

Periodic Review Report

presented by:

Indiana University of Pennsylvania
Dr. David Werner, Interim President

presented to:

Middle States Association
Commission on Higher Education

April 18, 2011

Accredited since: 1941
Reaffirmation of Accreditation: 2006
Evaluation Site Visit: March 19-22, 2006

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*** To meet new mandates by the Higher Education Opportunity Act of 2008 as required by MSCHE (letter of notification sent February 16, 2010), this report contains an affirmation and summary of IUP's distance education student verification process (Appendix A1) and a statement of IUP's credit transfer policies (Appendix A2) in addition to other evidence of best practices and policies used to maintain IUP's online academic integrity as regulated by the Pennsylvania State System of Higher Education (Appendices A3 and A4).**



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
(Effective October 1, 2009)**

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

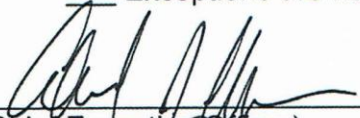
Indiana University of Pennsylvania

(Name of Institution)

is seeking (*Check one*): ___ Initial Accreditation X Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."


Exceptions are noted in the attached memorandum (*Check if applicable*)



(Chief Executive Officer)

4-20-11

(Date)



(Chair, Board of Trustees or Directors)

4/22/11

(Date)

J:\Procedures & Process\CertificationStatementEffectiveOct09

Chapter 1: Executive Summary of the Periodic Review Report

Middle States Guidance on the Executive Summary*

This important summary should be prepared after the entire PRR has been completed, but it should appear as a preface to the document. The executive summary of no more than five pages in length should include:

- a brief introductory overview of the institution, including references to mission, enrollment, educational offerings, structures, and resources that will provide appropriate institutional context for the reader of the PRR
- summary information on the institution's approach to the preparation of the PRR
- a summary of major institutional changes and developments since the decennial accreditation, to the extent that such changes are relevant to one or more accreditation standards
- an abstract of the highlights of the PRR in narrative form

The completed PRR Certification Statement should be attached to the Executive Summary, affirming that the institution continues to meet all of the Commission's eligibility or affiliation requirements published in *Characteristics of Excellence*, and federal Title IV requirements.

**Blue guidance sections are included to explain the scope and organization of this report for any readers unfamiliar with the Middle States PRR process. To view the entire PRR Handbook, click here: <http://www.msche.org/publications/PRRhandbook08081114133252.pdf>*

1.1 Overview of Indiana University of Pennsylvania

Indiana University of Pennsylvania was originally founded in 1875 as one of several state-chartered normal schools for teacher education. Its academic mission soon broadened to provide high-quality college education at a low cost for many other kinds of skilled professionals as well. It changed its name several times over the years from Indiana State Teachers College to Indiana State College and finally to Indiana University of Pennsylvania in 1965. It was first accredited by Middle States in 1941 and has remained fully accredited since then. Its most recent re-affirmation took place in 2006, when it met all fourteen standards for accreditation.

Since the state of Pennsylvania created the Pennsylvania State System of Higher Education (PASSHE) in 1982, IUP has been the largest of the fourteen former teacher's colleges included in the new system and the only one with doctoral degree granting status. PASSHE is overseen by a state Board of Governors, which approves new

University Vision

Indiana University of Pennsylvania shall be among the nation's leading universities, recognized for student success and educational attainment, research, cultural enrichment, and economic development.

University Mission

Indiana University of Pennsylvania is a leading public, doctoral/research university, strongly committed to undergraduate and graduate instruction, scholarship, and public service.

Indiana University of Pennsylvania engages students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.

Inspired by a dedicated faculty and staff, students become productive national and world citizens who exceed expectations personally and professionally.

programs, sets system-wide tuition rates and appoints the state chancellor and university presidents. The Chancellor's Office establishes state-wide policies and sets common calendars for member universities. IUP is also governed by a Council of Trustees which reviews and approves the recommendations of the president concerning policies and procedures, schools and programs, operating and capital budgets, contracts and purchases and which also conducts an annual physical inspection of the campus. The Council of Trustees assists the president in developing an understanding of the institution and the public interest, and can recommend appointment, retention or dismissal of the president following consultation with students, faculty and alumni (Pennsylvania Act 188 of 1982: Enabling Legislation for the Pennsylvania State System of Higher Education: http://www.passhe.edu/inside/legal/Documents/Act188_2005.pdf).

IUP is currently classified as a Carnegie Doctoral /Research-Intensive university. The academic mission has evolved and grown to meet the changing needs of the state, and today includes a nationally recognized Honors College, more than 130 different degree programs, graduate training in more than 60 disciplines, at least 30 professional accreditations in specific programs and disciplines, 46 state or grant-funded centers, and a focus on cutting-edge faculty and student research.

IUP's Organization and Governance

The president of Indiana University of Pennsylvania oversees four major divisions: Academic Affairs, Student Affairs, Administration and Finance, and University Relations. Each division is headed by a Vice-President; the Vice-President for Academic Affairs also holds the title of Provost and is the second-highest ranking administrative office of the university. Together with senior staff members in the president's office, these division heads make up the University Cabinet that meets regularly with the president.

Indiana University of Pennsylvania is contractually bound to principles of shared governance. The University Senate is the primary campus forum in which IUP's governing policies are reviewed and either recommended or not for implementation by the President and the Trustees. The University Senate is composed of a unique mix of faculty, students, and administrators (some elected and others appointed) who meet monthly to review curriculum proposals and policies that affect the working and learning environment of the university.

The Division of Academic Affairs includes those offices, programs and centers that focus on teaching and learning. These include the six degree-awarding colleges, the Liberal Studies (general education) program, the Robert E. Cook Honors College, the School of Graduate Studies and Research, Information Technology Services, University Libraries, the Registrar's Office, ROTC, the Office of International Education and several off-campus learning sites. Within the division of academic affairs, most degree programs are housed in one of the six colleges: College of Humanities and Social Sciences, College of Natural Sciences and Mathematics, College of Fine Arts, College of Education and Educational Technology, Eberly College of Business and Informational Technology and the College of Health and Human Services. Each college is headed by a dean as are the Schools of Graduate Studies & Research and the affiliated campus at Punxsutawney. Together with the heads of the academic offices and senior staff in the Provost's office, the deans make up the Academic Affairs Council with whom the

Provost meets monthly. The Council of Deans also meets as a smaller organizational body, as does the Council of Department Chairs.

The Division of Student Affairs includes those offices, programs and centers that provide services to IUP students and promote their success on all levels, academically and personally. These include the Advising and Testing Center, African-American Cultural Center, Athletics, Career Development Center, Center for Health and Well-being, Center for Student Life, Center for Student Success, Counseling Center, Dean of Students, Enrollment Management, Financial Aid, Health Service, Housing and Residence Life, Student Cooperative, Undergraduate Admissions, Veterans Affairs and the Vice-President for Student Affairs. The leaders of these centers and offices, along with other senior staff in Student Affairs make up the Student Affairs Leadership Team (SALT) that helps to set goals and priorities in conjunction with the Vice-President of Student Affairs. The division also has a separate Assessment Committee to guide its action plan and ensure that divisional objectives align with the university's strategic plan and reflect the outcomes of on-going assessment measures.

IUP Faculty & Staff, Students and Campuses

In Fall 2010, Indiana University of Pennsylvania employed 754 faculty members, of whom 48% are women and 12% are minorities. Over 94% of IUP faculty members hold the highest educational degree in their field. Faculty members at IUP are unionized and work under a collective bargaining agreement negotiated at the state level between PASSHE and APSCUF (Association of Pennsylvania State College and University Faculties). In Fall 2010, IUP employed 812 administration and support staff members.

In Fall 2010, IUP enrolled a total of 15,126 students. Of these, 12,827 were undergraduates and 2,299 were graduate students; 43 percent of students were male and 57 percent were female; 13 percent were minority students, 8 percent were students of nontraditional age and 4.3 percent were international students.

Most of IUP's academic buildings, residences and administrative offices are housed on a 350-acre campus in Indiana PA, the town for which the university is named. Affiliated campuses are located in Northpointe (Armstrong County) and Punxsutawney, PA, the latter of which serves as the site of the IUP Academy of Culinary Arts and a developmental first-year experience program. IUP also offers courses at the Monroeville Graduate and Professional Center, through the State System's Dixon Center in Harrisburg and through distance education.

1.2 Summary of the Periodic Review Report Process

Preparation for the Middle States PRR began in Spring 2010 with the selection of a senior faculty member (Dr. Karen Rose Cercone) to serve as the Provost Fellow, in charge of gathering data and coordinating the writing of the Periodic Review Report under the supervision of IUP's Accreditation Liaison Officer, Associate Provost Dr. Inno Onwueme. The Associate Provost also established a PRR Advisory Work Group to meet one-on-one with The Provost Fellow as needed, to help gather and transmit data to her and to review drafts of the report. The workgroup included the Liberal Studies Coordinator, the head of Institutional Research, representatives from the Council of

Deans and Council of Chairs and an IT Services specialist to assist with the TracDat database used for strategic planning and assessment reports. In Summer of 2010, the Provost Fellow reviewed the previous decennial self-study and recommendation report, and consulted with organizers of past Middle States self studies, periodic review reports and progress letters. At the same time, reports were requested by the Associate Provost from all university divisions on strategic planning, assessment efforts and budget linkages to provide evidence of the university's response to the specific recommendations made in the previous decennial report.

In Fall of 2010, the Provost Fellow interviewed division and academic leaders across campus to discuss strategic planning, assessment and institutional effectiveness, and assessment of student learning outcomes, with a specific focus on accomplishments from the past five years. Strategic priorities were collected and mission alignment was documented by the Provost Fellow using the TracDat relational databases. Analysis of systematic, university-wide student learning outcomes assessment data was carried out by the University-wide Assessment Committee under the leadership of the Associate Provost. Analysis of enrollment projections and trends was provided by the graduate and undergraduate admissions offices, while the analysis of financial projections and trends was handled by staff from the Administration and Finance division.

Following preparation of the initial draft of the PRR, the members of the Advisory Work

The screenshot shows a web page from the Indiana University of Pennsylvania (IUP) website. The header includes the IUP logo and navigation links: Home, About IUP, Administration, Academic Affairs, and News. The main content area features a news article titled "Middle States Periodic Review Report Now Available for Review" under the "DIVISION OF ACADEMIC AFFAIRS" section. The article text states that IUP's accrediting body, the Middle States Commission on Higher Education, requires the university to submit a Periodic Review Report midway between the major ten-year accreditation visits. It mentions that the report is a look back over the past five years and that a preliminary draft has been compiled. A "Share" button is visible. On the right side of the page, there is a "Recent News" section with links to "Provost Scholars Announced for 2010-2011", "Middle States Periodic Review Report Now Available for Review", "Promoted Faculty Honored at Dinner", and "PASSHE Recommendations". A search bar is located at the top right of the page.

Group were asked to read and review the manuscript while it was also shared for feedback purposes with the President's Cabinet and the Council of Deans. Comments from all stake-holders were incorporated into the second draft which was posted for a month on the open website shown here, allowing the entire university community to review it. The final draft of the report was prepared in April 2011 for approval by IUP administration, followed by submission to Middle States.

1.3 Major Institutional Changes since the Previous Evaluation

A leadership change occurred at IUP in mid-2010 with the departure of former president Tony Atwater who led the development of the university's 2007-2012 strategic plan. Dr. Atwater has been replaced by interim president David Werner (formerly the interim provost of the university). A national search for a new president will occur in 2011-2012; the next decennial evaluation in 2015-16 will occur under new university leadership. With the exception of the Vice President for Student Affairs (Rhonda Luckey), each of the other three vice presidential positions has been filled with new appointments since the last decennial evaluation: Provost and Vice-President for Academic Affairs (Gerald Intemann), Vice-President for Administration and Finance (Cornelius Wooten) and Vice-President for University Relations (Terry Carter).

1.4 Narrative Abstract of Final Report

IUP's Middle States accreditation was reaffirmed in 2005-06 with all fourteen accreditation standards found to be fully met. The three recommendations made in the evaluation report have been addressed as follows:

Standard 2: Planning, Resource Allocation and Institutional Renewal

The evaluation team recommended that IUP submit a two-year progress letter on mission redefinition and development of a new strategic plan. This recommendation was fulfilled with the adoption of a new university strategic plan in 2007 and submission of the required progress letter to Middle States in 2008.

Standard 7: Institutional Assessment

The evaluation team recommended that IUP implement a process of strategic management for continuous improvement, including a written institutional strategic plan and a process for assessing its implementation. The new university strategic plan was deployed in 2007 and several aligned divisional strategic plans have been created since then, including a detailed academic affairs strategic plan. Their combined effectiveness is documented by the numerous specific examples of 'closing the loop' that are discussed in this report. The strategic management recommendation has been addressed by the adoption of the TracDat relational database to connect strategic actions at all levels to the university's mission and goals.

Standard 14: Assessment of Student Learning Outcomes

The evaluation team recommended that IUP develop outcome goals for student learning, make assessment of student outcomes more systematic across the university and collect evidence that assessment of student learning is being done effectively across the university to ensure continuous improvement in student learning. The goal-setting recommendation was met when learning outcome goals were created as part of an on-going revision of our Liberal Studies general education core. The systematic assessment recommendation has been addressed through the combined use of benchmark surveys (National Survey of Student Engagement, Collegiate Learning Assessment) and rubric-based analysis of Liberal Studies learning outcomes. The evidence-collection recommendation is being implemented by using the TracDat relational database for archival and analysis of learning outcome assessment data from across the university.

In addition to meeting these specific recommendations, IUP has nurtured a strong culture of planning and assessment, overseen by the Office of Institutional Research, Planning and Assessment and carried out by numerous divisional and college-level planning and assessment committees. The linkage of budgeting to planning on our campus is on-going, despite being constrained by the financial limitations placed on IUP by the recent fiscal crisis and by its membership in a centrally-controlled, state-regulated system of fourteen universities. However, the Pennsylvania State System of Higher Education has recently created a system-wide framework of performance measures that will integrate with and build on internal IUP assessment efforts. Over the next five years, our strategic assessment results will be directly linked to state-wide budget planning in the form of performance funds.

Chapter 2: Response to Recommendations from Previous Evaluation

Middle States Guidance on Response to Recommendations

Because developments and changes occur partially in response to recommendations resulting from the previous evaluation, it is expected that all major self-study and evaluation report recommendations will be reviewed and analyzed thoroughly in order to provide a critical appraisal of actions or decisions taken. In some instances, the Commission may have directed, as a follow-up measure through its formal action letters, that the PRR provide an update on progress in specific areas.

This summary need **not** include either comments relative to suggestions from the prior team report or substantive comments relative to recommendations that have already been addressed in progress letters or monitoring reports to the Commission.

While institutions may find it useful to include an index of recommendations in chart form as an appendix to the PRR, most institutions group recommendations by topic or functional area, rather than address all recommendations individually. Although it is not intended that all recommendations of the evaluation team be accepted, all should be carefully considered. In some cases, recommendations may be rejected, but the rationale for taking such action should be included in this section of the report.

In the 2005-06 decennial evaluation that re-affirmed IUP's accreditation with Middle States, the university was found to have met all fourteen accreditation standards of the comprehensive evaluation (Appendix B1). IUP accepted and took action on all of the team's recommendations. The team's recommendations focused on three standards: 2 - Planning, 7 - Institutional Assessment and 14 - Student Learning. Although there is some overlap between these standards, each will be addressed separately below.

2.1 Response to Recommendation on Standard 2

2006 Recommendation on Middle States Standard 2: Planning, Resource Allocation and Institutional Renewal

In light of the very recent appointments of the senior management team, the Team recommends that IUP be asked to report in a progress letter to MSCHE on its progress in mission redefinition and development of a strategic plan within two years of the Team visit.

Gray boxes provide the verbatim recommendations of the Middle States Team Report of 2006 to provide context for readers concerning the scope and nature of our response to them.

1. Within two years of the team visit, the required progress letter was submitted to Middle States as evidence of IUP having taken this recommended action to redefine its mission and develop a strategic plan (Appendix B2).

2. Within one year of the Middle States Team visit, IUP had created and adopted a new university strategic plan: **Advancing a Legacy of Excellence 2007-2012** (included as Appendix C1 and also available online at <http://www.iup.edu/strategicplan/default.aspx>). This new strategic plan set in motion the subsequent development of aligned strategic plans, action plans and assessment plans by the university's divisions, programs and colleges. Detailed process documents and follow-up plans were developed along with the plan, including Excel spreadsheets and project disks that served as templates for university units to align their action plans to the larger university vision (Appendix C2).

