finding a representative from the education area.
20 (This was due in part to an NCATE accreditation visit scheduled April 2009 and the
21 considerable work involved in bringing all education programs into compliance with Act
22 49-2.) The Steering Committee was finally completed in early September 2008 and
23 immediately began work on finalizing the design for the self-study and getting the
24 working groups engaged with their research.

25 A web site (www.lhup.edu/MS2010) has been established to support and distribute
26 information about the self-study.

27 **Goals**

28 The university has several needs that it hopes to use the self-study to help address.

- 29 1. Provide the basis for development of the university's next comprehensive strategic
30 plan. In particular, the university seeks to use the self-study process to address critical
31 issues in enrollment management as part of its planning process.
- 32 2. Identify key benchmarks and performance standards to guide planning and
33 evaluation. In order to do so, the university also hopes to identify both peer and
34 aspirational peer schools that it can use to set appropriate goals and to learn best
35 practices that will help it to achieve those goals.

¹⁰ Key Statistics, 23: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

¹¹ Key Statistics, 24: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

¹² *Knocking at the College Door* (WICHE, 2008), 102: www.wiche.edu/pub/11556.

¹³ Pennsylvania high school graduates: www.lhup.edu/middle-states/docs_students/StudentTrends_PDE.ppt.

- 1 3. Strengthen assessment of educational programs, especially general education.
- 2 4. Document the university's compliance with Middle States Standards for
- 3 Accreditation and secure reaffirmation of its accreditation.

4 **Organization**

5 The Steering Committee has chosen to do a comprehensive self-study. While the outlined
6 above might suggest that that a selected topics or special emphasis self-study might be
7 appropriate, the Steering Committee concluded that it could not adequately meet the
8 requirements for early document review. In any case, the Steering Committee believes
9 that the goals will be thoroughly and helpfully addressed through the comprehensive self-
10 study format.

11 The Steering Committee has established the following outline for the self-study process
12 and final report. (The report will also include a brief introduction and a summary of
13 recommendations.)

- | | | |
|----|--------------------|---|
| 14 | 1. Standards 1, 6 | Mission, Goals, Integrity |
| 15 | 2. Standards 2, 3 | Planning and Resources |
| 16 | 3. Standards 4, 5 | Leadership, Governance, and Administration |
| 17 | 4. Standards 8, 9 | Students |
| 18 | 5. Standard 10 | Faculty |
| 19 | 6. Standard 11, 13 | Educational Programs and Related Activities |
| 20 | 7. Standard 12 | General Education |
| 21 | 8. Standards 7, 14 | Assessment |

22 The Steering Committee formed working groups for each of these areas; two existing
23 university committees agreed to serve as working groups (the Finance Committee for the
24 chapter on Planning and Resources, and the Enrollment Management Committee for the
25 chapter on Students). A roster of working group members is included as Appendix D.

26 Working groups were tasked to explore their areas in light of stated university goals, best
27 practices, and Middle States Standards for Accreditation. They were asked to prepare
28 analyses that advocated honestly for the university (while recognizing challenges and
29 areas needing improvement) and that were analytical and evidence-based, forward-
30 looking, and concise. The Steering Committee urged that groups focus on using
31 information that is already available rather than conducting special surveys and other
32 research projects simply for the purpose of the self-study.

33 **Timetable**

- | | | |
|----|---------------|--|
| 34 | Fall 2008 | Steering Committee develops self-study design and forms working |
| 35 | | groups |
| 36 | Spring 2009 | Working groups prepare chapters of report |
| 37 | Summer 2009 | Steering Committee chairs edit chapters into a single document |
| 38 | August 2009 | Steering Committee unveils draft report to the campus and Trustees |
| 39 | Fall 2009 | Steering Committee seeks feedback and finalizes report |
| 40 | February 2010 | University hosts visiting team |

1	June 2010	Commission acts on team report and university's accreditation
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Chapter 1.

Mission, Goals, Integrity (Standards 1, 6)

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Lock Haven University has a stated mission that defines its purpose and values as an institution of higher education. The university demonstrates adherences to ethical principles and its own stated policies as it seeks to carry out its mission.

1.1. Mission and Goals

Lock Haven University has a publicly stated mission that articulates its purpose and values as an institution of higher education. This statement was developed with broad representation from within the university.

The university's mission statement was developed during the 2001-2002 academic year by the President's Commission on Strategic Planning, whose twenty-four members included faculty, staff, administrators, and students from the main and Clearfield campuses.¹ As part of its preparation for developing a strategic plan for the university, the Commission developed the following statements of the university's mission, values, vision, and overarching goals.²

MISSION

Who We Are

- One of fourteen public universities of The Pennsylvania State System of Higher Education
- An affordable, comprehensive educational institution of modest size with an international dimension
- A learning community profoundly dedicated to the positive development of students from diverse backgrounds

¹¹ For details, see www.lhup.edu/planning-and-assessment/planning/documents/StrategicPlan2003.pdf . The previous (1995) mission and goals can be found at www.lhup.edu/MD_report/ch1-2.doc.

² Mission, Vision, and Goals: www.lhup.edu/planning-and-assessment/Mission/LHUMission.htm

What We Do

- Provide students with an effective liberal arts education to increase their skills and knowledge
- Ensure the development, acquisition, and application of knowledge by students and faculty
- Prepare students for productive careers, especially through focused programs
- Challenge students to exercise personal and civic responsibility and to participate in public service
- Respond to the societal and economic needs of the Commonwealth through continuous program development
- Enrich students and the community culturally
- Provide for multicultural experiences

What We Expect

- Excellence in all University programs
- Alumni who are knowledgeable and skilled at levels that satisfy their respective social and economic aspirations
- Alumni who are responsible and productive citizens

What We Value

- Excellent teaching that effects deep learning
- Knowledge and its production
- A culture of learning that is both caring and challenging, supportive and rigorous
- Truth expressed with civility
- The intellectual, moral, and social virtues of people from diverse backgrounds and persuasions
- Access of students to faculty through small classes, productive advising, and optimum resources
- Freedom and the habit of acting responsibly as a free person
- Clarity and precision of thought and its expression
- Individual and institutional self knowledge
- Collegial relationships and shared governance

VISION STATEMENT

From a legacy of preparing teachers for the Commonwealth's public schools, Lock Haven University is in the process of expanding its mission to respond to evolving workforce needs. The previous five years have brought additions to liberal arts and professional programs on both campuses, and we anticipate that trend to continue. We envision modest and gradual growth of the undergraduate, on-campus programs, but much steeper growth in demands for access to graduate, continuing, and distance education programs.

We will need to make difficult choices to stay competitive, while retaining our core identity as an institution. Encouraging positive yet sustainable growth will be a challenge for the university over the next five to ten years, including the need for significant addition to and upgrading of physical facilities and technological infrastructure. We will be seeking more national recognition of quality academic programs in the form of accreditation, as well as building upon the relationships and partnerships we have at the local and international levels. Over these five years the entire campus community will be engaged in finding the resources needed to build on our strengths and to reach our goals.

OVERARCHING GOALS

- Improve the quality of our academic programs
- Maintain modest and manageable growth in academic programs
- Provide a living/learning environment that facilitates intellectual and personal growth
- Foster a more diverse campus community
- Contribute to the further development of the State System of Higher Education

- 1 • Establish comprehensive and integrated mechanisms for assessment, planning, and continuous
- 2 improvement
- 3 • Use resources efficiently and effectively
- 4 • Develop additional external resources

5 Although the university does not appear to have a stated process for review of the
6 mission and goals, the university's interim strategic plan³ set the goal of revising the
7 mission and developing a new strategic plan no later than December 2010. A new
8 Strategic Planning Committee has been formed to lead this process. It is expected to draw
9 on the findings of this self-study and the work of other committees and task forces
10 (including Foundations of Excellence) as it develops a broadly participative process for
11 revising the mission and developing the new strategic plan.

12 **1.1.1. Mission**

13 The current mission statement, vision, and goals are quite broad. There is much that
14 would apply to any institution of higher education and little that distinguishes Lock
15 Haven from other schools or sets a clear direction for the university's future.

16 The mission statement does not clearly identify whom the university intends to serve. The
17 university has historically served primarily students from central Pennsylvania, many of
18 whom have been first-generation students. If these students are to continue to be a focus
19 of the university, this should be explicitly stated in the mission, with some indication of
20 the programs and resources (academic and otherwise) that the university expects to
21 provide in order to help these students to be successful. In this way a revised mission
22 statement would provide more specific direction for admissions and support programs.

23 The breadth of the mission statement means that a great many programs and decisions
24 can be supported. A broad statement provides considerable flexibility, but rules out few
25 alternatives and provides limited direction for institutional decision-making.

26 It is not clear that the mission always drives major decisions. The mission does not
27 appear to be cited consistently when important decisions are made (e.g., adding or
28 terminating academic programs, turfing athletic fields, or adding or eliminating faculty
29 positions). A review of the university's website found that a number of units have
30 publicly stated missions, including facilities,⁴ human resources,⁵ athletics,⁶ the registrar's
31 office,⁷ and the library,⁸ although these do not always connect in evident ways with the
32 university's mission. Few academic programs have mission statements on the website
33 and not all of those are easy to find. (Programs with statements include Health and
34 Physical Education,⁹ Athletic Training,¹⁰ and Recreation Management.¹¹) After reviewing

³ Interim Plan: www.lhup.edu/planning-and-assessment/planning/documents/InterimStrategicPlan.pdf.

⁴ Facilities: www.lhup.edu/facilities/Working/our_vision_our%20mission%2012.18.08.htm.

⁵ Human Resources: www.lhup.edu/hr/mission.htm.

⁶ Department of Athletics: www.lhup.edu/deptofathletics/missionstatement.htm .

⁷ Registrar's Office: www.lhup.edu/academic/acad_affairs.

⁸ Library: www.lhup.edu/Library/staffonly/mission.pdf.

⁹ Health and Physical Education: www.lhup.edu/heap/!ncatere.htm.

¹⁰ Athletic Training: www.lhup.edu/health_science/athletictraining/studentinfo/mission.htm.

¹¹ Recreation Management: www.lhup.edu/recreation/newsite/missionandgoals.htm.

1 programs' annual reports and five-year program reviews, the self-study working group
2 charged with evaluating the university's mission concluded that few academic programs
3 and departments use the current mission statement to guide decision-making and
4 planning processes.

5 Despite the statement's breadth, there appear to be significant priorities and decisions that
6 are not supported by the current statement. For example, while the 1999 self-study
7 indicated that "in 1974, Lock Haven University received a special mission to spearhead
8 international programming for the Commonwealth,"¹² international study is not explicitly
9 mentioned in the mission. Technology has become a significant emphasis, leading to
10 SMARTBoards in classrooms, the campus wireless network, online learning resources,
11 and the STEP laptop initiative, but technology is not included. Intercollegiate athletics
12 programs represent a substantial investment, but is not mentioned. The point is not
13 whether any of these are appropriate or inappropriate, but simply that there appears to be
14 a lack of agreement between the stated mission and some actual priorities.

15 The university should seek to expedite its planned revision of the mission statement. The
16 revised statement should seek to focus the university's direction and resources,
17 particularly in light of present financial and demographic challenges. The revised
18 statement should help distinguish the university from other schools, particularly in
19 PASSHE. Potential areas of emphasis include: student and faculty learning, education
20 and healthcare professions, experiential learning, internships, international studies, and
21 the integration of students into the LHU community. The revised mission should also
22 clearly embrace President Miller's focus on technology, diversity, and student
23 engagement.¹³

24 **Recommendation 1.1**

25 Develop a revised statement of the university's mission that will better
26 focus institutional energies and resources and facilitate planning and
27 decision-making.

28 **1.1.2. Goals**

29 The 2002 mission statement included eight overarching goals for the university:

- 30 • Improve the quality of our academic programs
- 31 • Maintain modest and manageable growth in academic programs
- 32 • Provide a living/learning environment that facilitates intellectual and personal
33 growth
- 34 • Foster a more diverse campus community
- 35 • Contribute to the further development of the State System of Higher Education
- 36 • Establish comprehensive and integrated mechanisms for assessment, planning,
37 and continuous improvement
- 38 • Use resources efficiently and effectively

¹² Self-Study Report (1999): www.lhup.edu/MD_report/ch1-1.doc), 2.

¹³ Link to formal statement of President's vision.

- 1 • Develop additional external resources

2 These goals have provided the structure for the strategic plan, annual Strategic Plan
3 Progress Reports,¹⁴ and annual reports to PASSHE (Narrative Assessment Summary and
4 University Performance Plan).¹⁵ These reports provide evidence that the university is
5 achieving its mission.

6 Like the university's mission statement, these goals are quite general. As a result, many
7 activities can be seen as contributing toward their achievement, but the extent to which
8 the activities were consciously undertaken to achieve the goals is unclear. As is also the
9 case with the university's mission statement, a number of emphases that are seemingly
10 important to the university today (e.g., technology, international studies, faculty and
11 student scholarly activity, experiential learning) are not included among the goals.

12 Review of the goals in light of Middle States' expectations indicates that university goals
13 must include outcomes for student learning outcomes and other areas of institutional
14 improvement that are clearly observable and capable of being assessed.¹⁶ The interim
15 strategic plan has begun to include goals that have measurable outcomes.

16 As the university revises its mission, it must also revise its overall goals. The revised
17 goals should assist the university in distinguishing itself from other schools, provide clear
18 direction for decisions concerning programs and resources, include emerging emphases
19 and priorities, and be clearly expressed in terms of observable outcomes.

20 Once the mission and goals have been revised, the university must take steps to ensure
21 that the mission clearly drives the university's programs, decision-making, and resource
22 allocation. Specifically, the university must ensure that the mission and goals are
23 disseminated to all members of the university community and develop a system of
24 accountability in which programs and departments clearly incorporate the revised mission
25 and goals into their missions and plans.

26 **1.2. Integrity**

27 Lock Haven University demonstrates adherence to ethical principles and its own stated
28 policies as it seeks to carry out its mission. It represents itself fairly and accurately to
29 prospective students and the public, it conducts its operations in accordance with ethical
30 standards and its own stated policies, it provides appropriately for academic freedom and
31 protection of academic property, and it reports accurate information as required by
32 external entities.

¹⁴ Strategic Plan Progress Reports: www.lhup.edu/planning-and-assessment/planning/planning.htm.

¹⁵ Narrative Assessment Reports: www.lhup.edu/middle-states/documents.htm#Reports.

¹⁶ "Educational goals should be stated in terms of the outcomes they seek to achieve (e.g., the academic and personal changes and/or competencies the institution seeks to foster in its students). Institutional goals are also best expressed in observable terms to ensure that they are capable of being evaluated through institutional assessment . . ." MSCHE, *Characteristics of Excellence in Higher Education* (2009), 2.

1 **1.2.1. Academic Information**

2 The university represents itself accurately in information provided to new and
3 prospective students. Information about student demographics, admitted students,
4 persistence rates, graduation rates, etc. is readily available, particularly in the university's
5 VSA profile¹⁷ for which there is a link from the admissions home page.¹⁸ The university
6 posts information on recent graduates' success in securing employment on the Career
7 Services web site¹⁹ and some programs post information on graduates' employment on
8 department websites. The university has not publicized other data on student learning
9 outcomes in any consistent format.

10 The university publishes its catalog online.²⁰ The last printed catalog was prepared in
11 2003 (dated 2003-06). The university has not archived electronic copies of the catalog as
12 policies or requirements have been updated.

13 **Recommendation 1.2**

14 Develop and implement a system for archiving and maintaining public
15 access to each year's academic catalog.

16 The university seeks to ensure that sufficient required and elective courses are offered for
17 students to complete their course of study within the published length of time for their
18 program. When students are unable to register for a needed course, the university may
19 (rarely) waive the requirement, permit a substitution, or allow students to take the course
20 by individualized instruction. Over the past four years (2005-06 through 2008-09) there
21 have been an average of 143 enrollments in individualized instruction (0.24% of an
22 average of 59,000 enrollments); over one-quarter of these were related to the initiation of
23 a new program in music education (as already enrolled music majors sought to change
24 into this program). The university estimates that there are a comparable number of
25 substitutions; perhaps the most common are substitutions for one of the required liberal
26 arts seminars for B.A. students.²¹ (Of course, not all substitutions or instances of
27 individualized instruction result from the university's failure to offer courses in a timely
28 way; some result from students not registering or not passing courses when offered.) As
29 noted in chapter 7 (General Education), the university has struggled to offer sufficient
30 sections of courses that meet the general education requirement in speech, with the result
31 that few students are able to take this course until their junior or senior year.

32 **1.2.2. Policies and Procedures**

33 The university seeks to communicate policies, expectations, and essential information
34 clearly to faculty, staff, and students. Information for the whole university community is
35 shared via the website and email. Information about emergencies and inclement weather
36 is available on the website, through a recorded phone message, and the emergency alert

¹⁷ VSA profile (www.collegeportraits.org/PA/LHU).

¹⁸ Admissions home page (www.lhup.edu/admissions.htm).

¹⁹ Career Services Follow-Up Survey: www.lhup.edu/career/FollowUpSurveys/FollowUpSurveys.htm.

²⁰ University catalog: www.lhup.edu/catalog.

²¹ Liberal Arts Seminars (B.A.): www.lhup.edu/catalog/arts&science.htm#Liberal_Arts_Seminars.

1 system.²² Faculty, staff, and students are encouraged to register for emergency
2 notifications via text and email.²³ Information about special alerts is available on the
3 public safety website,²⁴ as well as general information about campus safety (including the
4 university's "Emergency Response Guide"²⁵). Information about H1N1 flu has been
5 posted on the regular alert page on the public safety website.²⁶

6 The university seeks to foster a climate of respect for others. There has recently been
7 concern from some faculty and students about disruptive student behavior in the
8 classroom and some faculty believe that behavioral expectations for students are not
9 sufficiently enforced. An APSCUF committee and the Provost's Office have been in
10 discussions of a draft code of student conduct for the classroom.

11 Expectations for and resources available to students are clearly set forth in the *Student*
12 *Handbook*, which is provided to students as they move into residence halls and is
13 available to all students in the bookstore and online. The university's various programs
14 communicate information to affected students: coaches review university and NCAA
15 requirements with all student athletes at the beginning of their seasons (and athletes must
16 sign a document certifying that they have received this information); students in
17 programs such as athletic training and education majors also attend meetings at which
18 policies and requirements are reviewed.

19 The university provides extensive information for faculty and staff through the Human
20 Resources website,²⁷ including a directory of policies and procedures.²⁸ The university
21 regularly holds orientations for new staff and publishes the "Employee Handbook" on the
22 website.²⁹ The university also holds an extensive orientation for new faculty each
23 semester, where faculty receive the "Employee Handbook," an "Information A to Z
24 Handbook,"³⁰ and other information.³¹ University Days professional development
25 sessions before each semester include updates on matters such as (illustrated from August
26 2009 offerings) recent right-to-know legislation, PASSHE technology transfer policies,
27 and new procedures for requisitions. Other information is communicated regularly
28 through email and staff meetings within each area.

29 The university has lacked a comprehensive directory of university policies. In 2008, the
30 provost initiated a review of institutional policy-making. A directory of all university
31 policies has been prepared, with responsibility located in the Office of the President.³²

32 Lock Haven University supports academic freedom and protects intellectual property.
33 Academic freedom of faculty is protected by the Collective Bargaining Agreement.³³

²² Emergency and weather information: www.lhup.edu/LHU/inclement.htm.

²³ Emergency Message sign-up: www.lhup.edu/e2campus.

²⁴ Public Safety alerts: www.lhup.edu/publicsafety/alert.htm.

²⁵ Emergency Response Guide: www.lhup.edu/publicsafety/images/emergency-response%20guide.pdf.

²⁶ Public Safety alerts: www.lhup.edu/publicsafety/alert.htm.

²⁷ HR website: www.lhup.edu/hr.

²⁸ Policies and procedures: www.lhup.edu/HR/pol_proceed.htm.

²⁹ Employee Handbook: www.lhup.edu/hr/forms/Employee%20Handbook%20rev6.pdf.

³⁰ Available in hard copy.

³¹ New faculty orientation: www.lhup.edu/middle-states/docs_faculty/NewFacultyAgenda2009.doc.

³² Policy web site: www.lhup.edu/policies/.

1 Universities are permitted to have local policies, but LHU simply follows system policy.
2 Within the last three years, no faculty member at LHU has filed a grievance alleging a
3 violation of Article 2 of the APSCUF CBA. Students' academic freedom is protected by
4 the Student Handbook.³⁴ There have been no student grievances alleging violation of
5 academic freedom in the past two years. The intellectual property rights of faculty are
6 defined in Article 39 of the APSCUF CBA.³⁵

7 All managers, academic department chairs, coaches, and other staff involved in
8 disbursing funds must submit annually a Statement of Financial Interests form (from the
9 State Ethics Commission).³⁶ Compliance is monitored by Human Resources.

10 **1.2.3. Grievances**

11 Information about grievance procedures is available to students, faculty, and staff via
12 handbooks, collective bargaining agreements, or various websites. Information about
13 grievances for different constituencies is maintained separately, making it difficult to get
14 an overall picture for the university. Nevertheless, there are relatively few grievances
15 filed, indicating that the university generally deals appropriately with issues as they arise.
16 The number of faculty and staff who have worked at LHU for a long time suggests that
17 the people are reasonably happy with their work environment.

18 During the 2008 calendar year, five contract interpretation grievances were filed on
19 behalf of APSCUF employees.³⁷ Two employees alleged that management has failed to
20 maintain proper academic climate; discussions were ongoing at the time of writing.

21 During the 2007 and 2008 calendar years, five policy contract interpretation grievances
22 and four individual classification review requests were filed on behalf of SCUPA
23 employees.³⁸ After review of the summary of these cases, no apparent patterns seem to
24 emerge.

25 During this same time period, one contract interpretation grievance was filed on behalf of
26 SPFPA employees regarding the awarding of overtime.³⁹

27 During the 2008 calendar year, eight grievances were filed on behalf of AFSCME
28 represented employees.⁴⁰ Of these, six were classification grievances, one grievance
29 addressed the suspension of an employee, and one addressed assignment of overtime. Of
30 the six classification grievances, one was upheld, two were subsequently withdrawn by
31 AFSCME, and two were denied. The two contract interpretation grievances were denied.

³³ APSCUF CBA: www.passhe.edu/executive/HR/Documents/APSCUF%20Agr%202007-2011.pdf.

³⁴ *Student Handbook*, Preamble to "Statement of Student Rights and Responsibilities:"
www.lhup.edu/student-handbook.

³⁵ APSCUF CBA: www.passhe.edu/executive/HR/Documents/APSCUF%20Agr%202007-2011.pdf.

³⁶ State Ethics Commission Statement of Financial Interests Form:
www.passhe.edu/executive/HR/Documents/Statement%20of%20Financial%20Interest%20Form.pdf.

³⁷ Faculty procedures: www.passhe.edu/executive/HR/Documents/APSCUF%20Agr%202007-2011.pdf;
coaches procedures: www.passhe.edu/executive/HR/Documents/COACHES%20Agr%202007-11.pdf.

³⁸ SCUPA procedures: www.passhe.edu/executive/HR/labor/Documents/SCUPA%2007%2011.pdf.

³⁹ SPFPA procedures: www.passhe.edu/executive/HR/labor/Documents/SCUPA%2007%2011.pdf.

⁴⁰ AFSCME procedures: www.passhe.edu/executive/HR/Documents/Agreement%20Final.pdf.

1 No single policy addresses all student grievances. Specific policies include sexual
2 harassment,⁴¹ alcohol and drug use, academic honesty,⁴² and student employment.⁴³
3 Where specific policies are lacking, the university follows the model of the grade appeal
4 policy found in the *Student Handbook*. There is no stated grievance process for students
5 concerned with injustice in the classroom; students may discuss concerns with the
6 instructor, then the department chair, and the Dean. During the past few years, there have
7 been three or less formal grade appeals, formal sexual harassment complaints, and
8 cheating or classroom behavioral issues each year.

9 **1.2.4. External Entities**

10 The university provides accurate factual information as required by external entities.
11 These include the Middle States Commission on Higher Education (Institutional
12 Profile⁴⁴), PASSHE (various statistical and financial reports, Narrative Assessment
13 Summary), Pennsylvania Department of Education (through PASSHE), the Joint State
14 Government Commission (Snyder Report), IPEDS⁴⁵ and the Common Data Set.⁴⁶

15 The university seeks necessary approvals before initiating changes (mission, programs,
16 locations, etc.). These include, as appropriate, PASSHE, the Pennsylvania Department of
17 Education, the Middle States Commission on Higher Education, and any relevant
18 specialized accrediting bodies. For example, the planned expansion of the physician
19 assistant program to two new locations has been approved by the Accreditation Review
20 Commission of Education for the Physician Assistant (ARC-PA) and submitted to
21 Middle States for approval.⁴⁷

22 **1.3. Conclusion**

23 Lock Haven University has a stated mission that defines its purpose and values as an
24 institution of higher education. This statement was developed in 2002 through a broadly
25 participative process. While its breadth makes it easy for programs to connect their
26 activities to the mission, it is not clear that the mission distinguishes Lock Haven from
27 other universities or focuses its energies and resources. This lack of clarity along with the
28 emergence of new emphases in the president's vision for the university indicate that a
29 revision of the mission is in order.

30 The evidence presented indicates that the university represents itself fairly and accurately
31 to prospective students and the public, it conducts its operations in accordance with
32 ethical standards and its own stated policies, it provides appropriately for academic
33 freedom and protection of academic property, and it reports accurate information as

⁴¹ Sexual harassment: www.lhup.edu/publicsafety/images/emergency-response%20guide.pdf, 22 and
www.lhup.edu/student-handbook, 75).

⁴² *Student Handbook*, 62-73: www.lhup.edu/student-handbook.

⁴³ Student employment: [www.lhup.edu/HR/policies/Student%20Employment/
STUDENT%20EMPLOYMENT%20AT%20LHU%20Final.pdf](http://www.lhup.edu/HR/policies/Student%20Employment/STUDENT%20EMPLOYMENT%20AT%20LHU%20Final.pdf).

⁴⁴ Links to all of these materials are available at www.lhup.edu/middle-states/documents.htm#Data.

⁴⁵ IPEDS data: www.lhup.edu/ir/surveys/IPEDS.htm.

⁴⁶ Common Data Set: www.lhup.edu/ir/surveys/cds.htm.

⁴⁷ Change request: www.lhup.edu/middle-states/docs_reports/LockHavenSubstChg090909.pdf.

- 1 required by external entities. The university needs to develop a system for archiving and
- 2 maintaining public access to each year's academic catalog and follow through on its
- 3 recent initiative in developing a single source of information on university policies.

Draft

Chapter 2.

Planning and Resources (Standards 2, 3)

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Lock Haven University has the resources necessary to achieve its mission and has processes for planning, resource allocation, and assessment to ensure that it will continue to achieve its mission.

2.1. Planning

Lock Haven University has developed planning and budgeting processes that have enabled it to fulfill its mission over the past decade. In a time of new challenges, the university is continuing to refine these to ensure its continued effectiveness.

Following the 2000 Middle States self-study, the university undertook two important planning initiatives. The university created a new senior executive position and the Office of Planning and Assessment to coordinate planning and assessment efforts. In addition, then-President Craig Dean Willis created a broadly representative President's Commission on Strategic Planning to devise and implement a process for developing a new strategic plan.

The Commission developed a planning process which came to include working groups, retreats, open forums, campus-wide distribution of draft documents, and input from all major constituencies. Work began with an environmental scan and internal assessment that identified a number of key challenges, including changing demographics, diversity, economic and workforce development, declining public support for higher education, and growing demands for accountability. Based on this analysis, the Commission developed:

- New articulations of the university's mission,¹ vision,² and overarching goals.³

¹ Mission: www.lhup.edu/planning-and-assessment/Mission/LHUMission.htm.

- 1 • A new strategic plan, *A Framework for the Future: 2003-2008*.⁴
2 • A process for implementation of the plan that assigned responsibilities for
3 objectives to specific members of the senior staff and required development of
4 action and resource plans in key areas.⁵

5 The Office of Planning and Assessment prepares annual reports on the university's
6 progress fulfilling its strategic plan.⁶

7 As the 2003-08 strategic plan was about to expire, the university began three important
8 initiatives: the Middle States 2010 Self-Study, participation in the Foundations of
9 Excellence in the First College Year (FOE) program (of the Policy Center on the First
10 Year of College), and a revision of the Facilities Master Plan. The Middle States and
11 FOE projects have been broadly participative, involving over 80 members of the
12 university community each. In order to avoid duplicating the work of these broadly
13 participative projects, draw on their recommendations in developing the university's next
14 strategic plan, and better align the Middle States and strategic planning processes for the
15 future, President Miller deferred initiation of a formal strategic planning process and
16 authorized creation of an interim strategic plan to guide the university through the 2010-
17 11 academic year.

18 An early draft of the interim plan was shared at the Chairs and Directors Leadership
19 Meeting in March 2008 with a request for comments from departments.⁷ As economic
20 conditions changed rapidly in late 2008 and early 2009, the plan was revised and again
21 shared at the Chairs and Directors Leadership Meeting in March 2009. Further discussion
22 among senior staff highlighted both the need to focus priorities still further, while also
23 incorporating a broader set of indicators and outcomes.⁸

24 In September 2009, President Miller established a Strategic Planning Committee to lead
25 the university in creation of its next strategic plan. The committee has been charged with:

- 26 • Utilizing existing reports and analyses, including the Middle States 2010 self-
27 study, the FOE report, and the facilities master plan.
28 • Proposing a revised and more focused statement of the university's mission.
29 • Proposing a strategic plan to guide the university in achieving its mission.
30 • Enlisting broad campus participation in developing and discussing its proposals.
31 • Submitting its final report no later than May 15, 2010.

32 After consulting with members of the university community, the President will make a
33 final decision about the university's new mission and strategic plan.

