

Monitoring Report to the
Middle States Commission on Higher Education
from

INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, PA 15705

Michael Driscoll, President

March 26, 2018

Subject of the Follow-Up Report:

To reaffirm accreditation and to commend the university on the quality of the self-study process. To request a monitoring report, due April 1, 2018, documenting further development and implementation of a documented, organized, and sustainable assessment process (1) to evaluate the total range of programs, with evidence that assessment results are shared and used in institutional planning, resource allocation, and renewal (Standard 7); and (2) the use of direct measures to assess the achievement of program level student learning outcomes in all programs, including general education, with evidence that assessment information is used to improve teaching and learning (Standards 12 and 14).

Indiana University of Pennsylvania
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INTRODUCTION

Indiana University of PA, a member of the Pennsylvania State System of Higher Education, is located in Western Pennsylvania, approximately 75 miles east of Pittsburgh. IUP's rich history includes its establishment in 1875 as a state Normal School, whose mission was to train teachers. Since then, IUP has evolved into a doctoral degree granting University spread over a campus of 374 acres with approximately 12,200 students studying more than 210 programs.

Since IUP's last accreditation cycle in 2005, the university has experienced positive transformations across a number of parameters. Physical changes include new academic buildings, state-of-the-art student living and learning communities, upgraded green spaces, and new signage across campus. Stable and forward-thinking leadership has successfully led IUP through financial challenges while at the same time encouraging innovation and engagement, resulting in a renewed sense of community and shared purpose. In 2013, over 400 staff, students, and faculty participated in the IUP Strategic Visioning Summit to provide input into our collective vision for the future. This provided the foundation for the development of IUP's current Strategic Plan. With both a strategic vision and plan in place, IUP is well-equipped to fulfill its three-pronged mission, as stated below:

- *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.*

Self-study, Reaffirmation, and Request for Monitoring Report

With this renewed sense of purpose and a commitment to the process from all members of the university community, IUP undertook a 2 ½ year self-study, as a part of our MSCHE re-accreditation cycle, that resulted in an authentic look at our strengths as well as an honest acknowledgement of our soft-spots. This undertaking involved 175 members of our university family and included faculty, students, administration, support staff, trustees, and local community members. Each of the seven subcommittees were charged with conducting a 360° investigation of two of the 14 MSCHE accreditation standards. A central steering committee provided a central structure to support for this rich and complex mosaic of effort.

The entire university community celebrated the notification in June, 2016 that the MSHE had reaffirmed our accreditation, specifically commending the self-study process and outcomes.

However, the request for a monitoring report to document continued progress on issues related to standards 7 (institutional assessment) and Standards 12 and 14 (program level student learning assessment and liberal studies assessment) did not come as a surprise. In fact, of the *three Key Recommendations* that were identified in IUP's final report to MSCHE (see sidebar), two addressed IUP's intention to commit to making improvements in these same areas.

As noted in the bolded text of the first *Key Recommendation*, IUP identified a need to monitor our efforts via the Strategic Plan and to base resource allocation on clearly identified priorities.

Similarly, as shown in the bolded text within the second *Key Recommendation*, assessment of student learning outcomes, including responding to and communicating about results, is identified as a priority for the university.

Subcommittee Findings

At a more granular level, subcommittee two, charged with evaluating institutional resources, identified resource allocation tied to the strategic plan as imperative. Specifically, subcommittee 2 recommended:

- Administration and leadership at all levels must insure that resource decisions are simple, understandable, predictable, and above all, tied to the strategic plan. A system to assess and monitor progress toward the goals of the plan, and adjust the plan if needed, is imperative.

Subcommittees 6 and 7 evaluated, among other things, how IUP manages and assesses student learning across a variety of parameters: Relevant recommendations from these two subcommittees included:

IUP Self-Study Key Recommendations

1. Be guided by the University Strategic Plan. The plan emerged after months of university-wide deliberation and input, culminating in unanimous endorsement by both the University Senate and the Council of Trustees. **Make it a living document that is monitored, assessed, updated, and used, including as it relates to securing our financial future. While enhancing revenue where possible, base all resource allocation decisions on clearly identified priorities and cost effectiveness.**

2. Empower students to invest in their own potential for academic, personal, and social well-being, and encourage them to take advantage of all available resources. First, ensure that academic offerings and advising are of high quality and provide opportunities for both undergraduate and graduate students to develop career skills and to obtain financial support. Second, **extend to all levels the progress made thus far in assessing the outcomes of student learning. Third, develop mechanisms to respond to assessments and communicate results to students and other stakeholders.**

3. Focus on people, the soul of the institution. IUP is 140 years old because dedicated employees, students, alumni, and supporters not only sustained the institution but advanced it. We should honor their legacy and take this university to even greater levels of accomplishment and reputation. First, let this goal drive long-overdue reforms for how we recruit, review, advance, reward, and retain all employees, starting with faculty and staff. Second, support effective transitions and opportunities for professional growth of all personnel by fostering leadership development, technical training, and mentoring. Third, embrace diversity and inclusion by removing obstacles and by taking concrete steps to achieve greater awareness and acceptance of all people.