The new strategic plan identified the university's core strengths and values as: access with opportunity to succeed, engaged learning, student-centered emphasis, global awareness, diversity, civility, shared governance and accountability. Along with the university's vision and mission, these core values and strengths were used to create eight over-arching goals (Table 1).

TABLE 1:

INDIANA UNIVERSITY OF PENNSYLVANIA STRATEGIC PLAN (2007-2012)

- **Academic Excellence**: To continue to promote and achieve demonstrated success and quality in teaching and scholarship at the undergraduate and graduate levels.
- **Student Development and Success**: To facilitate the achievement of academic and personal goals by existing programs and services, and creating new ones, in order to ensure the growth and development of the whole person.
- **Civic Engagement**: To continue to evolve as a community of staff, students, and faculty who embrace the values, institutional pride, traditions, and history of IUP and are committed to serving the university as well as the region.
- **Marketing and Promotion**: To launch an integrated, comprehensive, coordinated, and institution-wide effort to communicate the mission-critical values and messages in ways that IUP's different constituencies notice, understand, and respond to.
- **Enrollment Management**: To adopt an integrated and systematic approach to student enrollment that allows the university to develop a strong relationship with students from the time of their initial inquiry through graduation and post-graduation.
- **Continuous Improvement**: To continue to foster an environment where individuals may proactively collaborate to constantly review and improve the systems and processes used by the university.
- **Resource Development**: To strengthen efforts to identify, cultivate, and secure financial and human support for the university, its mission, and its vision.
- **University Safety and Security**: To continue to find ways to improve the safety, security, and wellness of the university community and safeguard the university's assets.

3. Within three years of the team visit, a mechanism for managing strategic plans and assessment activities across the university was implemented using TracDat software. This commercial database is designed to track mission alignment, outcomes assessment and related budget planning. It has been used since 2009 by the Office of Institutional Research, Planning and Assessment for strategic planning, mission alignment and assessment at the divisional level. A pilot project has also explored more detailed use within the Division of Academic Affairs. The overarching goals of the university's strategic plan have been used as the fundamental organizing principle for all university TracDat reports (examples in Figure 1 and Appendices F4-F7 and P1-P4).

Alignment of the University Strategic Plan with Academic Affairs Objectives			
Note: Academic Affairs objectives will not appear in order because they map to different parts of the University Strategic Plan.			
University Overarching Strategic Goal	University Specific Strategic Objective	Academic Affairs Aligned Goal	Academic Affairs Aligned Objective
Academic Excellence	A. Further Develop and Enhance Distinctive and Rewarding Undergraduate, Masters, and Doctoral Programs	1 - Academic Programs	1.A Encourage and promote teacher/scholar/service model.
		1 - Academic Programs	1.B Maintain and enhance a culture of program review, assessment, accreditation, and achievement of university and discipline specific student learning outcomes.
		2 - Quality	2.A.Attract, retain, and develop a diverse faculty, who are strong teachers, scholars, and participants in the life of the university and the wider community.
		2 - Quality	2.B.Attract, retain, and develop a diverse body of undergraduate students who are academically prepared, active learners, and striving to achieve personal excellence.
		2 - Quality	2.C.Attract, retain, and develop a diverse body of graduate students who are committed to achieving excellence
		3 - Research and Scholarship	3.A.Provide an environment and infrastructure that fosters intellectual discovery, creative problem solving and the dissemination and application of knowledge.
		3 - Research and Scholarship	3.B.Offer superior research and scholarly support services to faculty, staff, and students.
		4 - Resources	4.A.Work to obtain a more equitable distribution of university resources for Academic Affairs.
		4 - Resources	4.B.Identify, analyze, and make recommendations regarding resources.
		4 - Resources	4.D.Develop and establish an on-going process to analyze and monitor the budget impact on curriculum, providing accountability for generating, allocating and using resources.
		4 - Resources	4.E.Direct resources toward quality programs and link resource allocation to performance.
		6 - 21st Century Learning Environment	6.A.Prepare students to adapt to a rapidly changing global environment.
		6 - 21st Century Learning Environment	6.B.Design learning environments that nurture cultural, social, ethical, intellectual, and personal development.
		B. Strengthen and Expand Support for Graduate Education	
2 - Quality	2.C.Attract, retain, and develop a diverse body of graduate students who are committed to achieving excellence		

Figure 1: Sample output from TracDat relational database showing alignment of University Strategic Plan with Academic Affairs Strategic goals and objectives.

2.2 Response to Recommendation on Standard 7

2006 Recommendation on Middle States Standard 7: Institutional Assessment

The Self Study Report states that it is imperative to the success of the University that each unit has a better understanding of the goals, mission, and vision of the University as a whole, and other University units. The document goes on to assert that each unit's goals, mission, and vision as well as assessment procedures should be aligned to support those of the University.

The visiting team strongly supports this assertion and recommends that IUP move ahead as planned to implement the process of strategic management for continuous improvement that includes a written institutional strategic plan that reflects clear definition and articulation of institutional mission, goals and objectives.

The Team anticipates, as does the Self Study, that by the time of the Periodic Review evidence will indicate that this system and plan are fully in place and have been assessed institution-wide for their effectiveness.

The evaluation team that visited IUP in 2005-06 recognized that without a strategic plan, the university could not assess its own effectiveness in carrying out actions to further its mission. Now that the university's strategic plan has been in place for three years and each unit has a better understanding of it, IUP has made significant progress in three separate areas related to the measurement of institutional effectiveness:

- A. Alignment of university goals and planning with unit actions and assessments
- B. Beginning a process of strategic management for continuous improvement
- C. Carrying out an institution-wide assessment of university effectiveness.

A. Alignment of University Planning with Unit Actions and Assessments

As discussed under Standard 2, a written institutional strategic plan was adopted in 2007 to better communicate the goals, mission and vision of the University as a whole. The successful adoption of the university's strategic plan can be measured by the fact that the two largest divisions within the university (Academic Affairs and Student Affairs) have already completely aligned their actions and objectives to the university's mission and strategic goals as shown in Appendices D1 and E1. The strategic accomplishments of these divisions will be discussed in detail in the following sections of the chapter. The division of Administration & Finance began developing a Long-Range Facilities Master Plan in alignment with the strategic plan in November 2009. The master plan was accepted and approved by the Council of Trustees at its meeting in December 2010 (Appendix T1). Other assessment and planning actions in this division are summarized in the most recent Return on Physical Assets (ROPA) analysis done by Sightlines LLC (Appendix T2). The division of University Relations does not currently have a published strategic plan although individual units within that division (Communications, Alumni Relations) do have action plans aligned to the main university strategic plan.

A1. Academic Affairs Mission Alignment Process and Results

The largest divisional unit in the university, Academic Affairs, began its strategic planning with a series of large group meetings or charrettes that were held in Spring 2009. These meetings invited stakeholders from across the academic unit (deans, chairs, program leaders, faculty and staff) to jointly identify the highest goals and priorities of the academic mission for use in planning, budgeting and program review. Following these intensive sessions, a steering committee was convened in the fall of 2009 to shape these action goals and priorities into an academic strategic plan linked to the university strategic plan. Inclusiveness was a key element of the academic strategic planning process. The steering committee included faculty, staff, managers and students. The committee further established seven broad-based work-groups (one for each goal) with a total of about fifty members to deliberate in detail on various aspects of the plan. The initial drafts of the plan were formally presented and discussed with the other divisions, the student government, the faculty union, the council of chairs, the council of deans, and the general university community in an online discussion board and at two town-hall meetings. Feedback from these various groups was incorporated in the final draft that was assented to by the Council of deans and the President's Cabinet. In Fall 2010, the academic affairs unit adopted the final plan: **Charting Our Course to Academic Excellence 2010-2014** (included as Appendix D1 and also available online at <http://www.iup.edu/academicplan/default.aspx>)

Based on the identity, values and academic mission as clarified by the charrettes and following the template of the university strategic plan, the academic strategic plan created seven main action goals for the Academic Affairs division to focus on:

TABLE 2: ACADEMIC AFFAIRS STRATEGIC PLAN GOALS (2010-2014)

1. **Academic Programs** – Create and maintain high quality, well- supported, distinctive, and dynamic programs
2. **Quality** – Attract, develop, retain, and reward high quality and diverse faculty, staff, and students
3. **Research and Scholarship** – Improve IUP's capacity for quality research and scholarship with appreciation of the teacher/scholar model as defined by Boyer
4. **Resources** – Increase resources available to Academic Affairs and align them with academic priorities and opportunities
5. **Community** – Foster a community through relationships and interactions among students, faculty, and staff, as well as communities external to Academic Affairs
6. **Twenty-first Century Learning Environment** – Maintain and promote IUP as a premier institution of excellence in academic quality and innovative learning
7. **Academic Identity** – Communicate the mission, vision and recognized strengths of Academic Affairs to internal and external constituencies

These action goals were linked to the overarching goals of the university's strategic plan from the inception of the planning process. The alignment of the Academic Affairs strategic plan with the university strategic plan has been incorporated fully into the university's planning and assessment database (TracDat) and can be viewed in detail in Appendices F4 and P1.

The Academic Affairs strategic plan was adopted in Fall of 2010 and it has already been used as the basis for a prioritized list of actions that the division has undertaken in 2010-11. These actions were proposed along with expected outcomes and key success indicators that are being measured in order to assess the effectiveness of their impact (Example in Figure 2; complete list in Appendix D2).

2010/2011 University Strategic Planning Goals – Academic Affairs Priorities								
USP Goal Type and # = IUP University Strategic Plan (2007-2012)								
AE = Academic Excellence SDS = Student Development and Success CE = Civic Engagement MP = Marketing and Promotion								
EM = Enrollment Management CI = Continuous Improvement RD = Resource Development USS = University Safety and Security								
AAPR Numbering = Academic Affairs Priorities List 2010-11 (9/2/2010)								
AASP numbering = Academic Affairs Strategic Plan 2010-2014 (8/27/2010)								
USP Goal Type	USP Goal #	Division/Department	Plan	Action Name	Action Description	Assess. Year	Indicator of Success	Expected Outcome
AAPR 1.a.	EM	5A	AA	Enrollment Growth	AAPR 1.a. Embark on further enrollment growth at both the undergraduate and graduate levels (AASP 7.A.2. - Engage Enrollment Management to refine targets, goals and recruitment strategies that reflect Academic Affairs priorities)	11/12	# of colleges, departments or programs with increased undergraduate enrollments in FY 11/12; the percent increase in overall graduate enrollment	50% of all prioritized undergraduate recruiting targets show some enrollment growth; new graduate student registrations will increase by 2.5% yearly.
AAPR 1.a.i.	MP	4A	AA	Enhanced Web Marketing	AAPR 1.a.i. Create new and enhanced marketing efforts through improved web content (AASP 7.B.1 - Increase frequency and currency of web content that reflects Academic Affairs priorities)	10/11	# of news items and student profiles that are featured on the IUP home page	25% increase in news items and student profiles in 2010/11;
AAPR 1.a.i.	MP	4A	AA	Enhanced Messaging & Events	AAPR 1.a.i. Create new and enhanced marketing efforts through better messaging and events (AASP 7.B.2 - Improve marketing messages, events and outcomes that reflect Academic Affairs priorities)	11/12	# of messages and events targeted to specific college recruiting pools; # of undergraduate and graduate programs with targeted marketing effort	50% of all programs approved for targeted messages and events show some increase in applicants
AAPR 1.a.ii.	AE	1A	AA	Improved Student Completion	AAPR 1.a.ii. Increase retention rates of 2-5% through improved student completion rates (AASP 2.B.1 - Improve timely student completion through well-planned and publicized course offerings)	12/13	six-year graduation rates; decreased dropout rate in graduate programs	5% improvement in six-year graduation rates; 0.5% increase in graduate student retention rates
AAPR 1.a.ii.	SDS	2A	AA	Enhanced Academic Support	AAPR 1.a.ii. Increase retention rates of 2-5% through enhanced academic support (AASP 6.B.5 - explore new ways to partner with Student Affairs to enhance academic support and improve the overall education and development of students)	12/13	restoration of Educational Psychology GA retention support positions to the college and branch campus deans	Educational Psychology GA retention support positions are restored to the college and branch campus deans
AAPR 1.a.ii.	EM	5B	AA	Improved Student Advising	AAPR 1.a.ii. Increase retention rates of 2-5% through better academic advising (AASP 6.C.3 - Examine and improve the student academic advising model and explore new models such as centralized advising)	11/12	# of colleges, departments or programs that examine and explore the development of new advising models; # of IUP undergraduates who continue on to IUP graduate school	50% of all programs will have examined or explored new advising models ; 0.5% increase in the number of IUP undergraduate students who continue on to IUP graduate school

Figure 2: Excerpt from working spreadsheet of Academic Affairs priorities, outcomes and key success indicators

Since 2007, even before its own strategic plan was finalized, the division of Academic Affairs has worked to direct limited resources toward those actions that both carry out the university's strategic goals and that have been shown by assessment to be the most effective in accomplishing those goals. There are many examples within the division as a whole and within its subdivisions that document how its actions have been aligned to the university's strategic goals and how its decisions have been based on the outcomes of assessments. The most notable examples are listed below along with a detailed discussion of two exemplars. A more complete list of divisional examples of alignment, assessment and action is included in Appendix D3.

Ten Significant Examples of “Closing the Loop” in Academic Affairs

1. Assessment of student outcomes and declining workforce needs has guided the elimination of underperforming academic tracks at IUP. Examples include the General Science Education degree, which was eliminated when changes in state educational regulations made it redundant and the Masters in Disaster Response which was discontinued when its high-level security clearance was found to limit its potential student pool. *[University goal alignment: Academic Excellence]*
2. When assessment showed high student demand or increasing regional workforce needs, new faculty positions have been added to departments to meet that need. Examples include Energy Geology (due to the Marcellus Shale Gas play in Pennsylvania) and Nursing. *[University goal alignment: Academic Excellence]*
3. Surveys and benchmarks showed a demand for classes beyond the traditional on-campus semester format. More flexible weekend, off-site, hybrid and online classes and programs have been added in response to assessment of both traditional and non-traditional student needs. Examples of actions taken as a result include the creation of a new Winter Session of online classes, the College of Education’s Performance-based Principals Program, the online Masters program in Criminology and the online/summer Masters program in Safety Science. *[University goal alignment: Academic Excellence]*
4. Assessment of student progress towards degree completion indicated that such progress was often uneven and difficult to track. To assist academic advisors and students in tracking degree progress more effectively, the divisions of Academic Affairs and Student Affairs have collaborated to purchase and implement DegreeWorks software, a web-based degree audit program, in the 2011/12 academic year. DegreeWorks helps students and advisors monitor progress towards degree completion by displaying degree requirements and course work on an easy-to-read worksheet which identifies courses and requirements already met and which courses and requirements still need to be completed. *[University goal alignment: Academic Excellence]*
5. When a state-wide budget crisis eliminated funding for retention-focused Graduate Assistants (educational psychology or other specialized graduate students trained to counsel at-risk students within colleges), three individual colleges and the IUP campus at Punxsutawny restored funding based on assessment data that showed strong correlations between visits to the retention GAs and improved student grade point average. See detailed discussion and data below. *[University goal alignment: Student Development and Success and Enrollment Management]*
6. Assessment showed that undecided majors are at higher risk of academic failure. In conjunction with the division of Student Affairs, specialized living-learning communities were created to teach skills for college success to undecided majors in Health and Human Services and Fine Arts. When assessment data showed increased student retention for community participants, the initiative was expanded to a third academic college, Humanities and Social Sciences. See detailed discussion and data below. *[University goal alignment: Student Development and Success].*

7. Incoming freshmen with SAT scores of 890 and below have been shown to be at higher risk of academic failure at IUP. After a required First Year Experience course for these students was made optional in 2005, assessment data showed declines in their overall retention and their ability to participate in Pennsylvania Higher Education Equal Opportunity Act 101 (a support program with legislatively mandated elements). Based on this data, a mandatory First Year Experience course was reinstated for these at-risk student in 2010. *[University goal alignment: Student Development and Success]*

8. In Fall 2009, the School of Graduate Studies and Research implemented Hobson's Connect®, to allow better email communication and tracking for prospective students and new applicants. This system enabled graduate admissions to respond rapidly to all new inquiries and to notify those with completed applications about their status in a more effective and competitive way by moving from direct mail to email communication. Assessment of graduate recruitment efforts shows a 3.9% rise in projected fall

enrollments following the adoption of this system. *[University goal alignment: Enrollment Management]*

Dear (First Name):

Thank you for your recent inquiry about the (Program of Study) program at Indiana University of Pennsylvania (IUP). If you provided your mailing address, we have sent your graduate school view book information and a paper application.