² Vision: www.lhup.edu/planning-and-assessment/Mission/LHUVision.htm.

³ Overarching Goals: www.lhup.edu/planning-and-assessment/Mission/LHUMission.htm.

⁴ Strategic Plan: www.lhup.edu/planning-and-assessment/planning/documents/StrategicPlan2003.pdf.

⁵ Action and resource plans: www.lhup.edu/planning-and-assessment/planning/actionplan.htm.

⁶ Strategic Plan Progress Reports: www.lhup.edu/planning-and-assessment/planning/planning.htm.

⁷ Vision for Excellence: www.lhup.edu/planning-and-assessment/planning/documents/visiondraft080318.doc.

⁸ Interim Plan: www.lhup.edu/planning-and-assessment/planning/documents/InterimStrategicPlan.pdf.

1 Since the university's last Middle States review, two PASSHE initiatives have impacted
2 university planning. In 2001-02, the system instituted a System Accountability Plan
3 (SAP). Under this plan, schools provide narrative assessments of progress toward their
4 own goals and those of the state system.⁹ In addition, the system tracks schools'
5 performance on 17 accountability measures. A portion of state appropriations (currently
6 8%) are apportioned to schools based on their performance on eight of these measures:
7 degrees awarded, second-year persistence, graduation rates, faculty "productivity"
8 (student credit hours per faculty FTE), faculty diversity, faculty terminal degrees,
9 personnel ratio (personnel costs as a percentage of overall expenditures), and
10 instructional cost per student FTE. Schools are evaluated against their own history
11 ("baselines"), the performance of peer schools ("benchmarks"), and established system
12 targets.¹⁰ Schools receive the most funding by excelling on measures where few others
13 do. Lock Haven has improved performance significantly in a number of measures but
14 fared poorly in funding, because it has primarily met or exceeded goals only compared
15 with its own history (baselines) and only on measures on which others schools have also
16 done well. The new Chancellor has expressed interest in aligning these processes (the
17 narrative assessments and performance measures) more closely to schools' own strategic
18 plans; a review is currently underway.

19 Since coming to Lock Haven, President Miller has developed his vision for the
20 university, highlighting the three areas of diversity, technology, and student engagement.
21 These emphases are grounded in the university's mission and strategic plan, especially
22 goals one (academic programs), three (living and learning environment), and four
23 (diversity).

24 Although the current mission and the most recent strategic plan have served the
25 university well, it has become clear that they can be improved. As noted in the previous
26 chapter, the mission statement lacks specificity that could more clearly focus the
27 university's energy and efforts. Similarly, the breadth of the strategic plan does not seem
28 to focus attention and resources on particular challenges, initiatives or emphases. At the
29 same time, many issues identified in the previous strategic plan remain challenges,
30 including:

- 31 • Changing demographics, especially the projected decline in the number of high
32 school graduates.
- 33 • Changing student characteristics, especially academic preparation, technological
34 literacy, collaborative disposition, inclination to multi-task, and desire for
35 structure, which have implications for learning strategies and support services.
- 36 • Growing public demands for accountability and to justify allocation of resources,
37 particularly by documenting student learning outcomes and serving the state's
38 educational needs.
- 39 • Matching academic programs with the needs and expectations of the
40 commonwealth, including K-12 teachers in science and math, nurses with BSN
41 degrees, and changing certification for special education classes.

⁹ Narrative Assessment Summaries under www.lhup.edu/middle-states/documents.htm#Reports.

¹⁰ PASSHE performance funding: www.lhup.edu/planning-and-assessment/assessment/accountability.htm.

- 1 • Enhancing quality and service, while finding new sources of funding amidst
2 declining state appropriations and increasingly difficult economic times.

3 **2.2. Resource Allocation**

4 The University conducts long-range and short-range planning at institutional, divisional,
5 and departmental levels, connecting planning with the budgeting process. Each of the
6 university's four divisions uses slightly different planning processes.

7 Academic Affairs develops an annual action plan addressing such strategic initiatives and
8 maintenance activities.¹¹ Since 2006, budget allocations within Academic Affairs have
9 been based on departmental budget hearings in which departments' annual reports and
10 program outcomes have played an increasingly important role. Budgets for 2008-09 were
11 based in part on departments' documentation of student learning outcomes and
12 contribution to stated PASSHE goals for numbers of graduates, faculty "productivity"
13 (student credit hours per faculty FTE), faculty diversity, and faculty with terminal
14 degrees. Financial constraints, however, have made it difficult to pursue strategic
15 initiatives in a number of areas (e.g., development of new academic programs, additional
16 classrooms for 50-70 students, accreditation of additional professional programs).

17 Since the inception of the current strategic plan, the division of Finance, Administration
18 and Technology (FA&T) developed separate resource plans that not only represent the
19 division's planning efforts but serve to allocate the institution's human, technological,
20 physical, and financial resources to support the University's strategic direction. Each
21 year, department heads, after consultation with their staff, report on plan
22 accomplishments while revising resource plans for the coming year.¹² This reporting
23 process represents a form of budget hearings linking planning, budgeting, and reported
24 outcomes similar to that in Academic Affairs. In addition, the university maintains a 20-
25 year Facilities Master Plan.¹³

26 Student Affairs staff members hold an annual planning retreat at which they finalize
27 goals for the coming year. Following this planning event, the divisional budget is
28 developed and shared with directors who are then responsible for more detailed
29 departmental planning.¹⁴

30 University Advancement staff also hold an annual planning retreat. After identifying
31 major initiatives and efforts, the divisional budget is prepared and directors have
32 opportunity to make allocation decisions within the figures provided.¹⁵

33 The university seeks to develop and fund programs and initiatives that support its mission
34 and strategic plan. Selected recent initiatives include:

¹¹ Academic Affairs Action Plan: www.lhup.edu/planning-and-assessment/planning/actionplan.htm.

¹² FA&T Resource Plan: www.lhup.edu/finance-admin-tech

¹³ Facilities Master Plan: www.lhup.edu/facilities/Working/University%20Plans/LHU%20Master%20Plan-Final%20Report.pdf.

¹⁴ Student Affairs Plan: <http://www.lhup.edu/planning-and-assessment/planning/actionplan/StudentAffairs2006-08.doc>.

¹⁵ University Advancement Plan: www.lhup.edu/middle-states/docs_planning/AdvancementPlan08.pdf.

1 **Academic Programs:** The university examines enrollment data to identify classes and
2 programs that are not supported by student demand; this data was used during 2008-09 in
3 determining to place the programs in economics and surgical technology in moratorium.
4 Some other programs appear to be underfunded, with faculty in business administration
5 and accounting having up to 65 advisees and faculty in criminal justice having nearly
6 100; unfortunately, the current financial situation prevents additional resource allocation
7 in these areas.

8 **Accreditation:** Program accreditation is a means to demonstrate and improve the quality
9 of academic offerings.¹⁶ In support of this goal, the university has invested resources in
10 (among other areas) upgrades to Himes Hall (recreation management), construction of the
11 new Health Professions Building (health science and physician assistant), equipment
12 upgrades (communication media), Steinway pianos (music and music education), two
13 faculty lines (business), and release time and clinical supervisors (nursing).

14 **Faculty Development:** The Linda J. Emmanuel Teaching and Learning Center (TLC)
15 provides recognition awards, travel grants, and workshops and programs on such topics
16 as advising, learning strategies, and student preparedness, supported with \$15,000 budget
17 (before recent callbacks) and one hour of faculty release time. The Faculty Professional
18 Development Committee (FPDC) receives funding to support faculty travel and research
19 grants ranging from \$250 to \$1,500.

20 **Student Engagement:** Since 2007, the university has supported faculty accomplishments
21 and student engagement by holding an annual *Celebration of Scholarship* (COS), where
22 faculty and students showcase scholarly and professional accomplishments through oral
23 presentations, poster presentations, and artistic performances. In 2009, 48 faculty
24 sponsored group or class projects and 47 sponsored student independent study
25 presentations. Eighty-nine students presented the results of independent study projects, 16
26 presented on internships, and 732 students participated in all.¹⁷ The university supported
27 COS with six hours faculty release, a \$9,400 budget, and \$5,000 in student research
28 grants. In fall 2007, a new grant-funded internship coordinator added 91 sites in a three-
29 county area. The number of students (unduplicated) registered for internships in 2007-08
30 increased 20% over the year before.¹⁸

31 **Recruiting:** The university's recruiting programs helped increase enrollment by 49%
32 from 1998 to 2005. Occupational trends and recruiting efforts have increased majors in
33 high-need and/or high-demand fields including criminal justice (300%), sport and
34 recreation (80%), business (73%), healthcare (65%), biological sciences (60%), and other
35 STEM disciplines (47%),¹⁹ while sustaining the university's historic strength in
36 education.²⁰ Enrollment in the honors program increased 36% over the past seven years.
37 In 2008, the university added a staff member to the Institute for International Studies to

¹⁶ Accredited programs: www.lhup.edu/accreditation.

¹⁷ Celebration of Scholarship data: www.lhup.edu/middle-states/docs_edprograms/COSStatistics09Rev.doc.

¹⁸ Internships: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

¹⁹ STEM refers to Science, Technology, Engineering and Math.

²⁰ Enrollment: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

1 support increased recruiting of international students. The new Durrwachter Alumni
2 Center houses the Admissions Office in expanded and more accessible surroundings.

3 **Retention:** The university seeks to provide academic support and other services that
4 retain students and support student success.²¹ The department of Academic Development
5 and Counseling coordinates advising support, counseling, disability services, the
6 Educational Opportunity Program (Act 101), the Haven Achievers Program, Student
7 Support Services (TRIO), University Tutorial Services, and Clearfield
8 Advising/Developmental Instruction. The University Tutoring Center was expanded from
9 a grant-funded program serving a defined population of students into a center for all
10 students.²² In 2007, the university began the Haven Achievers Program to provide
11 structured, year-long support for at-risk students.²³ During 2008-09, the university
12 allocated \$40,000 to support participation in the campus-wide Foundations of Excellence
13 project to evaluate the first-year experience and improve student success.

14 **Living and Learning Environment:** Through its planning and resource allocation
15 processes, the university has undertaken a number of initiatives designed to improve the
16 living and learning environment. These include more contemporary student housing,
17 recreation center, turf for athletic fields (for varsity and intramural athletics as well as
18 academic classes), and dining hall expansion.²⁴

19 **Technology:** The university has sought to assume a leadership position in integrating
20 technology into the classroom. This initiative has led to the introduction of
21 SMARTBoards (interactive white boards) and/or videoconferencing capabilities in three-
22 quarters of classrooms²⁵ and installation of a wireless network.²⁶ In President Miller's
23 inaugural year, he proposed creation of what has become the Student Technology
24 Enhancement Program (STEP) to foster technology in learning both in and out of the
25 classroom.²⁷ STEP required students entering in the fall of 2007 to have a laptop
26 computer on campus and has developed resources to support both students and faculty.²⁸

27 **Special Programs:** The University sought grant monies for such niche programs as
28 nanotechnology, alternative education, and physician assistant including rural health
29 care.²⁹ Not only does the University have competitive advantage in education and health
30 care programs, but responds to Commonwealth needs for graduates in these areas.

31 The division of Facilities, Administration and Finance has undertaken several initiatives
32 to evaluate and improve performance:

- 33 • The university participated in a system-wide facilities study conducted by
34 Sightlines, Inc. that examined manpower, spending, overtime, and work backlog

²¹ Academic and other support services: www.lhup.edu/ad_c/AcademicAdvising/CampusResources.htm.

²² University Tutoring Center: www.lhup.edu/ad_c/TutorialServices/home.htm.

²³ Haven Achievers Program: www.lhup.edu/ad_c/HavenAchieversProgram.htm.

²⁴ Facilities planning documents: www.lhup.edu/facilities/Plans.htm.

²⁵ Classroom technology: www.lhup.edu/acadtech/classroominventory.html.

²⁶ Wireless network coverage: www.lhup.edu/computing_and_tech/wireless_coverage.jpg.

²⁷ STEP Task Force report: www.lhup.edu/step/docs/TaskForceReport.pdf.

²⁸ STEP information: www.lhup.edu/step.

²⁹ Grants data: link to data.

- 1 compared to peer institutions in the system and region. The study concluded that
2 the university is not devoting sufficient resources to deferred maintenance and
3 that this can only be resolved by reducing expenditures in other areas.³⁰
- 4 • A review of overtime and temporary hires resulted in reductions of \$350,000 in
5 2008-09.
 - 6 • The recent system-wide ESCO energy audit identified \$10,000,000 in projects at
7 Lock Haven that will be recouped in energy savings in less than 15 years.³¹
 - 8 • A review of facilities operations led to creation of a second shift to improve
9 operational efficiency and provide better support of events held in the evenings
10 and on weekends.
 - 11 • An internal Energy Committee introduced changes that have reduced energy cost
12 per gross square foot to the third lowest in PASSHE.
 - 13 • The university has conducted a space utilization study to increase efficiency and
14 resolve concerns regarding apparent excess capacity in light of PASSHE space
15 guidelines.³²
 - 16 • Business Operations is currently piloting online approval of purchase orders and
17 is exploring additional ways to leverage technology to improve efficiency.

18 **2.3. Budgeting**

19 Although planning and budgeting efforts take place in several forms appropriate to
20 respective divisions, many individuals within each division directly participate and are
21 assigned roles in planning and budgeting which promotes an understanding of the
22 connection between the processes. Additionally, several forums exist to provide
23 information and updates on the anticipated influences on University planning and
24 budgeting. The President meets monthly with chairs, directors, and unit heads to share
25 information and discuss such issues as demographic changes, environmental influences,
26 emerging strategic initiatives, budgeting, state appropriations, performance funding, and
27 assessment. The President also meets separately with clerical workers, administrative
28 staff and faculty departments to share information and answer questions.

29 The university also communicates planning and budgeting initiatives within the existing
30 committee structure. Committees for facilities, technology, and finance enable designated
31 representatives from key constituencies (including unions and management) to discuss
32 planning processes, seek clarification, and make recommendations based upon data
33 collected across campus.

34 In the fall of 2006, a university-wide Fiscal Management Committee was formed in
35 response to expressed concerns that little information was available regarding financial
36 decision-making and resource allocation. The committee was charged to:

³⁰ Sightlines report:

www.lhup.edu/facilities/Working/Sightlines/LHU%20Final%20FY2008%203.4.09.pdf.

³¹ ESCO report available in hard copy.

³² Space utilization report: <http://www.lhup.edu/facilities/Working/Housing%20Masterplan/Lock%20Haven%20University%20Classroom%20and%20Teaching%20Laboratory%20Utilization%20Study%202008-12.pdf>.

- 1 1. Assist in the preparation of the University's budget
- 2 2. Guide the preparation of the University's financial plans
- 3 3. Recommend improvements to the University's budgeting and reporting processes
- 4 4. Meet with external auditors regarding the scope and outcomes of financial audits
- 5 5. Benchmark best practices for financial management among PASSHE universities
- 6 6. Assess and identify potential for financial fraud and abuse.³³

7 The committee meets approximately every three weeks throughout the semester to review
 8 resource allocation, financial reporting, transparency, and decision-making. It has
 9 explored such areas as the PASSHE funding formula, PASSHE Common Cost
 10 Accounting, university financial statements and audits, the university Financial Plan,
 11 distribution of departmental budgets, and faculty/staff cost savings suggestions. The
 12 committee's findings are communicated to each union through its committee
 13 representative(s) and recommendations to senior administration. In order to increase
 14 transparency, the committee posts meeting minutes, budgets, and links to university and
 15 PASSHE documents and processes on its website.³⁴

16 The committee has made a number of recommendations, including the following:³⁵

- 17 • In early 2008, the committee recommended that the administration make annual
 18 presentations on: 1) the current budget and how budgets were established for each
 19 area; 2) planned capital expenditures (current and long-term); 3) current year state
 20 appropriations; 4) PASSHE Common Cost Accounting; 5) performance funding;
 21 6) the process for budget changes and reallocations. During 2008-09,
 22 presentations were made on the first three of these and it is expected that such
 23 presentations will continue. In addition, the VP of FA&T conducts financial
 24 updates on an ongoing basis.
- 25 • The committee recommended that resource allocation would be enhanced by the
 26 development of a unit cost system. The administration responded that the
 27 PASSHE Common Cost Reporting System, was sufficient in determining
 28 resource allocation.
- 29 • The committee sponsored a 2008 Budget Challenge which polled employees for
 30 cost saving strategies. It resulted in 31 suggestions, some of which were already
 31 being pursued (e.g., energy savings), some of which have been implemented (e.g.,
 32 limiting administrative travel), and some of which are still under consideration
 33 (e.g., elimination of athletics programs, reduction in the general education
 34 laboratory science requirement). The savings from some cannot be precisely
 35 measured, but a reduction in administrator positions has resulted in an annual
 36 savings of \$450,000 and the university has reduced energy consumption by 5%
 37 (approximately \$140,000) in the past year.

38 The university's financial system is used to prepare financial statements and budgetary
 39 information to monitor and ensure efficient utilization of institutional resources. As a
 40 member of PASSHE, the university is evaluated externally in relation to stated financial

³³ Fiscal Management Committee charge: www.lhup.edu/finance-committee/mission%20&%20goals.htm.

³⁴ Fiscal Management Committee website: www.lhup.edu/finance-committee.

³⁵ Recommendations: www.lhup.edu/finance-committee/Recommendations.doc.

1 (and other) goals (System Accountability Plan and performance measures).³⁶ The
 2 university is required to conduct an annual audit.³⁷ The Fiscal Management Committee
 3 met with the auditors for discussion on the scope and findings of those audits. The
 4 auditors made no adjustments to the FY 2008 financial statements and found no
 5 indication of fraud.³⁸

6 **Recommendation 2.1**

7 Review budget allocations to ensure that expenditures correspond to the
 8 university priorities, as outlined in the mission and strategic plan.

9 **Recommendation 2.2**

10 Continue to promote transparency by sharing planning and budget
 11 information with the university community.

12 **2.4. Challenges**

13 Like most public universities, Lock Haven faces increasing challenges. The following
 14 tables summarize trends in enrollment, revenues, operating expenses, and state
 15 appropriations over the past seven years.

16 The university's enrollment, which had been relatively stable during the early 1990s
 17 began a period of rapid growth in 1998, increasing 49% from 1997 to 2005, before
 18 leveling off.

19 **Table 1.** Student Enrollment

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Chg
Fall Head Count	4,574	4,908	5,126	5,283	5,175	5,241	5,266	15.1%
Annualized Student FTE	4,455	4,718	4,863	5,076	5,092	5,057	5,241	17.6%

20 SOURCE: Key Statistics, 3-4 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

21
 22 Increasing enrollment led to increased revenue, not only through increased tuition but
 23 also through increased FTE-related state support.

24 **Table 2.** Revenues (Educational and General)

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Chg
Tuition and Fees (millions)	\$26.0	\$28.9	\$31.4	\$33.5	\$34.8	\$35.7	\$37.9	43.2%
State Appropriation (millions)	\$21.4	\$20.0	\$20.6	\$21.0	\$22.1	\$23.5	\$22.9	7.2%
Transfers and Other (millions)	\$1.3	\$1.6	\$1.2	\$1.2	\$1.3	\$2.1	\$2.0	47.0%
Total Revenues	\$48.74	\$50.41	\$53.38	\$55.71	\$57.96	\$60.20	\$59.34	21.7%
% from State Appropriation	43.9%	39.6%	38.7%	37.8%	38.0%	38.4%	36.9%	-12.0%

25 SOURCE: Key Statistics. 25 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

26
 27 The greater share of the increase in revenue is from tuition and fees. Since 1998-99, the
 28 percentage of Educational and General revenue from tuition and fees increased from 43%

³⁶ See under www.lhup.edu/middle-states/documents.htm#Reports.

³⁷ Audited financial statements: www.lhup.edu/finance-committee/LHU%20Audits.htm.

³⁸ Committee minutes: www.lhup.edu/finance-committee/Spring%2009.pdf.

1 to 58%, while the state contribution fell from 53% to 38%. Current economic conditions
 2 suggest that further reductions in state appropriations are likely and the Board of
 3 Governors is committed to keeping increases in tuition at or below increases in the
 4 Consumer Price Index (CPI). While the percentage increase in revenues has been
 5 significant, revenue per student has been less so.

6 **Table 3.** Revenues per FTE (Educational and General)

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Chg
Tuition and Fees	\$5,837	\$6,121	\$6,467	\$6,601	\$6,831	\$7,058	\$7,106	21.7%
State Appropriations	\$4,804	\$4,229	\$4,239	\$4,146	\$4,339	\$4,652	\$4,377	-8.9%

7 SOURCE: Key Statistics, 25 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

8

9 Over same period, expenses have risen (particularly for salaries, healthcare, and energy)
 10 faster than the CPI. Although expenditures have increased absolutely and per student,
 11 expenditures per student trail both the CPI and Higher Education Price Index (HEPI).

12 **Table 4.** Expenditures (Educational and General)

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Chg
Expenditures (millions)	\$48.71	\$50.36	\$53.38	\$55.21	\$57.96	\$60.20	\$59.34	21.8%
Expenditures per Student FTE	\$10,279	\$10,182	\$10,631	\$10,476	\$10,910	\$11,510	\$11,029	7.3%
Consumer Price Index *	185.5	189.6	195.3	202.7	208.0	215.7	218.7	17.9%
Higher Education Price Index *	221.2	231.5	239.8	251.8	260.3	269.7	279.3	26.3%

13 SOURCE: Key Statistics, 26 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

14 * Commonfund Institute (www.commonfund.org/Commonfund/CF+Institute/CI_About_HEPI.htm)

15

16 Until recently, the university has been able to minimize the effect of these trends by
 17 increasing enrollment. Now, however, the university has entered a period of relatively
 18 flat enrollment with the prospect of an enrollment decline of as much as 15% by 2017
 19 due to the declining number of high school graduates across the state and particularly in
 20 the university's primary service area.

21 Like many public universities, Lock Haven lacks a strong tradition of private support.
 22 However, in recent years, annual giving (annual fund, restricted, endowment) and the
 23 value of the endowment have increased. Annual gifts per current student FTE exceeds the
 24 average for all PASSHE schools, although the endowment significantly trails PASSHE as
 25 a whole. Still, private support represents only a small percentage of annual revenues.

26 **Table 5.** Additional Resources

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Chg
Total raised (millions)	\$1.9	\$2.2	\$2.1	\$3.2	\$2.5	\$3.4	\$2.5	31.6%
Total raised/FTE: LHU	\$415	\$477	\$429	\$660	\$507	\$687	\$687	65.5%
Total raised/FTE: PASSHE	\$414	\$389	\$452	\$427	\$436	\$501	\$501	21.0%
Endowment (millions)	\$5.8	\$6.3	\$6.7	\$7.2	\$8.2	\$7.4	\$5.5	-5.9%
Endowment/FTE: LHU	\$1,281	\$1,328	\$1,377	\$1,513	\$1,676	\$1,506	\$1,506	17.6%
Endowment/FTE: PASSHE	\$1,601	\$1,797	\$1,979	\$2,159	\$2,446	\$2,256	\$2,256	40.9%

27 SOURCE: PASSHE Fact Book (www.passhe.edu/executive/it/research/pages/books.aspx)

28

1 **Table 6.** Giving by Area

	(in thousands)	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Chg
Athletics					\$203	\$307	\$275		
Capital Projects					\$1,338	\$521	\$320		
Endowment					\$973	\$907	\$1,541		
Life Income					\$12	\$25	\$130		
Annual Fund					\$136	\$166	\$166		
Special Projects					\$503	\$698	\$1,033		
Total Raised					\$3,165	\$2,624	\$3,466		

2 SOURCE: Key Statistics, 25 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

3

4 These trends suggest an increasingly challenging environment over the next several
 5 years. The university anticipates flat or declining state appropriations, tuition increases of
 6 no more than 3-4% per year, and no more than modest increases in private funding;
 7 together these will limit increase in revenues to no more than 2-3% per year. At the same
 8 time, costs, particularly for personnel and energy, are rising much faster. Personnel costs
 9 represent nearly 80% of expenditures (up from 73% during 1998-2002) and the
 10 combination of contracted salary increases of 5% per year with sharply rising healthcare
 11 costs will increase expenditures at a much faster rate than expected revenues. As Vice
 12 President for Finance, Administration and Technology Bill Hanelly has observed, “this is
 13 not a sustainable model.”

14 Since substantial increases in revenues are unlikely, the university can only balance its
 15 budget by reducing costs. The university has already realized significant savings in
 16 operational expenses by holding these essentially level for the past five years (despite
 17 increases in non-discretionary costs such as energy). It is difficult to see how sufficient
 18 new savings can be realized apart from reducing personnel costs.

19 In response, the university has taken a number of steps. To address enrollment
 20 challenges, the university has for the past two years conducted a substantial media
 21 campaign in markets where the numbers of high school graduates are projected to
 22 increase; the campaign directs prospective students to a special web site that in 2008-09
 23 received over 10,000 unique visitors. In 2007, the university hired a Director of
 24 Marketing and Communication to support increased marketing efforts; the university is
 25 revising its brand to better articulate the university’s message. To improve student
 26 retention, the university has developed and implemented its Haven Achievers Program
 27 for selected first-year students and a Structured Summer Program for students with a low
 28 cumulative GPA. To reduce expenses, in the past two years the university has limited
 29 new hires, reduced overtime and faculty overload, combined positions as retirements and
 30 attrition have created opportunities, reduced out-of-state travel, and reduced or deferred
 31 spending in particular areas (including print journals, technological obsolescence, and
 32 Presidential Initiatives); these savings totaled \$1 million in 2008-09. In this same
 33 timeframe, the university has also converted its phone service to voice over IP (saving
 34 \$400,000 per year) begun implementation of recommendations from the Energy Savings
 35 and Conservation Program (ESCO), and placed seven academic programs in moratorium.
 36 In the spring of 2009, the university announced plans to reduce the number of athletics
 37 programs; following expressions of concern from athletes and the community, the

- 1 university engaged consultants to assist in evaluating the university's athletics programs.
2 Additional measures are being taken in 2009-10.

- 3
4
5

Recommendation 2.3

Develop a long-term strategy to address challenges posed by declining state support, changing student demographics, and rising costs.

6 **2.5. Conclusion**

- 7 The university has developed planning and budgeting processes that have enabled it to
8 fulfill its mission over the past decade. Current financial pressures, however, are creating
9 additional challenges and require new approaches. The university must develop a long-
10 term strategy to address systemic funding and expense challenges. It must also continue
11 to promote transparency in the resource allocation process. And it should conduct a
12 review of the overall pattern of expenditures to ensure that these correspond to university
13 priorities (as outlined in the mission and strategic plan).

Chapter 3.

Leadership, Governance and Administration (Standards 4, 5)

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Lock Haven University's governing body has appropriate authority and autonomy to fulfill its responsibilities. The tradition of shared authority and responsibility in higher education is expressed through the university's leadership and administrators, together with the dispersed responsibilities of the academic departments, the faculty and the faculty union.

3.1. Governance

Lock Haven University is one of 14 institutions that constitute the Pennsylvania State System of Higher Education. The System was established in 1982 by Act 188 of the Pennsylvania legislature.¹

The system is governed by a Board of Governors consisting of 20 members, six of whom are elected officials of the Commonwealth (or their designees) and 14 of whom are appointed by the governor with the advice and consent of the Senate.² The Board of Governors is responsible to³:

- Employ the Chancellor
- Appoint University presidents and establish policies for their evaluation
- Establish fiscal, personnel, and educational policies
- Create degree programs

¹ Act 188. Enabling Legislation for the Pennsylvania State System of Higher Education: www.passhe.edu/about/Act188/Pages/default.aspx.

² Act 188, Section 20-2004-A. Board of Governors: www.passhe.edu/about/Act188/Pages/Section%2020-2004-A.aspx.

³ Act 188, Section 20-2006-A. Powers and Duties of the Board of Governors: www.passhe.edu/about/Act188/Pages/Section%2020-2006-A.aspx

- 1 • Approve the system budget, set tuition, and approve building projects

2 The Chancellor is “responsible for the administration of the System under policies
3 prescribed by the Board of Governors.” The Chancellor’s role, described in Act 188,
4 includes advising, implementing, and supervising the activities of the board; assisting in
5 formulation of the budget; and reviewing and recommending undergraduate and graduate
6 programs, among other duties.⁴

7 The Commission of Presidents of the system universities serves in an advisory capacity
8 to the Chancellor and Board of Governors.⁵

9 Each university has a Council of Trustees consisting of 11 members appointed by the
10 governor with the advice and consent of the Senate. At least two must be alumni of the
11 particular university and one a currently enrolled student.⁶ The Council meets quarterly
12 (February, May, September, and November). Its responsibilities include:⁷

- 13 • Recommending to Chancellor the appointment, retention, or dismissal of the
14 President
- 15 • Conducting an annual evaluation of the President
- 16 • Reviewing and approving recommendations of the President regarding:
- 17 ○ Schools and academic programs
- 18 ○ Charges for room and board, as well as other fees not set by the Board of
19 Governors
- 20 ○ Annual operating and capital budget requirements to be forward to the Board
21 of Governors
- 22 ○ Standards for admission and student academic discipline
- 23 ○ Policies governing use of facilities and property
- 24 • Assisting the President in developing relations between the university and the
25 public
- 26 • Reviewing and approving contracts and purchases

27 A roster of current LHU Trustees is provided in Appendix A. New Trustees are oriented
28 to their responsibilities by the university President and the Chair of the Council of
29 Trustees. Each Trustee annually must complete the Statement of Financial Interests form
30 (from the State Ethics Commission).⁸ In advance of each meeting, the Trustees receive

⁴ Act 188, Section 20-2005-A. The Chancellor: www.passhe.edu/about/Act188/Pages/Section%2020-2005-A.aspx.