Access our online application and additional information on our website.

Please do not hesitate to contact me with any questions. Admissions or by calling 724-357-2222.

Sincerely,
Lori Harkleroad
Director of Graduate Records
IUP School of Graduate Studies and Research

College	Fall 2010	Fall 2011	Change	Percent Change
College of Educ & Educ Tech	773	844	71	9.2%
College of Fine Arts	39	41	2	5.1%
College of Health and Hum Serv	452	453	1	0.2%
College of Humanities/Soc Sci	580	582	2	0.3%
College of Nat Sci and Math	152	171	19	12.5%
Eberly College of Business	286	280	-6	-2.1%
	2282	2371	89	3.9%

9. Assessment of declining matriculation rates in the College of Fine Arts led to a new program that added on-campus opportunities for prospective students to audition for admission to the College of Fine Arts. This action reversed the decline in matriculation rates by 2009-2010. *[University goal alignment: Enrollment Management]*

10. Grant applications at IUP decreased from 204 funding awards in 2008-09 to 165 awards in 2009-10. The dollars per grant have remained stable. Assessment and analysis of this trend indicated that it was primarily caused by the financial crisis and the resulting drop in government-sponsored grant opportunities, rather than by a decrease in faculty research activity or proposal success rates. To help IUP faculty meet the challenge of finding alternative sources of sponsored research support, new faculty grant incentives and innovation awards were initiated with funding from the president and provost. Initial results show grant activity on an upward trend in Fall 2010. *[University goal alignment: Resource Development]*

Two items on this list particularly demonstrate how Academic Affairs has aligned its actions to the university's strategic plan, assessed the impact of those actions to find out if strategic goals were met and then modified its actions and budget as needed.

Exemplar One: Living-Learning Communities Created for At-Risk Undecided Majors

Most living-learning Communities at IUP (see more about the larger program below) engage students by providing out-of-classroom learning experiences in a particular area of academic interest and increasing connectedness to the university through interaction

with faculty and students. However, one unique living-learning community was designed as a joint project between the Division of Student Affairs and the Colleges of Health & Human Services and Fine Arts in the Division of Academic Affairs. The goal of this living-learning community was to support at-risk undecided freshmen, an action that aligns with the university strategic plan under both student development and success and enrollment management (in the form of retention).

Previous assessment data had shown that undeclared majors are at increased risk of academic failure. Without a clear passion or path, such students may have less motivation to succeed in difficult classes. When they do decide on majors, the delay may make it hard for them to enroll in the correct prerequisites for their new program. In response, the Colleges of Health and Human Services and Fine Arts piloted a living-learning community called Crimson Connection, designed to provide undeclared students the skills necessary to be successful in the college classroom. In their first semester, members of this learning community take College Writing (ENGL 101) in conjunction with Career Exploration (ADVT 170) in order to hone their college learning skills and direct their focus more quickly toward a specific academic program. Every other week, Crimson Common Hours are held in the residence halls or elsewhere to enhance academic decision-making and interaction with the campus. Sample topics include preparation for finals, international study, and selecting courses for registration. This community was supported by financial resources from both the Division of Academic Affairs and Student Affairs, and its effectiveness has been assessed by both the College of Health & Human Services and by the College of Fine Arts.

In the pilot year, the retention rate from the fall 2007 semester to the spring 2008 semester was 87% with 41 of 47 at-risk students returning to the university. This rate nearly equaled the university-wide fall to spring retention rate of 89.2%. In Fall 2008, 33 of the original 47 students returned to campus for a persistence rate of 70%, which again was quite similar to the overall fall to fall retention rate of 73.7% for all students. Many of the students participating in the Crimson Connections Program were also academically successful. At the end of the fall semester 66% of the students were in good academic standing with a Grade Point Average (GPA) of 2.0 or higher. The average GPA was 2.41. At the end of the spring semester 62% of the students (29) remained in good academic standing. The average GPA for the spring semester was 2.45, an increase over the previous semester. Based on these outcomes, the program has not only been supported for continuation by both divisions, but has been expanded in 2011 to a third academic college, the College of Humanities and Social Sciences.

Exemplar Two: Retention Graduate Assistants Re-Deployed by College Deans

In 2006-07, a new retention effort initiated by then-Provost Cheryl Samuels and the College of Education deployed six specially trained educational psychology graduate students (“retention GA’s”) to provide counseling support to each college dean's office for academically at-risk students. Initial assessments indicated that this program significantly improved academic outcomes. However in 2009-2010, a severe state budget crisis forced all PASSHE universities to cut budgets at very short notice and IUP deans were informed that there were no longer funds available at the divisional (provost) level to continue the retention GA deployment within their offices. Because preliminary assessments of this program had been strongly positive, several college and campus deans re-directed funding from within their units to maintain the retention

GA program. Simultaneously, a second round of assessment was carried out to confirm the effectiveness of the program. The following summary of assessment results is taken from the 2009-10 report submitted by the College of Health and Human Services.

ANALYSIS OF OUTCOMES ASSESSMENT FOR RETENTION GRADUATE ASSISTANTS

Historically, the College of Health and Human Services has employed two retention GAs with the assistance of funds from Academic Affairs. In HHS, the college that has the largest number of majors (4710 – 37% of enrollment), approximately 200-375 undergraduates are typically on probation or extended probation. Retention GAs are specifically trained on IUP academic policies and the needs of at-risk students. They work 20 hours per week and carry a caseload of 35-40 students; every appointment slot in their schedules is filled. Probationary students are to meet with a GA throughout the semester as part of their academic recovery plan. The GAs work individually with each student, identify areas of concern and help find resources and strategies to improve the GPA. The GAs may refer students to campus resources or have them fill out weekly time sheets, planners, or worksheets that identify factors that limit academic success.

Table A compares HHS students at risk who met with a retention GA vs. those who did not meet with a GA in AY 2008-09 and 2009-10. For the last four semesters, a higher percentage of students who met with a retention GA achieved good standing than those who did not meet with a GA during the semester they were on probation. A lower percentage of students at risk who met with a GA were dismissed than those who did not meet with a GA.

TABLE A

At-risk Students Who:	End of Fall 2008			End of Spring 2009			End of Fall 2009			End of Spring 2010		
	Number	# who achieved good standing	# who were dismissed	Number	# who achieved good standing	# who were dismissed	Number	# who achieved good standing	# who were dismissed	Number	# who achieved good standing	# who were dismissed
Met with GA	117	51 (43.6%)	26 (22.2%)	133	55 (41.4%)	17 (12.8%)	124	62 (50.0%)	22 (17.7%)	219	86 (39.3%)	61 (27.9%)
Did not meet with GA	198	65 (32.8%)	59 (29.8%)	111	41 (36.9%)	65 (58.6%)	88	14 (15.9%)	25 (28.4%)	43	3 (7.0%)	37 (86.0%)

Table B breaks out students at risk by the number of times they met with a retention GA during the semester of probation/extended probation in AY 2009-2010.

TABLE B

At-risk student classifications	End of Fall 2009			End of Spring 2010		
	Number	# who achieved good standing	# who were dismissed	Number	# who achieved good standing	# who were dismissed
All at-risk students	212	76 (35.9%)	47 (22.2%)	262	89 (34.0%)	98 (37.0%)
At-risk students who met with GA two or more times	78	54 (69.2%)	14 (17.9%)	128	70 (54.7%)	18 (14.1%)
At-risk students who met with GA one time	46	8 (17.4%)	8 (17.34%)	91	16 (17.6%)	43 (47.3%)
At-risk students who did not meet with GA	88	14 (15.9%)	25 (28.4%)	43	3 (7.0%)	37 (86.1%)

In both semesters, the highest percentage of at-risk students to achieve good academic standing at the end of the semester was the group that met more than once with a GA (69% and 55%). The next highest was students that met only once with a GA (17%), and the lowest percentage to achieve good standing were those who did not meet with a GA (16% and 7%). In Spring 2010, the at-risk students who met more than once with a GA were the least likely to be dismissed (14%). Of those who met only once with a GA, 47% were dismissed, and of those who had not met with a GA, 86% were dismissed.

The implication of these trends is that continued budget cuts are likely to have an adverse impact on retention. The data suggest that probationary students benefit from increased academic advising, at a pace that a single advisor in a large college cannot handle alone. If budget cuts prevent colleges with limited staff from hiring graduate assistants to help with retention, students on probation will not receive the amount of support they need and will be less likely to raise their GPA and stay in school.

Assessment Report Prepared by the College of Health and Human Services Dean's Office

On the basis of the assessment data collected by the colleges, the Division of Academic Affairs used its limited resources in 2010-11 to re-deploy one retention GA to the Punxsutawny campus, the site of IUP's special program for academically at-risk students. In addition, positive assessment outcomes have convinced three of the six college deans to either continue internal funding for an educational psychology retention GA or an equivalently trained graduate student from the Psychology Department. Further restoration of division-level funding has been given a high priority in budget planning currently underway for 2011-2012.

A2. Student Affairs Mission Alignment Process and Results

Since 1998, the university's second-largest division, Student Affairs, has aligned its annual business plans with the university's goals, priorities and strategic plan in order to ensure that its priorities reflect the goals and vision of the university. This alignment is clearly articulated in yearly brochures that show how the division's current actions align with the main elements of the university's strategic plan (Example in Figure 3; complete

Figure 3: Excerpt from Student Affairs 2009-2010 Business Plan

Goal 1—Academic Excellence

A. Further develop and enhance distinctive and rewarding undergraduate, masters, and doctoral programs

B. Strengthen and expand support for graduate education

SA 1.B.1. Continue to support and train graduate assistants and provide graduate student practicum experiences to enhance the knowledge, skills, and practica experiences of graduate students.

C. Increase access to educational opportunities through a variety of innovative teaching and learning approaches

SA 1.C.1. Work collaboratively with Academic Affairs to draft an action plan for increasing course/program offerings and student enrollment in IUP's distance learning program.

SA 1.C.2. Integrate social norming strategies into academic offerings.

SA 1.C.3. Partner with academic departments and colleges to provide psycho-social/developmental components of learning.

D. Attract and retain highly qualified, diverse faculty and academic support staff

SA 1.D.1. Work towards converting temporary granted funded faculty position(s) to full time faculty position.

E. Expand opportunities for students to participate in international learning experiences

SA 1.E.1. Serve as support personnel for staff, faculty and students experiencing international learning.

- Co-sponsor with OIE a healthcare forum for International women.

F. Increase faculty research and scholarship in all its forms

SA 1.F.1. Support faculty research effort and scholarship.

list in Appendix E1). These linkages are also shown in the detailed objectives and priorities documents that Student Affairs produces to plan future actions (Appendix E2).

Like Academic Affairs, Student Affairs has instituted a system of establishing expected outcomes and assessing them for effectiveness. A divisional assessment committee coordinates all assessment-based planning and analyzes the results of surveys, benchmarks and other assessment outcomes. Units within the division such as the Office of Housing and Residence Life and affiliated organizations such as the Student Cooperative Association have their own internal assessment committees that meet on a monthly or more frequent basis. The emphasis placed on assessment in this division can be gauged by the yearly presentation of the David DeCoster Excellence in Assessment Award within the division.

As with Academic Affairs, there are numerous examples within this division of how actions have been aligned to the university's strategic goals, evaluated by assessment outcomes and amended based on the assessment results. The most notable examples are listed below along with two outstanding exemplars. A more complete description of these highlights of alignment, assessment and action in Student Affairs is included in Appendix E3.

Ten Significant Examples of “Closing the Loop” in Student Affairs

1. Working together, the divisions of Student Affairs and University Relations implemented the Residential Revival, creating eight brand-new residential facilities designed to engage students in a holistic learning environment. Each new building offers a variety of learning support spaces, such as multipurpose rooms, study lounges and resource rooms. These spaces provide a location where residence hall students can participate in learning activities, as well as interact informally with faculty, staff, and other students who share a similar academic program or interest area. In 2008-2009, 56% of on-campus students had access to one of these Living-learning Communities; by 2009-2010 this figure grew to 82%. The role played by assessment throughout the process of the Residential Revival is highlighted below. *[University goal alignment: Academic Excellence].*

2. In collaboration with the Division of Academic Affairs, the division created a new Center for Student Success which provides many different academic support services including peer mentoring. The funding for peer mentoring was allocated when assessment data showed that an earlier program of peer mentoring (Project ROCS: Retaining Our College Students) had a strong positive impact on student retention. In 2009-10, the overall GPA of Project ROCS students was 2.41 with 85% of fully participating students earning a GPA of 2.70 versus 2.12 for the 15% who did not fully participate. New procedures have been put in place to assess the impact of the expanded peer mentoring program being offered through this new center. *[University goal alignments: Academic Excellence / Student Development and Success]*



3. The division successfully implemented a social-norming campaign to change the culture of alcohol use/abuse on campus. Evidence-based assessment of previous actions taken to achieve this goal (Alcohol Awareness Weeks) showed that they did not have a strongly positive impact on behavioral change. In response, a different course of action (Social-Norming Campaign) was carried out with linked budgeting support. Assessment has shown this initiative to have a much stronger positive impact in reducing drinking on the IUP campus (see detailed discussion and data below). *[University goal alignment: Student Development and Success]*

4. Based on analysis of previous service learning effectiveness, the division created a new and innovative service-learning collaboration titled “Into the Streets.” The goal of this program is to increase and diversify the number of people participating in sustained and thoughtful community service, to inspire the IUP community to build relationships with other organizations and agencies and to challenge negative stereotypes about students, including those that students have about themselves. *[University goal alignment: Civic Engagement]*



5. Numerous assessment-driven improvements were made by the Enrollment Management Team to procedures in the offices of Admissions, Financial Aid, Career Development, Advising and Testing and Student Success and Retention. The outcomes included a boost in student registrations and FAFSA filings, a 54% increase in campus visits by prospective students and an overall rise of 7.3% in IUP's total enrollment from 14,018 total students in 2007 to 15,126 students in 2010. *[University goal alignment: Enrollment Management]*

6. Based on outcomes from a national 2008-2009 assessment by College Bookstore Consultants, the Student Cooperative Association implemented changes in the Coop Store including an expanded web-based interface for students to pre-order and pick-up textbooks, thus reducing congestion and improving services during the initial weeks of the semester. *[University goal alignment: Continuous Improvement]*

7. Qualtrics survey software was adopted (replacing Student Voice) to enable easier outcomes assessment by all members of the university community. Qualtrics was used to assess a broad range of outcomes, ranging from indirect assessment of alumni feedback for program review, direct assessment of student capstone learning goals by departments, surveys of faculty opinion in regard to academic calendar changes and numerous surveys related to housing, residence life, student recreational programs and other extra-curricular initiatives. *[University goal alignment: Continuous Improvement]*

8. A survey and benchmarking effort evaluated the outcomes achieved through student fees and reallocations were made to achieve maximum effectiveness while retaining IUP's desirable marketing strategy of advertising the lowest student fees in the PASSHE system. *[University goal alignment: Resource Development]*



The Crimson Hawks Athletic Association (CHAA)
needs to establish strong relationships with IUP alumni, parents, friends, and corporations and to involve them in IUP Intercollegiate Athletics. Uniting those with a shared passion for IUP Athletics will generate vital operational support to enable IUP to provide its student-athletes with the best scholastic and athletic resources in the area.

Accomplishments on and off the field, 2009-2010
Each year, the young men and women that are IUP student-athletes achieve milestones and records that give ample reason to cheer.

- IUP finished sixth in the PSAC Dixon Trophy standings and twelfth in the Directors' Cup, placing the Crimson Hawks in the top 3 percent in the nation among all Division II schools.
- Team members volunteered their time to more than thirty-five community organizations.
- Eight teams competed in postseason competitions. Several teams also achieved all-time-best-season records.
- Of 352 IUP student-athletes, 34 percent were named PSAC Scholar-Athletes during the school year by attaining a 3.25 GPA or higher. Thirty-nine percent earned Dean's List honors during the Spring semester, and eight IUP student-athletes carried 4.0 GPAs throughout their entire college careers.

Why give to CHAA?
By becoming a member of the CHAA, you will join many others who recognize the need to support the hard work and to honor the accomplishments of IUP student-athletes. Gifts to the CHAA will be designated to the sport of your choosing. The return on your investment will be realized with each championship trophy, Dean's List scholar, and successful student-athlete alumnus. Your gift will enable IUP to continue its winning tradition.

What does my annual gift support?
The CHAA provides resources for athletic scholarships and operating enhancements, such as community service projects, team requests, travel expenses, and equipment replacement each year.

How can I help?
Select a level below and complete the donor form at right. All donors will be recognized on line, unless indicated otherwise. Donors of \$50 or more will receive a CHAA 10-11 decal, and those giving \$100 or more will receive a shirt from the sport of their choice. Thank you for your support.

MEMBERSHIP LEVELS

Volunteer	Up to \$49
Rookie	\$50-\$99
Starter	\$100-\$499
Captain	\$500-\$999
All-Tournament	\$1,000-\$1,499
All-Conference	\$1,500-\$2,499
All-American	\$2,500-\$4,999
Hall of Fame	\$5,000 and up

* CHAA membership runs through June 30 each year. Please allow 6-8 weeks for delivery of benefits.
* The deduction is limited to the amount of the contribution above the value of goods and services provided.
* Donors of gifts of \$500 or more will also be recognized as members of the IUP Leadership Society. For more information, please call the Office of Annual Giving at 724-397-5865.

9. Assessment and benchmarking by a team of external consultants found IUP's intercollegiate athletics program to be underfunded despite its high level of achievement. (IUP competes in the top quartile of NCAA Division II but is funded in the second quartile according to the NCAA 06-07 EADA Report). A five-year plan was developed to source intercollegiate athletic funding from a combination of E & G dollars, alumni donations to the Foundation for IUP, and student activity fees. In support of this plan, new brochures were developed to boost alumni giving to athletics. *[University goal alignment: Resource Development]*

10. A Crisis Assessment Response Team was formed in response to nation-wide awareness of the need to identify and refer students at risk of causing harm to themselves or others. Procedures were put in place to empower community members to identify such students so that intervention services could be offered to them, while at the same time maintaining their privacy rights and ensuring standards of confidentiality are upheld. *[University goal alignment: University Safety and Security]*

Two items on this list highlight how effectively Student Affairs has incorporated the culture of assessment to measure the effectiveness of its actions, and how nimbly it has modified its plans and budget commitments in order to better meet strategic goals.

Exemplar 1: Assessment Guided Implementation of the Residential Revival

Between 2006 and 2010, IUP completed one of the largest and most innovative university housing projects in the nation. The Residential Revival replaced eleven older residence halls on campus with eight new buildings that integrate a “living-learning” philosophy into their design. All of the new buildings were designed to focus on a special academic or co-curricular theme, most with clusters or floors for students with common interests or majoring in specific disciplines.



This multi-million dollar renovation of on-campus student living facilities was assessed continuously throughout its progress. The initial residents of each phase were surveyed to determine whether the design elements had achieved their intended purpose of engaging students in a holistic learning environment. Based on the results of each survey, plans and designs were

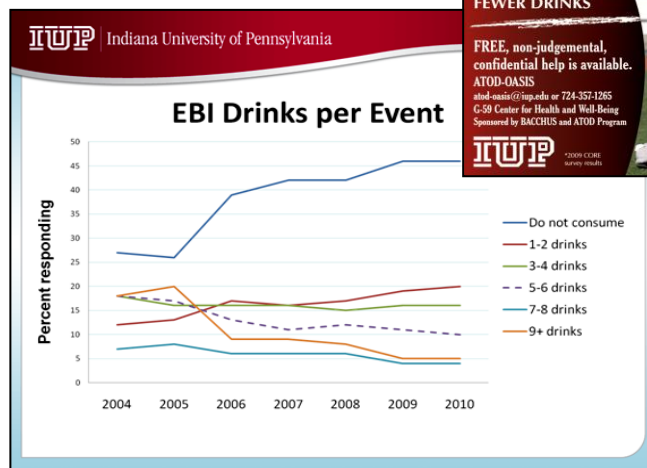
changed in the following phase of construction to improve the residential living spaces and increase the effectiveness of living-learning communities. Amenity spaces were included to make academic and student support services more accessible, and peer mentor programs were added to assist freshmen students with the transition to college.

One particularly noteworthy aspect of the Residential Revival was the re-envisioning of the way in which IUP provides health services to its students. The new Center for Health and Well-Being was created in Fall 2008 as part of the residential transformation of campus and offers a range of services that address the components of total well-being in one convenient location. Surveys and other assessments had shown that students sometimes had difficulty locating or accessing appropriate support services because they were scattered across campus. In response, the new Center for Health and Well-Being formed strong collaborative relationships with several academic departments including Athletics, Nursing and Allied Health, Food and Nutrition, Health and Physical Education, Psychology, Counseling and others to locate all complimentary programs and services in one central facility.

IUP students now have convenient access to a comprehensive set of health-related services and programs, including health services, a counseling center, a health awareness program, nutritional counseling, fitness and recreation services and specific resources to cope with substance abuse and sexual violence. These individual services, in collaboration, make the Center a place for students to get support in their efforts to be well. As a result of this transformation in the delivery of health-related student support services, all departments of the Center for Health and Well-Being experienced a significant increase in the number of students accessing its services during 2008-2009.

Exemplar 2: A Social Norming Campaign to Reduce Alcohol Abuse on Campus

A second example of 'closing the loop' is the long-term campaign to reduce alcohol abuse on campus. Since this campaign began, Student Affairs has collected data on alcohol consumption patterns through CORE drug and alcohol surveys and the EBI (Educational Benchmarking Inc.) Residential Survey. These data led Student Affairs to alter their alcohol awareness strategy in the past year from one based on alcohol awareness weeks to a broader campaign of social norming, or modifying the campus environment so that appropriate drinking behavior is not only encouraged but is also perceived by students to be the norm among their peers. Assessment data show a significant decrease in binge drinking as a result.



B. Beginning a process of strategic management for continuous improvement

Over the past five years, one of the main obstacles to managing for improvement at IUP has been the lack of any uniform mechanism for divisions, units, programs and departments to use when reporting their goals, alignments with larger strategic plans, assessments plans and the response to assessment data. Some offices on campus used spreadsheets to collect information for university assessment while others summarized their plans and actions in narrative text reports. Data was often collected in paper form and stored in various sites across campus, or collected electronically but not disseminated to all the stakeholders who could have used it to evaluate the effectiveness of their actions.

Beginning in 2009, IUP began implementing the campus-wide use of a relational database called TracDat to manage the process of continuous improvement. TracDat is a commercial database designed and administered by Nuventive, a Pittsburgh-based company specializing in institutional management. TracDat has many advantages over the previous system of outcomes management and one major disadvantage, which is that it requires a significant investment of time and training for IUP administrators and faculty to be able to use it effectively. However, the advantages of TracDat outweigh this limitation. They include a flexible format for inputting strategic plans, action plans and assessment methods as well as the ability to attach data in many different formats to support the reported outcomes. TracDat also contains powerful data manipulation and reporting tools that can collect outcomes from a wide variety of programs and administrative units if they are all linked to the same strategic goal (examples in Appendices F4-F7 and P1-P4).

Earlier versions of TracDat had been used at IUP for limited purposes of reporting performance data to PASSHE, but TracDat was not employed to manage the process of continuous improvement on the campus itself. In 2009, a much more powerful version of TracDat became available through a state-wide contract with Nuventive. Implementation of this version of TracDat at IUP was led by the Office of the Institutional Research, Planning and Assessment in conjunction with IT Services. Following training and consulting workshops with the staff of Nuventive, this office created the TracDat backbone structure of summary units (these are the administrative units that create strategic goals) and assessment units (these are the teaching and management units that take actions to support the strategic goals) for all of IUP's programs and divisions.

The on-going implementation of TracDat for strategic management at IUP can be broadly divided into three phases:

Phase I: Input and alignment of division-level priorities, actions and assessment plans

This phase began in the Spring 2010 and has been led by Barbe Moore of the Office of the Institutional Research, Planning and Assessment. All IUP divisions were required to submit a prioritized list of their actions for the 2010-11 academic year. These actions were aligned to the university strategic plan (and in the case of Academic Affairs, also aligned to the academic affairs strategic plan). Additionally, each action was required to specify an expected outcome and a key success indicator or method of assessment. Because most divisional personnel are not yet trained on how to correctly enter actions and assessments into TracDat, 2010-2011 divisional actions were input into TracDat by the Office of the Institutional Research, Planning and Assessment so that consistency could be maintained. This phase of implementation is complete and early assessment data submitted by units in Student Affairs have already been used to refine their future actions.

Phase II: Input and alignment of college/unit-level action and assessment plans

This phase began in Spring 2010 for the division of Student Affairs and was carried out by Vice-President of Student Affairs. For the division of Academic Affairs, this phase began in Fall 2010 and has been carried out by the Provost Fellow for 2010-11. During this phase of implementation, more specific and detailed action plans have been input into TracDat and linked upward to the strategic plans of both the university and the appropriate division (where applicable). This phase of implementation has served as a check to see whether the units operating within the larger divisions have clearly communicated the ways in which their strategic actions advance the university's larger mission and plan. This phase of work was completed for Student Affairs in Fall 2010 and for Academic Affairs by Spring 2011.

Phase III: Pilot project for program-level goals, actions and assessment plans

Beginning in Summer 2010, Academic Affairs began a one-year pilot project to use TracDat to track much more specific actions being taken at the program level, both in support of strategic institutional goals and in assessing student learning outcomes. An accurate record of such actions and assessments is critical to the successful review and management of academic programs, especially in a time of limited financial resources. During this pilot project, data were collected and input for a wide variety of programs ranging from Liberal Studies (the general education component at IUP) to college-wide

learning assessment plans required for national accreditation to individual departments undergoing program review. The purpose of this phase of TracDat implementation was to refine the architecture of the database and create appropriate internal linkages that could be used to generate reports for Middle States accreditation as well as more specialized accreditations and academic programs reviews.

The use of TracDat for division level action and assessment planning (Phase I) and for alignment of college and office level plans with division and university plans (Phase II) will continue indefinitely now that they have been established. Further implementation of TracDat for strategic management of detailed program-level action and assessment planning (Phase III) as well as archiving of actual student learning outcomes data is anticipated to begin in the 2011-12 academic year. However the actual time-line will depend on the outcome of the pilot project. At the current time, resources have been committed for training of selected staff in 2011-12 by a central database coordinator.

C. Carrying out an institution-wide assessment of university effectiveness

Numerous mechanisms are used at IUP to measure our effectiveness as a university. Please note that some of these methods overlap with the measures used for strategic planning and/or for assessing our student learning outcomes. These multi-purpose measures will therefore be cited in several chapters or sections of the periodic review.

Division-level Key Success Indicators

A mechanism has been set up in 2010 so that beginning in 2010-11 each division must report the outcomes of its prioritized actions to the Office of Institutional Research, Planning and Assessment. Each reported action must include both an expected outcome and a specific method of assessment. For those actions that do not achieve their expected outcome, analysis of the results in 2010-11 will indicate what changes should be made for the following year. Plans have been made to add budget linkages to this system, which will ultimately allow resources to flow to those units whose assessment results show them to be the most effective at carrying out the university's strategic goals (Appendices F1-F7.)

System-wide Performance Funding Measures

During the past five years, IUP has been required to submit a yearly System Accountability Report to PASSHE to evaluate our accomplishments in relation to the university strategic plan (Appendices G1-G4). This narrative assessment is then linked to the PASSHE strategic initiatives and performance measure funding is distributed across the system based on actual outcomes. Of the \$35 million dollars budgeted by the PASSHE for system-wide performance funding in the most recent year for this purpose, IUP received over \$5 million dollars. Performance funding measures often have a direct link to university goals, since they include measures such as persistence rates, graduation rates, number of degrees awarded, faculty productivity, cost of instruction, diversity of students and employees, and faculty terminal degrees.

For the next five years, the Pennsylvania State System of Higher Education has adopted a new vision and strategic plan for distributing performance funding across its fourteen universities (Appendix G5). This plan, approved in January 2011 by the PASSHE Board of Governors, sets several mandatory assessment measures that all system schools must use to determine their effectiveness, but it also allows individual universities to choose among a set of other assessment measures that are most appropriate for that institution's mission or that most clearly demonstrate the effectiveness of its strategic actions. Performance funding is linked both to institutional improvement and to national peer benchmarks for each assessment measure. This flexible but rigorous program of system-wide accountability complements and reinforces IUP's current institutional assessment plan by using many of the same measures that we already employ to measure our effectiveness (IE, Collegiate Learning Assessment and National Survey of Student Engagement, both discussed below).

Liberal Studies Capstone Writing Analysis

Every spring semester, the Liberal Studies program at IUP collects representative student writing samples from capstone courses across all departments and colleges. Writing samples are assessed by a committee of faculty members using a rubric to measure the student's learning outcome in terms of critical thinking, fluency of expression and content mastery. The results are collated and compared across academic cohorts as a more detailed and granular measure of the overall value-added education at IUP that can be used in addition to the CLA results to inform academic decision-making (Appendices H1-H3)

Collegiate Learning Assessment (CLA)

IUP uses this instrument on a smaller number of freshman and seniors to compare our students with national averages in terms of critical skills such as reasoning, writing and analysis. Data from this instrument are analyzed by a university-wide assessment committee to determine how reflective the results are of the IUP student community and to analyze the trends of the results through time. More discussion of this and other university-wide learning outcomes assessment can be found below, under our response to Standard 14 and in Chapter 5. Results of the last two CLA administrations plus an analysis of the data by the University-Wide Assessment Committee are contained in Appendices I1-I3.

National Survey of Student Engagement (NSSE)

IUP carries out this large survey of student attitudes every two years as a member of the PASSHE consortium. This data allows us to see IUP through the eyes of our students as it compares to other schools in the state system and to peer institutions nationally. Data from the NSSE is used to analyze the effectiveness of actions taken by Student Affairs (for example, the alcohol awareness campaign) as well as by Academic Affairs (for example, the development and use of online library resources). The results and parameters of the last two NSSE administrations are shown in Appendices J1-J3.

Assessment of Student Learning Outcomes

The undergraduate learning goals that form the basis of IUP's Liberal Studies program have been integrated into Liberal Studies courses, academic degree programs and other facets of student learning at IUP such as the Living-learning Communities being

developed by the division of Student Affairs. Based on the same learning goals, a revised Liberal Studies framework was approved by the University Senate in March 2011, and implementation plans are now in progress. The student learning outcomes assessment plan will be discussed in more detail under our response to Standard 14 and in Chapter 5. The learning goal framework along with checklists and templates that have already been developed to assess student learning outcomes are provided in Appendices K1-K4.

Academic Program Review

PASSHE mandates a five-year schedule of review for all academic programs at IUP, with self-study and external evaluation as required elements of the process. Starting in fall of 2009, the Associate Provost has implemented measures to make the program review process more rigorous and accountable. These measures included:

1. The routine use of external reviewers for every 5-year review rather than for alternate five-year reviews (i.e., every 10 years)
2. Better faculty preparation and appreciation of the program review process through one workshop in the spring and one in the fall
3. Scheduling of a Reflection Meeting at the end of the review process where the provost, dean, chair, and program faculty discuss how best to implement the strategic action plan and student learning outcomes plan
4. Requirement for an annual update on progress, prospects, and challenges in the implementation of the program's Action Plan.

PASSHE summary forms as well as guidelines, flow charts and schedules for academic program review at IUP are included in Appendices L1-L3.

Professional Accreditations

A culture of assessment has been strongly reinforced at IUP by the requirements of several professional organizations (NCATE, AACSB, ABET and other Specialized Professional Accreditation Agencies or SPA's). These professional entities often mandate that strategic actions and student learning outcomes be assessed and analyzed in ways that reflect strongly on IUP's effectiveness as a university. Departments, colleges and programs are highly motivated to collect and analyze this assessment data and it is often of very high quality. In several cases, the need for college-wide accreditation has driven the creation of highly effective student learning outcomes and other assessment programs. A complete list of the accreditations currently met by IUP programs is provided in Appendix M1 and examples of the detailed assessment plans and documents that result are provided in Appendices M2 and M3.