⁵ Act 188, Section 20-2007-A. The Commission of Presidents:
www.passhe.edu/about/Act188/Pages/Section%2020-2007-A.aspx.

⁶ Act 188, Section 20-2008-A. Councils of Trustees: www.passhe.edu/about/Act188/Pages/Section%2020-2008-A.aspx.

⁷ Act 188, Section 20-2009-A. Powers and Duties of Councils of Trustees:
www.passhe.edu/about/Act188/Pages/Section%2020-2009-A.aspx.

⁸ State Ethics Commission Statement of Financial Interests Form:
www.passhe.edu/executive/HR/Documents/Statement%20of%20Financial%20Interest%20Form.pdf.

1 information on any matters requiring their approval. In addition, they receive reports (oral
2 and written) at each meeting from the President and Vice Presidents.⁹

3 **3.2. Administration**

4 The responsibility for university administration rests with the President, who is appointed
5 by, and reports to, the Board of Governors of the State System through the Chancellor.¹⁰

6 The President works closely with and is annually evaluated by the LHU Council of
7 Trustees. Dr. Keith T. Miller has served as the university's President since July 2004; his
8 current contract runs through June 30, 2011.¹¹ President Miller previously served as a
9 faculty member and/or administrator at Fairleigh Dickinson, Quinnipiac, and Niagra
10 Universities. He served as Provost and vice chancellor of the University of Wisconsin,
11 Oshkosh from 2001-2004. He holds a Ph.D. in Education from the University of Arizona.

12 The University mission, vision and goals are jointly pursued through a system of separate
13 but complementary roles and responsibilities that report to the President: the Provost and
14 Vice President for Academic Affairs, the Vice President of Finance, Administration and
15 Technology, the Vice President of Student Affairs, the Vice President for University
16 Advancement, and the Director of Planning and Assessment.¹²

17 The Provost and Vice President for Academic Affairs is the university's chief academic
18 officer.¹³ The Provost is responsible for overseeing academic programs and priorities,
19 ensuring the quality of the faculty, and maintaining educational excellence. The Provost
20 also oversees the university's Clearfield campus and, until the summer of 2009, oversaw
21 athletics. The Provost is the senior manager dealing directly with APSCUF, the
22 bargaining agent for faculty and coaches, through monthly Meet and Discuss meetings.
23 Dr. Deborah Erickson became Provost in July 2009. She previously served as associate
24 provost and interim dean of graduate and professional studies at Mansfield University.
25 She holds an Ed.D. in counselor education from the University of Arkansas and a Ph.D.
26 in psychology from the University of Sydney, Australia.

27 The Vice President for Finance, Administration and Technology oversees administrative
28 functions, including facilities, human relations, student accounts, financial aid, and
29 intercollegiate athletics.¹⁴ The Vice President of FA&T is the senior manager dealing
30 directly with AFSCME through Meet and Discuss meetings as needed. Mr. Bill Hanelly
31 became Vice President for Finance, Administration and Technology in January 2008,
32 after serving as CFO and Vice President of Finance with technology-related companies.
33 He received an M.B.A. from George Mason University.

⁹ Minutes from the past year are posted online (www.lhup.edu/president/meeting_materials.htm). A complete set of minutes from prior years (with supporting materials) is available in the President's Office.

¹⁰ Act 188, Section 20-2010-A. Powers and Duties of Institution Presidents (www.passhe.edu/about/Act188/Pages/Section%2020-2010-A.aspx) and Policy 2002-02: Duties And Responsibilities Of Presidents (www.passhe.edu/governors/Documents/Policy%202002-02.pdf)

¹¹ News Release:

www.passhe.edu/executive/systemrelations/Communications/media/Pages/nrd.aspx?q=396.

¹² Organizational Chart: www.lhup.edu/HR/Org%20Charts/LHU%20org%20chart%205.2009.pdf.

¹³ Provost's Office: www.lhup.edu/provost.

¹⁴ Finance, Administration & Technology: www.lhup.edu/finance-admin-tech.

1 The Vice President for Student Affairs is responsible for all aspects of student life and the
2 creation of a campus environment that supports student needs, including public safety.
3 Student Affairs works with the Department of Academic Development and Counseling to
4 provide counseling and academic support services, serves as liaison to the Student
5 Cooperative Council, and supervises auxiliary enterprises such as housing, food service,
6 and the Student Recreation Center. Dr. Linda D. Koch came to LHU in 1987 and has
7 served as Vice President for Student Affairs since 1989. She previously served as
8 Associate Dean of Student Affairs at Western Connecticut State University and in student
9 affairs positions at several other universities. She holds an Ed.D. in higher education from
10 The Pennsylvania State University.

11 The Vice President for University Advancement¹⁵ provides leadership and oversight for
12 the university's external relationships, including admissions, communications, and
13 economic development. The Vice President for Advancement also serves as the
14 Executive Director of the LHU Foundation,¹⁶ a charitable organization whose sole
15 purpose is to support the needs and activities of Lock Haven University. Mr. Jerry
16 Updegraff has served as Vice President for University Advancement since 1990, leading
17 the university through two capital campaigns. A Certified Fund Raising Executive
18 (CFRE) since 1987, he brings 41 years of experience in public relations, alumni relations,
19 or fundraising responsibilities at universities in Ohio, West Virginia, and Pennsylvania.¹⁷

20 The Dean of the Clearfield Campus has responsibility for the overall operation of that
21 campus, with particular responsibility for its programs supporting non-traditional students
22 and for developing positive relationships with members of the community. Dr. Teresa
23 Williams became Dean of the Clearfield Campus in June 2009, after serving as Associate
24 Dean for External and Student Affairs in the Jepson School of Leadership Studies at the
25 University of Richmond. Dr. Williams received her Ph.D. in higher education
26 administration from Saint Louis University.

27 President Miller has established a chain of succession in the event that decisions must be
28 made when he is away from campus. At the time of this writing, the chain is (in order):
29 Provost; Vice President for Student Affairs; Vice President for Finance, Administration,
30 and Technology; Vice President for University Advancement.

31 All managers, academic department chairs, coaches, and other staff involved in
32 disbursing funds must submit annually a Statement of Financial Interests form (from the
33 State Ethics Commission).¹⁸ Compliance is monitored by Human Resources.

34 The university's staffing levels are comparable with those of similar universities. In an
35 analysis of Fall 2006 IPEDS data, Lock Haven appears to be staffed comparably to other
36 PASSHE schools, but with more students per staff than its IPEDS peer group. (The latter
37 may result from certain economies of scale. Most peer schools were smaller, averaging
38 75% of Lock Haven's FTE.)

¹⁵ University Advancement: www.lhup.edu/development.

¹⁶ Lock Haven University Foundation: www.lhup.edu/foundation.

¹⁷ University Advancement staff: www.lhup.edu/development/staff.htm.

¹⁸ State Ethics Commission Statement of Financial Interests Form:
www.passhe.edu/executive/HR/Documents/Statement%20of%20Financial%20Interest%20Form.pdf.

1 **Table 7.** Student/Personnel Ratios by Employee Function

FTE Students / FTE Faculty & Staff	LHU	PASSHE*	IPEDS†
Instruction/research & public service FTE staff	8.8	8.5	6.9
Executive/administrative & managerial FTE staff	19.4	19.9	18.4
Other professional FTE staff	195.2	197.2	108.7
Non-professional FTE staff	53.4	47.9	29.6
Total	8.8	8.5	6.9

2 SOURCE: Staff Comparisons: (www.lhup.edu/middle-states/documents/StaffingComps080519.pdf)3 * PASSHE Fact Books (www.passhe.edu/executive/it/research/pages/books.aspx)4 † Peer schools chosen by IPEDS (<http://nces.ed.gov/ipeds/datacenter/>)

5

6 Analysis of 2005-06 PASSHE data (personnel by bargaining unit) yields similar results.

7 **Table 8.** Student/Personnel Ratios by Bargaining Unit

FTE Students / FTE Faculty & Staff	LHU	PASSHE*
Faculty	17.7	19.2
AFSCME	29.4	24.9
Manager	96.6	68.9
SCUPA	191.0	176.3
Other	155.4	167.0
Total	8.9	8.4

8 SOURCE: Staff Comparisons: (www.lhup.edu/middle-states/documents/StaffingComps080519.pdf)9 * 2006-07 PASSHE Fact Book, 74 (www.passhe.edu/executive/it/Documents/FactBook%202006-2007.pdf)

10

11 Administrative changes since the 2000 reaffirmation of accreditation include:

- 12 • Director of Marketing and Communication was added in February 2008.
- 13 • Since 2008, four directors became deans (Institute for International Studies,
- 14 Clearfield campus, student development, and student affairs).
- 15 • Distance and Continuing Education (eCampus) was renamed Academic
- 16 Technology to reflect its larger and changing role.
- 17 • An Associate Dean for the two colleges, initially staffed through faculty release in
- 18 2002, became a permanent management position in 2008.

19 **3.3. Roles**

20 Lock Haven University has no university or faculty senate. Faculty and staff participate
21 in governance through their bargaining units. Students participate through the Student
22 Cooperative Council (SCC). Faculty, staff, and students participate in governance
23 through institutional committees.

24 **3.3.1. Faculty and Coaches**

25 The faculty role in governance is conducted within the parameters set by the Collective
26 Bargaining Agreement (CBA) between the State System and the Association of
27 Pennsylvania State College and University Faculties (APSCUF).¹⁹ Separate agreements

¹⁹ LHU APSCUF website: www.lhup.edu/apscuf.

1 cover faculty²⁰ (including librarians and counselors) and coaches.²¹ The CBA specifies
2 procedures for the hiring, evaluation, dismissal, tenure, and promotion of faculty
3 members and coaches.

4 The CBA requires the University President or other administrators to “meet and discuss”
5 matters related to the CBA with a committee selected by the campus chapter of APSCUF.
6 In addition to the Meet and Discuss process to address contractual issues and the
7 conditions of work, the CBA is explicit in allowing for Meet and Discuss to address
8 issues of educational policy.²² The collective faculty shares in governance largely through
9 the role of APSCUF in the Meet and Discuss process. The Meet and Discuss Team is
10 comprised of APSCUF officers elected by the faculty (plus two members appointed by
11 the APSCUF President). The Meet and Discuss Team is subject to instruction by the
12 APSCUF Executive Council and through recommendations passed at monthly APSCUF
13 Membership Meetings.²³

14 The CBA also mandates the existence of a curriculum committee on each campus in the
15 State System.²⁴ The Lock Haven University Curriculum Committee (UCC) is governed
16 by its Rules and Procedures,²⁵ which detail the committee’s membership, authority,
17 structure, and procedures. The UCC “shall provide a mechanism for the systematic
18 review, evaluation, and change of the curriculum at the University level.”²⁶ These include
19 the stipulation that “proposals of major consequence to the University shall be brought
20 before the faculty,”²⁷ although no further details are specified (e.g., a definition of “major
21 consequence,” or the means by which such proposals are to be “brought before the
22 faculty”). The UCC forwards its recommendations through the Vice-President for
23 Academic Affairs to the President. The UCC maintains a comprehensive website, with
24 proposals under consideration, minutes, and approved course syllabi.²⁸

25 As provided in the CBA, the Council of Trustees regularly provides APSCUF a place on
26 the agenda to report on faculty concerns and perspectives.²⁹

27 Local policies implementing CBA requirements and local agreements between APSCUF
28 and the University administration further refine the University’s structure of collegial
29 governance.

²⁰ Faculty CBA: www.passhe.edu/executive/HR/Documents/APSCUF%20Agr%202007-2011.pdf. A searchable text version is available at www.apscuf.com/images/2007-11cba.pdf.

²¹ Coaches CBA: www.passhe.edu/executive/HR/Documents/COACHES%20Agr%202007-11.pdf.

²² CBA Article 9, Sec. B.3.

²³ LHU APSCUF Bylaws: www.lhup.edu/apscuf/Membership/Bylaws9-5-08.pdf.

²⁴ CBA Article 31, Sec. E.

²⁵ Curriculum Committee *Rules and Procedures*: www.lhup.edu/UCC/Rules%20and%20Procedures/UCC%20Rules%20Procedures%202003%20-%20revised%205-12-03.DOC.

²⁶ Rules and Procedures, Article II.

²⁷ Rules and Procedures, Article III.

²⁸ Curriculum Committee website: www.lhup.edu/UCC/index.htm.

²⁹ CBA Article 31, Sec. J.

1 **3.3.2. Staff**

2 University staff share in governance through the Meet and Discuss provisions of their
3 respective bargaining units.

- 4 • Association of State, County, and Municipal Employees (AFSCME)³⁰
- 5 • Security, Police, and Fire Professionals of America (SPFPA)³¹
- 6 • State College and University Professionals Association (SCUPA)³²

7 Staff also share in governance through representation on non-academic committees. Staff
8 have contributed regularly to continuous improvement process reviews and ad hoc
9 committees to address campus issues.³³

10 **3.3.3. Students**

11 Students' role in governance is through the Student Cooperative Council, Inc. (SCC)³⁴ to
12 which all students automatically belong. Students annually elect the SCC president, vice-
13 president, and treasurer in a campus-wide election and members of the SCC Senate each
14 semester. Other members of the SCC Executive Board are appointed by these elected
15 officers, subject to ratification by the SCC Senate.³⁵

16 The SCC provides many opportunities for students to develop organizations and activities
17 that match their interests. The SCC Senate approves the creation of student organizations,
18 oversees policies regarding student activities, and disburses student activity fees. The
19 SCC president and Executive Board are responsible for the operation of the Parsons
20 Union Building (PUB), which includes the campus bookstore, the Student Recreation
21 Center (SRC), several vending concessions (snacks, laundry), and other corporate
22 enterprises. Student activity fees are set by vote of the students; among other initiatives,
23 these have in recent years funded construction of the SRC and the trolleys that provide
24 transportation between different parts of the campus.

25 The SCC President, members of the Executive Board, and senators communicate
26 regularly with the administration regarding student concerns through the Vice President
27 for Student Affairs. The SCC president also meets monthly with President Miller.

28 Many campus committees include one or more student representatives. Student members
29 are appointed by the SCC president, normally in response to a request from the
30 committee chair. These seats, however, are sometimes unfilled, due to lack of attention
31 by the committee chair or student interest.

³⁰ AFSCME website: www.lhup.edu/afscme. AFSCME CBA:
www.lhup.edu/HR/CBA%27s/SCUPA%2007%2011.pdf.

³¹ SPFPA CBA: www.lhup.edu/HR/CBA%27s/SPFPA%2520Agr%25202007-2011.pdf.

³² SCUPA CBA: www.lhup.edu/HR/CBA%27s/SCUPA%2007%2011.pdf.

³³ A list of reviews completed under the continuous improvement (CI) program through 2005 is at
www.lhup.edu/CI/Completed_Projects.htm. This is an archived document no longer maintained. More
recently, professional, clerical, and support staff have played important roles in initiatives relating to
computing services, campus beautification, and facilities planning.

³⁴ SCC website: www.lhup.edu/scc.

³⁵ SCC Constitution: http://www.lhup.edu/middle-states/docs_governance/SCCConstitution090211.pdf.

1 **3.3.4. Committees**

2 As at most universities, the shared governance at LHU depends a great deal on
3 committees in which faculty, staff and students may have input on a broad range of issues
4 and influence policy appropriate to the charge of each committee. Committees may be
5 established in one of three ways.

6 Contractual committees are established by the APSCUF CBA and operate according to
7 its specifications. Members of these committees are elected by the APSCUF membership.
8 The contractual committees are:

- 9 • University Tenure Committee³⁶
- 10 • University Promotions Committee (UPC)³⁷
- 11 • Sabbatical Leave Committee³⁸
- 12 • Faculty Professional Development Committee (FPDC),³⁹ which at LHU performs
13 duties beyond the CBA by overseeing the local professional development funds.⁴⁰
- 14 • University Curriculum Committee (UCC), although (unlike those above) its
15 authority and procedures are not specified.⁴¹

16 Meet and Discuss committees are established by agreement at local Meet and Discuss to
17 address educational policy issues not in the purview of the contractual committees.

18 In addition, by mutual agreement the following committees elected by the faculty serve to
19 implement and make recommendations concerning academic policies and programs:

- 20 • Alternate Workload Leave Committee⁴²
- 21 • Honors Committee⁴³
- 22 • Presidential Faculty Award Committee⁴⁴

23 APSCUF Meet and Discuss committees consist of faculty and coaches appointed by the
24 APSCUF Executive Council and administrators appointed by the university president.
25 Meet and Discuss committees are involved in a wide range of the university's academic
26 policies and programs.⁴⁵

- Academic Awards
- Academic Computing
- Academic Regulations
- Freshman Year Experience (FYE)
- Honorary Degrees and Commencement Speaker
- International Education

³⁶ CBA Article 15.

³⁷ CBA Article 16 and the LHU *Statement of Promotion Policies and Procedures*:
www.lhup.edu/apscuf/Committees/LHU_Promotion_Policy_10-19-05.pdf.

³⁸ CBA Article 18, Sec. A and the LHU Sabbatical Leave Policy:
www.lhup.edu/apscuf/Committees/sabbaticalpolicy.pdf.

³⁹ Part of the System-wide Professional Development Council structure (CBA Article 44).

⁴⁰ LHU FPDC policies: www.lhup.edu/lhu_grants.

⁴¹ CBA Article 31, Sec. E. See *Rules and Procedures* of the UCC and subcommittees: www.lhup.edu/ucc.

⁴² Alternate Workload Leave Committee information: www.lhup.edu/apscuf/Committees/AWL.html.

⁴³ Honors Committee: www.lhup.edu/apscuf/Committees/Honors.html.

⁴⁴ Presidential (Faculty) Award Committee: www.lhup.edu/apscuf/Committees/Pres_Awd.html.

⁴⁵ Meet and Discuss Appointed Committees: www.lhup.edu/apscuf/Committees/Committees.html.

- Academic Technology Advisory
- Admissions
- Assessment (OAC)
- Calendar
- Fall Founder's Day Convocation
- Student Evaluation Instrument
- Student Minority Retention
- Summer School
- Writing

1
2 Major policy changes recommended by these Meet and Discuss committees and by non-
3 contractual elected committees are reviewed by the APSCUF executive council and
4 membership and by management before being formally discussed by APSCUF and
5 management together at Meet and Discuss. Changes to the fundamental procedures of the
6 contractual committees generally require a vote of the faculty.

7 University and other committees are established by mutual agreement or by the
8 administration. They may be permanent or temporary. Membership varies with the
9 particular responsibilities of each committee, but commonly includes faculty, staff,
10 administrators, and (sometimes) students. Two major initiatives during the past two years
11 have been preparations for the Middle States accreditation review and the university's
12 participation in the Foundations of Excellence program (focusing on the first-year student
13 experience); each of these broadly participative processes have involved over 80
14 members of the university community. The President has charged the Strategic Planning
15 Committee to draw on the findings of these groups, as well as those of other existing
16 committees and task forces, in the development of the university's next strategic plan.

17 In early 2008, the Provost initiated development of a central clearing house for
18 information about committees. It had become evident that some committees lacked a
19 definite charge and some seldom (if ever) met. Minutes were not stored in any central
20 location, were not available to members of the university community, and (in some cases)
21 were not available at all. Members of the university community were not always
22 informed of proposals under consideration and did not know when committees would
23 meet, or even whom to contact in order to submit a particular proposal. A website⁴⁶ has
24 been developed to gather this information, but much remains to be done.

25 **3.3.5. Communication**

26 The President honors the tradition of shared authority and responsibility by maintaining
27 formal and informal channels of communication with faculty, staff, students, alumni, and
28 the local community. Regular forums and meetings include:

- 29 • A fall open meeting for all faculty and staff (webcast for those on the Clearfield
30 campus and for others not able to attend).⁴⁷
- 31 • A fall retreat for about 80 chairs and directors of academic and administrative
32 departments, leaders of bargaining units, and others. This group meets monthly
33 during the academic year.
- 34 • A meeting at least once each year (with the appropriate supervisor) with the
35 members of each academic or administrative department.

⁴⁶ Campus Committees web page (<http://www.lhup.edu/committees/index.htm>)

⁴⁷ The President's 2007 and 2008 meeting remarks are available at www.lhup.edu/president.

- 1 • A pair of open meetings each year with junior and senior faculty.
 - 2 • Emailed updates to all faculty once or twice each semester.
- 3 Additional communication flows through established channels, from vice presidents
4 through deans/chairs/directors to faculty, staff and students. Other communication
5 channels include the website, the student newspaper, the quarterly magazine *Perspective*,
6 and email.

7 **3.4. Assessment**

8 The work of the President is evaluated annually by the Board of Governors, “assisted by
9 the chancellor and university council of trustees.” Every third year, the evaluation is a
10 formal one prepared by the Council of Trustees with the assistance of an external
11 consultant; the process also draws on “input from leaders of the faculty, students, alumni,
12 the surrounding community and the president.” In other years, an informal evaluation is
13 simply prepared by the Council of Trustees.⁴⁸ The work of Vice Presidents and other
14 managers is evaluated in annual reviews of general proficiencies and specific job
15 responsibilities.⁴⁹

16 The university’s substantial growth has led to necessary and important changes in
17 programs, staffing, and administrative processes. Nevertheless, staffing and resources do
18 not appear to have kept up with enrollment growth. Changes that have been made appear
19 at times to have been more piecemeal and reactive than planned and systematic.
20 Governance structures and administrative procedures are not well documented or widely
21 understood. (This chapter appears to be the only comprehensive description of the roles
22 of various constituencies in governance.) Although there has been occasional assessment
23 and review of some aspects of administrative processes and structures, this has not been
24 formal, systematic, or comprehensive. There is no formal process for systematically
25 evaluating governance or administrative processes.

26 Growth itself makes communication more difficult. Communication that took place
27 naturally in a smaller school must become more intentional and systematic. The president
28 convenes monthly meetings of all chairs and directors, meets each semester with
29 members of bargaining units, and meets annually (with the provost) with members of
30 each academic department. Deans meet at least monthly with department chairs from
31 their college. In informal discussions, however, faculty and administrators have identified
32 lack of communication—both horizontally and vertically in the organizational
33 structure—as a significant hindrance to effective collaboration. Many feel that
34 institutional data is not shared, but even when such data is available, members of the
35 university community often do not know where to look. There is currently no consistent
36 mechanism by which members of the university community are informed of proposed
37 policies or other changes under consideration.

⁴⁸ Policy 2002-03. Evaluating Presidents: www.passhe.edu/governors/Documents/Policy_2002-03.pdf.

⁴⁹ Management Performance Evaluation and Development Form (www.lhup.edu/middle-states/docs_governance/MgmtEvalForm.pdf)

1 These issues made preparation of this portion of the report difficult and pose ongoing
2 challenges to effective shared governance.

3 Recommendation 3.1

4 Conduct a thorough assessment of existing structures of shared
5 governance in light of the university's evolving mission and changing
6 environment.

7 Recommendation 3.2

8 Clearly document the roles and responsibilities of various constituencies
9 in governance, and make this information readily available to all members
10 of the university community.

11 Recommendation 3.3

12 Ensure that all committees have a clear charge that specifies
13 responsibilities, authority, reporting relationship(s), membership, and how
14 chair is selected.

15 Recommendation 3.4

16 Ensure that all governance units promptly make available minutes of
17 meetings, policy recommendations under consideration, and decisions.⁵⁰

18 Recommendation 3.5

19 Establish a central public repository for approved policies.

20 Recommendation 3.6

21 Conduct a program of periodic and comprehensive review of
22 administrative structures (i.e., grouping of functions and lines of authority)
23 and processes to evaluate its effectiveness in light of the university's
24 substantial growth, evolving mission, and changing environment.

25 Recommendation 3.7

26 Ensure that information for institutional decision-making is readily
27 available to members of the university community.

28 3.5. Conclusion

29 Lock Haven University has a governance structure with the appropriate authority and
30 autonomy to fulfill its responsibilities. The university has administrative leaders, faculty,
31 and staff with appropriate qualifications and in appropriate numbers (compared with peer
32 institutions). The university seeks to practice shared governance through its committees
33 and bargaining units. The university has recognized the need to enhance the effectiveness
34 of its committees and is seeking to centralize information about them (meeting times,
35 contact information, minutes, etc.) for the benefit of the university community.

⁵⁰ The information portal of North Carolina State University could serve as a model for recommendations 3.1-3.3: <http://www.provost.ncsu.edu/governance>.

- 1 The university's substantial growth and changing environment suggest that a thorough
- 2 review of governance and administrative structures is in order. The university needs to
- 3 strengthen communication by insuring that information about university policies,
- 4 important proposals, and institutional data are readily available to members of the
- 5 university community.

Draft

Chapter 4.

Students (Standards 8, 9)

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Lock Haven University admits and retains students with appropriate interests, goals, and skills, and provides them with variety of services that support their academic and personal success.

4.1. Admissions Policies

As a member of PASSHE, Lock Haven University has an access mission for the residents of the commonwealth and surrounding states. Sixty-seven percent of LHU's students are from rural counties. Approximately two-thirds of entering students' come from families in which neither parent completed a bachelor's degree and one-third from families in which neither parent ever enrolled in postsecondary education.¹ Many students come from lower-income families; in fall 2007, 33% of entering undergraduates received Pell Grants.² National studies have suggested that such students typically need supportive services in order to transition into and persist through a bachelor's degree.

Although there is no specific description about the characteristics of the student population mentioned in the university mission, the Admissions Office recruits and admits students who fit a "typical" LHU profile³. The following statistics describe LHU's undergraduate population and help to define a "typical" LHU student (data from fall 2008):

- 92% "traditional" (aged 25 or younger)
- 57% female
- 88% Caucasian, 7% African-American, 2% Hispanic, 1% Asian, 2% non-resident
- 90% Pennsylvania residents, 4% New Jersey residents, 3% international

¹ Based on CIRP, NSSE, and FAFSA data: www.lhup.edu/middle-states/docs_students/FirstGen.doc.

² University IPEDS submission: www.lhup.edu/ir/surveys/IPEDS/Fin_Aid_Summary.pdf.

³ About LHU: Fast Facts: www.lhup.edu/admissions/utility/fast_facts.shtml.

1 The Admissions website provides information for students, parents⁴, and guidance
 2 counselors⁵ regarding the admissions criteria used by the university. The website includes
 3 specific information and requirements for admission for transfer⁶, international⁷, and
 4 graduate students⁸. Admissions to the Clearfield campus are sent to and evaluated by the
 5 Admissions Office staff housed at the Main campus. Since the Clearfield campus has an
 6 access mission, a wider variety of students is accepted at this campus. All applications are
 7 reviewed by Admissions staff who determine whether or not the individual is granted
 8 admission to the university.

9 Some programs require that incoming majors meet certain criteria for acceptance. These
 10 include Health Science, Elementary Education, 3+2 Early Admission Physician Assistant
 11 Program, 3+3 Early Admission Physical Therapy program,⁹ Nursing (A.S.N.),¹⁰ Studio
 12 Art (portfolio required),¹¹ and Music (audition required).¹²

13 4.2. Student Data

14 4.2.1. Enrollment

15 **Table 9.** Student Enrollment (Fall Headcount)

	FA03	FA04	FA05	FA06	FA07	FA08	FA09	Chg
Main Campus	4,219	4,367	4,556	4,545	4,615	4,602	4,642	10.03%
Clearfield Campus	477	508	421	345	367	386	402	-15.72%
Graduate	212	251	306	285	259	278	285	34.43%
Total	4,908	5,126	5,283	5,175	5,241	5,266	5,329	8.58%

16 SOURCE: Key Statistics, 3 (www.lhup.edu/middle-states/documents/StaffingComps080519.pdf)

17

18 Three comments on these overall numbers are worth noting:

- 19 • The main campus and overall enrollment have increased in keeping with the
 20 university's 2003 strategic plan.
- 21 • Clearfield enrollment peaked in 2004 for two reasons: a one-time surge of interest
 22 prompted by the closure of several area companies and an expansion in the nursing
 23 program. The latter was prompted by community interest, but the university found
 24 that the quality of the program could not be maintained with larger numbers, and
 25 subsequently reduced the number of students admitted each year. Enrollment has
 26 increased steadily since.
- 27 • Graduate enrollment declined briefly after 2005, following the ending of a grant that
 28 provided tuition assistance for inner-city teachers in one of the university's M. Ed.
 29 programs. The addition of a graduate recruiter has supported increased enrollment.

⁴ Information for parents: www.lhup.edu/admissions/info/parents/index.shtml.

⁵ Information for guidance counselors: www.lhup.edu/admissions/info/counselors/index.shtml.

⁶ Information for transfer students: www.lhup.edu/admissions/info/transfer/index.shtml.

⁷ Information for international students: www.lhup.edu/admissions/info/international/index.shtml.

⁸ LHUP Graduate Admissions Home: www.lhup.edu/admissions/info/graduate/index.shtml.

⁹ Physician Assistant and Physical Therapy programs: www.lhup.edu/health_science/special_programs.

¹⁰ Nursing: www.lhup.edu/nursing/prospectivestudents/app_process.htm.

¹¹ Studio Art: www.lhup.edu/art/index.htm.

¹² Music: www.lhup.edu/performing-arts.