Internal Surveys and Benchmarks

Internally developed surveys and benchmarks are used by Student Affairs primarily to evaluate the effectiveness of marketing and promotion, academic identity, student residential facilities and substance abuse or other social issues. Surveys are also used extensively by departments and programs to evaluate student retention and recruitment efforts, determine employer needs and carry out market surveys for new initiatives, gather alumni feedback as indirect assessment of their programs, etc. Examples of internal surveys and benchmarks are included in Appendices N1 and N2.

Faculty and Staff reviews

It should not be overlooked that both teaching and administrative employees at IUP are constantly engaged in a process of self-reflection, peer review and professional evaluation. Although the results of these assessments are protected by law and by contract, the university's strong emphasis on this process contributes to a campus-wide culture of assessment and evidence-based decision-making at all levels. Many faculty members, for example, note how their teaching, research and service align to the university's strategic goals in their applications for promotion and tenure.

Summary of Actions Taken in Response to Standard 7 Recommendation

1. Strategic and action plans have been created and aligned with the university mission for the university's two largest divisions (Academic Affairs and Student Affairs). These strategic and action plans are published on the university website and distributed widely to inform the units, programs and offices within these divisions about the strategic mission and goals of each division as it relates to the university strategic mission (Appendices D and E)

2. A university-wide database (TracDat) has been created to link the overarching goals of the university's strategic plan to strategic action plans within divisions and colleges. A mechanism that requires annual reporting of prioritized actions, expected outcomes and key success indicators has been created and implemented at the division-level by the Office of Institutional Research, Planning and Assessment. Current strategic objectives and action plans have been input and aligned for the four main divisions of Academic Affairs, Student Affairs, Administration and Finance and University Relations as well as for many subsidiary offices, schools and colleges (Appendices F and P).

3. Additional institutional evaluation has occurred in the form of system accountability reports for state performance measure outcomes (Appendix G) and the use of several mechanisms for measuring university effectiveness such as a capstone writing assessment (Appendix H), yearly CLA administrations (Appendix I), biennial NSSE surveys (Appendix J), student learning outcomes (Appendix K), and internal surveys and benchmarks (Appendix N)

4. Starting in 2009, the process of program review for academic programs has been made more rigorous and accountable through greater use of external reviewers, better preparation of faculty for the process, introduction of a reflection meeting following the review, and insistence on an annual update on the implementation of the programs action plan (Appendix L). This mode of assessment is strongly supported by extensive use of professional accreditations that also require assessment of programs and of student learning outcomes (Appendix M).

2.3 Response to Recommendations on Standard 14

2006 Recommendations for Middle States Standard 14: Assessment of Student Learning

Recommendation 1

The Self Study asserts that “a set of student outcomes goals must be developed at the institutional level and linked to the university’s mission.” The Liberal Studies Task Force has developed a draft set of university-wide student learning outcomes that will soon be submitted to the University Senate for review. The Team recommends that IUP articulate and agree upon common expectations of student learning outcomes at each level of the institution (institution-wide, college, general education, and department) that are consonant with the institution’s mission and the standards of higher education and of the relevant disciplines, that are based on a cross-campus discussion of who the IUP student is and should be, that incorporate feedback and input from each area of the campus community, and that are used to guide the development and implementation of an effective and systematic plan to assess student learning.

Recommendation 2

The Self Study concludes that, while all areas cannot use the same form of assessment, “greater systemization in the assessment process be implemented university wide to assure a long term institutional perspective is included in the process, effective collaboration among units is fostered, and feedback on viable strategies is provided.” The Team fully agrees with this statement and recommends that IUP develop a written plan that describes student learning assessment activities being undertaken by the institution at each level, including the specific methods to be used to validate articulated student learning goals and objectives, and insuring a systematic and consistent assessment process across campus.

Recommendation 3

As effective assessment can only occur within a feedback cycle that identifies student learning outcomes, selects appropriate methods of assessment, implements these methods and collects results, analyzes assessment data, and uses assessment results for continuous improvement of student learning, the Team recommends that IUP collect, in a consistent and systematic process, evidence that student learning assessment information is used across campus to improve teaching and learning.

The Middle States decennial evaluation occurred in spring of 2006. Later that same year, the University Senate at IUP adopted the university-wide undergraduate student learning outcomes developed by the Liberal Studies Task Force (Table 3) that were referred to in the first recommendation for this standard. This set of student learning outcomes was developed to strengthen cross-curricular skill development and to introduce a stronger emphasis on learning outcomes assessment in the general education courses that students take as part of their total IUP program.

TABLE 3: LIBERAL STUDIES UNDERGRADUATE STUDENT LEARNING OUTCOMES

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills. Empowered Learners demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values. Responsible Learners demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Following adoption of the university-wide student learning outcomes, volunteers were solicited across the university to serve on one of eleven different subcommittees to write inclusion criteria for courses, categories, core requirements, and competencies-across-the-curriculum in a revised Liberal Studies curriculum. In order to assure broad-based representation from across campus, the Liberal Studies Revision Steering Committee assigned nearly 140 volunteers to these subcommittees. A detailed Liberal Studies Curriculum Proposal was assembled along with Learning Criteria by the spring of 2009 (Appendices O1 and O2). Additional cross-campus discussion resulted in further revision and refinement of this proposal, and a final revised Liberal Studies curriculum framework was approved by the University Senate in spring of 2011 (Appendix O4).

The original set of university-wide student learning outcomes developed by the Liberal Studies revision remains the guiding principle behind the university's approach to the assessment of student learning. Developers of Liberal Studies courses will be asked to create learning activities with these goals in mind, and to include their assessment plan for these student learning outcomes. In addition, academic departments are being encouraged to find congruencies within their major programs, where outcomes measured in order to assess program learning goals may also relate to university-wide liberal studies goals (Liberal Studies Revision FAQ, Appendix O3).

There are several on-going assessment efforts at IUP to ensure that student learning outcomes are being measured, archived and analyzed across all programs and colleges. Some of these measures are also used for the assessment of university-wide effectiveness as required by PASSHE, and have therefore also been discussed in the preceding sections of this report.

A. Liberal Studies capstone writing assessment

Every spring semester, the Liberal Studies program at IUP collects representative student writing samples from capstone courses across all departments and colleges at IUP. These samples are assessed by a committee of faculty members using a rubric that measures critical thinking, fluency of expression and content mastery. The results are collated and compared across academic cohorts as a more detailed and granular measure of the overall value-added education at IUP that can be used in addition to the CLA results to inform academic decision-making (Appendix H1-H3).

Recent analysis of the results of Liberal Studies capstone assessments has identified the difficulty in separating the value-added learning of the Liberal Studies sequence from the student's incoming academic potential. A feasibility study is being conducted in Spring 2011 to see whether capstone writing samples can be compared to stored freshman writing samples for the same student in a paired-sample analysis to determine individual student progress in meeting learning goals. This paired-sample analysis will also shed light on the freshman-senior data inversion noted in CLA outcomes and discussed in more detail below (Appendix I3).

B. Collegiate Learning Assessment (CLA)

The Council for Aid to Education coordinates administration of the national Collegiate Learning Assessment instrument across the USA. At IUP, this instrument is overseen by the Provost's Office. The description of the scope and purpose of the CLA is taken from the CEA website:

"CLA Assessment Services provide a means for measuring an institution's contribution to the development of key higher order competencies, including the effects of changes to curriculum and pedagogy. To gauge summative performance authentically, the CLA presents realistic problems that require students to analyze complex materials and determine the relevance to the task and credibility. Students' written responses to the tasks are evaluated to assess their abilities to think critically, reason analytically, solve problems and communicate clearly and cogently." Results from the two most recent administrations of this instrument at IUP are included in Appendices I1 and I2.

Data from the CLA is reported to the Associate Provost's office, which brings it to the University-Wide Assessment Committee for analysis and discussion. The UWAC is composed of faculty members working in assessment in each college as well as assessment experts from several administrative offices in Academic Affairs, Student Affairs and the President's Office. The results of the committee's analysis serve as input for consideration when decisions are made about issues such as curriculum revision, academic resources and student support issues. One example of how this committee deals with CLA data is provided by our recent analysis of the inversion of freshman-versus-senior outcomes. This analysis is discussed in more detail in Chapter 5 of this report as well as in the minutes of the University Wide Assessment Committee (Appendix I3).

C. National Survey of Student Engagement (NSSE)

Although this survey is administered outside of Academic Affairs, it asks students to report on their coursework and also to self-assess the extent to which they have developed critical thinking skills as a result. The resulting data is used in conjunction with other measures to estimate student learning. This data is analyzed by several groups across the university, including the Office of Institutional Research, Planning and Assessment, the University Planning Committee, the Division of Student Affairs and the University-Wide Assessment Committee. Data from the two most recent NSSE administrations are presented in Appendices J1-J3.

D. College-wide Student Learning Outcomes Assessments

There are two colleges that undergo specialized college-wide accreditation at IUP: the Eberly College of Business and Informational Technology (AACSB) and the College of Education and Educational Technology (NCATE). Both of these colleges now have custom-built computerized student learning outcomes assessment programs in place, designed to function in conjunction with the Banner system of student information. This program, known as the Key Assessment Ratings System or KARS, has been used for many years to coordinate learning outcomes assessment in the College of Education. This system requires instructors of all education majors to independently assess their learning outcomes on three key assessments in each course. In addition, overarching assessments are done on student e-portfolios, teacher work samples and unit plans, and student teaching reports. A similar system of course assessments and overarching assessments has recently been established in the Eberly College of Business. Examples of the KARS assessment system are shown in Appendices M2- M3.

E. Department-level Student Learning Outcomes Assessments

As a university, IUP encompasses many departments with quite divergent goals for student learning, from musical performance to scientific research and hospitality management. Some departments must measure learning outcomes for Liberal Studies service courses, while others do not; some departments assess graduate as well as undergraduate learning outcomes while many others do not. Each department is therefore asked to maintain its own plan for student learning outcomes assessment, which measures and tracks their student's achievements relative to their own unique learning goals. In the past, these plans have been submitted bi-annually to the Associate Provost and have also been reported on in the five-year academic review that each academic program is required to submit. The specific mandate from PASSHE regarding student outcomes assessment is quoted below from Policy 1986-04 –A

outlining the scope of five-year reviews: “Criteria for Full Review of Academic Programs, heading 3f: Student Learning Outcomes—describe the knowledge and skill outcomes and how they are assessed.”

The strength of the individual department student learning outcomes assessment programs is that they are flexible and can be adjusted quickly to assess new issues such as the impact of recent curriculum changes within a department. Faculty members can gather and analyze the data themselves each semester without needing to wait for a broad instrument to be administered or processed at a university-level. This ability to react in a nimble and immediate way is critical to ‘closing the loop’. Curricular changes can be made over the course of a few academic semesters to address issues where outcomes show that students have not learned the critical thinking or professional skills they need to succeed in their chosen fields.

The weakness of individual departmental assessment programs is that they vary in quality and utility depending on the attitude, training and commitment that departmental faculty have toward outcomes assessment. Over the past ten years, IUP has sponsored numerous assessment workshops and also offered individual consulting to help strengthen departmental student learning outcomes plans. More recently, the Associate Provost’s office has instituted a pilot project using TracDat to store and report on student learning outcomes for several selected programs. The output from these programs will be used to create model data sets and templates to assist other colleges and departments in simplifying and regularizing their assessment methods. TracDat also allows assessments to be easily linked to departmental, college-wide and university-wide student learning objectives, with data uploaded as attachments for archival purposes. Reports can be created using the same data for Liberal Studies analysis, accreditation agencies and program review purposes. The results of the current pilot study show what such a student learning outcomes data would look like (Appendix P4).

Summary of Actions Taken in Response to Standard 14 Recommendation

1. A set of university-wide undergraduate student learning outcomes was adopted by IUP in 2006, immediately after the previous decennial evaluation site visit. This set of outcomes has provided a template for the development of the subsequent Liberal Studies revision. Assessment of these learning outcomes plays an integral part in all new Liberal Studies courses and will also be incorporated into existing majors classes as academic programs update and revise their student learning outcomes plans (Appendix O).

2. Liberal Studies capstone writing assessments are used to track changes in the value added to students’ communication abilities by the university’s core curriculum. Analysis of this data by the University-Wide Assessment Committee has pointed out the need for additional latitudinal comparisons in order to correctly interpret the data. (Appendix H).

3. Administration of the Collegiate Learning Assessment and National Survey of Student Engagement instruments allows IUP student learning outcomes to be nationally normed and compared to peer institutions across the PASSHE system. Analysis of the trends of these data sets is performed by a university-wide committee composed of faculty members from several colleges and staff members from several offices of the administration (Appendices I and J).

4. The KARS assessment system pioneered by the College of Education and Educational Technology for NCATE accreditation purposes has been adapted for use in the College of Business for AACSB accreditation purposes and also by the department of Safety Sciences. (Appendix M)

5. Because a customized assessment system such as KARS cannot be implemented in other colleges where academic programs are more varied in curricula and outcomes, or where programs are accredited by several different agencies with different assessment requirements, a pilot project has been undertaken using the TracDat planning and assessment database to capture student learning assessment plans for several selected academic programs. Examples of alignment to departmental, college-wide and university student learning goals are shown in Appendix P.

Table 4 shows how the responsibility for performing and analyzing assessments of student learning is currently distributed at IUP:

Table 4: Assessment of Student Learning		
Type of Classwork	Assessment Performed	Analysis of Resulting Data
Liberal Studies classes	Collegiate Learning Assessment results	University-wide Assessment Committee
Capstone majors classes	Liberal Studies Writing Sample Analysis	Liberal Studies Committee, University-wide Assessment Committee
Classes taken by all business majors	Key Assessment Rating System or KARS	College of Business Assessment Committee
Classes taken by all education majors	Key Assessment Rating System or KARS	College of Education Assessment Committee
Majors classes in specific colleges and programs	Assessment system varies by college and department	Departmental assessment committee or five-year review committee

Chapter 3: Challenges and Opportunities

Middle States Guidance on Narrative Identifying Major Challenges and Opportunities

Identify briefly what the institution sees as its most important challenges or opportunities over the next five years, consistent with the information and analysis contained elsewhere in the PRR. Only challenges and opportunities with particular relevance to one or more accreditation standards should be addressed, and the institution should identify which standards relate to each challenge or opportunity described.

This section of the PRR is designed to allow the institution maximum opportunity to record briefly and to analyze its chief accomplishments and any significant obstacles or challenges. Among these developments could be changes in mission, programs, institutional effectiveness (outcomes), student services, facilities and other institutional resources, administrative organization, governing board, governance structures, personnel and management, institutional research and planning, policies and procedures, admissions, enrollment management, retention and attrition, and financial condition.

Looking ahead to our implementation of Middle States accreditation standards over the next five years, we see two major challenges, one clear opportunity, and one change that involves both challenges and opportunities at the same time.

3.1 Challenge One: Financial Uncertainty

Like many institutions across the nation, IUP faces continuing financial limitations over the next five years. The recent economic downturn impacted our budgets less than we had originally feared, thanks to emergency financial support provided by the federal and state governments, but as the economy recovers at a slow pace, state support will very likely diminish. The university has been subjected to almost thirty years of declining state support: in 1983-1984, 63% of PASSHE's operating budget consisted of state contributions, while in 2010-2011 the state contributed only 31% of the system's operating budget. Reduced state support creates higher tuition and fees for students, which alters enrollment management plans and places IUP in competition with a different set of peer institutions for students. Recognizing that, the Board of Governors has been very stringent in keeping tuition increases to a minimum, which means that academic resources across the system have shrunk drastically in order to cope with the mis-match in revenue and expenditures. Declining state support and restricted tuition increases have caused IUP to modify some plans proposed earlier in this assessment period in order to direct the remaining resources towards change that can be implemented without major new financial commitments. In addition, severe financial constraints have put staffing levels at the university under pressure. The university has tried to protect faculty lines wherever possible, but there has been a slow decline in faculty numbers over the past five years.

3.2 Challenge Two: External System Budget Deadlines

The second challenge that faces IUP relates to Middle States Standards 2 and 7. In both of these areas of accreditation, Middle States has called for all of its member institutions to link their budgeting and planning processes so that resources can be directed in the most effective way to achieve the institution's strategic goals. IUP has implemented that directive by requiring all divisions to submit yearly priorities to the Office of Institutional Research, Planning and Assessment. These priorities will be augmented in the near future by the addition of requested budget items needed to carry them out, so that the resource needs of each initiative can be assessed and met as much as possible, given the evidence of effectiveness as shown by key success indicators. However, because IUP is part of the larger Pennsylvania State System of Higher Education which is funded in part by state government budget allocations, our overall university budget is often not known until just before or even during the fiscal year. If cuts are made at the state government level, the entire planning cycle must be repeated both system-wide and at IUP, usually in a very compressed time scale. This compressed time-line for decision-making is an on-going challenge for IUP as it is for many other state-funded universities. We hope that the recent implementation of evidence-based assessment as a criterion in directing resources will help us pinpoint which actions have the most effective outcomes and therefore should receive the highest priority when funding levels change on short notice in the future.

3.3 Opportunity: TracDat Planning and Assessment Initiative

It is fortuitous that the increased use of the TracDat relational database at IUP coincides with a new initiative from PASSHE to help create an innovative new user-interface for this software, one that will allow users to input data through a cloud-based web dashboard rather than logging into the database itself. PASSHE specialists are helping to develop this new version of TracDat and PASSHE institutions like IUP will be among the first to pilot it. This gives IUP a clear opportunity to implement this database not only at the broad divisional and college/office level, but also to make it user-friendly and accessible for detailed department and program level assessment work. With a small investment in resources over the next five years, IUP could make great strides in ensuring that both university assessment and student learning assessment become widely and deeply engrained in the university culture and are performed in a timely and uniform manner across the campus.

3.4 Challenge and Opportunity: Change in University Governance

In June of 2010, the previous university president Tony Atwater resigned from his position following a vote of no-confidence by the IUP faculty. Dr. Atwater's position was filled by former interim provost David Werner. Dr. Werner will serve as interim president of IUP until 2012 when a new university president will take over after a national search.

The challenge presented by this change is that without permanent leadership at this time of financial stress, there is a limit to how much change the university can institute. This means that the pace of implementation for some institutional changes will be slower than initially hoped. Discussions about finding less-resource intensive ways of

meeting strategic goals are underway, but any final decisions will most likely wait until our university has permanent leadership in place again.

The opportunity which arises from this change is because our interim president, David Werner, has made a remarkably successful effort to return IUP to the ethos of shared governance, distributed decision-making and institutional transparency that was so highly praised in our last decennial evaluation by Middle States. Dr. Werner has instituted several new and highly effective channels of communication between administration and faculty:

- From the beginning of his tenure, Dr. Werner has held monthly open meetings where faculty, students, staff and administrators may ask the president about any topic of university governance or budget.
- Using IUP's web platform, Dr. Werner has shared insights into many aspects of the budget crisis that IUP faces, using a series of web interviews called 'Budget Matters'. <http://www.iup.edu/news.aspx?category=Budget+Matters&blogid=6291>
- Dr. Werner has also used his web page to solicit suggestions from faculty, students and staff for strategies that can help to mitigate IUP's budget crisis.

If the spirit of transparency, shared governance and accountability that Dr. Werner has managed to establish in his short tenure so far at IUP become engrained enough to carry over into the administration that follows his, the next decennial self-study will once again be able to point to these highly-effective aspects of IUP's institutional management as points of pride.

Chapter 4: Enrollment and Finance Trends and Projections

Middle States Guidance on Enrollment and Finance Trends and Projections

The Periodic Review Report should include, either within the report or as companion documents:

- The institutional financial plan for the period covered by the institution's strategic plan, but not less than the current and two future years; (Plans might vary depending on the institution and might include such things as budgets, pro forma projections, and strategic plans tied to the budget.)
- The audited financial statements and management letters or their equivalents covering the three previous years;
- The financial information submitted to IPEDS for the three previous years
- Actual enrollment for the current year and the three previous years; and
- Projected enrollment for the period covered by the institution's financial plan

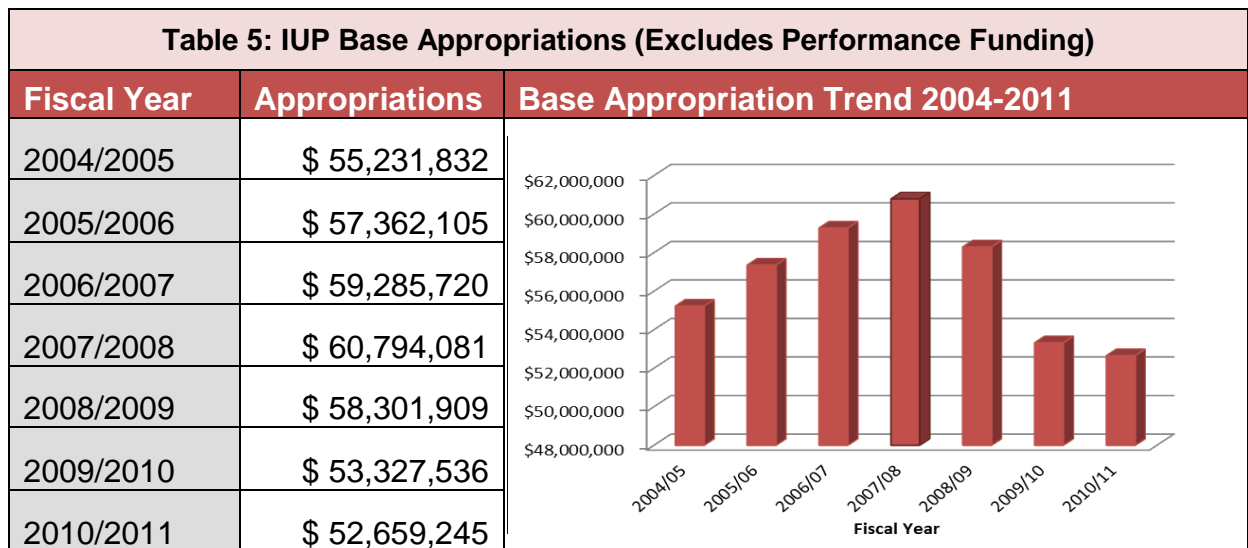
In addition to describing the status and projections of enrollments and finance through narrative, charts, and diagrams, it is expected that the projections will be accompanied by appropriate assumptions (e.g., graduate enrollment will increase due to new programs; state funding will remain stable) or other evidence to demonstrate their plausibility. When presenting the enrollment data, it is useful to categorize the data by programs and/or levels (e.g., undergraduate, graduate, or other) and to relate these data to current and future fiscal information.

Fiscal information applies to both operational and capital accounts. This information will be viewed in relation to the audited financial statements and management letters (or equivalent fiscal accountability data) and IPEDS financial information accompanying the Periodic Review Report. The institution's fiscal analysis may incorporate financial indicators or ratios (such as those developed by Moody's, KPMG, or others), if the institution judges such ratios to be useful and meaningful. **In all cases, the fiscal analysis should include selected data such as trends in net income and net assets.**

4.1 Historical Financial Trends

Public higher education institutions in America are faced with many challenges. Chief among them is financial stress caused by a number of factors, including increased demands and expectations on the part of various stakeholders, greater demand for accountability, increased regulatory requirements, and dwindling financial support. IUP is by no means an exception, nor is IUP unique in experiencing some degree of financial stress related to operating the academic enterprise. Over the past decade the university has experienced significant growth and has completed several major new construction and renovation projects including the Residential Revival. The university took these actions to ensure both its comparative and competitive advantage to potential students. By necessity, in making decisions, IUP had to assume some calculated financial risks and trade-offs because of certain unknown factors and other mitigating circumstances.

The primary sources of IUP unrestricted revenue are state appropriations, and tuition and fees. IUP received minimal increases in the base state appropriations over the period of fiscal years (FY) 2004-2005 through FY 2007-2008. In FY 2008-2009, IUP was required to return 4.25% or \$2.7 million of its total appropriations due to decreased state revenues. As a result, IUP was forced to reduce its FY 2008-2009 expenditure plans by nearly \$10.2 million simply to balance the general operating budget. This 4.25% reduction in state appropriations, in addition to the state's reallocation of Key93 funding, resulted in a FY 2008-2009 state funding level of \$53 million, which was lower than the FY 1994-1995 funding level. In an attempt to stabilize the devastating reduction in state support, PASSHE allocated ARRA Federal Stimulus funds to the institutions in FY 2008-2009, restoring the 4.25% appropriations reduction. This was a temporary solution that would last only through FY 2010-2011.



Reductions in traditional state support have put greater emphasis on tuition and fee revenues as shown in Table 6. In FY 2004-2005, state appropriations made up 36% of IUP's total revenues. This percentage decreased to 31% in FY 2009-2010. In contrast, the contribution of tuition and fees rose from 55% of revenue in FY 2004-2005 to 60% percent of IUP's revenues in FY 2009-2010. This data indicates a trend of increasing reliance on tuition and fee revenue as well as on increasing enrollment to support IUP's operating expenses.

Table 6: Distribution of State Appropriations, Tuition, Fees and Other Revenue

Fiscal Year	Appropriations		Tuition & Fees		Other		TOTAL
2004/2005	\$57,239,048	36%	\$87,096,101	55%	\$13,582,220	9%	\$157,917,369
2005/2006	\$61,232,643	37%	\$90,766,956	54%	\$14,762,651	9%	\$166,762,250
2006/2007	\$63,232,196	36%	\$92,515,956	53%	\$17,945,949	10%	\$173,694,101
2007/2008	\$64,825,362	37%	\$96,401,835	55%	\$12,569,443	7%	\$173,796,640
2008/2009	\$62,520,915	36%	\$103,238,951	59%	\$10,062,882	6%	\$175,822,748
2009/2010	\$56,303,155	31%	\$110,166,588	60%	\$17,706,264	10%	\$184,176,007

The Pennsylvania Board of Governors has consistently granted conservative increases in tuition rates to the PASSHE system schools (Table 7).

Fortunately, the most significant increase since FY 2004-2005 occurred during the current fiscal year when IUP also experienced significant enrollment growth. The combination of enrollment

growth and state-regulated tuition increase has had a positive impact on revenues.

However, enrollment growth, conservative tuition and fee increases, and infusion of ARRA funding were not enough to cover IUP's operating expenses. In FY 2009-2010, personnel costs (salary and benefits) accounted for 83% of IUP's operating expense, with the remaining 17% of expenses classified as operating costs (Table 8). In order to balance budgets for the current and three previous fiscal years, IUP implemented a series of spending plans that included permanent and temporary reductions as shown in Appendix R6. The administration's decision to use one-time funds to meet various divisional reduction plans was made with strategic consideration.

Fiscal Year	Annual Tuition	Percentage Increase	Total Enrollment	Percentage Change
2004/2005	\$4,810	4.4%	13,998	--
2005/2006	\$4,906	2.0%	14,081	0.59
2006/2007	\$5,038	2.7%	14,248	1.19%
2007/2008	\$5,177	2.8%	14,018	-1.61%
2008/2009	\$5,358	3.5%	14,310	2.08%
2009/2010	\$5,554	3.7%	14,638	2.29%
2010/2011	\$5,804	4.5%	15,126	3.33%

Fiscal Year	Personnel	Operating	Current Distribution of Expenses
2004/2005	81%	19%	<p>A pie chart illustrating the current distribution of expenses. The chart is divided into two segments: a large red segment representing Personnel at 83%, and a smaller blue segment representing Operating costs at 17%.</p>
2005/2006	81%	19%	
2006/2007	79%	21%	
2007/2008	80%	20%	
2008/2009	81%	19%	
2009/2010	83%	17%	

To achieve these reductions, and to increase institutional resources, IUP's budget and planning processes have been reshaped over the past three years. The efforts of the University's Senior Leadership Team, in addition to the University Budget Advisory Committee and University Capital Budget Committee, have provided the opportunity for greater transparency and broader community representation relative to resource allocation planning.

IUP's budget and planning activities have focused primarily upon providing support for the strategic goals of the university. Table 9 summarizes the total of all annual performance funding allocated toward the University's strategic goals for fiscal years 2005-2006 through 2009-2010. Over the last five years, \$15.2 million of performance funding, awarded to IUP on the basis of system-wide accountability measures, have been directed to support IUP's eight strategic goals. This resource allocation action occurred while the educational and general budget has been reduced by \$13 million.

Overarching Strategic Goal	Total Funds
Academic Excellence	\$ 6,296,624
Student Development and Success	\$ 2,093,803
Civic Engagement	\$ 140,974
Marketing and Promotion	\$ 3,190,000
Enrollment Management	\$ 809,640
Continuous Improvement	\$ 1,833,462
Resource Development	\$ 723,000
University Safety and Security	\$ 180,000

While formal direct linkages between the financial plan and the strategic plan are still being developed, the following engagement and assessment activities show that IUP is already moving in this direction:

- Residential Revival – Student Housing Replacement Project
- Creation of the Centers for Student Success and Student Health & Well-Being
- Development and implementation of the Enrollment Management Plan
- Support for the IUP Punxsutawny Regional Campus (with Student Affairs)
- Development of an Athletic Master Plan
- Creation of the University Budget Advisory and Capital Budget Committees
- Procurement Services implemented customer service and efficiencies
- Assessment of energy plant cogeneration activities
- Implementation of efficient energy utilization program
- Participation in the PASSHE Guaranteed Energy Savings Program
- Engaged in comprehensive Long Range Campus Master Planning activities
- Implementation of position budgeting and control systems
- Enhanced university parking availability and facilities
- Operational and Efficiency Reviews of Finance, Procurement, and IT Services

Audited Financial Statements

IUP Financial Statements for the fiscal years ending June 30, 2008, 2009, and 2010 with related Management Letters are included as Appendices Q1-Q6.

Change in Net Assets

Appendix R1 provides a multi-year analysis of the change in net assets. Over the past three fiscal years, IUP has experienced a decrease in net assets that indicates that the university is in a period of “spending down” its resources. This decrease is largely attributed to the requirement to record the university's post-retirement benefit liability. For FY 2009-2010, IUP recorded post-retirement operating expenses of \$7.4 million. It should be noted that this is a non-cash item. There is no current requirement or future plans for PASSHE to utilize IUP's assets to fund this liability. This post-retirement

liability has been the largest contributing factor to the increase in IUP's non-current liabilities. In FY2009-2010, post-retirement liability increased \$7.2 million, or 37% from \$19.3 million to \$26.5 million. Adjusting this analysis for the post retirement liabilities will show only minimal increases in net assets.

Unrestricted Net Assets

Appendix R2 provides a multi-year analysis of the changes in unrestricted net assets, exclusive of the compensated absences and post-retirement deficits. Various fund categories show incremental growth over the past four fiscal years. Note that the largest variance occurred in the encumbrance for plant activities. This \$16 million decrease is due to the payment of construction invoices on the Kovalchick Convention and Athletic Complex (KCAC) project.

Noncurrent Liabilities

Trend analysis of noncurrent liabilities shows an increase of \$29 million that is due to the significant compensated absences and post-retirement benefits liabilities discussed above (Appendix R3).

4.2 Future Financial Projections

Table 10 presents the budget forecast for FY 2010-2011 through FY 2012-2013 (data also in Appendix R4).

TABLE 10: IUP FUTURE BUDGET PROJECTIONS 2010-2013				
		FY 2010/2011	FY 2011/2012	FY 2012/2013
SOURCES	State Appropriations	\$ 52,659,245	\$ 47,393,321	\$ 47,393,321
	ARRA - Federal Stimulus	5,038,483	-	-
	Performance Funding	5,052,290	4,547,061	4,547,061
	Tuition and Fees	109,563,811	117,164,248	122,571,665
	Investment Income	1,000,000	1,000,000	1,000,000
	Other Sources	1,839,761	1,955,000	1,955,000
	Carryover	10,533,746		
TOTAL SOURCES		\$ 185,687,336	\$ 172,059,630	\$ 177,467,047
USES	PERSONNEL:			
	Faculty Salaries	\$ 64,425,473	\$ 65,196,827	\$ 67,000,015
	Staff Salaries and Wages	37,121,113	37,635,857	38,584,851
	Benefits	34,762,229	36,775,737	40,580,213
	TOTAL PERSONNEL	\$ 136,308,815	\$ 139,608,421	\$ 146,165,079
	OPERATING:			
	Operating & Maintenance	\$ 27,140,631	\$ 25,867,738	\$ 26,157,706
	Utilities	6,440,961	7,095,646	7,663,298
	Student/Grad Assist. Waivers	6,137,674	6,383,181	6,638,508
	Debt Payments	3,114,770	3,119,000	3,113,000
	Carryover	6,544,485		
	TOTAL OPERATING	\$ 49,378,521	\$ 42,465,565	\$ 43,572,512
TOTAL USES		\$ 185,687,336	\$ 182,073,986	\$ 189,737,591
SOURCES LESS USES		\$ -	\$ (10,014,356)	\$ (12,270,544)

Budget deficits of \$10.0 million and \$12.3 million are projected for FY2011-2012 and FY 2012-13, respectively, based on anticipated shortfalls in state appropriations and given the current economic climate and forecasts from the Chancellor's office. Planned reductions in spending for FY 2011-2012 may cause significant lowering of the deficits in subsequent years. We assume a 10% decrease in state appropriations and state performance funding in FY 2011-2012 with level funding in both categories projected for the subsequent year. At this time, we do not foresee additional federal financial support similar to the ARRA stimulus funding that was received in the current fiscal year. Tuition income is projected based on managed enrollment growth (discussed in more detail below) in combination with projected annual increases of 4% in undergraduate tuition in both FY 2011-2012 and FY 2012-2013. It should be pointed out that undergraduate tuition rates are set by the PASSHE Board of Governors and are not under IUP's direct control. Specific details of the assumptions and projections used to create Table 10 are listed in Appendix R5.