1 **Table 10.** Admissions Data

	FA02	FA03	FA04	FA05	FA06	FA07	FA08	Chg
Applicants	3,696	4,006	4,511	3,856	4,120	4,812	4,763	28.9%
Acceptances	3,074	3,258	3,661	3,032	2,945	3,560	3,478	13.1%
Enrolled	1,134	1,178	1,224	1,247	1,093	1,233	1,291	13.8%
Accept Rate	83.2%	81.3%	81.2%	78.6%	71.5%	74.0%	73.0%	-10.1%
Yield (Enrolled/Acceptances)	36.9%	36.2%	33.4%	41.1%	37.1%	34.6%	37.1%	0.2%

2 SOURCE: Key Statistics, 6 (www.lhup.edu/middle-states/documents/StaffingComps080519.pdf)

3

4 **Table 11.** New Student Enrollment

	FA02	FA03	FA04	FA05	FA06	FA07	FA08	Chg
Main Campus	1,082	1,154	1,175	1,224	1,145	1,389	1,473	36.1%
First-time	932	967	989	1,055	970	1,206	1,279	37.2%
Transfer	150	187	186	169	175	183	194	29.3%
Clearfield Campus	190	178	167	163	113	124	163	-14.2%
First-time	137	132	130	133	94	104	109	-20.4%
Transfer	53	46	37	30	19	20	54	1.9%
Graduate	79	82	93	133	109	86	85	7.6%
PHYS	45	43	43	48	42	49	45	0.0%
MEd, MLA	26	31	36	35	40	28	29	11.5%
Non-Deg	8	8	14	50	27	9	11	37.5%
Total	1,351	1,414	1,435	1,520	1,367	1,599	1,721	27.4%

5 SOURCE: Key Statistics, 6 (www.lhup.edu/middle-states/documents/StaffingComps080519.pdf)

6

7 **Table 12.** New Student Characteristics

	FA02	FA03	FA04	FA05	FA06	FA07	FA08	Chg
Female	61.6%	57.6%	59.5%	57.9%	57.3%	53.4%	56.9%	-4.7%
Minority (Black & Hispanic)	3.9%	4.4%	6.6%	10.9%	10.0%	9.3%	9.5%	4.6%
PA Residents	84.3%	86.0%	85.8%	86.0%	84.1%	86.3%	88.1%	3.8%
SAT Verbal (mean)	481	484	481	467	468	467	467	-14
SAT Math (mean)	482	489	484	477	478	475	474	-8

8 SOURCE: Key Statistics, 6 (www.lhup.edu/middle-states/documents/StaffingComps080519.pdf)

9

10 From 2009 to 2014, Pennsylvania is projected to experience a decline in high school
 11 graduates from 148,276 to 135,738 students (8.4 percent).¹³ Published reports have
 12 projected a substantial decline in the number of high school graduates nationally through
 13 2017.¹⁴ Pennsylvania high school graduates are expected to decline by 13% (2007-17)
 14 overall, and by more than 20% in much of central Pennsylvania (with increases only in
 15 eastern and southeastern counties);¹⁵ similar declines are expected throughout the Middle
 16 Atlantic region. Using Pennsylvania Department of Education projections and the
 17 percentage of high school graduates from each county that the university typically
 18 enrolls, the university has attempted to project entering student enrollments (freshmen
 19 and transfer for each campus). This analysis suggests that the total fall entering class will

¹³ Western Interstate Commission on Higher Education: *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022*: www.wiche.edu/policy/Knocking/1992-2022.

¹⁴ *Knocking at the College Door*: www.wiche.edu/policy/Knocking/1992-2022.

¹⁵ Projected Pennsylvania high school graduates: www.lhup.edu/middle-states/docs_data/StudentTrends_PDE.pdf.

1 fall from 1,636 (fall 2008) to 1,364 (fall 2015) before leveling off around 1,400. The
 2 cumulative effect would be to reduce head count from 5,266 (fall 2008) to about 4,500 by
 3 fall 2020, a decline of 15%. This is, of course, unless the university develops new
 4 programs on both campuses that will attract additional students.

5 Recommendation 4.1
 6 Define more clearly in the university’s mission statement the student
 7 population we seek to serve.

8 Recommendation 4.2
 9 Identify optimal numbers and characteristics of undergraduate and
 10 graduate students envisioned in the university’s plans for increased
 11 enrollment.

12 Recommendation 4.3
 13 Develop new academic programs and majors within the context of LHU’s
 14 mission for undergraduate and graduate students to offset the imminent
 15 decline in high school graduates..

16 **4.2.2. Retention and Graduation Rates**

17 **Table 13.** Second-Year Persistence

Cohort entering	FA02	FA03	FA04	FA05	FA06	FA07	FA08	Chg
All Students	74.3%	70.4%	72.7%	67.7%	70.3%	66.8%	68.8%	-5.5%
White	75.9%	71.7%	72.7%	70.6%	72.1%	68.1%	70.1%	-5.8%
Black + Hispanic	58.9%	56.0%	68.9%	56.3%	59.4%	57.0%	61.3%	2.4%
Male	71.1%	66.3%	70.2%	64.2%	69.5%	64.1%	65.3%	-5.8%
Female	76.4%	73.6%	74.4%	70.4%	70.9%	69.1%	71.4%	-5.0%

18 SOURCE: Key Statistics, 15 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

19 **Table 14.** Four-Year Graduation Rate

Cohort entering	FA99	FA00	FA01	FA02	FA03	FA04	FA05	Chg
All Students	25.4%	29.0%	31.2%	30.9%	28.7%	29.8%		
White	26.0%	30.2%	32.1%	32.5%	30.0%	31.6%		
Black + Hispanic	10.3%	9.8%	18.9%	14.3%	16.0%	15.1%		
Male	17.7%	18.8%	25.3%	23.2%	21.0%	26.0%		
Female	31.6%	36.5%	35.4%	35.8%	34.8%	32.4%		

20 SOURCE: Key Statistics, 15 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

21 **Table 15.** Six-Year Graduation Rate

Cohort entering	FA97	FA98	FA99	FA00	FA01	FA02	FA03	Chg
All Students	48.7%	49.6%	52.4%	52.7%	50.9%	54.8%		
White	49.5%	50.5%	53.7%	54.3%	51.7%	56.4%		
Black + Hispanic	27.8%	39.6%	20.5%	31.4%	32.4%	37.5%		
Male	40.8%	46.0%	47.6%	43.1%	48.4%	51.3%		
Female	54.1%	52.4%	55.9%	60.1%	52.6%	57.1%		

22 SOURCE: Key Statistics, 15 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

1 PASSHE has established goals for persistence and graduation rates and publishes this
2 data annually.¹⁶ The university's graduation rates exceeds those of peer schools identified
3 by PASSHE (even though average SAT scores are below those in the peer group), but
4 trail those of most PASSHE schools. Second-year persistence rates trail those of both
5 PASSHE and peer schools. The second-year persistence rate, which averaged about 72%
6 from 1997-2004, has declined. The year-long Foundations of Excellence project (2008-
7 09) has prepared twenty-five recommendations for developing a structured and
8 consistent first-year experience intended to address this concern. The Enrollment
9 Management Committee has developed an Enrollment Management Plan with
10 recommendations to improve the academic support services for first-year students,
11 primarily through the development of an Early Warning System.

12 **Recommendation 4.4**

13 Develop a consistent, structured first-year experience for all students,
14 using recommendations of the Foundations of Excellence report to
15 improve second-year persistence and graduation rates.

16 **Recommendation 4.5**

17 Establish an early warning system for all first-year students that would
18 facilitate academic success and improve second-year persistence and
19 graduation rates.

20 **Recommendation 4.6**

21 Identify responsibility for efforts to ensure first-year student success (e.g.,
22 monitoring class sizes, course offerings, and the first-year experience as a
23 whole; developing policies and programs to support student success).

24 **4.3. Student Support**

25 **4.3.1. All Students**

26 **Student advising** is a responsibility of faculty. All students are assigned an advisor in
27 their major area of study and must meet with their advisors in order to register for the
28 upcoming semester. Exploratory Studies students may be assigned an advisor from an
29 intended major or from Academic Development and Counseling (ADAC). Students may
30 change advisors (the necessary form is available on the Registrar's Office website).
31 Students who change majors are assigned a new advisor in the new major. The *Academic*
32 *Advising Handbook* provides information and outlines procedures for advisement. The
33 *Handbook* is prepared by faculty from ADAC. It is provided to all faculty and is readily
34 available online.¹⁷ The university has no universal assessment of student advising,
35 although ADAC provides an optional instrument that faculty may use. Since student
36 mentoring became a required element of the promotion process, faculty have begun to
37 data from student advising assessment as evidence of mentoring of students. On the 2008

¹⁶ PASSHE Fact Books: www.passhe.edu/executive/it/research/pages/books.aspx.

¹⁷ *Academic Advising Handbook*: www.lhup.edu/ad_c/AcademicAdvising/academicadvisinghdbkpdfcopy.pdf

1 National Survey of Student Engagement (NSSE), 80% of students rated the quality of
2 advising they had received as “good or excellent” while only 4% rated it as “poor,”¹⁸
3 comparing favorably with peer schools.

4 The **STEP (Student Technology Enhancement Program)** initiative requires all entering
5 freshman to bring a laptop computer as they enter Lock Haven University.¹⁹ The
6 President’s vision includes implementing its mission to meet evolving career and societal
7 needs. The laptop requirement is included in the “cost of education” in determining
8 students’ financial need. A “loaner program” provides laptops for students with
9 exceptional need as long as they remain academically eligible, but fewer than 20 students
10 took advantage of this provision the first year.

11 **University Tutorial Services** complements the Math and Writing Centers by providing
12 group peer tutoring (by appointment) for students in other 100- and 200-level general
13 education courses.²⁰ About 60 trained peer tutors serve approximately 375 student
14 requests each semester, providing over 3,000 hours of tutoring each academic year. Data
15 indicate that 87% of students report that they applied the skills that they learned and 88%
16 that the tutor helped them to help themselves with the subject matter. In the fall of 2009,
17 the university began offering online tutoring through SmartThinking, extending hours
18 that tutorial services are available, providing tutoring for additional subjects (particularly
19 science, accounting and economics), and serving distance education students.²¹

20 The **Writing Center** assists students in improving writing skills.²² Overall demand has
21 decreased over the past two years, but the center continues to be used by freshmen, who
22 report that they are generally satisfied with the services provided.

23 The **Math Center** provides tutoring services for about 1,200 students in 100 and 200
24 level math courses each year. Fewer hours of tutoring will be available during 2009-10
25 due to anticipated budget reductions.

26 The **Clearfield Campus** prepares students for personal and professional success through
27 professional programs and general education that develops essential skills. Operating
28 under the supervision of the main campus, the Clearfield campus fosters educational
29 opportunities for students who may be physically or financially place-bound. About 40%
30 of students are non-traditional, with challenges related to child care, scheduling classes
31 around job responsibilities, and academic support for returning adult students. Peer
32 tutoring is available by appointment, although it has been difficult to identify tutors in
33 two-year programs serving non-traditional students. There is no “drop-in” support
34 comparable to the main campus Writing and Math Centers, although some faculty
35 volunteers hold office hours in the Student Learning Resource Center to assist students.
36 In the fall of 2009, the university added a half-time position to coordinate tutoring and
37 provide additional support as needed for disability services, counseling, and advising at
38 Clearfield.

¹⁸ NSSE Frequency Distribution: <http://www.lhup.edu/ir/surveys/NSSE.htm>.

¹⁹ STEP (laptop initiative): www.lhup.edu/step.

²⁰ Tutorial Services: www.lhup.edu/ad_c/TutorialServices/home.htm.

²¹ SmartThinking: www.smarthinking.com.

²² LHUP Writing Center: www.lhup.edu/writingcenter/.

1 **4.3.2. Special Populations**

2 The **Act 101/EOP Program**, “partially funded by the Pennsylvania Act 101/Higher
3 Education Equal Opportunity Program state grant, assists students whose educational and
4 economic backgrounds impair their initial ability to successfully pursue higher
5 education.”²³ The program serves to up to 5% of the students who are enrolled at the
6 university. Outcomes data indicates that 51.5% of students in the EOP program persist
7 from fall to fall, which is about 15% less than the general population of students at LHU.
8 The four year graduation rate is significantly less for this population (11.6% for EOP
9 students compared with 29.8% for the general student population.) The overall GPA for
10 EOP students is 0.3 points lower than that of the general student population.

11 The **Haven Achiever’s Program** was begun in the fall of 2007 to provide academic
12 support for at-risk students.²⁴ This full-year program replaced the university’s Summer
13 Development Program, which was attracting fewer students, particularly due to students’
14 need for summer employment. In its second year (2008-09) the program enrolled 122
15 students. It familiarizes the students with support services on campus and provides
16 weekly study sessions as well as occasional workshops about study skills. The program
17 had a second-year persistence rate of 57% with its entering cohort.

18 **Student Support Services** (federally funded TRIO program) primarily serves first-
19 generation, low-income and disabled students.²⁵ The program structures students’ initial
20 educational experience through assessment, course selection, instruction in ADAC 119
21 (first-year student seminar), and individualized help in the writing process across the
22 curriculum. During 2008-09, 65.7% of participating students met the criteria for first
23 generation, low-income and disabilities. During that same year, 14.3% qualified for the
24 Dean’s List (3.5 GPA) and the average GPA for all SSS students was 2.721.

25 The **Structured Summer Program** began in the summer of 2009. The program targets
26 students with a cumulative GPA of 1.5 or lower (after two semesters of enrollment).
27 Students are required to sign a contract that specifies mandatory study sessions,
28 attendance at workshops provided by support services staff, and meeting with academic
29 mentors periodically. Of 17 students in the inaugural year of the program, 5 students
30 raised their GPA to above a 2.0 and all but two students increased their overall GPAs.

31 The **Office for Disability Services for Students** explores and facilitates “reasonable
32 accommodations, academic adjustments, and/or auxiliary aids and services for
33 individuals with disabilities in courses, programs, services, activities, and facilities.”²⁶
34 From 2002 to 2008, the number of students enrolled with the office increased 252% to
35 400. Almost all students report that the accommodations they have received have a
36 positive impact on their grades, and they are extremely satisfied with services provided
37 by the Office.²⁷

²³ Act 101/EOP: www.lhup.edu/ad_c/Act101.htm.

²⁴ Haven Achievers Program: www.lhup.edu/ad_c/HavenAchieversProgram.htm.

²⁵ SSS: www.lhup.edu/student-support-services/.

²⁶ Disability Services: www.lhup.edu/disability-services/.

²⁷ Disability Services annual report: www.lhup.edu/planning-and-assessment/program/0809/Reports/DisabilitySvcReport0809.doc.

1 The **Office of Human and Cultural Diversity** works with multicultural, minority, and
2 other students (including all ethnic groups as well as international, physically challenged,
3 lesbian/gay/bisexual, and non-traditional groups) and assists them with their questions
4 and concerns.²⁸ Approximately 50-60 students are involved each year in the five different
5 programs administered by this office. The majority of students enrolled in these programs
6 achieve a 2.5 GPA or higher.

7 The **Counseling Center** provides “consultation, psychological assistance (psychological
8 testing, diagnostics and treatment) and counseling to students with personal,
9 psychological, emotional or academic adjustment issues” as well as “consultation and
10 education regarding mental health topics.”²⁹ The student utilization rate of 5% of the
11 population is consistent with the mental health utilization rates on other college
12 campuses. Students report that their participation in counseling makes it more likely that
13 they will stay in school, that they learned useful information about the problem that
14 brought them to counseling, and they used strategies/techniques/coping skills learned in
15 counseling to deal more effectively with their problems. The Counseling Center recently
16 received accreditation by the International Association of Counseling Services (IACS).

17 The **Honors Program** and **First-year Excellence Program**³⁰ provide a special learning
18 community for academically talented students. The program provides small classes for an
19 enhanced General Education experience; opportunities to work closely with faculty on an
20 individual basis, pursue research projects, and participate in scholarly conferences;
21 leadership training; and enhanced co-curricular and experiential learning opportunities.
22 During 2008-09, these two programs received 160 applications for 90 positions, up from
23 61 in 2005-06, the number of applicants was 61. The demand was so high that the cap for
24 incoming freshmen was raised from 40 to 50. Both programs have a record of
25 outstanding student retention (above 95%).

26 The university provides a wide variety of programs for special populations, but lacks a
27 comprehensive program of academic support services that would ensure that all students
28 receive appropriate support.

29 **Recommendation 4.7**

30 Develop a comprehensive program of academic support services to ensure
31 that all students receive appropriate support.

32 **4.4. Student Services**

33 **Enrollment Services** is responsible for generating accurate records of student enrollment
34 and achievement and overseeing the enforcement of academic policies. This office is the
35 official source of records for students pursuing degrees and the only source authorized to
36 issue transcripts, certify enrollment and attendance, and award degrees. The office
37 reviews degree audit accuracy, developed a new student scheduling process, developed
38 new student reference materials, acquired software to assist in office responsibilities, and

²⁸ Human and Cultural Diversity: www.lhup.edu/diversity/home.html.

²⁹ Counseling Center: www.lhup.edu/ad_c/CounselingServices.htm.

³⁰ Honors Program: www.lhup.edu/honors.

1 participates in professional development opportunities. Faculty/staff and students are able
2 to access information via the web.³¹ Current students are also able to register for classes
3 online³².

4 The Registrar's Office will release **student records** only with the written consent of the
5 student. Faculty and staff likewise release information only in keeping with the
6 university's FERPA policy.³³ The Registrar presents workshops about FERPA policy for
7 faculty and staff during University Days and New Faculty Orientation.

8 Information about **transfer credits** and the process of transferring credits is available on
9 the Registrar's website.³⁴ An Academic Passport, which will assure the holder entry into
10 LHU, will be awarded to students who have earned either an associate of arts or an
11 associate of science degree from any Pennsylvania public community college, or who
12 have earned at least 12 credits from another State System school. To be eligible for the
13 passport, a community college student must have a grade point average of at least 2.0 and
14 earned at least 30 of their credits in liberal arts courses at a Pennsylvania public
15 community college. State System students must have at least 12 credits with a 2.0 GPA to
16 qualify for the passport. Individual courses to be transferred are approved by the
17 Registrar prior to the student enrolling in the course on an individual basis with the
18 completion of a Transfer Credit Approval Form. At the time of writing, the university did
19 not have a published credit transfer policy as required by Middle States (Standard 8) and
20 the Higher Education Opportunity Act (Section 495).

21 Recommendation 4.8

22 The university must develop and publicly disclose its policies and
23 procedures regarding the transfer of credit.

24 Lock Haven students receive more than \$40 million each year in **financial aid**.³⁵ Over
25 90% comes through federal and state grants or student loans – all administered through
26 the Student Financial Services Office, which serves students and families in the areas of
27 financial aid, student and parent loans, VA education benefits, billing, refunds, and
28 financial counseling. Current and prospective students can access this information on the
29 Student Financial Services website.³⁶ (Student Financial Services was created to provide
30 more seamless service to students by the 2005 merger of the previously separate financial
31 aid and student accounts offices.)

32 Because of the current financial situation, the Board of Governors has made an exception
33 to its longstanding policy that prohibited use of state funds for scholarships. The
34 university set aside \$50,000 of E&G funds for a "last dollar" scholarship of up to \$1,500
35 for academically able students who have exhausted all other financial resources.

³¹ Registrar's Office: www.lhup.edu/academic/acad_affairs/index.htm.

³² Registration Information: www.lhup.edu/academic/acad_affairs/registration/index.html.

³³ FERPA Policy: www.lhup.edu/academic/acad_affairs/FERPA/ferpa_welcome.htm.

³⁴ Transfer: www.lhup.edu/academic/acad_affairs/transfer_information/transfer_information_main.htm.

³⁵ Key Statistics: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

³⁶ Student Financial Services: www.lhup.edu/financial-services/index.htm.

1 Students may also apply for scholarships available through the LHU Foundation.
2 Approximately 82 percent of the endowment is earmarked for scholarships. The
3 Foundation administers more than 190 individually named scholarships.³⁷ Scholarships
4 are awarded in most academic areas and recipients are determined by the academic
5 department. Athletic scholarship recipients are determined by the team's coach. In 2007-
6 08, \$1,090,474 was awarded for scholarships to more than 480 students (approximately
7 \$870,000 in athletics scholarships and \$220,000 in academic scholarships).³⁸

8 Additional scholarships include Board of Governors scholarships for academically
9 promising minority students, scholarships awarded by the Honors Program and the
10 MountainServe to students who meet their criteria for assistance, and stipends and
11 scholarships for study abroad Institute for International Studies. Still other financial aid
12 opportunities are available through other organizations on campus, but a comprehensive
13 listing of these resources is not available.

14 **Glennon Health Services**³⁹ provides medical evaluation and treatment to students
15 enrolled at the university. The staff includes a medical director, physician's assistants,
16 registered nurses, a licensed practical nurse, and a secretary. Health Services staff care for
17 about 5,500 visits per year and provide assistance to about 2,800 by phone or referral.
18 Evening and Saturday hours have recently been expanded.

19 **Career Services** provides resources and services to help students explore, select and
20 pursue meaningful careers that are consistent with their interests, values and skills."⁴⁰ The
21 most recent annual follow-up survey of graduates indicates that, within six months of
22 graduation almost all are either employed (77%), in the military (2%), or continuing their
23 education (16%). Of those who were employed, 85% were working in their chosen field
24 and 76% remained in Pennsylvania.

25 **4.4.1. Programs and Activities**

26 Over the years, the **Institute for International Studies (IIS)**⁴¹ has supported study
27 abroad experiences for more than 2,000 Lock Haven students and a similar number of
28 international students. Each semester IIS works with the International Student
29 Association to provide interesting programming for the 100+ international students on
30 campus and the broader university community, as well as matching international students
31 with faculty and staff through the International Friendship Program. Each year over 100
32 students study abroad with one of the university's 35 exchange partners (in 21 different
33 countries), as part of a faculty-led summer or short-term program, or an international
34 student teaching placement. The office also provides support for LHU and international
35 faculty to teach and conduct research in Lock Haven as well as at a partner university.

36 **MountainServe** encourages and coordinates community service opportunities.⁴² During
37 the 2008-2009 academic year, 3,445 students completed 56,500 hours of community

³⁷ LHU foundation: www.lhup.edu/foundation/QuickFacts.html.

³⁸ Foundation scholarships: www.lhup.edu/foundation/scholarships/list-of-scholarships.htm.

³⁹ Health Services: www.lhup.edu/health/.

⁴⁰ Career Services: www.lhup.edu/career/.

⁴¹ Institute for International Studies: www.lhup.edu/international-studies.

⁴² MountainServe: lhupvolunteer.wetpaint.com/.

1 service. Based on value estimates from Independent Sector, the monetary value of student
 2 volunteerism to Clinton County and the Commonwealth of Pennsylvania is over \$1.1
 3 million.

4 The **Student Cooperative Council (SCC)**⁴³ develops a program of student activities,
 5 oversees student organizations, and represents student concerns to the faculty and
 6 administration. The SCC contributes financially to the university's athletics program and
 7 operates Parsons Union Building (PUB), the University Bookstore,⁴⁴ and the Student
 8 Recreation Center (Rec Center).⁴⁵

- 9 • Through student activity fees, the SCC supports over 135 campus clubs and
 10 organizations,⁴⁶ as well as the university's athletics program.
- 11 • The Rec Center offers classes in fitness and self defense, as well as outdoor
 12 recreational opportunities such as kayaking. Student use increased 4% in 2008-09,
 13 to 104,000 hours.
- 14 • The SCC sponsors approximately a dozen club sports.⁴⁷
- 15 • Approximately 1,300 participants compete in a total of 11 intramural sports each
 16 year.⁴⁸
- 17 • The Haven Activities Council (HAC) and its eight student committees plan and
 18 implement a varied program of campus events throughout the year.⁴⁹
- 19 • The Eagle Eye, the official student newspaper of Lock Haven University, is
 20 published weekly in accordance with the University calendar.⁵⁰

21 **Intercollegiate athletics** supports the university's mission by challenging students to
 22 grow emotionally and socially, providing a challenging yet supportive environment
 23 where the values and ideals of people of diverse backgrounds are fully respected,
 24 developing teamwork and leadership skills, and fostering a sense of civic responsibility
 25 through participation in public service. Athletics grants nearly \$1 million in scholarship
 26 support for student athletes annually. By providing an educationally based, fiscally
 27 responsible, gender-equitable, and ethically sound program imbued with the values of
 28 excellence, sportsmanship, and civic responsibility, the program contributes to a positive
 29 image of Lock Haven University.⁵¹

30 The athletics program attracts students to the university. Lock Haven competes in
 31 Division I in two sports (men's wrestling and women's field hockey), in seven men's
 32 sports in Division II (baseball, basketball, cross country, football, soccer, indoor track
 33 and field, outdoor track and field), and in nine women's sports in Division II (basketball,

⁴³ LHU S.C.C. Home: www.lhup.edu/scc/.

⁴⁴ Bookstore: bookstore.lhup.edu.

⁴⁵ Student Recreation Center: www.lhup.edu/rec_center.

⁴⁶ Student Clubs and Organizations: www.lhup.edu/scc/Web/SCC%20Clubs2.html.

2009-10 Club Guide: www.lhup.edu/sao/Club%20Guide.doc.

⁴⁷ Club sports: www.lhup.edu/scc/Web/SCC%20Clubs_Sports.html.

⁴⁸ Lock Haven University Intramurals: www.lhup.edu/intramurals/.

⁴⁹ Haven Activities Council:

www.lhup.edu/student_activities/Student%20Activities%20Website/Haven%20Activities%20Council.htm.

⁵⁰ The Eagle Eye: www.lhueagleeye.com/.

⁵¹ Athletics: www.lhup.edu/deptofathletics and www.havensports.com.

1 cross country, lacrosse, soccer, softball, swimming, indoor track and field, outdoor track
2 and field, volleyball). The coaches recruit approximately 1,000 students each year and
3 about 450 enroll. Non-recruited students are also encouraged to try out as walk-ons.
4 Approximately 10% of male and 6% of female students participate each year.
5 Scholarship levels for male and female student athletes are almost divided equally,
6 although the trend has been for slightly more total scholarship dollars to go to female
7 than to male athletes.

8 Student athletes succeed academically. The average GPA of student athletes enrolled at
9 LHU is 2.8 compared to 2.6 for the student population as a whole. The six-year
10 graduation rate (2008-2009) was 73% compared with the 55% federal graduation rate.
11 Student athletes contribute at least 6,000 hours of community service per year.

12 The university provides substantial support for athletic programs, including the recent
13 turfing of two fields and other upgrades to the athletics facilities. The improvements
14 serve not only competitive athletic programs, but also the university's instructional and
15 intramural programs.

16 **4.4.2. Living Environment**

17 The university provides **student housing**. First-time students must live on campus until
18 they have earned 30 credit hours (exception is made for students who reside at their
19 permanent residence within a 50-mile radius of the campus). On-campus housing
20 capacity is currently 1,629 and occupancy has been consistent during the past 10
21 years.⁵² A Quality of Life survey is administered each year to students in the residence
22 halls, and at least 85% report satisfaction with the halls, the RAs, and the programming
23 available, and that they have grown personally from their experience.⁵³ The university
24 provides live-in professional staff in all of its residence halls to provide a high-quality
25 living environment. The LHU Foundation owns and operates the Evergreen Common
26 complex, opened in 2004 with a capacity of 408 students. A market study has identified
27 the need for a more varied mix of housing accommodations, including suite-style
28 housing. The university has contracted with a consultant to conduct a housing study and
29 develop a 15-year master plan for student housing that would include a wider range of
30 living space options.

31 The university provides **food service**⁵⁴ in Bentley Hall and the PUB. During 2007-08,
32 Bentley was significantly expanded and renovated. Students purchase nearly 2,800 meal
33 plans each semester (over 1,000 more than live on campus), choosing from five plan
34 options plus an all-flex option. Since 2007, food services have been provided by
35 Aramark. Food services are evaluated through surveys conducted each semester by
36 Aramark, the annual Quality of Life Survey, and monthly visits by an external consultant.
37 The consultant visits monthly and monitors nutrition, contract compliance, employee
38 issues, food quality, menus, staffing levels, etc. Results of all these evaluations are shared
39 with the Vice President of Student Affairs. Changes are made in consultation with the

⁵² Student Life Housing: www.lhup.edu/housing/.

⁵³ Quality of Life Survey data: www.lhup.edu/middle-states/docs_students/QLSResults2008.doc.

⁵⁴ Dining Services: www.campusdish.com/en-us/CSE/LockHaven.

1 consultant, Aramark management, Dean of Student Affairs Dr. Dwayne Allison, and
2 members of the university's food service committee. In addition to full food service,
3 snack foods are available in the Health Sciences building, in Robinson, and at Clearfield.

4 The University **Public Safety** Department has three major areas of responsibility: police,
5 parking, and environmental health and safety.⁵⁵ The ten sworn police officers have
6 extensive training and are regularly recertified in a number of areas. Uniformed officers
7 patrol the campus on foot, by vehicle, and on bicycles, 24 hours a day, seven days a
8 week. Crime statistics in the university's CLERY report⁵⁶ indicate that both the main and
9 Clearfield campuses are relatively crime free. The most frequent arrests on the main
10 campus are for liquor law violations, although these have declined significantly. About
11 one-quarter of these cases are sent for Judicial Review by the university. There have been
12 no arrests or Judicial Reviews at the Clearfield campus.

13 **4.5. Student Discipline**

14 Procedures for **student discipline** are outlined in the *Student Handbook*⁵⁷ and are
15 typically handled through the designee of the Vice President of Student Affairs. In some
16 cases, the University Judicial Board (composed of two faculty, two administrators, and
17 two students) hears the case and makes recommendations.

18 The procedures for **student grievances** (formal and informal) are available to students,
19 faculty, and staff in the *Student Handbook*,⁵⁸ which is available online as well as in hard
20 copy from the bookstore and Student Affairs staff. The Social Equity Officer also
21 provides in class presentations to students to orient them to the grievance process, which
22 is also reviewed with them by Student Affairs staff. There is no general grievance policy,
23 but there are specific policies dealing with grievances about grades, conduct violations,
24 sexual harassment, and plagiarism.

25 **4.6. Conclusion**

26 Lock Haven University admits students in keeping with its access and regional missions.
27 These students persist and graduate at rates comparable to those of students at similar
28 schools, although at rates lower than the university and PASSHE would like. There are,
29 however, some divergent views within the university about the number and kinds of
30 students the university should enroll; these issues should be clarified as the university
31 revises its mission and develops a new strategic plan.