The projected budget shortfall outlined above has spurred additional university-wide coordination of budget and planning efforts in order to allocate limited funds most effectively. These efforts include provisions to increase revenues and decrease expenditures while maintaining the academic integrity and effectiveness of the university. Similar strategic planning efforts over the past five years have resulted in significant financial savings (Appendix R6); the challenge will be to find similar savings going forward without harming the core mission of the university. To meet this challenge, all university stake-holders have been included in future planning efforts by the University Budget Advisory Committee as shown in its governing charge below.

University Budget Advisory Committee (UBAC) Governing Charge and Composition

The University Budget Advisory Committee serves primarily as an advisory body to the President. The work of the committee will be overseen and guided by the Vice President for Administration and Finance. UBAC shall:

1. Advise the president related to the establishment and implementation of IUP's short-term and long-term priorities.
2. Advise the president regarding internal and external factors which may impact the university budgets, planning process, and the university's overall financial health and viability.
3. Facilitate the integration of the planning and budgeting process to include: annual review of enrollment targets and strategies; strategic planning; budget review and planning; and allocation recommendations.
4. Advise the president regarding the most effective manner to communicate to the university community relative to planning and resource allocation decisions.
5. Provide recommendations to the president annually regarding divisional budget allocations based upon the university's strategic plan, goals, and priorities.
6. Promote and facilitate an environment whereby the university budgeting process is participatory, transparent, and informative in nature.

The University Budget Advisory Committee will consist of twenty-four (24) members as listed below:

- Three faculty members selected by Council of Chairs
- Ten members of Academic Administration (Dean Council)
- Five members from University Administration and Staff
- One member from each of the following bodies or collective bargaining units: University Senate; AFSCME (staff); APSCUF (faculty); SCUPA (university professionals); SPFPA (police); OPEIU (nurses); and PSSU (social services)

Through the efforts of the University Planning Council, University Budget Advisory Committee, University Capital Budget Committee, and IUP's Leadership Team, the university community will work toward achieving an annual balanced budget in the face of the university's current budget constraints. Every step will be taken to protect and preserve the academic integrity and core mission of IUP while maintaining the university's fiscal integrity.

IPEDS Data and Reports

As required by Middle States, the financial data submitted by IUP to the Integrated Post-Secondary Education Data System (IPEDS) for the past three years is included in Appendices S1-S3. The IPEDS Feedback Report for 2010 is attached as Appendix S4.

4.3 Historical Enrollment Trends

Two simultaneous trends have affected enrollment at IUP over the past three years. One is a 17.9% rise in new freshmen since 2007. IUP has also experienced a 10.8% rise in the number of continuing undergraduate students beginning in Fall 2008. This second trend is a result both of larger freshmen classes carrying over from previous years and increased student retention as a result of assessment and analysis efforts by both Student Affairs and Academic Affairs. Together, these trends have resulted in an overall rise of 7.9% in IUP's total enrollment from 14,018 total students in 2007 to 15,126 students in 2010. The success of IUP's enrollment management plan can be measured by a documented increase of 20 points in incoming freshman SAT scores over the same time period. Complete university enrollments and projections can be viewed in Appendix U1.

TABLE 11: HISTORICAL ENROLLMENTS AT IUP				
IUP Actual Enrollment Data	Fall 2007	Fall 2008	Fall 2009	Fall 2010
New Freshmen	2,648	3,208	3,187	3,121
New Transfer Students	605	583	594	673
New Graduate Students	893	918	779	751
Continuing Undergraduate Students	8,411	8,089	8,449	8,961
Continuing Graduate Students	1,401	1,464	1,568	1,548
American Language Institute Students	60	48	61	72
Total	14,018	14,310	14,638	15,126

This historical rise in enrollment is consistent with larger trends in the growth of most PASSHE universities over the past two decades. It reflects the gradual population growth of the state of Pennsylvania (particularly in the eastern part of the state) combined with IUP's strong state-wide identity as a low-cost and high-value educational option. In addition, the IUP Student Affairs Division has created detailed yearly enrollment management plans designed to recruit and retain students with stronger academic skills while increasing student diversity and providing more effective student support services at all levels of the university (Appendix U2-U4). This enrollment plan has been effective in increasing the quality and diversity of IUP's entering students.

Overall, graduate enrollment has been steady throughout the assessment period. From the data presented, there appears to be a decline in the number of New Graduate Students between the Fall 2008 and Fall 2009 terms. This is an artifact of an internal (IUP) change in coding of new versus continuing students. Evidence of this may be seen in the corresponding increase in the number of Continuing Graduate Students between those same years. IUP has experienced a slight decline in the number of international graduate students enrolled in in-country programs, such as the MBA program in Bangalore.

In academic year 2009-2010, the School of Graduate Studies and Research contracted with a marketing firm to leverage our marketing funds for expansion of the IUP graduate brand with a goal of increasing the inquiry and application pool. This strategy is working and has resulted, in the recent six months, in a 53% increase in inquiries. During that same period of time, there has been an increase of 439% in traffic to the SGSR and graduate program websites. In addition, as of January 2011, applications for the fall 2011 term are up 12% over the same period for fall 2010. (Appendix U6).

4.4 Future Enrollment Projections

One factor that allows IUP to project future undergraduate enrollments with some degree of confidence is that the size of the Indiana-campus freshman class is limited by the desire to increase academic quality and the number of on-campus housing spaces. In a deliberate decision to increase the academic quality of IUP students and provide all freshmen with a highly-engaged residential experience in their first year on campus, incoming freshman enrollment is capped at 3,150 students. Future enrollment growth is therefore projected to occur mainly in the form of improved undergraduate retention and increased transfer and graduate students. A new Graduate Enrollment Management Plan for 2009-2014 was approved by IUP's Council of Trustees in Spring 2010. This plan projects an approximately 2.5% increase for the next five years. The current undergraduate and graduate enrollment management plans can be found in Appendix U5 and U6.

TABLE 12: PROJECTED ENROLLMENTS AT IUP		
IUP Projected Enrollment Data	Fall 2011	Fall 2012
New Freshmen	3,150	3,150
New Transfer Students	680	680
New Graduate Students	836	820
Continuing Undergraduate Students	9,105	9,182
Continuing Graduate Students	1,550	1,613
American Language Institute Students	55	55
Total	15,376	15,500

Chapter 5: Assessment Process and Plans

Middle States Guidance on Assessment Process and Plans

The Commission's expectations for assessment, conveyed in Standard 7 on Institutional Assessment and in Standard 14 on the Assessment of Student Learning, are explained further in Appendix 2 of this handbook, "Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations." Informed by those expectations, this section of the PRR should provide an overview of the institution's assessment processes. As stated in the Appendix, the Commission expects that the institution defines clearly articulated institutional and unit-level goals, implements strategies to achieve those goals, assesses achievement of those goals, and uses the results of those assessments to improve programs and services and to inform planning and resource allocation decisions.

5.1 Overview of IUP's Current Assessment Process

There are two major components to IUP's current assessment process:

Assessment of university effectiveness

This category of assessment broadly measures how well the entire university is carrying out its mission and strategic plan and is designed to ensure that strategic planning and assessment inform decision-making at all levels of the university. The Office of Institutional Research, Planning and Assessment coordinates and leads this assessment effort by gathering accountability data from across campus and reporting the results to both internal and external stakeholders. Individual divisions within the university participate fully in this effort and in many cases go beyond the level of assessment detail that is required for system accountability, in order to analyze and modify their internal strategic and action plans. The Office of Institutional Research, Planning and Assessment records each university division's prioritized actions each year along with target outcomes and key success indicators, and aligns these to the University Strategic Plan using the TracDat relational database. Their mission also includes the administration and analysis of the National Survey of Student Engagement (NSSE), an important tool for tracking student development and success.

Assessment of student learning

This category of assessment measures how well our students are achieving the learning goals set by PASSHE, by the university's strategic plan and by Liberal Studies, as well as by the specific academic programs and professional accreditation agencies. Because IUP encompasses many different types of learning outcomes within its diverse colleges and programs, no single assessment instrument has been promulgated to measure student learning. Instead, there are three main mechanisms for ensuring that an appropriate assessment plan is in place. For specific academic programs, a student learning outcome plan and accompanying data are required for the five-year program review and its yearly follow-up reports. At a broader university level, the University-wide Assessment Committee establishes and oversees assessment of the core educational

program at IUP using methods such as the Collegiate Learning Assessment (CLA) and the Liberal Studies capstone writing assessment. The responsibility for ensuring student learning is assessed through these two mechanisms rests with the Division of Academic Affairs. Additional assessment of student learning occurs in relation to the Living-Learning Communities that IUP has created as part of the Residential Revival as well as other non-credit student learning programs. Responsibility for assessing these types of student learning rests within the Division of Student Affairs.

5.2 Strategies for Measuring University Effectiveness

At IUP, assessment of university effectiveness is guided by system-wide requirements and guidelines from PASSHE and carried out by the Office of Institutional Research, Planning and Assessment. The Office of Institutional Research, Planning and Assessment coordinates university assessment and reports results to the President of IUP, the IUP Council of Trustees and the PASSHE Chancellor's office for the System Accountability Plan (SAP) as well as to external data repositories such as the Integrated Post-secondary Educational Data System (IPEDS) and the Voluntary System of Accountability (VSA) of which IUP is a member.

By 2009-2010, the Office of Institutional Research, Planning and Assessment had created a university-wide database using the TracDat software licensed by PASSHE for planning and assessment. This database allows goals, action plans, performance indicators and assessment data from any university unit to be directly linked to the University Strategic Plan.

In the 2010-2011 academic year, the Office of Institutional Research, Planning and Assessment required all divisions of the university to create a list of prioritized actions for the 2010-11 academic year using an Excel spreadsheet template. Each action was linked by the division to an element of the university's strategic plan. Each action was also accompanied by an expected outcome and by a key success indicator that will be used to assess the effectiveness of that specific action. Timelines for assessment were included in this phase of assessment, but budget requests were not. All required data were input into TracDat by personnel in the Office of Institutional Research, Planning and Assessment.

The Office of Institutional Research, Planning and Assessment has informed all divisions of the university that in the future, they will be required to maintain their own section of the TracDat database by updating priority actions, attaching assessment outcomes and indicating how actions will be revised based on their success indicators. Budget requests are scheduled to be included in this roll-out of the TracDat implementation. This stage of the assessment plan is scheduled to be implemented by 2011-2012.

5.3 Strategies to Assess Student Learning

The second component of assessment (student learning outcomes) is carried out primarily within the Division of Academic Affairs with considerable additional work done

by the Division of Student Affairs. Student learning outcomes related to overall general education are assessed at the university level and analyzed by the University-Wide Assessment Committee. Learning outcomes related to specialized professional accreditation are generally assessed at the college level and analyzed by college assessment committees, although in some cases individual department assessment programs have been created for very specialized accreditations (for example, Safety Sciences). Student learning outcomes related to professional degree programs are generally assessed at the department or program level and analyzed by department or program faculty members.

A. University-wide Assessment Efforts

There are several on-going assessment efforts at IUP that measure student learning outcomes across all majors and colleges. Most of these were discussed extensively in Chapter 2 under the Response to Recommendations for Standard 14 and will only be briefly summarized here.

Liberal Studies assessments and course proposals

The Liberal Studies program at IUP attempts to measure learning outcomes by capturing a random selection of university students enrolled in a variety of capstone courses. Writing samples are assessed anonymously using a rubric that focuses on critical thinking, fluency of expression and content mastery. The results are collated and compared across academic cohorts as a more detailed and granular measure of the overall value-added education at IUP that can be used in addition to the CLA results to inform academic decision-making. Results of the past three years of assessments are shown in Appendices H1-H3.

The Liberal Studies program at IUP has also emphasized the importance of learning outcomes assessment by requiring that specific learning outcomes related to the mission and goals of Liberal Studies be addressed in initial course proposals. All course proposals that faculty submit for Liberal Studies approval must now include the type of forms attached in Appendix K2. Course proposers must identify the primary Expected Undergraduate Student Learning Outcomes that will be fostered in their course.

Collegiate Learning Assessment (CLA)

Yearly administrations of the CLA instrument are used to measure critical thinking, analytic reasoning, problem solving and communication skills in separate cohorts of freshmen and seniors. Results from the CLA are analyzed by the University-Wide Assessment Committee, which includes faculty members from all colleges as well as staff members from Academic Affairs, Student Affairs and the Office of Institutional Research, Planning and Assessment. This committee judges the implications of the CLA data as it pertains both to IUP's evolving student body and to IUP's educational programs, as shown in the example below.

The most recent results of the CLA instrument (2009-2010) show that IUP students score almost exactly in the mid-range of student learning outcomes for peer institutions across the nation. When their scores are adjusted on the basis of incoming SAT's and freshmen year CLA results, they achieve near normal expectations in all cases. These data indicate that overall learning outcomes achieved by IUP students are precisely

what one would expect based on their academic potential.

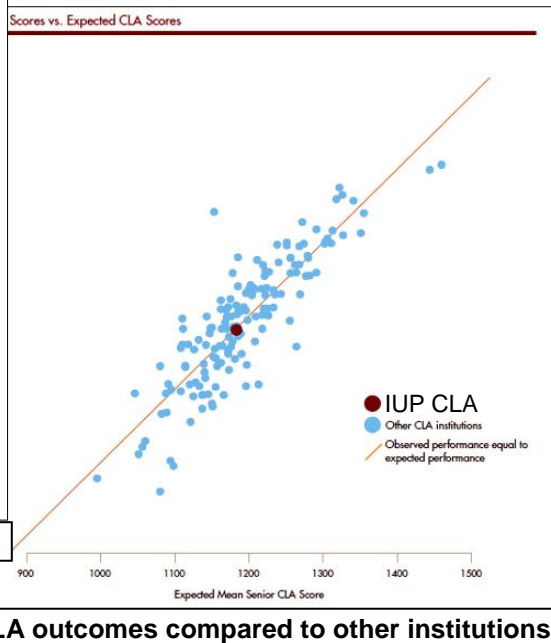
3.2 Seniors: Unadjusted Performance

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	80	1181	42	1046	1283	156
Performance Task	40	1160	50	1019	1275	163
Analytic Writing Task	40	1203	40	1075	1324	147
Make-an-Argument	40	1223	51	1064	1353	158
Critique-an-Argument	40	1182	31	1043	1288	178
EAA	80	1024	35	895	1160	174

3.3 Freshmen: Unadjusted Performance

	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	83	1120	63	1011	1226	162
Performance Task	40	1095	63	986	1204	179
Analytic Writing Task	43	1143	60	1046	1252	143
Make-an-Argument	43	1151	60	1022	1243	155
Critique-an-Argument	43	1134	61	979	1257	187
EAA	83	1044	52	940	1130	135

Comparison of CLA results for IUP seniors & freshmen



Interestingly, this year's analysis of CLA results also appears to show that recent IUP freshmen scored significantly higher than IUP seniors did compared to their intellectual peers across the country. This apparent drop in 'value-added' sparked some concern among the members of the University-Wide Assessment Committee and was discussed extensively during our Fall 2010 meetings. Possible reasons for this discrepancy may reflect small, non-representative sampling with more Honors College students included among freshman test-takers than among senior test-takers. It may also reflect a selection bias among the classes (more intellectually curious freshmen volunteering to take the test than seniors), a difference in test-taking attitudes (seniors being more blasé toward non-graded tests than freshmen) or a more academically-qualified freshman class due to enrollment management and the subsequent increase in average SAT scores of incoming freshmen. Further action in the form of paired-writing analysis as well as a change in student recruitment methods for the 2010-2011 CLA administration were recommended to follow-up on this initial data and determine if it is real or an artifact of limited sampling. Complete CLA data and the analysis of the data shown above are attached in Appendices I1-I3.