32 As the university moves into a period of challenging demographic changes, maintaining
33 or increasing the size of the university will require initiation of new programs that will
34 attract additional undergraduate and graduate students, as well as improved student
35 retention. The Foundations of Excellence process has gathered a wealth of information
36 and developed a substantial set of recommendations, including that the university develop

⁵⁵ Public Safety: www.lhup.edu/publicsafety/.

⁵⁶ Clery report: [www.lhup.edu/publicsafety/annual%20security%20report%202008%20\(4\).pdf](http://www.lhup.edu/publicsafety/annual%20security%20report%202008%20(4).pdf).

⁵⁷ *Student Handbook*: www.lhup.edu/student-handbook.

⁵⁸ *Student Handbook*: www.lhup.edu/student-handbook.

- 1 a consistent first-year experience for all students, establish an early warning system for
- 2 first-year students, and provide specific leadership for this initiative.

Draft

Chapter 5.

Faculty (Standard 10)

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Lock Haven University's major asset is its faculty of dedicated teachers, respected researchers, and others whose primary responsibility lies outside the classroom (e.g., librarians, counselors). Many have been recognized as leaders in their professional organizations and developed networks with colleagues throughout the campus and world. They are well-qualified to oversee and carry out the university's programs of instruction, research and service.

5.1. Recruitment and Retention

The total number of teaching faculty has remained relatively constant during recent years. The percentage of tenured faculty has increased, while the percentage of tenure track faculty has decreased. Some temporary faculty members have been hired into tenure track positions and some temporary faculty have been converted to tenure track upon completion of the doctorate.

Table 16. Faculty by Status

	FA03	FA04	FA05	FA06	FA07	FA08	FA09
Tenured	135	125	126	150	158	164	
Tenure-track (TT)	83	97	109	90	79	73	
Temporary (Full-time, FT)	34	47	34	25	26	27	
Temporary (Part-time, PT)	24	23	20	21	18	22	
Total	276	292	289	286	281	286	
% of FT Faculty Tenured or TT	86.5%	82.5%	87.4%	90.6%	90.1%	89.8%	
% Temporary	21.0%	24.0%	18.7%	16.1%	15.7%	17.1%	

SOURCE: Key Statistics, 20 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

Table 17. Full-Time Faculty by Rank

	FA03	FA04	FA05	FA06	FA07	FA08	FA09
Professor	50	49	51	53	59	61	
Associate	56	65	67	77	77	83	
Assistant	108	110	117	110	100	93	
Instructor & Temp	38	45	33	25	27	27	
Total	252	292	289	286	281	286	

SOURCE: Key Statistics, 20 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

1 The various faculty statuses are defined by the APSCUF CBA.¹ The current CBA (2007-
2 11) defines faculty positions as follows: regular (tenured or tenure-track), non-tenure
3 track, temporary (full- or part-time) regular part-time. The 2003-07 CBA limited part-
4 time temporary faculty to 7% of the regular faculty complement². The current CBA
5 (2007-11), limits temporary faculty to 25% of the full-time equivalent of all faculty
6 members.³ Over the past ten years, the percentage of temporary faculty has ranged from
7 15.7% to 24.0% (averaging 19%). Part-time faculty have totaled 5% to 9% of FTE (2% to
8 4% of total faculty FTE). In a typical year, six of the part-time faculty have been
9 practitioners employed by the Physician Assistant program as lecturers on special topics
10 and as clinical supervisors.

11 **5.1.1. Recruitment**

12 Departmental and university decisions regarding initial faculty appointments are
13 consistent with those of a university that values teaching, service and scholarship. The
14 doctorate or appropriate terminal professional degree is the standard for all new
15 appointments. Candidates for faculty positions are required to demonstrate strong
16 teaching skills. (Faculty whose primary responsibilities lie outside the classroom are
17 required to demonstrate expertise in their specialty.)

18
19 Faculty search committees engage in many practices to identify the most qualified
20 persons to interview. Applications must include evidence of teaching effectiveness (e.g.,
21 student evaluations; peer observations). Prior to an on campus interview, telephone
22 interviews and reference checks are conducted. To assess a prospective employee's
23 teaching expertise, scholarly potential, and communication skills, interviews include
24 teaching demonstrations and numerous opportunities to interact with faculty, students,
25 and management.

26 LHU values "knowledge and its production."⁴ For this reason, the university has made a
27 conscious effort to increase the proportion of tenured and tenure-track faculty with
28 terminal degrees. Position announcements and other hiring practices stress the
29 completion of the advanced degree. Contracts may be issued to persons without terminal
30 degrees, with the stipulation that degree completion is required to obtain tenure.⁵ As a
31 result, the proportion of faculty with terminal degrees has increased from 65.1% to 80.5%
32 from 2002-03 to 2007-08.⁶

33 Another value, as stated in the university mission, is "[t]he intellectual, moral, and social
34 virtues of people from diverse backgrounds and persuasions."⁷ The university sees to
35 recruit and retain faculty of color (i.e. Black, Latino, Asian/Pacific Islander, Native
36 American or Native Alaskan). As a part of this effort, during the past 5 years, LHU has

¹ Appointment of Faculty: www.apscuf.com/print/Article11.htm¹

² Appointment of Faculty: www.apscuf.com/pdfs/article11.pdf²

³ Appointment of Faculty: <http://www.apscuf.com/print/Article11.htm>³

⁴ Mission Statement: www.lhup.edu/mission.htm

⁵ Tenure: www.lhup.edu/HR/faculty/faculty/faculty%20TT-template.htm

⁶ Key Statistics: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

⁷ Mission Statement: www.lhup.edu/mission.htm

1 hosted seven Frederick Douglass Scholars. Since 2004, the percentage of minority faculty
2 has increased slightly from 10.8% to 11.4%, an increase in female faculty of color partly
3 offset by a decrease in male faculty of color.⁸ Lack of diversity in the community makes
4 it more difficult to attract and retain faculty of color (in 2008, 95.6% of Lock Haven's
5 residents were white).⁹

6 Since 1998, the percentage of female faculty has increased from 40.4% to 46.6%,¹⁰
7 consistent with or higher than most of the PASSHE universities.¹¹

8 The university has also sought to internationalize its campus. In 2002-03, the university
9 began to introduce new faculty to international education via a week-long field
10 experience at a partner campus in a foreign country. Since its inception, 81 faculty
11 members have participated.

12 **5.1.2. Retention**

13 The university seeks to support new faculty in their transition to LHU. Prior to their first
14 semester, an extensive orientation is provided to new faculty.¹² In 2004, a faculty
15 mentoring program was begun through which 124 new tenure-track and temporary
16 faculty have been mentored by tenured faculty from their academic departments.¹³ New
17 faculty also benefit from other programs that provide professional development for all
18 faculty, such as those offered by the Teaching and Learning Center (TLC).¹⁴ (See more
19 on faculty professional development below.)

20 The APSCUF Collective Bargaining Agreement requires that non-tenured faculty be
21 assessed on a regular basis: "Th[is] process of faculty evaluation is perceived broadly as a
22 means for extending opportunities for continuous professional development. The
23 processes are intended to be supportive of a faculty member's desire for continuing
24 professional growth and academic excellence." Specifically, five teaching observations
25 are conducted annually by peers and the department chairperson.¹⁵ In addition, the
26 Student Opinion of Instruction Survey (SOIS) provides data from students on a faculty
27 member's effectiveness. SOISs are administered to all classes taught by non-tenured
28 faculty. Observations and SOISs provide a probationary faculty member with feedback
29 that can be used to identify strengths and address weaknesses. (Tenured faculty members
30 seeking promotion must also supply data from SOISs).

31 Data on faculty departures demonstrates considerable success in retaining faculty. Lock
32 Haven faculty are more likely to be retained and less likely to leave for reasons other than
33 retirements than peer schools.

⁸ Human Resources: www.lhup.edu/ir/surveys/IPEDS/Human_Resources_Summary.pdf

⁹ Community data: www.city-data.com/city/Lock-Haven-Pennsylvania.html.

¹⁰ Key Statistics: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

¹¹ PASSHE Fact Book: www.passhe.edu/executive/it/research/pages/books.aspx.

¹² Orientation agenda: www.lhup.edu/middle-states/docs_faculty/NewFacultyAgenda2009.doc.

¹³ Faculty Mentoring Project: www.lhup.edu/provost/mentor-project.htm and Provosts Office:
<http://www.lhup.edu/Provost/log-mentor.htm>¹³

¹⁴ Teaching and Learning Center: www.lhup.edu/TLC.

¹⁵ Performance Review and Evaluation of Faculty: www.apscuf.com/images/07article12.pdf

1 **Table 18.** Faculty Departures

	2004	2005	2006	2007	2008	LHU Average	National Average ^a
Retired	12	3	4	10	5	53.3%	43.2%
Resigned	4	5	5	3	4	36.7%	
Not Renewed		1	2	1		10.0%	56.8%
Deceased		1					
Total	16	10	11	14	9		
Percent of FT faculty	5.9%	3.7%	4.2%	5.3%	3.4%	4.5%	8.0%

2 SOURCE: Key Statistics, 22 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)3 ^a National Center for Education Statistics 2004 National Study of Postsecondary Faculty (public master's)4 (nces.ed.gov/das/library/tables_listings/showTable2005.asp?popup=true&tableID=3458&rt=p)5
6 Similarly, data show that the university consistently recruits faculty candidates who will
7 successfully achieve tenure.8 **Table 19.** Tenure Success

	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Eligible	11	8	12	20	19	12	
Not Renewed				1			
Resigned							
Denied			1				
Granted	11	8	11	19	19	12	
Successful	100%	100%	92%	95%	100%	100%	

9 SOURCE: Key Statistics, 22 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)10 **5.1.3. Challenges**11 While the university has enjoyed considerable success in recruiting and retaining quality
12 faculty, several challenges remain.

- 13 • It continues to be difficult to recruit faculty of color to Lock Haven.
- 14 • Resources for national faculty searches are extremely limited. During 2008-09,
15 only \$1,200 was provided for a tenure track search, and \$900 for a temporary
16 search.¹⁶ In order to bring three qualified candidates to campus for interviews,
17 departments must often tap into limited operating budgets.
- 18 • There are numerous initiatives to engage and retain faculty, but there is no data to
19 use in evaluating their effectiveness.
- 20 • While data indicate that the majority of faculty who leave do so for the purpose of
21 retirement, there is no data on reasons that tenure-track faculty resigned or were
22 not renewed.

23 **Recommendation 5.1**24 Ensure sufficient funding for recruitment (advertising and interviewing) of
25 highly qualified faculty candidates.

¹⁶ 2008 Faculty Search Briefing: www.lhup.edu/HR/faculty%20search%20briefing%2011.24.08.htm

1 Recommendation 5.2
2 Develop outcome measures and a comprehensive program for retaining
3 new faculty.

4 **5.2. Professional Development**

5 The university supports the professional development of its faculty in many ways. The
6 Teaching and Learning Center (TLC) was developed in 1998 and “is dedicated to
7 providing faculty with resources and support needed to ensure that the highest quality of
8 teaching and learning takes place throughout the University. The TLC helps faculty stay
9 abreast of pedagogical developments in research and practice; maintains and provides a
10 wide array of resources on teaching and learning; and supports faculty in enhancing their
11 teaching.”¹⁷ The TLC has a \$10,000 operating budget that is used for campus-wide
12 programs, travel grants for conference attendance on teaching/learning topics, and other
13 scholarly activities focused on pedagogy¹⁸. The LHU Foundation awards another \$10,000
14 annually for professional faculty development endeavors in areas of teaching or research.
15 Likewise, the Provost’s Office sponsors up to \$35,000 in \$500 to \$1500 grants that are
16 distributed by peers elected to the Faculty Professional Development Committee (see
17 below).¹⁹

18 Since 1989, two faculty, one from each of the university’s two colleges, have attended
19 the PASSHE Summer Academy for the Advancement of College Teaching. Over 45
20 LHU faculty have attended, bringing back new ideas. Several have shared this
21 information colleagues during in-service programs sponsored by the TLC.

22 Prior to each semester, faculty and staff have the opportunity to participate in three to
23 four days of professional development workshops as part of University Days. Since this
24 program began in 2004, the number of sessions offered has ranged from 22 to 55 and
25 attendance (duplicated head count) has ranged from 141 to 301 faculty members.²⁰

26 The Faculty Professional Development Committee receives funding from the university’s
27 budget. Funds are allocated to the committee, which includes faculty and at least one
28 member of the University’s management team.²¹ During 2004-05, the committee awarded
29 more than \$34,000 in grants to support faculty research, projects, and travel during
30 academic year 2004-05. The awards went to 41 faculty members from 19 academic
31 departments. The 2004-05 budget represented a \$4,000 increase over the 2002-03 budget
32 and a more than \$6,000 increase over the 2003-04 budget. In 2005-06, a record high of
33 \$42,000 was awarded by the FPDC to faculty for travel, research, and special projects.
34 The greater share of these funds is typically awarded for travel. In 2004-05, at least 8 of
35 the 41 awards went to untenured faculty members.

¹⁷ Teaching and Learning Center: www.lhup.edu/TLC¹⁷

¹⁸ Teaching and Learning Center Grants and Awards: www.lhup.edu/TLC/grants/index.htm

¹⁹ Grants: www.lhup.edu/lhu_grants/

²⁰ General information on University Days: http://www.lhup.edu/university_days.

²¹ Faculty Professional Development Committee: www.lhup.edu/apscuf/Committees/FPDC.html

1 **Travel Grants:** In academic year 2006-7, the University supported faculty travel with
2 \$20,000, and at least 7 of the 28 travel grants went to untenured faculty members.
3 Numerous faculty received travel grants over the past five years; however, for clarity of
4 presentation, data from only two academic years (06-07, 07-08) are represented as a case
5 study. During academic years 06-07 and 07-08, 60 faculty members applied for travel
6 grants, with three being denied (2 untenured; 1 tenured). During the same time period, a
7 total of 57 travel grants were awarded (30 to tenured faculty; 27 to untenured faculty).

8 **Small Campus Grants and Annual Campus Grants:** These grants are not as frequently
9 awarded as other types of professional development grants; therefore, five academic
10 years were chosen for examination (02-03, 03-04, 06-07, 07-08, 08-09-partial). During
11 the five chosen academic years, 21 Small Campus Grants were awarded (14 to tenured
12 faculty; 7 to untenured faculty) The typical amount for these grants was \$500.00. During
13 the five chosen academic years, 20 research grants were awarded (11 to tenured faculty; 9
14 to untenured faculty). The typical amount for these grants was \$1500.00.

15 The Collective Bargaining Agreement between Association for Pennsylvania State
16 College and University Faculty (APSCUF) and Pennsylvania State System of Higher
17 Education (PASSHE)²² allows for a faculty member to apply for a sabbatical leave after
18 meeting the following criteria:

- 19 1. The faculty member has completed seven (7) or more years of satisfactory service
20 as a faculty member of Lock Haven University or one of the other universities in
21 the PASSHE;
- 22 2. At least five (5) consecutive years of such service shall have been rendered to
23 Lock Haven University.

24 Between 2003 and 2009, 71 faculty applied for sabbaticals. Of those applicants, 49 were
25 granted. While an elected committee makes recommendations for sabbaticals based on a
26 formula that considers merit and service, administration makes the final decision on
27 sabbatical leaves. In 2004, the number of sabbaticals granted represented 46% of the
28 applications. In 2006, 50 percent, or 5 out of 10 of the applicants received awards. In
29 2008, the University granted five awards from the seven applications, representing a 71%
30 success rate. In 2009, there was an unprecedented success rate for applicants with four
31 applications and four awards granted.

32 The trend over the last six years indicates a decrease in sabbatical applications and
33 awards. The university can grant sabbaticals that represent up to seven percent of the
34 faculty complement (i.e., 20 sabbaticals could be granted based on the 2008-09 faculty
35 complement of 286 members). In 2006, APSCUF expressed its concern over two years of
36 record low numbers of faculty being awarded sabbaticals.²³

37 Conclusions regarding distribution of faculty development opportunities:

- 38 • The success rate for faculty sabbatical awards ranges from 46-100% for 2003-
39 2009. With the exception of 2009, approximately 50% of applicants received

²² Sabbatical Leave Policy: www.lhup.edu/apscuf/Committees/sabbaticalpolicy.pdf

²³ APSCUF Minutes: www.lhup.edu/apscuf/Meet_Discuss/10-17-06%20M&D%20min.pdf

- 1 awards. The data reveal that the university is committed to providing sabbaticals
2 to its faculty; however, a downward trend in the number of faculty applying for
3 sabbaticals is evident and should be addressed.
- 4 • The funding allocated to the Faculty Professional Development Committee is
5 consistent and, in most instances, has increased over the years. The increase
6 suggests a commitment to faculty professional development.
 - 7 • Grants are awarded without regard to tenure status. A greater proportion of these
8 awards have gone to tenured faculty; however, they also comprise the majority of
9 the applicants. No bias was detected. The data suggest that timeliness and
10 knowledge of funding availability are the most important factors for securing
11 these grants.
 - 12 • Faculty professional development funds, travel grants, small campus grants,
13 annual campus grants and other opportunities resulted in 52 scholarly journal
14 publications and books in 2008, as well as 112 presentations.

15 **Recommendation 5.3**

16 Ensure sufficient funding to support faculty in scholarship, service to their
17 professions, and participation in national professional conferences.

18 **5.3. Responsibility for Instructional Programs**

19 As stated in the university's mission, Lock Haven values shared governance. Consistent
20 with this value is the level of involvement of faculty in the curricular change process.
21 Any faculty member, regardless of rank or tenure status, may propose curriculum
22 changes (e.g., revising a course, changing prerequisites for a course, designing a new
23 course, or creating a new academic minor or major). The faculty in a department where
24 change is proposed then reviews, often modifies, and votes on the proposal. The
25 department chairperson presents all proposed changes to their college's curriculum
26 committee which is composed of department chairs (Arts and Sciences) or
27 representatives (Education and Human Services). This committee reviews all proposed
28 curricular changes, often requires some revision of the document, and then forwards the
29 recommendations to the University Curriculum Committee (UCC). Curricular Integration
30 Subcommittee (CIS), a subsidiary of UCC, reviews all proposals (rejected proposals may
31 still be forwarded to the next level for review) and may again ask for revisions before
32 forwarding them to the president for final review and decision-making regarding the
33 proposed change. The procedure ensures that faculty members are heavily involved in
34 any and all curricular changes. Changes proposed by management are also presented to
35 the faculty at the appropriate point in the curricular change process, ensuring faculty
36 input²⁴.

37 The Outcomes Assessment Committee (OAC) is comprised of one faculty per academic
38 department (appointed annually by the department chairperson) and selected
39 management. The OAC develops and recommends a comprehensive outcomes
40 assessment plan to incorporate into the University's strategic plan. Individual disciplines

²⁴ University Curriculum Committee: www.lhup.edu/UCC.

1 and departments may request help from the OAC with developing assessment plans that
2 include learning goals, objectives, and methods to measure outcomes. The OAC may also
3 develop or select surveys for University-wide assessment efforts.²⁵

4 Most academic departments identify goals, create a plan for achieving goals, and gather
5 assessment data on their effectiveness. The department chairperson, or designee, submit
6 an annual assessment report. Prior to 2004, departments completed a five year review.
7 Although the five year review requirement still stands, the annual assessment efforts
8 ensure a level of ongoing thoughtful, proactive efforts toward assessing student success.²⁶

9 From 2004 to 2007, the university gained or reaffirmed accreditation from six accrediting
10 bodies: Council on Social Work Education; National Council for the Accreditation of
11 Teacher Education, Accreditation Review Commission of Education for the Physician
12 Assistant, National League for Nursing Accreditation Commission, and Commission on
13 Accreditation of Allied Health Education Programs.²⁷

14 **5.4. Conclusion**

15 The data presented indicates that the university attracts and retains a qualified faculty.
16 The faculty mentoring program appears to play a key role in assisting first-year faculty in
17 their adjustment. The university has had less success recruiting and retaining faculty of
18 color and financial constraints have made it difficult to conduct national searches for
19 qualified candidates.

20 The faculty is responsible for planning and supporting the university's educational
21 programs, principally through their own departments, the University Curriculum
22 Committee, and the Outcomes Assessment Committee.

23 The university supports and coordinates a wide range of professional development
24 opportunities for faculty, although here, too, financial constraints present increasing
25 challenges. The university has no established goals for or means of evaluating the
26 effectiveness of its program of faculty professional development.

²⁵ Outcomes Assessment Committee: www.lhup.edu/apscuf/Committees/OAC.html.

²⁶ Program Review: www.lhup.edu/planning-and-assessment/program/program.htm.

²⁷ Accreditations: www.lhup.edu/accreditation.

Chapter 6.

Educational Programs (Standards 11, 13)

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Lock Haven University offers quality educational programs that meet stated student learning goals and are appropriate to its mission. The university's educational activities meet appropriate standards.

6.1. Educational Programs

6.1.1. Undergraduate

The university offers 57 undergraduate majors or certifications and 40 minors.¹

The university's undergraduate programs combine a substantial general education curriculum with in-depth study in the major. The general education program develops skills in reading, writing, critical thinking, mathematics, and information literacy. It also develops breadth through courses in the humanities, natural sciences, and social sciences. The university seeks to develop students' personal and civic responsibility through courses in wellness, the multiculturalism overlay, and community service.² Majors build on these foundational skills and perspectives.³

The university seeks to ensure that students understand degree requirements and the reasons for them. These are outlined during orientation for new students, in the catalog and on the university's website, through department websites, majors "checksheets"⁴ and through meetings with advisers. During the spring of 2009, the university conducted a survey of 461 B.S. and 138 B.A. students to determine the extent to which they understood degree requirements. Over 80% of students reported that they were "very

¹ Undergraduate programs: www.lhup.edu/academic/academic_programs.htm.

² Learning Outcomes for General Education: www.lhup.edu/planning-and-assessment/assessment/downloads/GenEdOutcomesDraft071108.doc.

³ Philosophy of General Education: <http://www.lhup.edu/UCC/UCC%20Related%20Links/General%20Ed%20Philosophy%20&%20goals%2010-97%20-%20Mission%20Stmt.doc>.

⁴ Sample "checksheet": http://www.lhup.edu/academic/acad_affairs/healthphysedreq.pdf.

1 aware” or “somewhat aware” of the “purposes and reasons” for particular general
2 education requirements. Over 90% reported that they were “very aware” or “somewhat
3 aware” of the “purposes and reasons” for particular requirements in their majors.⁵ The
4 Provost has provided a template for all programs to provide an eight-semester sequence
5 map that students can follow when planning their courses of study; these should be
6 available in fall 2009.

7 The university enrolls relatively few adult learners in most of its undergraduate programs
8 at the main campus. The Clearfield campus enrolls more adult learners and has developed
9 its curricula, course schedules, and support services to serve the distinctive needs of these
10 students.

11 **6.1.2. Graduate**

12 The university offers three graduate degree programs:⁶

- 13 • Master of Education (in Alternative Education⁷ and in Teaching and Learning⁸),
14 requiring 36 semester hours and culminating in a research project
- 15 • Master of Liberal Arts (M.L.A.),⁹ requiring 30 semester hours and culminating in
16 a capstone research project
- 17 • Master of Health Science¹⁰ (Physician Assistant), requiring 99.5 semester hours
18 and culminating in a year of clinical rotations

19 The M.Ed. program is offered entirely online and most courses in the M.L.A. are also
20 available online. Both utilize sound learning principles for adult learners.

21 Faculty teaching in graduate programs possess appropriate terminal degrees – earned
22 doctorates for faculty in the M.Ed. and M.L.A. programs and M.H.S. for faculty in the
23 Physician Assistant program (understood by the profession to be the appropriate terminal
24 degree).

25 All three programs assess student learning in order to improve their programs.

- 26 • The M.Ed. program monitors student learning in accordance with NCATE
27 standards.
- 28 • The M.L.A. program has recently added a capstone project which it plans to use
29 to provide summative data about learning in this student-centered program.
- 30 • The Physician Assistant program gathers and uses information from clinical
31 rotations, professional examinations, and employer surveys to improve curriculum
32 and learning.

⁵ Link to data.

⁶ Undergraduate programs: www.lhup.edu/academic/academic_programs.htm.

⁷ Alternative Education: www.lhup.edu/admissions/graduate/Graduate/academ_grad_MedAltEduc.htm.

⁸ Teaching and Learning: www.lhup.edu/admissions/graduate/graduate/academ_grad_medu.html.

⁹ Liberal Arts: www.lhup.edu/admissions/graduate/academ_grad_libart.html.

¹⁰ Physician Assistant: <http://gradprograms.lhup.edu/pa>.

1 **6.1.3. Content and Rigor**

2 Lock Haven University has a formal curricular revision process that incorporates a
3 review process designed to ensure that the academic programs meet standards in
4 academic content, rigor and coherence in accordance with institutional mission. The
5 process is overseen by the University Curriculum Committee (UCC), which provides
6 instructions, forms, and templates.¹¹

- 7 1. Curricular change begins with the department and discipline. Proposed changes
8 must be approved by department faculty, insuring that curricular change has the
9 support of those most knowledgeable and most directly concerned. Changes to
10 course syllabi must supply data to support the change in the “Rationale and
11 Impact” section of the syllabus template.
- 12 2. Proposals approved by the department are forwarded by the department chair to
13 the dean and Curriculum Committee of the appropriate college (or, in the case of
14 graduate programs, to the Graduate Council). It is expected that the proposing
15 department has previously contacted any other departments significantly affected
16 by the proposed change in order to address concerns.
- 17 3. Proposals approved by the College Curriculum Committee are forwarded to the
18 UCC and posted on the UCC website. The Curricular Integration Subcommittee
19 (CIS) of the UCC will then review the proposal at its next meeting.
- 20 4. Proposals recommended by CIS are forwarded to UCC.
- 21 5. Proposals approved by UCC are forwarded to the provost, who makes a
22 recommendation to the president, who makes the final determination. If rejected,
23 the proposal is returned to the department. If approved, the proposal is sent to the
24 Registrar for implementation.
- 25 6. Proposals for new degree programs must be approved by the PASSHE Board of
26 Governors before implementation.

27 Programs are expected to identify expected student learning outcomes as the basis for
28 program assessment. Documentation of student learning is a key part of annual program
29 reports and budget discussions with the dean and provost.

30 To determine the state of assessment of student learning, a review of annual reports from
31 51 programs from 2007-08 was undertaken.¹² Three programs in moratorium were not
32 evaluated, leaving 48 programs in the sample. Reports were evaluated using a rubric with
33 a four-point scale, with four representing the standard (i.e., meeting all pertinent criteria
34 plus “closing the loop” by evaluating curricular changes made as a result of documented
35 outcomes assessment).

- 36 • Twenty programs articulated well-defined learning outcomes and documented
37 evidence of learning. Of these:
 - 38 ○ Nine documented use of multiple means of assessment.
 - 39 ○ The majority used rubrics and reported program-level assessment by faculty
40 review.

¹¹ UCC website: www.lhup.edu/UCC/index.htm.

¹² Assessment inventory: www.lhup.edu/middle-states/docs_edprograms/0708AssessmentInventory.xls.

- 1 ○ Several gathered and used data from capstone courses and cumulative
- 2 portfolios submitted for faculty review.
- 3 ○ Six documented assessment practices that appear to meet the standard of best
- 4 practice. These scored well on all criteria, with program goals and learning
- 5 assessment well aligned.
- 6 • A similar number documented data on competencies such as research and writing
- 7 and basic knowledge of the discipline from prerequisite skills courses and/or
- 8 practicum courses.
- 9 • Twenty-two programs were in the development stage, i.e., learning outcomes
- 10 need to be articulated and assessed as distinct from program goals, course work,
- 11 and GPA. Of these, twelve programs supplied limited or no data. (Eight of these
- 12 are in teacher education and maintain extensive assessment processes as part of
- 13 their NCATE accreditation, but their annual university reports included only
- 14 measures such as Praxis scores, rather than specific learning outcomes.)

15 All new and revised course syllabi must follow the format guidelines approved in
 16 February 2003 by the University Curriculum Committee (UCC).¹³ This format includes a
 17 section on objectives, which must include the statement “Upon completion of this course,
 18 students will be able to do the following,” which is then followed by a series of learning
 19 objectives. Review of proposed curricular changes indicated that since 2007, more
 20 programs have used assessment data in articulating the rationale for curricular changes.
 21 All syllabi approved since adoption of these guidelines are available on the UCC
 22 website.¹⁴ (Syllabi approved prior to 2003 are housed in the Office of the Provost.)

23 To determine the extent to which assessment data informs curricular decisions, an
 24 analysis was made of approximately 280 curricular changes from 2006-2008 identified
 25 on the UCC website.¹⁵ Supporting information was found for 256 changes. Of these, 48
 26 changes were attributed entirely to administrative needs (e.g., remove a course that has
 27 not been taught for several years) or accreditation requirements. Of the remaining 198
 28 changes, approximately half were supported by data from assessment. It was observed
 29 that since 2007 more programs have used assessment to formulate rationale statements
 30 for making curricular changes. During this three-year period the number of capstone
 31 courses within programs has increased. Though data is not yet available from all of these,
 32 this trend suggests that provision for reflective learning experiences is becoming a
 33 priority. Internships are typically used to provide needed external experience, however
 34 there have a notable increase in various experiential learning opportunities offered to
 35 students through alternative venues such as the annual celebration of scholarship, which
 36 provide new assessment opportunities.

37 In addition to annual reports required by the university, PASSHE requires a formal
 38 review of every program every five years. (Programs subject to review by specialized
 39 accrediting bodies follow the review schedules of those entities.) At least once every ten
 40 years, this review must include an external consultant.

¹³ Syllabus template: www.lhup.edu/UCC/proposed_syllabi/08%20-%202009/For%20CIS%20next%20meeting/UCC%20Syllabus%20Template%204-23-09.doc.

¹⁴ Syllabi: www.lhup.edu/UCC/approved_syllabi/index.htm.

¹⁵ Curricular changes: www.lhup.edu/middle-states/docs_edprograms/CurricularChangeAnalysis.xls.

1 Academic content and rigor are verified through the process of program accreditation
2 (and other program recognitions). Since 2001, ten programs have obtained either
3 accreditation or national recognition by their respective governing bodies.¹⁶

4 Recommendation 6.1
5 Continue to support academic programs (majors, minor, and general
6 education) in identifying and assessing student learning outcomes and
7 competencies.

8 Recommendation 6.2
9 Provide students with easy access to program and course learning
10 outcomes and to program learning results on department web sites.

11 Recommendation 6.3
12 Require assessment data in support of proposals for course and curricular
13 changes.

14 **6.1.4. Learning Resources**

15 The university has sought to enhance instruction through technology. Most of the
16 classrooms on the Lock Haven campus and all of the classrooms in use at the Clearfield
17 campus are technology-enriched with built-in multimedia equipment – DVDs, document
18 cameras, and computers. Currently there are two technology-enriched classroom
19 configurations: smart classrooms and ITV/Polycom. Smart classrooms are equipped with
20 an interactive white board (SMARTBoard) that allows control of the computer and
21 permits writing, drawing and typing using special pens over any image, document or
22 software being used. The SMART Notebook software permits saving and sharing notes
23 created on the SMARTBoard. ITV/Polycom allows for two-way video conferencing
24 capability and is used to deliver classes between the campuses. Used in conjunction with
25 the MediaSite, it permits live webcast and archival of classroom lectures. Faculty use the
26 university's course management system (eCollege) to provide a media-rich learning
27 environment for on-campus and online learners to communicate and collaborate with
28 their instructors and classmates.

29 The university's library supports the institution's educational programs and objectives via
30 services, collections, programs and personnel. A summary report on these was prepared
31 for the self-study.¹⁷ The report identifies the following strengths:

- 32 • University support for information literacy (IL) as a general education
33 requirement and partnership with content faculty in providing IL instruction (by
34 invitation)
- 35 • Liaison program (library staff as liaisons to particular disciplines and
36 departments)

¹⁶ Accreditations: www.lhup.edu/accreditation. Reports prepared for the accrediting bodies may be found under www.lhup.edu/middle-states/documents.htm#Reports.

¹⁷ Library report: www.lhup.edu/library/Middle_States_Summary_08.pdf.

- 1 • Satisfaction with services, resources and personnel (confirmed by LibQual and
- 2 other surveys)
- 3 • Leaders and facilitators in the use of technology on campus
- 4 • Well-established planning and team processes

5 The report also identified several challenges:

- 6 • Continued decline in funding which impacts operations and support for academic
- 7 programs
- 8 • Lack of sufficient support personnel in comparison with benchmark data from
- 9 others schools
- 10 • Facilities and technological infrastructure fail to meet current standards and to
- 11 satisfy users

12 These challenges should be addressed as part of the university's strategic and annual

13 planning processes.

14 **6.1.5. Transfer Policies**

15 As a member of the Pennsylvania State System of Higher Education (PASSHE), the

16 university complies with state-wide articulation and transfer requirements, including the

17 Academic Passport and PATRAC which has been legislated by the state.¹⁸ At the time of

18 this writing, there is an additional legislative proposal to require the university to accept

19 60 credits from the state's community colleges and award full junior status, which may

20 be difficult in professional programs with more than 60 hours of requirements and

21 sequenced curricula.

22 The university has a number of specific articulation agreements. PASSHE provides a

23 process for developing articulation agreements including a checklist, sample cover letter,

24 and a template for the agreement.¹⁹ In developing a recent articulation agreement

25 between the Department of Recreation Management and Tompkins Cortland Community

26 College (TC3) in New York, department faculty, and the registrar evaluated courses to

27 determine equivalencies and transferability, and LHU faculty visited TC3 to examine

28 classes and meet with students.²⁰

29 The university has a course sharing agreement with Mansfield University that permits

30 students from each institution to enroll in the other's courses via the web or via

31 Interactive Television (ITV). Students pay tuition to and are counted by their home

32 institution, but registered at the host institution. Courses have been offered at the

33 undergraduate level in foreign languages and at the graduate level in the Teaching and

34 Learning and in the Art Education programs.

¹⁸ The Registrar's Office maintains a comprehensive set of links to information on transfer credit:
www.lhup.edu/academic/acad_affairs/transfer_information/transfer_information_main.htm.

¹⁹ PASSHE: www.passhe.edu/executive/counsel/areas/procurement/placements/Pages/Templates.aspx.

²⁰ Link to agreement.

1 Finally, matriculated students may seek approval to transfer courses from other
 2 institutions. Students are to follow the Transfer Credit Approval Process²¹ and complete
 3 the Transfer Credit Approval Form.²² Requests concerning major requirements must be
 4 approved by the student's academic advisor and department chair.

5 **6.1.6. Synthesis and Reflection**

6 Students have ample opportunity to synthesize and reflect upon the material they have
 7 learned during their course of study. B.A. students are required to take three
 8 interdisciplinary liberal arts seminars (one each in the humanities, natural sciences and
 9 social sciences. Many students complete individual learning projects and experiences.
 10 Over the past five years students have completed the following (only credit-bearing
 11 activities are included):

12 **Table 20.** Individual Learning Registrations (2005-06 through 2008-09)

	Enrollments	Credit Hours
Independent Study	474	1,143
Clinical Experience	980	5,950
Field Experience	1,495	9,585
Internship	866	6,448
Student Teaching	1,726	11,283

13 SOURCE: Key Statistics, 8 (www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf)

14
 15 The university encourages scholarly activity of faculty and students, particularly through
 16 its annual Celebration of Scholarship (COS).²³ In addition, a number of students present
 17 research at local, regional, and national conferences each year.

18 **Table 21.** Celebration of Scholarship

		2007	2008	2009
Faculty	Sponsoring Class Projects	44	51	48
	Sponsoring Independent Study Projects	21	32	47
	Making Individual Presentations	41	35	26
	Reported Publication of Books or Journal Articles		34	27
	Reported Conference Presentations		38	63
	Total Faculty Participants	85	94	93
Students	Independent Study Presentations	33	66	89
	Internship Presentations	9	11	16
	Total Student Participants	712	796	732

19 SOURCE: www.lhup.edu/middle-states/docs_edprograms/COSStatistics09Rev.doc

²¹ Transfer Process: www.lhup.edu/academic/acad_affairs/transfer_form.htm.

²² Transfer Approval Form: www.lhup.edu/academic/acad_affairs/transfer_form.htm.

²³ Celebration of Scholarship: www.lhup.edu/smarvel/Celebration/index.htm.

1 **6.2. Related Educational Activities**

2 **6.2.1. Basic Skills**

3 The university uses several strategies to identify and address the needs of underprepared
4 students.

5 Some students, because of their weak educational backgrounds and/or other factors, are
6 offered admission specifically into a program for at-risk students such as Act 101/EOP²⁴
7 (if they meet qualifications) or HAP.²⁵ Other students who are admitted without
8 conditions may be encouraged to participate in a program such as SSS²⁶ (if they meet
9 qualifications). Students in these programs are provided structured learning experiences,
10 including enrollment in courses such as ADAC100, 101, 119, or 125 that develop study
11 skills and personal responsibility.

12 Writing and mathematical skills are foundational to much of students other coursework.
13 Students with an SAT critical reasoning or writing score of 400 or lower must enroll in
14 ENGL090 College Writing Skills, a credit course designed to prepare them for ENGL100
15 Composition; 85% of students who took ENGL090 during 2007-08 subsequently passed
16 ENGL100. All entering students must take the Math Placement test (online) to determine
17 the most appropriate math course for them to take; some may be placed in MATH009
18 Computational Skills (which does not count toward graduation).

19 Prerequisites help place students in appropriate courses. An analysis showed that students
20 with poor mathematics preparation were unlikely to succeed in ECON101 Principles of
21 Economics; as a result, a math prerequisite (a certain placement test score or successful
22 completion of particular math courses) was required. Similarly, students must be eligible
23 for pre-calculus in order to register for the first course in CHEM120 Principles of
24 Chemistry I.

25 Students who encounter difficulty after beginning classes are able to take advantage of
26 University Tutorial Services,²⁷ the Math Center,²⁸ and the Writing Center.²⁹ Students with
27 disabilities are able to obtain appropriate accommodations through the Office of
28 Disability Services for Students.³⁰

29 **6.2.2. Non-Traditional Learning**

30 **Experiential Learning:** As an overlay to the general education curriculum, every
31 bachelor's degree graduate must complete two units (at least 14 clock hours) of external
32 experience (EE), and every associate's degree graduate must complete one unit. The
33 external experience may be part of a traditional course offering, a practicum setting, or

²⁴ Act 101/EOP: www.lhup.edu/ad_c/Act101.htm.

²⁵ Haven Achievers Program: www.lhup.edu/ad_c/HavenAchieversProgram.htm.

²⁶ SSS: www.lhup.edu/student-support-services/.

²⁷ University Tutorial Services: www.lhup.edu/ad_c/TutorialServices/home.htm.

²⁸ Math Center: www.lhup.edu/Smart/math_room.html.

²⁹ LHUP Writing Center: www.lhup.edu/writingcenter.

³⁰ Disability Services: www.lhup.edu/disability-services.

1 the requirement may be satisfied outside of a credit-bearing course. Courses must be
2 approved for the EE overlay through the curricular process³¹ and students' performance is
3 evaluated by the instructor of record.³² Students seeking EE credit outside of a credit-
4 bearing course must prepare a description of the intended experience, which must be
5 evaluated and approved by a faculty member and the dean of the appropriate college; if
6 the proposal is approved, the faculty member must verify that the student has successfully
7 completed the experience.

8 **Field Experience, Student Teaching, Clinical Rotations, and Internships:** Over half
9 of LHU students graduate from programs that require a substantial practicum experience
10 (field experience, student teaching, clinical rotation, or internship) that facilitates
11 application of academic learning into professional settings.³³ Formal, credit-bearing
12 internships are strongly encouraged in other programs, including business, accounting,
13 communication media, criminal justice, psychology, and the natural sciences. An
14 internship advisory committee of faculty volunteers has recently been formed. Although
15 learning outcomes must be established for each individual internship,³⁴ the university has
16 not identified global learning outcomes for internships.

17 **Study Abroad:** The university has long emphasized international study for over 35
18 years. The Institute for International Studies (IIS)³⁵ coordinates study abroad programs
19 with over 30 partner universities. All are accredited by their countries' ministries of
20 education, have faculty with appropriate terminal degrees, and are visited regularly to
21 evaluate facilities and programs. Students may also enroll in study abroad opportunities
22 led by Lock Haven faculty, complete student teaching or internship requirements in
23 another country, or transfer credit for courses taken abroad through other universities
24 (subject to LHU's transfer credit policies). The university believes that international
25 study brings many benefits to students, but has not identified specific learning objectives
26 for study abroad and has no formal assessment of student learning through these
27 experiences.

28 **Service Learning:** MountainServe was created in 1998 to coordinate service learning at
29 the university. Students may use service learning to satisfy EE general education
30 requirements. In addition to opportunities in the local community, MountainServe has
31 also coordinated service learning experiences in other parts of the U.S. as well as in other
32 countries. The program has been honored with a place on the President's Higher
33 Education Community Service Honor Roll for the past three years. The university has yet
34 to identify student learning outcomes for service learning or established a formal process
35 to assess student learning through community service.

³¹ Request of General Education Overlay: External Experience (EE):

www.lhup.edu/UCC/Forms%20Templates%20Guideline/Request%20of%20General%20Education%20Overlay%20EE.doc

³² Courses approved for EE credit are listed at www.lhup.edu/registrar/external_experience_courses.htm.

³³ Programs requiring 10 or more hours include teacher education, recreation management, social work, and sport administration,. Programs requiring 3-6 credit hours include athletic training, health sciences, and communication studies (www.lhup.edu/academic/academic_programs.htm#undergraduate%20majors).

³⁴ Internship Memorandum of Agreement:

www.lhup.edu/internships/InternshipMemorandumOfAgreement.pdf.

³⁵ Institute for International Studies: www.lhup.edu/international-studies.

1 **Non-Credit Offerings:** The Office of Distance and Continuing Education (now the
2 Office of Academic Technology) has previously provided limited non-credit activities for
3 the community, including courses for teacher certification (Act 48), BOCA training, and
4 paralegal studies. A task force is currently exploring the possibility of providing
5 additional non-credit offerings.

6 Recommendation 6.4
7 Identify outcomes and assess learning in internships, international study,
8 and service learning.

9 **6.2.3. Clearfield Campus**³⁶

10 The dean of the Clearfield campus reports directly to the Provost, and like other academic
11 and support programs prepares an annual report.³⁷ A strategic plan has been drafted for
12 Clearfield campus, identifying strengths, weaknesses, and opportunities.³⁸

13 With the exception of the nursing faculty (which has no analog on the main campus),
14 every faculty member at Clearfield is a member of an academic department at the main
15 campus. Faculty at both campuses undergo the same process for hire, tenure and
16 promotion. Clearfield faculty have a representative to the APSCUF Executive
17 Committee, and they participate in university-wide committees as well as committees
18 focused on the Clearfield campus. Programs at both campuses are subject to the same
19 curricular approval and program review processes. Where appropriate, programs at
20 Clearfield campus are accredited by appropriate accrediting agencies.

21 Courses are offered at the Clearfield Campus by resident faculty, by main campus faculty
22 who travel to Clearfield, or through distance education (ITV or web-based). Classrooms
23 have comparable instructional technology. The Clearfield library is part of the university
24 library, shares materials with and works collaboratively with the main campus library to
25 provide equitable services to both campuses. The Student Learning Resource Center
26 provides academic support services for Clearfield students, including peer tutoring by
27 appointment and limited drop-in assistance provided by faculty volunteers.

28 **6.2.4. Distance Education**

29 In 2004, an assessment plan for programs using distance education was developed.³⁹ The
30 Office of Academic Technology is responsible for assessing educational delivery, but
31 assessing student learning is the responsibility of individual faculty who teach distance
32 education courses. Annual program reports do not generally report separate assessment
33 data for distance education courses. One study of “health literacy skill development”
34 compared learning in traditional and online classes and found that less than one-half of

³⁶ Clearfield Campus: www.lhup.edu/clearfield.htm.

³⁷ Report: www.lhup.edu/planning-and-assessment/program/0809/Reports/ClearfieldReport0809.doc.

³⁸ Clearfield Strategic Plan: www.lhup.edu/middle-states/docs_planning/ClearfieldPlan2008.doc.

³⁹ Assesment Plan: link needed.

1 any differences in student outcomes were tied to the method of course delivery,⁴⁰ a
2 conclusion reached by other studies as well.⁴¹

3 The university's graduate programs rely more on courses taught wholly by distance
4 education.

- 5 • The M.Ed. program is taught completely online with no corresponding face-to-
6 face courses. As a result, assessment of student learning is assessment of distance
7 education.
- 8 • The M.L.A. utilizes online, blended, and traditional seminar courses. Student
9 feedback and assessment indicate no difference in student performance based on
10 delivery format.
- 11 • The Physician Assistant program offers courses to cohorts at the main and
12 Clearfield campuses simultaneously via two-way full-motion video and audio
13 over a dedicated fiber optics network. In its 2005 self-study, the program reports
14 that "the mean scores of written formative and summative evaluations were
15 higher for the Clearfield cohort than for that of Lock Haven. Students within the
16 Clearfield cohort achieved competencies at a rate similar to that of the Lock
17 Haven campus."⁴²

18 The university verifies student identity as required by HOEA by use of a user ID and
19 password through an https (secure) connection. Proctored exams (when required) are
20 scheduled and provided through the office of Academic Technology

21 Recommendation 6.5
22 Ensure that student learning in online courses is regularly assessed.

23 **6.2.5. Contractual Relationships and Affiliated Providers**

24 Affiliated providers include Widener University in physical therapy; various hospitals for
25 the biology/chemistry and medical technology program; Wallop's Island Marine Science
26 Consortium for the biology program; and the Pennsylvania State University for
27 nanotechnology. Lock Haven faculty are involved in establishing and overseeing these
28 relationships. Students register for courses through the university and Lock Haven faculty
29 are directly involved in the assignment of final grades for these students. PASSHE legal
30 counsel reviews all such agreements and revisions to them, before approval by the
31 president of the university.

32 The affiliations with medical technology programs are required to meet accreditation
33 standards of the National Association of Clinical Laboratory Scientists (NACLS). Lock
34 Haven faculty evaluate each student's transcript and provide letters of recommendation
35 as part of the application process to these programs. Students meeting the academic
36 requirements are given preference at each of the affiliations. Most require a 2.5 overall
37 GPA with a 2.5 GPA in the sciences. Students must perform the prescribed coursework at

⁴⁰ Compative Study: link to data

⁴¹ See, e.g., www.nosignificantdifference.org.

⁴² Self-Study: www.lhup.edu/MS2010/docs_accredreports/PhysAsstReport2005.pdf.

1 the affiliate. Prior to receiving their B.S. in biology/chemistry, they must transfer courses
2 completed with the affiliate to Lock Haven; students must have received a grade of C or
3 higher. Faculty associated with the affiliate assess students' performance in these courses
4 and are listed as adjuncts in the university's catalog.

5 **6.3. Conclusion**

6 The university offers quality educational programs that prepare its students for personal
7 and professional success. Programs meet accepted standards and PASSHE requirements.
8 All programs and changes to programs are subject to a thorough review process,
9 including the academic department, the College Curriculum Committee (or Graduate
10 Council), University Curriculum Committee, the provost, and the president. Expectations
11 for programs and for student learning are the same on the main and Clearfield campuses.
12 Documentation of student learning has become a part of the annual process of program
13 review and budget allocation.

14 The university has policies, procedures and resources in place to support student success.
15 Entering students are evaluated and placed in basic skills courses when necessary.
16 Programs for at-risk students (chapter 4) provide additional assistance.

17 The university seeks to ensure that all educational programs and processes are of the
18 intended quality, whether these are offered in traditional classroom settings or through
19 experiential learning, study abroad, service learning, online classes, or classes provided
20 by partners or other institutions. At this writing, the university is reviewing its policy on
21 transfer credit.

Chapter 7.

General Education (Standard 12)

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

The university's general education curricula ensure that students acquire and demonstrate college-level proficiency in basic skills and general knowledge. This program supports the university's mission statement by ensuring the development, acquisition, and application of knowledge by Lock Haven students.

7.1. Development

The general education program was developed by a task force, approved by faculty vote in 1998, and implemented the following year. In its current form, the curriculum enables maximum flexibility to meet the varied requirements of the PASSHE policy,¹ Middle-States standards,² specialized program accreditations, and the University mission.³

Implemented in 1999, the current general education curriculum enables the university to meet the needs of "society's changing expectations of students' knowledge and skills" (1999 Self-Study Report). The curriculum combines core skills (composition, oral communication, mathematics), introductory courses in a variety of knowledge areas, and general education skills overlays within majors.⁴

7.1.1. General Education and Mission

Lock Haven University provides a comprehensive general education program that promotes an interdisciplinary approach to knowledge and responds to the needs of students in the 21st century. The current program is delivered throughout a student's matriculation. It also extends directly from the university mission to provide students with opportunities to:

- Increase skills and knowledge through an effective liberal arts education
- Apply knowledge across the curriculum
- Exercise personal and civic responsibility through public service

¹ Policy 1993-01 General Education at State System of Higher Education Universities: www.passhe.edu/governors/Documents/Policy%201993-01.pdf.

² *Characteristics of Excellence*: www.msche.org/publications/CHX06_Aug08REVMarch09.pdf.

³ Mission: www.lhup.edu/planning-and-assessment/Mission/LHUMission.htm.

⁴ General education requirements: www.lhup.edu/academic/acad_affairs/gen_ed_after.html.

- 1 • Experience multiple cultures across the social categories of race, class, and gender
- 2 • Communicate with clarity and precision of thought and expression
- 3 • Identify and evaluate information effectively in support of lifelong learning⁵

4 **7.1.2. Structure**

5 The general education program includes a menu of standalone courses that fall into one
6 of three categories:

- 7 • foundational skills, including writing, oral communication, and quantitative skills
- 8 • content area knowledge in the humanities, social sciences, and natural sciences
- 9 • wellness

10

11 Standalone courses are supplemented by cross-curricular overlays in four areas:

- 12 • multiculturalism (MC)
- 13 • writing emphasis (WE)
- 14 • information literacy (IL)
- 15 • external experience (EE)

16 Overlays are attached to designated courses and designed to ensure that students apply
17 their general education to courses in their majors. Overlay designations are reviewed and
18 approved by the University Curriculum Committee (UCC) using a requirements checklist
19 for each.⁶

20 Although not formally included in the university's learning outcomes for general
21 education, the president's vision and the STEP laptop initiative assume that technological
22 literacy is an essential skill for the 21st century. The university should gather information
23 about students' technology literacy and support active learning through research-based
24 technology integration activities.

25 As with all courses at the university, general education courses must receive approval of
26 the UCC. In 2000, the UCC established a permanent General Education Subcommittee to
27 make recommendations regarding general education. Although the General Education
28 Subcommittee guided the initial development of the current general education
29 curriculum, its current role consists primarily in reviewing course syllabi to insure that
30 they meet the requirement of general education courses. Major changes to the general
31 education curriculum must undergo a full faculty vote before final approval.

32 **7.1.3. Student Profile**

33 The structure of the general education program seeks particularly to address the needs of
34 the students that the university enrolls.⁷

- 35 • Traditional age students (92% under 25) from Pennsylvania (89%)

⁵ Mission: www.lhup.edu/planning-and-assessment/Mission/LHUMission.htm.

⁶ Link to approved checklists and requirement checklists.

⁷ Key Statistics: www.lhup.edu/middle-states/docs_data/KeyStatisticsLHU.pdf.

- 1 • Low to moderate prior academic success (37% between 50th and 75th percentile of
2 graduating class and 38% in bottom 50th; middle 50% standardized test score
3 ranges of 420-520 SAT Math, 420-510 SAT Verbal, and 16-22 ACT Composite)
4 • First-generation college or economically disadvantaged (67% of entering
5 freshman in 2006 received need-based financial aid)⁸

6 A substantial number of these students enter the university weak in one or more general
7 education skills. The general education curriculum is designed to strengthen the skills of
8 these students (and all students) in preparation for subsequent study in their major, as
9 well as for their future careers. The university's second-year persistence rate and the
10 increase in student satisfaction rates (from first to senior year) indicate that this
11 curriculum contributes to student success.⁹

12 **7.1.4. Recent Changes**

13 Since implementation, few changes have been made to the general education program,
14 largely because of the assessment challenges created by a cross-curricular, overlay
15 approach to general education. As a result, while we complete a full program assessment
16 strategy, changes have resulted largely from the requirements of outside accreditation
17 bodies, from assessment results within departments, and a recognition of the increasing
18 numbers of underprepared students admitted to the university. Changes include:

- 19 • Development of math skills course (MATH100) in response to placement test
20 results
21 • Development of Writing Skills (ENGL90) course for students with SAT critical
22 reasoning or writing scores below 400
23 • Inclusion of sections of SPCH 102 for reticent speakers
24 • Addition of geography to sociology/anthropology requirement

25 While not specifically recognized within the general education program, technological
26 literacy is a campus-wide focus in the most recent strategic plan, which has resulted most
27 dramatically in STEP laptop initiative that has required entering students to bring a laptop
28 computer to campus. Currently, the IL overlay requires competence in the use of
29 electronic information retrieval, education majors must complete a technology self-
30 assessment, composition requires word processing of formal documents, and science
31 majors undergo training in use of specialized equipment.

32 **7.2. Requirements**

33 The university offers associate, bachelor and graduate degrees. Of these, only the
34 associate and bachelor degrees have a general education program. General education at
35 the graduate school level is addressed during the admissions process.

⁸ Link to data:

⁹ NSSE data: www.lhup.edu/ir/surveys/NSSE.htm.

1 **7.2.1. Bachelor's Degrees**

2 Bachelor's degrees require 120 semester hours and conform to PASSHE requirements of
 3 PASSHE Policy 1990-06-A: Academic Degrees.¹⁰ Degree requirements are clearly
 4 outlined in the online university catalog¹¹ and on the admissions webpage¹² (selecting
 5 "General Education Requirements" under "Academics.") In addition, all advisors have
 6 the requirements listed on advising checksheets for majors.¹³

7 While well documented and accessible, the current BA/BS general education
 8 requirements do not have suggested sequencing to ensure that core skills or particularly
 9 major-specific core knowledge courses are taken early in a career. Specific majors have
 10 these requirements clearly articulated; however, for other majors the general education
 11 courses are not required to be taken in a particular sequence.

12 The general education curriculum requirements are extensive, requiring 52 semester
 13 hours:

- | | | |
|----|---------------------------------------|----------|
| 14 | • Wellness | 3 hours |
| 15 | • Skills (composition, math, speech) | 9 hours |
| 16 | • Humanities | 12 hours |
| 17 | • Social and Behavioral Sciences | 12 hours |
| 18 | • Natural Sciences (laboratory-based) | 6 hours |
| 19 | • Electives | 10 hours |

20 Students must also complete two multi-cultural courses (MC), three writing emphasis
 21 courses (WE), two information literacy courses (IL). These may be completed as
 22 designated courses in the major or by taking other courses of the student's choice.

23 Students must also complete two units of external experience (EE), either as part of a
 24 regular course or an approved non-credit experience.

25 Students seeking a bachelor of arts degree must demonstrate fourth-semester competency
 26 in a foreign language (12 hours) and three interdisciplinary liberal arts seminars (9
 27 hours), bringing the total (potentially) to 73 hours.

28 This extensive set of requirements has made it difficult for some professional programs to
 29 include all of the requirements mandated by their professional accreditation within the
 30 PASSHE-imposed maximum of 120 hours for the degree. Programs sometimes
 31 accomplish this by specifying that majors must use particular courses to meet certain
 32 general education requirements.

¹⁰ Policy 1990-06-A: Academic Degrees: www.passhe.edu/governors/Documents/Policy%201990-06-A.pdf

¹¹ Bachelor's requirements: www.lhup.edu/academic/acad_affairs/gen_ed_after.html.

¹² Admissions page: www.lhup.edu/admissions/index.shtml.

¹³ Sample "checksheet": http://www.lhup.edu/academic/acad_affairs/healthphysedreq.pdf.

1 **7.2.2. Associate's Degrees**

2 Currently, the university offers six associate's degrees, each requiring 60 credits as
3 approved by the UCC in 2001. Each program determines the appropriate number of
4 general education credits. Programs and general education requirements include:

- 5 • Criminal Justice¹⁴ (A.A., 30 hours of general education)
- 6 • Healthcare Professions¹⁵ (A.A.S., 24 hours of general education)
- 7 • Management¹⁶ (A.A.S., 24 hours of general education)
- 8 • Management Information Systems¹⁷ (A.A.S., 24 hours of general education)
- 9 • Associate of Science in Nursing¹⁸ (A.S.N., 18 hours of general education)
- 10 • Nanotechnology¹⁹ (A.A.S., 24 hours of general education) (not currently listed in
11 catalog)

12 Students may find it difficult to access requirements for the associate's degree. There is
13 currently no centralized source of complete and updated information. The Clearfield
14 Campus website lists associate degree opportunities and links to the Nursing webpage but
15 does not provide other specific information about required general education offerings.
16 As of April 2009, the online university catalog listed eight associate degree programs,²⁰
17 two of which had been placed in moratorium (Early Childhood Education and Surgical
18 Technology) and one of which was approved but never offered (Electronic Engineering
19 Technology), while the A.A.S. in Nanotechnology was not listed.²¹ Once students are
20 enrolled, however, their advisors have complete and updated checklists of requirements.

21 This diffusion of associate's degree general education requirements creates an additional
22 barrier for students who interested in these programs. There should be a single, central
23 source for this information regarding all of the university's associate's degree programs.

24 Recommendation 7.1
25 Clarify general education requirements for associate's degrees and publish
26 these in a central location.

27 **7.2.3. Graduate Degrees**

28 The graduate programs have no specific general education requirements. The university
29 presumes that general education needs have been addressed at the undergraduate level

¹⁴ Criminal Justice: www.lhup.edu/academic/acad_affairs/criminal_justice_req.htm.

¹⁵ Healthcare Professions: www.lhup.edu/academic/acad_affairs/allied_health_req.htm.

¹⁶ Management: www.lhup.edu/academic/acad_affairs/assocmgmtreq.htm.

¹⁷ Management of Information Systems: www.lhup.edu/academic/acad_affairs/management_information_science_req.htm.

¹⁸ Nursing: www.lhup.edu/academic/acad_affairs/management_information_science_req.htm.

¹⁹ Nanotechnology: www.lhup.edu/academic/acad_affairs/nanotechnologyreq_aas.htm.

²⁰ Associate's degree programs: www.lhup.edu/catalog/associate.htm.

²¹ Requirements for the A.A.S. in Nanotechnology were, however, listed elsewhere on the website: www.lhup.edu/academic/acad_affairs/nanotechnologyreq_aas.htm.