National Survey of Student Engagement

This larger survey instrument reports on student attitude toward courses and self-assessment of critical thinking skills among many other facets of student engagement. The resulting data can be used in conjunction with other measures to estimate student learning. Complete NSSE results and comparison reports are included in Appendices J1-J3.

B. College-wide Student Learning Outcomes Assessments

Colleges that do not undergo college-wide accreditation have created a range of assessment plans to ensure that student learning outcomes are being measured effectively within their academic departments and programs. The example below comes from the College of Health and Human Services.

College of Health and Human Services Learning Outcomes Assessment Plan

The core values of the strategic plans at the system, institutional, divisional and college levels provide a springboard for the development of learning goals. For example, all four plans espouse such values as academic excellence, global awareness, citizenship and service to the community; the learning goals of the college and the departments are consistent with the core values in these plans. In addition, IUP is implementing a new set of liberal studies goals.

The College of Health and Human Services (CHHS) has engaged in outcomes assessment for many years. Such disciplines as Nursing have a particularly long history of assessing learning outcomes, going back decades. The Outcomes Assessment Committee of the college, on which each department is represented, identified six learning goals that are consistent with the core values in the university, divisional and college strategic plans. Students who complete programs in the College of Health and Human Services will:

1. Demonstrate scholarship, academic excellence, and leadership within the specific discipline.
2. Demonstrate critical thinking and discipline specific competencies.
3. Participate in service to the community, university, and profession.
4. Communicate effectively.
5. Utilize concepts of responsible citizenship, life-long learning, and a professional code of ethics.
6. Develop skills to work collaboratively with diverse groups.

The College of Health and Human Services has an Office of Academic Planning and Assessment, which coordinates an annual assessment process. It maintains a matrix of the specific learning outcomes for each program to track the achievement of the goals. The matrix maps each program learning outcome to one or more college learning outcomes. It specifies the courses where the outcome is to be achieved, the measurement methods and criteria, who interprets the data, where the findings are located, actions taken for improvement, and annual updates. At the end of spring semester, the CHHS Office of Academic Assessment and Planning collects annual updates from each academic program. The completed matrix then becomes part of the CHHS annual report to the Provost. In addition, individual programs, especially those that are accredited, have other well established processes for tracking the achievement of learning outcomes. For example, Safety Sciences worked with IT Services to adapt the KARS system for its use in 2006-07 and still uses the KARS database to record key assessments in each course in the B.S. degree program.

As discussed earlier in this report (Chapter 2, Standard 14) the Eberly College of Business and Informational Technology, the College of Education and Educational Technology, and the department of Safety Sciences use customized computer rating

systems to meet the standards of their specialized professional accreditation. The Key Assessment Ratings System (KARS) records outcomes for key assessments in each course taken by the students in these academic programs. The results can be analyzed in conjunction with student demographic information contained in the Banner database, which provides a powerful mechanism for assessing whether curricular changes work equally well for all populations of students. One example of the KARS system is shown in Appendices M2 and M3.

C. Department-level Student Learning Outcomes Assessments

As noted above in our response to Middle States recommendations for Standard 14 in Chapter 2, each academic department or program at IUP is required to create an outcomes assessment plan and report on its results as part of their five-year program review mandated by the PASSHE system. Individual plans vary widely and can include national content inventory exams, detailed records of in-class assignments, student assessment surveys, faculty reflections on learning outcomes, senior exit interviews and alumni feedback. The advantage of individual department assessment plans is their flexibility and adaptability, allowing programs to respond quickly to curricular issues and pilot possible solutions without needing to wait for data to be returned from a broad university-level instrument. The disadvantage, however, is that there is no uniform record or archive of what assessment has been done and how the results have been used to improve learning outcomes. Our sense of learning outcomes assessment at IUP is that it is being done well by most programs and departments, but that it is not being *documented* well enough (except by the Colleges of Business and Education) to demonstrate that we have done it.

In an attempt to address this last issue, the Associate Provost's office has instituted a pilot project using the relational database TracDat to align the academic mission and goals of Academic Affairs. The project will also test the effectiveness of TracDat in storing and reporting on student learning outcomes for the Division as a whole as well as for component academic units. A few programs have volunteered to share outcomes for this pilot project, and we hope to create model data sets that will inspire other programs to participate in this database in a deep and thorough way. We have attached a preliminary example of a TracDat learning outcomes assessment alignment report in Appendix P4 to show its potential use for assessment and accreditation reports. For more information on the use of TracDat at IUP, see Chapter 2 of this report.

5.4 Summary and Suggestions

IUP currently assesses both university effectiveness and student learning outcomes in a wide variety of ways. Some of our efforts are broad and bring together students from many disciplines under a single umbrella of assessment. Many other efforts are uniquely tailored to a particular program or department, and enable faculty to respond in a nimble and effective manner to changing curricular needs as well as changes in student population and programmatic demand. The challenge with most of these small, unique assessment programs at IUP is to 'catch them in the act' and permanently document the assessment and analysis loop, so that we can be assured that we are accomplishing our stated mission.

Chapter 6: Linked Institutional Planning and Budgeting Processes

Middle States Guidance on Linked Institutional Planning and Budgeting Processes

Accreditation Standard 2 (Planning, Resource Allocation, and Institutional Renewal) provides the primary context for this final section of the PRR: 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.

Institutions should provide a brief narrative describing current institutional planning and budgeting processes, with particular attention to demonstrating how such processes are integrated and linked. The narrative should be supported by reference to institutional planning documents (provided in paper copy or via electronic access). If no such documents exist, the narrative must provide a detailed account of what the institution is currently doing to carry out linked planning and budgeting processes.

Alternatively, institutions that have developed effective strategic or long-range master plans may satisfy this requirement of the PRR by making reference to such documents in the PRR and by including the planning documents as attachments. Because the materials which demonstrate these processes usually are extensive, brevity in this narrative section is encouraged.

6.1 Budget and Planning Links at a System-wide Level

Over the past five years, the Pennsylvania State System of Higher Education has allocated state-wide performance-based funding to its member universities according to a formula based on specific performance assessment measures chosen by the state and applied uniformly to all fourteen institutions. In January 2011, the state Board of Governors which oversees the Pennsylvania State System of Higher Education adopted a new five-year policy for distributing performance funding across its fourteen member universities (Appendix G5). This performance-funding framework establishes several mandatory assessment measures that will be applied to all fourteen universities, but it also allows member universities to choose other assessment measures that can best demonstrate their effectiveness, or that are most appropriate for their mission. Performance funds will then be distributed based on a combination of year-to-year improvement and national peer benchmarks. This system-wide linkage of performance funding to assessment data will integrate with and build on existing IUP planning and assessment efforts. Many of the same measures that we already employ to measure our effectiveness will be used by PASSHE in their performance funding determinations, directly linking our assessment efforts and results to system-wide budget planning in the form of performance funds.

6.2 Budget and Planning Links at an Institution-wide Level

Budgeting and planning activities at the institutional level are carried out by four related and overlapping groups: the University's Senior Leadership Team, the University Budget Advisory Committee and University Capital Budget Committee and the University Planning Committee. These groups jointly help to assess the impact of funding decisions made at the state level by PASSHE as well as other environmental challenges and opportunities. The committees make recommendations to the President for the most effective course of action that IUP can take to meet such challenges as reduced state appropriations, changes in state performance funding, increased competition from for-profit academic institutions and other fiscal constraints.

The university strategic plan **Advancing a Legacy of Excellence 2007-2012** (Appendix C1-C2) has become the backbone of budget and planning links at the institutional level. Detailed spreadsheets, templates and follow-up plans were distributed in 2006 by the university strategic planning committee to promote the alignment of divisional planning and budgeting to the larger university vision. Subsequently, both the divisions of Academic Affairs and Student Affairs have aligned their prioritized actions and objectives to the university's strategic vision as shown in Appendices D and E. The division of Administration & Finance has aligned its Long-Range Facilities Master Plan to the university strategic plan (Appendix T1) and many offices and units within the division of University Relations have developed their own aligned action plans.

Based on the strategic plan, the Office of the Institutional Research, Planning and Assessment in conjunction with IT Services has required all university divisions to submit a prioritized list of their actions for the 2010-11 academic year. Prioritized actions were linked by the originating division to the element of the university strategic plan that they were intended to address. Additionally, each action was required to specify an expected outcome and a key success indicator or method of assessment (Appendices F and P). The results will be analyzed by the Office of Institutional Research, Planning and Assessment and by the President's Cabinet. Plans have been made to add budget linkages to this system, which will ultimately allow resources to be directed toward actions that have been shown by evidence to be the most effective at carrying out the university's strategic goals.

6.3 Budget and Planning Links at a Divisional Level

IUP has linked budget processes to institutional planning within its two largest divisions for several years, although the mechanisms used to implement the linkage vary with the nature of the division. The Office of the Vice President for Student Affairs consistently reviews student needs and assessment findings with members of the Student Affairs Leadership Team, and guides division resources to ensure a better fit between university expectations and student achievement. In the larger and less centralized division of Academic Affairs, an Academic Affairs Council analyzes the division's actions and priorities with occasional large-group meetings or charrettes summoned to address overarching issues of priorities, goals and strategic responses to limited resources.

LIST OF APPENDICES

(included on attached CD-ROM)

Appendix A: Distance Education and Credit Transfer Policies

- A1 - IUP Distance Education Student Verification Policy
- A2 - IUP Transfer Credit Policy and Evaluation Procedure
- A3 - Best Practices for Online Academic Integrity
- A4 - Non-IUP Student DE Application Registration Form

Appendix B: Middle States Documents

- B1 - 2006 Middle States Evaluation Team Report
- B2 - 2008 Required Progress Letter Submitted to Middle States by IUP

Appendix C: University Strategic Planning Process

- C1 - University Strategic Plan (2007-2012)
- C2 - Documents Related to the University Strategic Planning Process

Appendix D: Academic Affairs Strategic Planning Process

- D1 - Academic Affairs Strategic Plan (2010-2014)
- D2 - Academic Affairs Priorities 2010-2011
- D3 - Academic Affairs Actions Linked to Planning & Assessment

Appendix E: Student Affairs Strategic Planning Process

- E1 - Student Affairs Business Plan (2009-2010)
- E2 - Student Affairs Objectives and Priorities (2010-2011)
- E3 - Student Affairs Actions Linked to Planning & Assessment

Appendix F: Management for Continuous Improvement at IUP

- F1 - Middle States Report on Strategic Planning at IUP
- F2 - Directions and Key Elements of Entering Information into TracDat at IUP
- F3 - Sample Screenshots from TracDat relational database
- F4 - TracDat Strategic Alignment of Academic Affairs Priorities
- F5 - TracDat Strategic Alignment of Administration & Finance Priorities
- F6 - TracDat Strategic Alignment of Student Affairs Priorities
- F7 - TracDat Strategic Alignment of University Relations Priorities

Appendix G: PASSHE Accountability and Performance Funding Program

- G1 - System Accountability Report 2006-2007
- G2 - System Accountability Report 2007-2008
- G3 - System Accountability Report 2008-2009
- G4 - System Accountability Report 2009-2010
- G5 - PASSHE Board of Governors Performance Funding Plan (2011)

Appendix H: Liberal Studies Capstone Writing Assessment

- H1 - 2007-08 Assessment Findings, Liberal Studies Expected Learning Outcomes
- H2 - 2008-09 Assessment Findings, Liberal Studies Expected Learning Outcomes
- H3 - 2009-10 Assessment Findings, Liberal Studies Expected Learning Outcomes

Appendix I: Collegiate Learning Assessment

- I1 - CLA 2008-2009 Institutional Report for Indiana University of Pennsylvania
- I2 - CLA 2009-2010 Institutional Report for Indiana University of Pennsylvania
- I3 - University-wide Assessment Committee Notes with Analysis of Data

Appendix J: National Survey of Student Engagement

- J1 - The Student Experience in Brief (IUP)
- J2 - NSSE 2007 Data for Indiana University of Pennsylvania
- J3 - NSSE 2009 Data for Indiana University of Pennsylvania

Appendix K: Learning Outcomes Assessment at IUP

- K1 - Liberal Studies Undergraduate Student Learning Outcomes Framework
- K2 - Liberal Studies Checklist of Expected Student Learning Outcomes
- K3 - Student Affairs Learning Outcomes Matrix
- K4 - Living-Learning MiniGrant Learning Outcomes Template

Appendix L: Five-year Program Review Process

- L1 - PASSHE Program Review Summary Form
- L2 - Current Guidelines and Flow Chart Plan for Academic Program Review
- L3 - IUP Program Review Schedule

Appendix M: Program Accreditations and Assessment Systems

- M1 - List of Professional Accreditations of IUP Programs
This appendix is actually a live, updated web page. It can be viewed at:
<http://www.iup.edu/academicaffairs/accreditations/default.aspx>
- M2 - NCATE Electronic Exhibit Room, College of Education & Educational Technology
This appendix is actually a live, updated web page. It can be viewed at:
<http://ncate.adm.iup.edu/>
- M3 - Sample Output of Key Assessment Outcomes by Standard for NCATE

Appendix N: Internal Surveys and Benchmarks

- N1 - Living-Learning Survey
- N2 - Online Semester Withdrawal Survey

Appendix O: Liberal Studies Revision and Implementation

- O1 - Liberal Studies Proposed Curriculum Framework (2009)
- O2 - Liberal Studies Proposed Learning Criteria (2009)
- O3 - Liberal Studies Revision Implementation FAQ
- O4 - Liberal Studies Final Curriculum Framework (2011)

Appendix P: TracDat Pilot Project Results

- P1 - TracDat Alignment of University Strategic Plan with Academic Affairs Objectives
- P2 - TracDat Sample Alignment of College Strategic Actions with University Goals
- P3 - TracDat Sample Report of College Strategic Actions and Results
- P4 - TracDat Sample Report on Student Learning Outcomes

Appendix Q: Institutional Financial Records and Audit Reports

- Q1 - 2007-2008 IUP Financial Statements (6-30-08)
- Q2 - 2007-2008 IUP Management Letter (11-5-08)
- Q3 - 2008-2009 IUP Financial Statements (6-30-09)
- Q4 - 2008-2009 IUP Management Letter (12-7-09)
- Q5 - 2009-2010 IUP Financial Statements (6-30-10)
- Q6 - 2009-2010 IUP Management Letter (11-29-10)

Appendix R: IUP Financial Projections and Assumptions

- R1 - IUP Net Asset Analysis
- R2 - IUP Unrestricted Net Assets
- R3 - IUP Non-current Liabilities
- R4 - IUP Future Budget Projections
- R5 - IUP Future Budget Projection Assumptions
- R6 - IUP Savings Reduction Summary 2007-2012

Appendix S: IPEDS Data

- S1 - IPEDS Financial Data 2007-08
- S2 - IPEDS Financial Data 2008-09
- S3 - IPEDS Financial Data 2009-10
- S4 - IPEDS Data Feedback Report 2010

Appendix T: Long-Range Facilities Master Plan and ROPA Analysis

- T1 - IUP Long Range Facilities Master Plan (2010)
- T2 - IUP Return on Physical Asset Analysis by Sightlines (2009-2010)

Appendix U: Historical and Projected Enrollment

- U1 - IUP Enrollment Trends and Projections
- U2 - IUP Enrollment Management Plan 2008
- U3 - IUP Enrollment Management Plan 2009
- U4 - IUP Enrollment Management Plan 2010
- U5 - IUP Enrollment Management Plan 2011
- U6 - IUP Graduate Enrollment Management Plan

Appendix V: Other IUP Documents Required by Middle States

- V1 - Institutional Profile for Middle States Commission on Higher Education
- V2 - IUP University Assessment Plan (2008)
- V3 - IUP University Assessment Update (2010)
- V4 - IUP Undergraduate Catalog 2010-2011
- V5 - IUP Graduate Catalog 2010-2011