1 when the student meets the requirement of graduating from an accredited four-year
2 institution with at least a 3.0 grade point average.²²

3 **7.3. Links to Majors**

4 By design, the general education program is reinforced throughout the undergraduate
5 curriculum through the use of major-specific overlays in the areas of writing (WE),
6 information literacy (IL), community involvement (EE) and multicultural awareness
7 (MC). This commitment to linking general education to majors is further demonstrated
8 through inclusion of capstone content-area seminars (natural sciences, social sciences,
9 and humanities) for B.A. majors, and an extensive 52 semester hour general education
10 curriculum for B.S. majors. Within those requirements, programs may require particular
11 courses that integrate general education learning objectives to the needs of its major, e.g.,
12 the requirement of adolescent psychology to fulfill a content area of general education for
13 secondary education majors.²³

14 Not surprisingly, given this design, faculty members feel fairly confident that upper
15 division courses enable students to apply the skills learned through general education.
16 According to the Faculty Survey of Student Engagement for 2008, faculty members
17 indicated overwhelmingly (between 76-98%) that they structure their upper-division
18 courses around the core skills of writing, speaking, critical thinking, and working with
19 others. Over 50% structured their courses around technology and quantitative skills.
20 These numbers are supported by the compilation of program learning objectives annual
21 reports and program reviews.²⁴ Perhaps as a direct result, students surveyed in 2003,
22 2005, and 2008 indicated that their experience at Lock Haven contributed “quite a bit” to
23 their knowledge, skills, and personal development in all of these areas. Except for the
24 area of critical thinking, student satisfaction increased between the freshman and senior
25 years, with all scores consistent with national averages.²⁵

26 **7.4. Sequencing and Seats**

27 Ideally, the designation of courses as 100-, 200-, 300-, and 400-level indicate the
28 sequence in which students should take general education courses in order to build on a
29 freshman-level knowledge and skills each year. The WE overlay specifically states that
30 the three-course WE requirement for graduation would enable students to build off of
31 freshman composition with a WE course in each subsequent year. Similarly, the
32 significance that the university places on such foundational skills as critical thinking and
33 oral communications is indicated by the requirement of freshman-level courses in
34 philosophy and speech.

35 Yet, while some departments have developed freshman modules to enforce proper
36 sequencing and others have developed advising sheets to reinforce the need, no
37 university-wide policy currently exists to ensure that all students receive foundational

²² Graduate programs: www.lhup.edu/admissions/graduate/Graduate/graduate/index.html.

²³ Secondary Education: www.lhup.edu/academic/acad_affairs/seceducreq.htm.

²⁴ Program learning outcomes: www.lhup.edu/middle-states/docs_edprograms/DeptOutcomesSP08.doc.

²⁵ NSSE data: [www.lhup.edu/ir/surveys/NSSE/FSSE-NSSE_Combined_Report_2008_\(1\).pdf](http://www.lhup.edu/ir/surveys/NSSE/FSSE-NSSE_Combined_Report_2008_(1).pdf).

1 skills early in their careers. As a result, this patterned sequencing often does not occur as
2 WE random sampling indicated that nearly 20% of seniors had not taken a single WE
3 course prior to their final year.²⁶

4 Another issue is the availability of general education seats for first-year registrants. Data
5 from the Office of Planning and Assessment indicate a wide disparity in the availability
6 of critical basic skills courses for first-year registrants:²⁷

- 7 • Over 90% of first-year students register in the critical area of English composition
- 8 • Over 70% take courses in math
- 9 • Fewer than 10% percent register for a course in public speaking, a figure that does
10 not change significantly in the second year. The lack of availability of speech
11 classes is a common complaint among students.²⁸

12 A further disparity for first-year students was revealed in the content areas:

- 13 • Approximately 67% register for general education courses in the humanities and
14 social sciences
- 15 • Fewer than 10% register for philosophy, a major gateway requirement to support
16 critical thinking across the curriculum
- 17 • Fewer than 30% register for lab sciences

18 Despite the satisfaction survey results, these distributions indicate that a significant
19 number of students matriculate through major courses designed to utilize general
20 education skills without having taken a foundational course in those skills. Early WE
21 assessment indicates a direct correlation between successful writing and more balanced
22 sequencing of WE courses (only 19% of students performed to university standard with
23 no prior WE courses on their transcript).²⁹

24 In the absence of a stated rationale for seat allocation, the university should develop a
25 policy of sequencing general education courses to ensure that each first-year student
26 receives foundational skills in math, writing, and speech as well as wider exposure, as
27 needed, to content areas.

28 In order to take full advantage of our integrated general education curriculum, we will
29 need to monitor closely when students take foundational courses and how they perform
30 according to the sequencing of their general education requirements both in and out of the
31 major. In addition, departments should expand application and assessment of general
32 education skills within majors.

²⁶ Writing Emphasis report: [www.lhup.edu/middle-states/docs_edprograms/WE_Assessment_Report_\(final\)2007-2008.doc](http://www.lhup.edu/middle-states/docs_edprograms/WE_Assessment_Report_(final)2007-2008.doc).

²⁷ "Percentage of First-Year Students in General Education Courses AY 07-08" (www.lhup.edu/middle-states/docs_gened/FirstYearStudentsGenEdCourses0708.xls)

²⁸ *Eagle Eye* article on speech courses: www.lhup.edu/middle-states/docs_gened/EagleEyeSpeech.pdf.

²⁹ Writing Emphasis report, Table 3: [www.lhup.edu/middle-states/docs_edprograms/WE_Assessment_Report_\(final\)2007-2008.doc](http://www.lhup.edu/middle-states/docs_edprograms/WE_Assessment_Report_(final)2007-2008.doc).

- 1 Recommendation 7.2
 2 Increase opportunities to develop and assess general education
 3 competencies within majors.
- 4 Recommendation 7.3
 5 Provide sufficient seats for general education courses, particularly for
 6 first-year students in foundational skills.

7 7.5. Assessment

8 Anticipating the challenges of developing an assessment and continuous improvement
 9 model for such a flexible and cross-disciplinary program, the university relied on two
 10 existing meet and discuss committees, the Outcomes Assessment Committee (OAC) and
 11 the University Writing Committee (UWC). The OAC was charged with assisting
 12 departments with assessment and coordinating assessment activities. The UWC was
 13 charged with developing a strategy to assess Writing Emphasis (WE). In addition, the
 14 Office of Planning and Assessment is responsible for coordinating institutional planning
 15 and assessment. WE assessment has since served as a starting point to develop
 16 assessment strategies for the other overlays. This strategy is also being replicated to
 17 develop common assessments for content areas.

18 Through the assistance of the OAC and the pioneering assessment efforts of the UWC,
 19 significant progress has been made in developing tools for assessing learning and in the
 20 initial collection of data according to the following benchmark accomplishments:

21 **Table 22.** Development of Assessment Plan for General Education

1999-2002	Implementation of current curriculum including skills overlays and content area seminars with department course objectives mapped to general education objectives ³⁰
2003	Strategic plan includes goal to develop an assessment plan ³¹
2004-2008	Development of general education outcomes in 2007 ³² and assessment plan in 2008 ³³ (following one false start in 2004)
2004-2009	Development and piloting of assessment instruments, ³⁴ initial data gathering, and UCC acceptance of a department assessment labor sharing plan. ³⁵

³⁰ Rationale and Criteria for General Education Courses: www.lhup.edu/UCC/UCC%20Related%20Links/Rationale%20and%20Criteria%20for%20General%20Education%20courses.doc.

³¹ Strategic Plan (2003-08): www.lhup.edu/planning/documents/StrategicPlan2003.pdf.

³² UCC minutes, 5/10/09: www.lhup.edu/UCC/UCC%20agendas%20and%20minutes/2007%20agenda%20and%20minutes/mt051007.doc.

General education outcomes: www.lhup.edu/planning-and-assessment/assessment/downloads/GenEdOutcomesDraft071108.doc.

³³ UCC minutes, 9/25/08: www.lhup.edu/UCC/UCC%20agendas%20and%20minutes/2008%20agenda%20and%20minutes/mt092508.doc.

General education assessment plan: www.lhup.edu/planning-and-assessment/assessment/gened/downloads/GenEdAssessmentPlan080424.doc.

Curriculum map: www.lhup.edu/planning-and-assessment/assessment/gened/downloads/GenEdCurriculumMap080411.doc.

³⁴ General education assessment rubrics: www.lhup.edu/planning-and-assessment/assessment/gened/downloads/GenEdCurriculumMap080411.doc.

1
2 While assessment instruments have been developed for key overlays, for core skills (Oral
3 Communication and Critical Thinking), and for the natural sciences in the content area,
4 they are in different stages of development, some recently approved, some piloted, and
5 some generating data. The most fully developed assessment in these areas is with writing
6 emphasis (WE). Approved initially in 1999 but modified for ease of use across the
7 curriculum over the next several years, the WE rubric has been piloted (2004), tested for
8 reliability (2005), and applied to generate writing assessment data (2007-2009).

9 As a result of the complexity of such a flexible curriculum, assessment has been sporadic,
10 and the full assessment loop that closes with program improvement has not been
11 completed. With a recently approved assessment plan, a strategy to share the work across
12 departments, and a process to collect the data, the full assessment process can be
13 implemented and continuous program improvement decisions made in the near future as
14 long as faculty continue to buy into the process and the administration remains
15 committed with adequate leadership, resources, and compensation for faculty members
16 most directly involved.

17 **Recommendation 7.4**

18 Complete and implement the general education assessment plan including
19 implementation of a simple and centralized data reporting system.

20 **7.5.1. Procedures**

21 Responding to perceived needs, the following actions have been taken in the past two
22 years:

- 23 • OAC divided into overlay subcommittees to develop assessment plans (2007-
24 2009)
- 25 • OAC created a subcommittee to generate an assessment rotation to distribute the
26 assessment burden among departments (2008; plan approved by OAC and
27 accepted by UCC in 2009)
- 28 • Dean of Arts & Sciences and faculty members of the natural science departments
29 met to develop a set of common learning outcomes and a common rubric (2007)
- 30 • University Writing Committee (UWC) completed a cycle of writing assessment
31 with a statistically significant sample (2008)³⁶
- 32 • Assessment workshop conducted by Dr. Elizabeth Jones of West Virginia
33 University (April 2008)³⁷

³⁵ UCC minutes, 4/23/09: www.lhup.edu/UCC/UCC%20agendas%20and%20minutes/2009%20agenda%20and%20minutes/mt042309.doc.

Sampling Strategy: www.lhup.edu/planning-and-assessment/assessment/gened/downloads/SamplingStrategyGenEd.doc.

³⁶ Writing Emphasis report: [www.lhup.edu/middle-states/docs_edprograms/WE_Assessment_Report_\(final\)2007-2008.doc](http://www.lhup.edu/middle-states/docs_edprograms/WE_Assessment_Report_(final)2007-2008.doc).

³⁷ Workshop: www.lhup.edu/planning-and-assessment/assessment/workshops0708.htm.

1 These actions have clarified procedures for the completion of general education
 2 assessment on campus. Overlays have a complete model to adapt from the work with WE
 3 assessment and content areas have a model from the work of the natural sciences. The
 4 Business Administration, Computer Science, and Information Technology department as
 5 well as education programs have created a model for program reporting that maps to
 6 general education requirements.³⁸

7 **7.5.2. Overlays and Skills Core**

8 With inclusion of general education assessment as a major priority of the 2003 university
 9 strategic plan, the OAC turned to the existing University Writing Committee (UWC) to
 10 develop and implement a model assessment process that might be replicated or adapted
 11 for the cross-curricular overlay component of the program. Significant benchmarks in the
 12 development of this process appear below:

13 **Table 23.** Assessment of General Education Overlays

Year	Progress	Findings	Actions
1999	Rubric development		Created rubric based on Barbara Walvoord's pioneering rubric (1982) and Edward M. White's Teacher's Guide (1995)
2002-2004	Assessment of samples from freshman, junior, senior courses	Writers improved each year, but not significantly; raters felt 1. Sample sizes were too small 2. Raters needed information about assignments to assess adequately	1. Dean Johnson informed provost writing scores too low; urged more writing courses 2. UWC decided to refine process
2005-2006	Rubric refined and tested	1. Holistic rubric didn't allow scoring of individual writing traits 2. Descriptors too similar across levels	1. Developed traits rubric 2. Refined descriptors with level descriptors.
2007-2008	Assessed WE and refined processes	1. Sampling was not representative 2. Must norm with discipline partners 3. WE courses not sequenced 4. Purpose/Evidence scored lowest	1. Involve more WE instructors 2. Establish procedure including norming 3. Report to OAC, UCC Gen Ed, Provost, and Dean of A&S

14 Through the work of the OAC subcommittees and consultations with most affected
 15 departments, overlay and core skills assessments are in different stages of development
 16 but moving forward:
 17

18 Overlays:

- 19 • Multiculturalism (MC): Rubric developed and piloted (2009)
- 20 • Information Literacy (IL): Rubric developed and piloted in Biology courses
- 21 (2006), applied in Biology (2007-2009), and applied in selected, jointly

³⁸ Link to data.

1 designated WE and IL courses (2009). Library records indicate that in 2007-2008,
2 library staff taught 197 in-class workshops on IL and served 4,800 students.³⁹

3 Core Skills:

- 4 • Oral Communications (OC): Rubric developed (2005), revised (2008), piloted
5 with 100-level freshman communications classes. Results reported to OAC in
6 March and April.⁴⁰
- 7 • Critical Thinking (CT): Rubric developed (2004-2008), approved (2008), and
8 piloted in Ethics and Problems in Philosophy courses (2008-2009)

9 Currently, data from these efforts have been collected and presented to the OAC but
10 strategies to house the information in a centralized place for campus-wide review and to
11 review the data to make program improvements have not been developed. In 2009-2010,
12 the OAC will focus on this gap in the assessment loop by implementing the sampling
13 strategy discussed above. However, a mechanism for aggregating the data and
14 communicating to involved parties is still needed. The External Experience overlay (EE)
15 is currently assessed as a matter of completion of approved experiences and formal
16 documentation either in specifically designated courses or through signature from
17 advisors and department chairs and approval from the appropriate dean.

18 **7.5.3. Content Core**

19 The Rationale and Criteria for General Education lays out three major content areas: 1)
20 Arts and Humanities (12 semester hours); 2) Social Sciences (12 semester hours); and 3)
21 Natural Sciences (6 semester hours). Beginning in spring 2008, a working group was
22 formed to address assessment with the natural sciences. This group consisted of
23 representatives from all departments within natural sciences as well as administrators. A
24 similar strategy is envisioned for administrators and faculty to develop rubrics for the
25 Arts and Humanities as well as the social sciences. In spring 2009, discussions were held
26 with departments in performing and visual arts.

27 As a model for developing common content core assessments, the natural sciences opted
28 for a flexible rubric that could be used across the natural sciences and that assesses
29 comprehension of content from lectures and use of the scientific method in lab settings.⁴¹
30 This rubric was applied to randomly selected artifacts collected from a two-semester
31 freshman Biology classes (AY 07-08). Results showed significant improvements in
32 mastery of lecture content and use of the scientific method, but several areas have been
33 targeted for increased attention based on subpar performances. Procedurally, faculty
34 reviewers felt that the original draft rubric underestimated student performance and
35 decided to switch to a 5-point scale and recalibrate the BIOL 107 lab exam to the revised
36 rubric.

³⁹ Link to Progress Report.

⁴⁰ Link to minutes.

⁴¹ Link to natural science rubric.

1 **7.5.4. Student Progress**

2 The university monitors student progress and addresses deficits through the following
3 means:

- 4 • Probation policy for students who complete a year with a cumulative grade point
5 average of less than 2.0 on a 4-point scale (for full reinstatement, students must
6 develop a plan for improvement that is reviewed by the appropriate Dean)⁴²
- 7 • Placement exams or procedures in Math, foreign languages, speech, and
8 composition
- 9 • Annual program reports that track student performance in general education
10 offerings⁴³
- 11 • Program accreditation reports
- 12 • Advising checklists reviewed by students, advisors, and chairs
- 13 • Graduation audits from Admissions office available to students and advisors

14 This model ensures that students meet baseline requirements for general education but
15 does not yet provide a clear systematic snapshot of specific skills and knowledge
16 development throughout the general education program.

17 **7.5.5. Resources**

18 Since it became a priority in 2003, the General Education program has made significant
19 strides towards a full assessment and continuous program improvement model, but it
20 remains at a procedural and data collection level. The Office of Planning and Assessment
21 is able to track the extent to which programs report and assess application of general
22 education skills in the major, but this is only the first step in developing a user-friendly
23 clearinghouse for faculty review of general education assessment data.

24 The planning and implementation of an assessment strategy comes out of the Outcomes
25 Assessment Committee (OAC), a meet-and-discuss committee chaired by faculty and
26 charged with overseeing assessment across the university. Until this academic year, the
27 OAC had a small budget which enabled it to sponsor the valuable visit by consultant
28 Elizabeth Jones in 2008.⁴⁴ Yet, in AY2008-2009, the OAC had no budget. This lack of
29 support creates a difficult environment to gain faculty buy-in and participation.

30 **Recommendation 7.5**
31 **Ensure sufficient administrative and financial support for faculty**
32 **initiatives in assessing general education.**

⁴² Probation policy: www.lhup.edu/academic/acad_affairs/probation_suspension_fall2005.htm.

⁴³ E.g., Business (www.lhup.edu/planning-and-assessment/program/0809/LearningOutcomes0809/BusinessLO_0809.doc) and Geology (www.lhup.edu/planning-and-assessment/program/0809/LearningOutcomes0809/GeologyLO_0809.doc).

⁴⁴ Presentation: www.lhup.edu/planning-and-assessment/assessment/downloads/BethJonesGenEdAssessment.ppt.

1 **7.6. Conclusion**

2 The university's general education curricula ensure that students acquire and demonstrate
3 college-level proficiency in basic skills and general knowledge. The general education
4 program is the product of careful consideration of the university mission, student
5 demographics, and the needs of established and accredited academic programs. Its
6 strengths include:

- 7 • Flexibility in course selection for program and student learning needs
- 8 • Overlays to ensure students apply general education skills throughout their
9 programs
- 10 • Core skills and core knowledge areas to ensure full liberal arts education
- 11 • Processes to ensure appropriate placement of entering students in math and
12 writing

13 Further development of the general education program will require the full
14 implementation of the university's plan for assessing general education learning
15 outcomes, together with adequate resources to support faculty initiatives in assessment.
16 The university must continue to address the need for sufficient seats, especially in
17 foundational skills courses.

18 There appears to be no committee or administrator responsible for providing oversight of
19 and making recommendations for the university's general education program. Although
20 the General Education Subcommittee of the UCC guided the initial development of the
21 current general education curriculum, its current role consists primarily in reviewing
22 course syllabi to ensure that they meet the requirement of general education courses.

23 **Recommendation 7.6**

24 Develop a faculty-driven process for ongoing review and improvement of
25 general education, reconstituting the existing general education
26 subcommittee of the UCC with authority to review learning outcomes data
27 and propose curricular changes.

Chapter 8.

Assessment (Standards 7, 14)

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Lock Haven University continues to develop assessment processes that evaluate its educational and institutional effectiveness.

8.1. Mission and Integrity

The university does not have an established process for periodic review of its mission. However, in anticipation of the upcoming accreditation review, the administration initiated a series of discussions related to the university's "identity" in the fall of 2006. This information, together with the results of a marketing survey of 800 alumni, faculty, and staff and a separate survey of over 450 donors, has been incorporated into the development of the university's marketing plan and the analysis on which the university's current (interim) strategic plan has been based.

As part of its effort more closely to align the self-study and strategic planning processes, the president has charged the strategic planning committee to review and propose revisions to the mission statement as part of the process of developing a new strategic plan.

The university attends carefully to issues of integrity in relationships with students, faculty and staff. Human Resources continually monitors employee grievances and complaints and Student Affairs monitors issues related to student life and discipline. The university seeks to adjust policies, practices, and training to remedy problems as these are identified.

The university seeks to manage financial resources with integrity. Both university and foundation finances are audited annually. In addition, the Pennsylvania Department of the Auditor General conducts performance audits on state-owned institutions approximately every four years,¹ with attention to areas including purchasing, contracts, and records.

¹ The report on the audit performed during 2008-09 has not yet been issued. For the most recent report, see www.auditorgen.state.pa.us/Reports/Performance/SO/stoLock%20HavenUniversity081606.pdf.

1 The university has not had a systematic process for policy review, but in 2008 the provost
2 initiated a review of institutional policy-making. A directory of all university policies has
3 been prepared, with responsibility located in the Office of the President.² A proposed
4 Policy on Policies is currently under review and, when approved, will provide a template
5 for all university policies.³ A process will then be established for review of all university
6 policies, including their conformity to the approved template.

7 **8.2. Planning and Resources**

8 At an institutional level, the university documents achievement in three ways. Each
9 summer the Office of Planning and Assessment prepares an annual Strategic Plan
10 Progress Report.⁴ In addition, the university prepares an annual report to PASSHE on its
11 progress on university and system goals.⁵ Finally, the university monitors its performance
12 on System Accountability Plan measures.⁶ The interim strategic plan attempts to establish
13 a model for university planning by identifying goals that are more clearly measurable.

14 The university assesses its use of financial resources through its budget planning and
15 monitoring processes. It assesses management of financial operations through regular
16 budget reporting, oversight by the Fiscal Management Committee, and the annual
17 financial audit. In addition, the Pennsylvania Department of the Auditor General
18 conducts performance audits on state-owned institutions approximately every four years,⁷
19 with attention to areas including purchasing, contracts, and records.

20 The university assesses facilities maintenance and operations through an annual analysis
21 by Sightlines conducted on behalf of PASSHE. The report evaluates facility age and
22 condition, spending, operations, energy consumption, maintenance, and satisfaction.⁸ The
23 department uses the results to identify long-term needs and to improve service.

24 Monthly management reviews in Finance, Administration, and Technology provide
25 ongoing assessment.

- 26 • Facilities monitors indicators including the number of and average time to
27 complete work requests, and energy consumption on a building by building basis.
- 28 • Information Technology monitors indicators including the number and status of
29 work requisitions, along with user satisfaction (measured by completed work
30 requisitions and survey responses).
- 31 • Student Financial Services monitors indicators including calls, office traffic,
32 correspondence, invoices, refunds, and account holds.

² Policy website: www.lhup.edu/policies.

³ Policy on Policies (draft): www.lhup.edu/middle-states/docs_policies/PolicyOnPolicies.pdf.

⁴ Strategic Plan Progress Reports: www.lhup.edu/planning-and-assessment/planning/planning.htm.

⁵ Narrative Assessment Reports: www.lhup.edu/middle-states/documents.htm#Reports.

⁶ System Accountability Plan data: www.lhup.edu/middle-states/documents.htm#Reports.

⁷ The report on the audit performed during 2008-09 has not yet been issued. For the most recent report, see www.auditor.gen.state.pa.us/Reports/Performance/SO/stoLock%20HavenUniversity081606.pdf.

⁸ Sightlines report: www.lhup.edu/facilities/Working/Sightlines/LHU%20Final%20FY2008%203.4.09.pdf.

A separate report on satisfaction with facilities operations is also available

(www.lhup.edu/facilities/Working/Sightlines/Lock%20Haven%20Survey%20Presentation%20FY08%203.16.09.pdf)

- 1 • Business Operations monitors budget performance.

2 The university and foundation carefully monitor initiatives to attract and manage
3 additional resources,⁹ including the following:

- 4 • Annual fundraising goals for annual fund, athletics, endowment, and capital projects.
5 • Regular review of performance of invested funds. (Advisors are when performance
6 failed to meet expectations, most recently in 2006).
7 • Comparison with fund-raising success of other PASSHE schools¹⁰ and peer schools.
8 • Annual audits to ensure accuracy of reporting and integrity of financial practices.
9 • Formal review of investment advisors, legal counsel, and auditors every three years.
10 • Consultants to evaluate performance and conduct feasibility studies (most recently to
11 identify potential projects and funding goals for an anticipated capital campaign).

12 **8.3. Leadership, Governance, and Administration**

13 The president of the university is appointed by the PASSHE Board of Governors and
14 reports to the Board of Governors through the chancellor. The president’s work is
15 evaluated according to established Board policy, informally in two out of three years,
16 with a formal evaluation every third year. The informal evaluation is prepared by the
17 university’s Council of Trustees, based on the chancellor’s statement of expectations, the
18 most recent system accountability plan, and criteria outlined in the system policy on
19 “Evaluating Presidents.” The formal evaluation is prepared by the Council of Trustees
20 working with an external consultant, “based on the chancellor’s charge of areas to be
21 examined, the most recent institutional accountability plan and the criteria outlined in the
22 system policy on “Evaluating Presidents,” with “input from leaders of the faculty,
23 students, alumni, the surrounding community and the president.”¹¹ President Miller’s
24 most recent formal evaluation is to be conducted during 2009-10. In addition, a
25 committee appointed by APSCUF each year conducts an online survey of all faculty; the
26 aggregated data is forwarded to the APSCUF Executive Council; the final report is
27 presented to the union membership each spring and forwarded to the Board of Governors
28 and the president.

29 The university gathers and uses information about its human resources to improve
30 effectiveness, comparing staffing levels with those of similar schools¹² and monitoring
31 qualifications, skills and performance through annual performance reviews for all
32 employees. Procedures are established by the collective bargaining agreements
33 (APSCUF, AFSCME, SCUPA, and SPFPA)¹³ or PASSHE policy (managers).¹⁴ The

⁹ University Advancement Plan: www.lhup.edu/middle-states/docs_planning/AdvancementPlan08.pdf.

¹⁰ PASSHE 2007-08 Fact Book, 81:

www.passhe.edu/executive/it/research/Documents/Complete_FB_2008.pdf.

¹¹ Policy 2002-03: Evaluating Presidents: www.passhe.edu/governors/Documents/Policy%202002-03.pdf.

The results of the evaluation are recorded in the August/September minutes of the Council of Trustees
(www.lhup.edu/president/meeting_materials.htm).

¹² Link to data.

¹³ AFSCME and SPFPA form: www.lhup.edu/middle-states/docs_admin/AFSCMEEvaluation.pdf.

APSCUF form: www.lhup.edu/middle-states/docs_admin/APSCUFEvaluation.pdf. SCUPA form:
www.lhup.edu/middle-states/docs_admin/SCUPAEvaluation%20.pdf.

1 evaluation process is intended to promote the growth and development of employees,
2 provide consistent and equitable performance evaluation of all faculty and staff, and
3 clarify expectations for job performance. Only managers' and coaches' salaries are
4 directly tied to performance evaluations. Completed review forms and the overall process
5 are monitored by Human Resources.

6 There is currently no established process for evaluation of the Council of Trustees.

7 **8.4. Students**

8 The university carefully monitors data that helps it improve its recruiting and admissions
9 process. The Admissions Office monitors the numbers and characteristics of students
10 who apply, are accepted, and enroll. It monitors yield from Open Houses, weekday
11 campus visits, advertising (e.g., unique hits to a web site created just for response to
12 broadcast ads), faculty phonathon, online chats, and receptions in larger cities. It uses
13 data on admissions yield (percentage of accepted students who enroll) by high school,
14 county and state to focus recruiting efforts. It surveys prospective students at Open
15 Houses and weekday campus visits for their impressions of the university and attends to
16 anecdotal data from one-on-one contacts. The university has begun an analysis that will
17 more systematically connect data on student success (persistence and graduation) with
18 recruiting and admissions.

19 The university gathers data about its students. It participates every other year in
20 NSSE/FSSE¹⁵ and the CIRP freshman survey.¹⁶ PASSHE conducts a periodic survey of
21 alumni. Results from these surveys are reviewed and distributed by Institutional
22 Research. There is no established process for reviewing and using the findings for
23 institutional improvement.

24 The university gathers and uses information to improve student services.

- 25 • An annual Quality of Life survey provides data that is used to improve services
26 and programs in campus residences.¹⁷ During the academic year, Residential Life
27 staff meet weekly and identify issues that need to be addressed.
- 28 • At the close of each year, the Dean of Student Development evaluates the student
29 judicial process and incorporates needed changes into training for the fall.
- 30 • Food Services are evaluated by the vendor (Aramark) twice a year through
31 student surveys (as well as an always-available suggestion box), as part of the
32 annual Quality of Life survey, and by an external consultant (monthly) who
33 reviews operations, nutrition, and service.
- 34 • An informal assessment of Move-In Day helps improve the process of receiving
35 and processing new students.

¹⁴ Management form(www.lhup.edu/middle-states/docs_admin/MgmtEvalForm.pdf).

¹⁵ NSSE data: www.lhup.edu/ir/surveys/NSSE.htm.

¹⁶ CIRP data: www.lhup.edu/ir/surveys/HERI.htm.

¹⁷ Link to data.

- 1 • The Office of Human and Cultural Diversity conducts assessments of its
2 programs that help students adjust to cultural, social, and academic life at Lock
3 Haven University.
- 4 • The Student Activities Office monitors student-sponsored events, activities, and
5 programs, as well as manages the Student Recreation Center, intramurals, and
6 assists the Student Cooperative Council (SCC) with leadership and monies for
7 clubs and organizations; the latter report annually on student participation.
- 8 • Health Services is evaluated by usage data and as part of the annual Quality of
9 Life survey.

10 The office of student affairs requires each of its units to submit an annual report
11 highlighting its activities, services and/or functions. These annual reports also include
12 any data collected providing information on the quality of these activities, services and/or
13 functions. The Vice President of Student Affairs summarizes these reports annually for
14 the Board of Trustees.¹⁸

15 Career Services conducts an annual survey to evaluate and improve the effectiveness of
16 its programs, resources, services and staff.¹⁹ Career Services also conducts an annual
17 follow-up survey of the most recent graduating class regarding their post-graduation
18 status and shares this data with the university community.²⁰ Alumni can also informally
19 offer comments and suggestions which are shared with appropriate academic
20 departments.

21 The university's commitment to student engagement includes a substantial program of
22 community service. MountainServe monitors data on student participation in volunteer
23 and in-class service, as well as on the impact of service on the community.²¹

24 The university gathers information that helps it improve relationships with its alumni.
25 Alumni Relations monitors attendance at events so that it can plan future events that will
26 engage the most alumni; the office recently purchased software to enable it to track
27 participation more effectively. Increasingly the university connects with alumni online,
28 through Facebook, LinkedIn, MySpace, Twitter, and the university's own online alumni
29 community; these new media have enabled the university to connect with international
30 former students and younger alumni who are often unable to attend physical events – and
31 to do so at a much lower cost.

32 In accordance with federal law, the university gathers and publishes data annually on
33 crimes committed on or immediately adjacent to the campus.²² The Department of Public
34 Safety uses this information to improve the safety and security of the campus.

¹⁸ Student Affairs reports: www.lhup.edu/middle-states/documents.htm#Students.

¹⁹ Survey: www.lhup.edu/middle-states/docs_students/CareerServicesUse&Satisfaction.pdf.

²⁰ Follow-Up Survey: www.lhup.edu/career/FollowUpSurveys/FollowUpSurveys.htm.

²¹ MountainServe: www.lhup.edu/planning-and-assessment/program/0809/Reports/MountainServeReport0809.doc.

²² Clery Report: [www.lhup.edu/publicsafety/annual%20security%20report%202008%20\(4\).pdf](http://www.lhup.edu/publicsafety/annual%20security%20report%202008%20(4).pdf).

1 **8.5. Faculty**

2 The university's tenure and promotion processes provide information on faculty
3 effectiveness. Pre-tenure faculty members receive annual evaluations consisting of two
4 peer reviews each semester and yearly evaluations from a departmental committee,
5 departmental chair, and the dean.²³

6 The university monitors data on faculty staffing levels by discipline, including faculty
7 "productivity" (student credit hours per FTE faculty), tenured and tenure-track faculty,
8 minority faculty, terminally degreed faculty, and faculty per major.²⁴

9 Annual program reports provide data on student learning and other program outcomes.
10 These provide the basis for the provost's annual planning meetings (previously "budget
11 hearings") with chairs and directors of each program to set goals and consider budget
12 requests.²⁵

13 **8.6. Educational Programs**

14 The university has established processes for assessing educational programs, including
15 annual reports, periodic program reviews, and (as appropriate) accreditation reviews.

16 Reports on student learning outcomes have been required since 2001-02, but reporting
17 has been inconsistent. Few reports were submitted in 2005-06 (there was no director of
18 planning and assessment to monitor reporting).²⁶ Review of annual reports submitted in
19 2006-07 and 2007-08 indicate that fewer than half of academic programs had identified
20 appropriate learning outcomes, 20% used multiple measures or report that program
21 faculty as a whole have analyzed assessment data, and 12% documented assessment
22 practices that appear to meet the standard of best practice.²⁷ (The university's eight
23 teacher education programs maintain extensive assessment processes as part of their
24 NCATE accreditation, but annual university reports documented only measures such as
25 Praxis scores, rather than specific learning outcomes.) Additional programs have since
26 developed learning outcomes and implemented assessment plans.

27 Academic and student support programs are required by PASSHE to conduct a program
28 review every five years, with the assistance of an external reviewer at least once every ten
29 years.²⁸ (Programs subject to specialized accreditation conduct reviews as scheduled by
30 those agencies and submit the results of that review process to PASSHE.) These reviews
31 require examination of:

- 32
- Progress on goals from the last review
 - Relation to the school's mission
- 33

²³ Tenure and Promotion information: www.lhup.edu/apscuf/Committees/Promotion.html.

²⁴ Faculty data: www.lhup.edu/planning-and-assessment/program/documents/ProgramDataByCategory.pdf
and www.lhup.edu/planning-and-assessment/program/documents/ProgramDataRatios.pdf.

²⁵ Program reports: www.lhup.edu/planning-and-assessment/program/reports2009.htm.

²⁶ Reports for 2006-09: www.lhup.edu/planning-and-assessment/program/program.htm (menu at lower
left). Reports for 2001-05 (www.lhup.edu/planning-and-assessment/program/ProgramAssessment.htm).

²⁷ Assessment inventory: www.lhup.edu/middle-states/docs_edprograms/0708AssessmentInventory.xls.

²⁸ Program Review: www.lhup.edu/planning-and-assessment/program/program.htm.

- 1 • Environment and demand
 2 • Program outcomes (including faculty scholarship, graduation and employment
 3 rates) and student learning outcomes)²⁹

4 Beginning in 2006, the Provost began requiring academic programs to submit annual
 5 reports using the five-year review format.³⁰ The purpose was to gather better data for
 6 academic decision-making and to encourage programs to gather and review data
 7 annually. The reports serve as the basis for annual budget hearings (now “planning
 8 meetings”) in which the provost, dean, and chair (or program director) review progress,
 9 discuss goals, and examine resource needs. The already existing annual reports on
 10 learning outcomes are now included as a part of these reports. A self-study working
 11 group examined a sample of program reports and found good faith efforts by most
 12 programs to complete the reports, but suggested that better training of report writers was
 13 needed.

14 Student course evaluations are required for all temporary and tenure-track faculty, as well
 15 as tenured faculty every fifth year; faculty often request evaluations when applying for
 16 promotion or seeking feedback on a new course. Results are sent to the faculty member,
 17 department chair, dean, SCC, APSCUF, and a copy is placed in the faculty member’s
 18 personnel file.

19 Other means of gathering data on student learning include:

- 20 • Professional programs ask supervisors to evaluate secure evaluations of student
 21 performance in field placements and student teaching.
 22 • Some programs survey alumni, including: athletic training,³¹ social work,³²
 23 business and computer science,³³ and biology.³⁴ The physician assistant program
 24 surveys graduates to assist in evaluation of the curriculum and to identify
 25 graduates specifically working in medically underserved areas.³⁵
 26 • Other programs periodically survey employers seeking data on graduates’
 27 professional preparation, including social work, community health, and healthcare
 28 professions.³⁶

29 The university gathers data on the use and effectiveness of academic support programs
 30 and services, including Haven Achievers, Act 101/EOP, Student Support Services,
 31 Tutorial Services, the Writing Center, Academic Technology, and the Library.³⁷

²⁹ Administrative Procedure for Board Of Governors’ Policy 1986-04-A: Program Review:
www.passhe.edu/governors/Documents/Policy%201986-04-A%20Admin.pdf.

³⁰ Reports and reviews for 2008-09: www.lhup.edu/planning-and-assessment/program/reports2009.htm.

³¹ Link to data.

³² Social Work self-study (available in hard copy)

³³ BACSIT: www.lhup.edu/middle-states/docs_edprograms/BAACCTAlumSurveyJune08.pdf .

³⁴ Biology: www.lhup.edu/middle-states/docs_edprograms/BioAlumSurvey.pdf.pdf.

³⁵ Physician Assistant: www.lhup.edu/middle-states/docs_edprograms/PAProgramGradSurvey2008.pdf
 (2008) and www.lhup.edu/middle-states/docs_edprograms/PAProgramGradSurvey2007.pdf (2007).

³⁶ Link to data.

³⁷ Support services: www.lhup.edu/planning-and-assessment/program/reports2009.htm#Other.

1 **8.7. General Education**

2 The university has made substantial progress in developing its plan to assess student
3 learning in general education. It has identified learning outcomes,³⁸ developed and
4 piloted rubrics (for overlays and selected academic disciplines),³⁹ and approved an
5 overall plan for assessment general education.⁴⁰ The university is now in the process of
6 working with departments to develop means of assessment for the remaining disciplines
7 during 2009-10. As the university implements its plan for assessing general education
8 and seeks to “close the loop” by using data to improve the program, it would be helpful
9 for the university to implement Recommendation 7.6 (see above) regarding a faculty-
10 driven process for ongoing review and improvement of general education.

11 **8.8. Conclusion**

12 The university has made steady progress in assessing student learning outcomes and
13 developing its plan for assessing general education. Work remains to be done on linking
14 program outcomes to the university mission and goals, in communicating assessment
15 results within the university and to outside constituencies, and in closing the loop by
16 using the results of student learning assessment in institutional planning and resource
17 allocation.

18 The university uses outcomes data in many areas to support decision-making. However, it
19 lacks a system for coordinating assessments of institutional effectiveness. The university
20 should publish unit goals to the entire university community, establish benchmarks for
21 performance, publish results, and transparently link results to resource allocation.

22 Recommendation 8.1

23 Develop (from existing and new processes) a comprehensive program of
24 institutional assessment, including mission, Council of Trustees,
25 governance, administrative structures, policies, and other non-academic
26 offices.

27 Recommendation 8.2

28 Document use of assessment data (on student learning and other
29 institutional outcomes) in decisions regarding resource allocations.

³⁸ Learning outcomes: www.lhup.edu/planning-and-assessment/assessment/downloads/GenEdOutcomesDraft071108.doc.

³⁹ Rubrics: www.lhup.edu/planning-and-assessment/assessment/gened/rubrics.htm.

⁴⁰ Assessment plan: www.lhup.edu/planning-and-assessment/assessment/gened/downloads/GenEdAssessmentPlan080424.doc.

1

Conclusion and Request

2 This report demonstrates that Lock Haven University achieves excellence in its
3 educational and other programs and meets the Standards of the Middle States
4 Commission on Higher Education. The university respectfully requests that the Middle
5 States Commission on Higher Education reaffirm the university's accreditation.

Draft

- 1 3.6 Conduct a program of periodic and comprehensive review of administrative
2 structures (i.e., grouping of functions and lines of authority) and processes to
3 evaluate its effectiveness in light of the university's substantial growth, evolving
4 mission, and changing environment.

5 ***Support First-Year Student Success***

- 6 4.4 Develop a consistent, structured first-year experience for all students, using
7 recommendations of the Foundations of Excellence report to improve second-year
8 persistence and graduation rates.
9 4.5 Establish an early warning system for all first-year students that would facilitate
10 academic success and improve second-year persistence and graduation rates.
11 4.6 Identify responsibility for efforts to ensure first-year student success (e.g.,
12 monitoring class sizes, course offerings, and the first-year experience as a whole;
13 developing policies and programs to support student success).
14 4.7 Develop a comprehensive program of academic support services to ensure that all
15 students receive appropriate support.
16 7.3 Provide sufficient seats for general education courses, particularly for first-year
17 students in foundational skills.

18 ***Publish Necessary Academic Information***

- 19 1.2 Develop and implement a system for archiving and maintaining public access to
20 each year's academic catalog.
21 4.8 Develop and publicly disclose policies and procedures regarding the transfer of
22 credit.
23 7.1 Clarify general education requirements for associate's degrees and publish these in
24 a central location.

25 ***Support Faculty Recruitment, Retention, Development***

- 26 5.1 Ensure sufficient funding for recruitment (advertising and interviewing) of highly
27 qualified faculty candidates.
28 5.2 Develop outcome measures and a comprehensive program for retaining new
29 faculty.
30 5.3 Ensure sufficient funding to support faculty in scholarship, service to their
31 professions, and participation in national professional conferences.

32 ***Strengthen Assessment of Learning, Especially in General Education***

- 33 6.1 Continue to support academic programs (majors, minor, and general education) in
34 identifying and assessing student learning outcomes and competencies.
35 6.2 Provide students with easy access to program and course learning outcomes and to
36 program learning results on department web sites.
37 6.3 Require assessment data in support of proposals for course and curricular changes.
38 6.4 Identify outcomes and assess learning in internships, international study, and
39 service learning.
40 6.5 Ensure that student learning in online courses is regularly assessed.

- 1 7.2 Increase opportunities to develop and assess general education competencies within
2 majors.
3 7.4 Complete and implement the general education assessment plan including
4 implementation of a simple and centralized data reporting system.
5 7.5 Ensure sufficient administrative and financial support for faculty initiatives in
6 assessing general education.
7 7.6 Develop a faculty-driven process for ongoing review and improvement of general
8 education, possibly reconstituting the existing general education subcommittee of
9 the UCC with authority to review learning outcomes data and propose curricular
10 changes.

11 ***Strengthen Institutional Assessment***

- 12 3.7 Ensure that information for institutional decision-making is readily available to
13 members of the university community.
14 8.1 Develop (from existing and new processes) a comprehensive program of
15 institutional assessment, including assessment of the university's mission, Council
16 of Trustees, governance, administrative structures, policies, and other non-academic
17 offices.
18 8.2 Document use of assessment data (on student learning and other institutional
19 outcomes) in decisions regarding resource allocations.
20

1 **Recommendations by Chapter**

2 ***Mission and Integrity***

- 3 1.1 Develop a revised statement of the university's mission that will better focus
- 4 institutional energies and resources and facilitate planning and decision-making.
- 5 1.2 Develop and implement a system for archiving and maintaining public access to
- 6 each year's academic catalog.

7 ***Planning and Resources***

- 8 2.1 Review budget allocations to ensure that expenditures correspond to the university
- 9 priorities, as outlined in the mission and strategic plan.
- 10 2.2 Continue to promote transparency by sharing planning and budget information with
- 11 the university community.
- 12 2.3 Develop and implement a long-term strategy to address challenges posed by
- 13 declining state support, changing student demographics, and rising costs.

14 ***Leadership, Governance and Administration***

- 15 3.1 Conduct a thorough assessment of existing structures of shared governance in light
- 16 of the university's evolving mission and changing environment.
- 17 3.2 Clearly document the roles and responsibilities of various constituencies in
- 18 governance, and make this information readily available to all members of the
- 19 university community.
- 20 3.3 Ensure that all committees have a clear charge that specifies responsibilities,
- 21 authority, reporting relationship(s), membership, and how chair is selected.
- 22 3.4 Ensure that all governance units promptly make available minutes of meetings,
- 23 policy recommendations under consideration, and decisions.
- 24 3.5 Establish a central public repository for approved policies.
- 25 3.6 Conduct a program of periodic and comprehensive review of administrative
- 26 structures (i.e., grouping of functions and lines of authority) and processes to
- 27 evaluate its effectiveness in light of the university's substantial growth, evolving
- 28 mission, and changing environment.
- 29 3.7 Ensure that information for institutional decision-making is readily available to
- 30 members of the university community.

31 ***Students***

- 32 4.1 Define more clearly in the university's mission statement the student population we
- 33 seek to serve.
- 34 4.2 Identify optimal numbers and characteristics of undergraduate and graduate
- 35 students envisioned in the university's plans for increased enrollment.
- 36 4.3 Develop new academic programs and majors within the context of LHU's mission
- 37 for undergraduate and graduate students to offset the imminent decline in high
- 38 school graduates.

- 1 4.4 Develop a consistent, structured first-year experience for all students, using
2 recommendations of the Foundations of Excellence report to improve second-year
3 persistence and graduation rates.
- 4 4.5 Establish an early warning system for all first-year students that would facilitate
5 academic success and improve second-year persistence and graduation rates.
- 6 4.6 Identify responsibility for efforts to ensure first-year student success (e.g.,
7 monitoring class sizes, course offerings, and the first-year experience as a whole;
8 developing policies and programs to support student success).
- 9 4.7 Develop a comprehensive program of academic support services to ensure that all
10 students receive appropriate support.
- 11 4.8 Develop and publicly disclose policies and procedures regarding the transfer of
12 credit.

13 **Faculty**

- 14 5.1 Ensure sufficient funding for recruitment (advertising and interviewing) of highly
15 qualified faculty candidates.
- 16 5.2 Develop outcome measures and a comprehensive program for retaining new
17 faculty.
- 18 5.3 Ensure sufficient funding to support faculty in scholarship, service to their
19 professions, and participation in national professional conferences.

20 **Educational Programs**

- 21 6.1 Continue to support academic programs (majors, minor, and general education) in
22 identifying and assessing student learning outcomes and competencies.
- 23 6.2 Provide students with easy access to program and course learning outcomes and to
24 program learning results on department web sites.
- 25 6.3 Require assessment data in support of proposals for course and curricular changes.
- 26 6.4 Identify outcomes and assess learning in internships, international study, and
27 service learning.
- 28 6.5 Ensure that student learning in online courses is regularly assessed.

29 **General Education**

- 30 7.1 Clarify general education requirements for associate's degrees and publish these in
31 a central location.
- 32 7.2 Increase opportunities to develop and assess general education competencies within
33 majors.
- 34 7.3 Provide sufficient seats for general education courses, particularly for first-year
35 students in foundational skills.
- 36 7.4 Complete and implement the general education assessment plan including
37 implementation of a simple and centralized data reporting system.
- 38 7.5 Ensure sufficient administrative and financial support for faculty initiatives in
39 assessing general education.

- 1 7.6 Develop a faculty-driven process for ongoing review and improvement of general
- 2 education, possibly reconstituting the existing general education subcommittee of
- 3 the UCC with authority to review learning outcomes data and propose curricular
- 4 changes.

5 **Assessment**

- 6 8.1 Develop (from existing and new processes) a comprehensive program of
- 7 institutional assessment, including assessment of the university's mission, Council
- 8 of Trustees, governance, administrative structures, policies, and other non-academic
- 9 offices.
- 10 8.2 Document use of assessment data (on student learning and other institutional
- 11 outcomes) in decisions regarding resource allocations.

1 **Appendix A: Council of Trustees**

- 2 Mr. Guy A. Graham, Chair † Business owner, retired
- 3 Ms. Tiffany Allen Current undergraduate student
- 4 Ms. Mary Coploff Teacher, Central Mountain Middle School
- 5 Dr. George A. Durrwachter † Orthodontist, retired
- 6 Mr. Christian B. Dwyer, Secretary † School principal, retired
- 7 Mr. Daniel Elby † President and CEO, Alternative Rehabilitation Communities
- 8 Mr. Donald E. Houser ING Registered Representative
- 9 Ms. Margery Krevsky † President and COO, Productions Plus
- 10 Ms. Virginia Roth † Executive Vice President, Partnership of Packer, Oesterling & Smith
- 11 Mr. Thomas M. Sweitzer Consultant
- 12 Mr. James W. Swistock, Vice Chair † President, Penncara Energy, LLC
- 13 Dr. John Cavanaugh, ex-officio Chancellor, Pennsylvania State System of Higher Education

14
15 † indicates an alumnus of the university

16

1 **Appendix B: Administration**

2 **Office of the President**

- 3 **President** **Keith T. Miller, Ph.D.**
 4 Assistant to the President Gwen A. Bechdel
 5 Assistant to the President and Director for Planning and Assessment ... James Meek, Ph.D.
 6 Director of Institutional Research Brian Cygan, M.Ed.

7 **Academic Affairs**

- 8 **Vice President for Academic Affairs and Provost** **Deborah Erickson, Ed.D, Ph.D.**
 9 Administrative Assistant to the Provost Denise R. Shoemaker
 10 Dean of the College of Arts and Sciences David L. White, Ph.D.
 11 Dean of the College of Education and Human Services Thomas C. Ormond, Ph.D.
 12 Associate Dean Marianne Hazel, D.Ed.
 13 Registrar Jill R. Mitchley, M.B.A.
 14 Dean of the Clearfield Campus Teresa Williams, Ph.D.
 15 Director of Athletics Sharon E. Taylor, M.S.P.E.
 16 Dean of the Institute for International Studies Jennifer Creamer, Ph.D.
 17 Dean of Library & Information Services Tara L. Fulton, Ph.D.
 18 Executive Director of Academic Technology Carlos Morales, Ph.D.
 19 Director, Counseling Services Daniel Tess, Ph.D.
 20 Clearfield Advising/Developmental Instruction Clay Kleckley, Ed.D.
 21 Coordinator, Advising Exploratory Studies Maribeth Hanna Long, M.Ed.
 22 Disability Services Reynol Junco, D.Ed
 23 Director, Educational Opportunity Program (EOP) Douglas Posey, M.A.
 24 Director, Haven Achievers Program Lisa Weaver, Ph.D.
 25 Director, Student Support Services Mary D. O’Neill, M. Ed.
 26 University Tutorial Services Pamela Czapla, Ph.D.
 27 Director, Upward Bound Program Carroll Rhodes, M.S.
 28 Director, Honors Program Joseph P. McGinn, Ph.D.

29 **Finance, Administration and Technology**

- 30 **Vice President for Finance, Administration and Technology** **William Hanelly, M.B.A.**
 31 Facilities Coordinator & Administrative Assistant Marchal A. Rote, A.A.S
 32 Director, Information Technology Donald W. Patterson Jr., B.A.
 33 Director of Facilities Management David B. Proctor, M.B.A, PE, BSCE
 34 Director of Financial Operations Julie A. Kimball, B.S.
 35 Director of Procurement Becky Proctor, B.S.
 36 Director of Human Resources Deana L. Hill, M.Ed.
 37 Director of Student Financial Services James Theeuwes, Ed.D., M.B.A.

1 **Student Affairs**

2 **Vice President for Student AffairsLinda D. Koch, D.Ed.**
 3 Dean of Student Development Carol A. Latronica, Ed.D.
 4 Dean of Student AffairsDwayne L. Allison, Ed.D.
 5 Director of Public Safety Paul Altieri, B.S.
 6 Director of Career Services Joan C. Welker, M.A.
 7 Director of Community Services Ann Marie Turnage, M.A.
 8 Director of Human and Cultural Diversity Kenneth L. Hall, B.S.
 9 Nursing Supervisor Kimberly Wetzel, R.N.
 10 Director of Student Activities Jodi L. Smith, M.S.

11 **University Advancement**

12 **Vice President for University AdvancementJerry L. Updegraff, M.S.**
 13 Executive Staff Assistant for University Advancement Mary Kate Rounsley, A.A.S
 14 Records and Database Manager..... Robert D. McCool II
 15 Director of Alumni Relations..... Tammy Rich, M.B.A.
 16 Director of Development Keith O. Barrows, J.D.
 17 Director of Annual Giving.....Erin Lang, M.S.
 18 Director of Admissions Stephen E. Lee, M.A.
 19 Director of Small Business Development Center Tim J. Keohane, Jr. M.B.A.
 20 Director of Athletic Development Troy Miller, B.A.
 21 Director of University Communications and MarketingMary White, M.A.
 22 Web Master.....Scott E. Eldredge, M.L.A.
 23 Sports Information DirectorDoug Spatafore, B.A.

24
 25

Appendix C: Chairs of Academic Departments

1

2

3 College of Arts and Sciences

4	Mr. Raymond Heffner	Art
5	Dr. Joseph Calabrese	Biological Sciences
6	Dr. Susan Strayer	Business Admin., Computer Science & Information Tech.
7	Dr. Jacqueline Whitling	Chemistry
8	Dr. Karen Kline	Communication
9	Dr. Howie Congdon	Philosophy
10	Dr. Tamson Six	Criminal Justice
11	Dr. Robert Myers	English
12	Dr. Enrique Herrera	Foreign Languages
13	Dr. Anura Goonewardene	Geology and Physics
14	Dr. Stanley Berard	History, Political Science, Economics & Geography
15	Ms. Carol Rehn	Mathematics
16	Dr. Mahlon Grass	Performing Arts
17	Dr. Christine Offutt	Psychology
18	Dr. Timothy Baylor	Sociology, Anthropology & Social Work

19 College of Education and Human Services

20	Dr. Dan Tess	Academic Development & Counseling
21	Mr. Terry Brink	Elementary and Middle Level Education
22	Dr. Catherine Traister	Health & Physical Education
23	Dr. Mary Rose-Colley	Health Science
24	Ms. Kim Owens	Nursing
25	Mr. Walt Eisenhauer	Physician Assistant Studies
26	Dr. Charles Jenkins	Graduate Studies
27	Mr. Leonard Long	Recreation Management
28	Dr. Denise Tyson	PreK-4/Early Childhood Education
29	Dr. Jane Penman	Special Education

30 Library

31	Mr. Rick Lilla	Library
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32 Athletics

33	Ms. Sharon Taylor	Athletics
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Appendix D: Middle States 2010 Committees and Working Groups

* designates chair or co-chair

Steering Committee

- Catherine A. Gatewood (Associate Professor, History, Political Science, and Economics, Program Coordinator Secondary Social Studies Education)
- Robert Franz (Assistant Professor, Academic Development & Counseling)
- Kenneth L. Hall (Director of Human and Cultural Diversity)
- James A. Meek * (Assistant to the President for Planning and Assessment)
- Joseph R. Newhouse (Associate Professor, Biological Sciences)
- Erin L. Pawlak (Director of Annual Giving, University Advancement)
- Lynette M. Reitz * (Professor of Social Work)
- SueAnn V. Schatz (Associate Professor of English)
- Frederick W. Schulze * (Associate Professor, Health Science)

Working Groups

Mission, Goals, Integrity (Standards 1, 6)

- Yvette Ingram * (Associate Professor, Health Science)
- Jennifer Creamer (Director, Institute for International Studies)
- Pam Finalle (Assistant Professor, Nursing; Clearfield)
- Deana Hill (Director, Human Resources)
- Karen Kline (Professor of Communication Media; Department Chair)
- Carol Latronica (Dean of Student Development)
- Jennifer Smith (Head Coach, Women's Basketball)
- Evan Timme (Student)
- Jerry Updegraff (Vice President, University Advancement)
- *Erin Pawlak (Steering Committee liaison)*

Planning and Resources (Standards 2, 3)

(Fiscal Management Committee)

- William Lloyd * (Assistant Professor of Accounting; APSCUF)
- Donald Amoriello (Student; SCC)
- Susan Birdsey (Secretary, Academic Development and Counseling; AFSCME)
- Robert Hall (Police Officer, Public Safety; SPFPA)

- 1 • Michael Heck (Director of Summer Development and Residence Hall Director;
2 SCUPA)
- 3 • Thomas Justice (Head Coach, Women's Volleyball; APSCUF)
- 4 • Julie Kimball (Director of Financial Reporting; Management)
- 5 • Cori Myers (Assistant Professor of Management; APSCUF)
- 6 • James Theeuwes (Director of Student Financial Services; Management)
- 7 • *Kenneth Hall (Steering Committee liaison)*

8 **Leadership, Governance, and Administration (Standards 4, 5)**

- 9 • Marcia Kurzynski * (Assistant Professor of Management)
- 10 • Stan Berard (Associate Professor of Political Science; Department Chair)
- 11 • Fay Cook (Professor, Health Science)
- 12 • Roger Johnson (Interim Provost)
- 13 • Albert Jones (Associate Director of Human Resources)
- 14 • Clay Kleckley (Professor, Academic Development and Counseling; Director of
15 Clearfield Student Counseling)
- 16 • Julie Lammel (Associate Professor, Recreation Management)
- 17 • Chris McRae (Secretary to Dean, College of Arts and Science)
- 18 • Cheryl Orndorf (Student)
- 19 • Thomas M. "Doc" Sweitzer (Trustee, advisory member)
- 20 • *Catherine Gatewood (Steering Committee liaison)*

21 **Students (Standards 8, 9)**

22 (Enrollment Management Steering Committee)

- 23 • Stephen Lee * (Director of Admissions)
- 24 • Dwayne Allison (Assistant Dean of Students)
- 25 • Rosanna Campbell (Assistant Director, Institute for International Studies)
- 26 • Heather Davis (Head Coach, Women's Soccer; APSCUF)
- 27 • Maribeth Hanna Long (Associate Professor, Academic Development and
28 Counseling; Coordinator of Exploratory Studies Advising)
- 29 • Lyn Reitz (Professor of Social Work; APSCUF)
- 30 • Lou Widman (Professor of Health Science; APSCUF)
- 31 • Bobbi White (Secretary, Admissions; AFSCME)
- 32 • David White (Dean, College of Arts and Sciences)
- 33 • *Lynette Reitz (Steering Committee liaison)*

34 **Faculty (Standard 10)**

- 35 • Chris Offut * (Professor of Psychology)
- 36 • Kelly Green (Head Coach, Women's Softball)
- 37 • Marianne Hazel (Associate Dean)
- 38 • Eric Lippincott (Assistant Professor, Health Science)
- 39 • Rose Ann Neff (Professor, Recreation Management)
- 40 • Barrie Overton (Assistant Professor, Biological Sciences)

- 1 • Kim Powell (Benefits Coordinator, Human Resources)
- 2 • Zach Smith (Student)
- 3 • Sharon Stringer (Associate Professor, Communication Studies)
- 4 • *SueAnn Schatz (Steering Committee liaison)*

5 **Educational Programs and Related Activities (Standards 11, 13)**

- 6 • Jackie Whitling * (Associate Professor of Chemistry; Department Chair)
- 7 • Tim Baylor (Associate Professor of Sociology; Department Chair)
- 8 • Trachanda Brown (Assistant Director for Recruiting, Institute for International
- 9 Studies)
- 10 • Ray Heffner (Associate Professor of Art; Department Chair)
- 11 • Ed Jensen (Associate Professor, School of Graduate Studies)
- 12 • Jill Mitchley (Registrar)
- 13 • Susan Strayer (Professor of Computer Science; Department Chair)
- 14 • Amy Way (Associate Professor of Health Science)
- 15 • *Frederick Schulze (Steering Committee liaison)*

16 **General Education (Standard 12)**

- 17 • Janet Irons * (Professor of History)
- 18 • Clare Hann (Student)
- 19 • Josh Drouin (Assistant Professor, Health Science)
- 20 • Jonathan Lindzey (Assistant Professor, Biological Sciences)
- 21 • Rick Van Dyke (Assistant Professor of English; Director of the Writing Center)
- 22 • Lisa Weaver (Assistant Professor, Academic Development and Counseling;
- 23 Director, Haven Achievers Program)
- 24 • Elsa Winch (Instruction and Reference Librarian)
- 25 • Tom Wynn (Assistant Professor, Geology)
- 26 • Judy Yoho (Assistant Professor, Elementary Education)
- 27 • *Rob Franz (Steering Committee liaison)*

28 **Assessment (Standards 7, 14)**

- 29 • Beth McMahon * (Professor, Health Science)
- 30 • Jerry Falco (Assistant Director of Graduate Admissions)
- 31 • Shonah Hunter (Professor, Biological Sciences)
- 32 • Paddy O'Hara Mays (Professor, School of Graduate Studies; Director, Master of
- 33 Liberal Arts)
- 34 • Doug Orsi (Professor of Military Science)
- 35 • Christine Remley (Early Childhood)
- 36 • Joan Welker (Director of Career Services)
- 37 • Steve Williams (Associate Professor, Mathematics; Coordinator of Secondary
- 38 Mathematics Education Program)
- 39 • *James Meek (Steering Committee liaison)*