- Continue the plans for assessment of the entire General Education program including the development of a plan for continuous Liberal Studies program and course improvement based on the assessment data collected.
- Consider increased centralization of student learning assessment, both in process and substance.
- Seek ways to communicate more effectively the methods used by individual programs, perhaps via a centralized website and the activities of the UAC.
- The Office of Liberal Studies should develop a process to work more closely with academic departments to advance course assessment.
- While there are several ways in which faculty are supported in expanding their assessment skills, it is incumbent on individual faculty members and departments to engage in these activities. IUP would increase the value placed on support and training by having more consistent and coordinated financial and training opportunities related to assessment.

Moving Forward

Given this, IUP has responded to both the recommendations from our self-study and from the MSCHE accreditation site visit team to improve our assessment processes, which has become a top priority at all levels of the institution. Working together across divisions, departments, and classifications, the IUP community has demonstrated substantial and meaningful progress in both areas subject to this follow-up report. A summary of our efforts, by area, follows.

AREA 1 (Standard 7)

Progress toward Evaluating the Total Range of Programs, with Evidence that Assessment Results are Used in Institutional Planning, Resources Allocation, and Renewal

The MSCHE site visit report provided a number of suggestions and recommendations that were helpful in guiding our efforts related to institutional assessment.

The University Strategic Plan

Following the ratification of the IUP Strategic Plan in 2015, IUP began the process of implementation and monitoring efforts across the university in order to “work the plan.” The President’s cabinet identified focus areas, Enrollment, Branding/Marketing and Budget from the Strategic Plan. Cabinet reviewed the plan and prioritized the related strategies and tactics for each goal for 2015 – 2018. Given that not all tactics could be completed in one year, discussion with University Planning Council, which includes representatives from constituent groups across the university, resulted in categorizing the tactics into four targeted areas: Preparation, Active Development, Milestones, and Implementation & Improvement.

Next, primary role individuals were identified for each of the targeted tactics and benchmarks were established to assess progress in for each tactic. In addition, University Planning sub-committees were identified to assist in the monitoring of these outcomes. (See Appendix A).

IUP STRATEGIC PLAN

Focus Areas (President’s Cabinet)

- Enrollment
- Branding/Marketing
- Budget

Tactics Categorization (University Planning Council)

- Preparation
- Active Development
- Milestones
- Implementation and Improvement

A university on-line wiki was developed that included a reporting template for each of the current tactics and a location to provide history and documentation. Primary role individuals complete the templates on an annual basis reporting on the tactics identified, the measure, and the current status and/or outcome (Appendix B). The information provided on the iwiki template is entered into an *Improve* database (TracDat), which assists in developing reports, and linking the goals, strategies and tactics. Reports, which may be extracted by goals categories, by strategy, and/or by tactic, provide the means for assessment of the outcome on an ongoing basis. *Improve* also has the capability to provide reports by division for divisional review. (Appendix C provides sample pages from a current report). The university annual report of the strategic plan can be found at <https://www.iup.edu/president/annual-report/>

As the strategic plan has evolved, and as tactics were completed it provided for an open discussion of outcomes and the imperatives for continued success. Evidence of on-going and continuous assessment of the strategic plan include:

- A review and assessment of the progress for the development of Academic Success Center (ASC@IUP) was a tactic within the strategic plan. As this center was developed and implemented, assessment of the results also provided for the discussion and the further development of a University College. The University College will assist in helping those students that have not declared a major or may not be as prepared to transition into college. This provides evidence of a direct outcome of the assessment of the ASC@IUP. The University College will officially be opened for the fall of 2018.
- Tuition flexibility is another example of an outcome related to a tactic within the plan. This analysis resulted in a pilot per credit tuition model for in-state undergraduate students. The per-credit model began in fall 2016. Analysis of the data has provided the necessary information to implement the per-credit model for all undergraduate students for fall 2018.
- The Task Force on Undergraduate Retention and Persistence (TOUR) resulted from ongoing assessment of the strategic plan tactics for student success. The TOUR group identified key recommendations related to the retention and graduation of our students. Implementation of recommendations has begun in the spring 2018 semester.
- A marketing consultant provided a full evaluation and recommendations for the Marketing and Branding at IUP. Based on the recommendations of the consultant, the university is currently in the development stages of the Marketing and Communications division. Recruitment is in progress for a new Chief Marketing Officer. This position will have a direct report to the President and will sit as part of the President's cabinet. The decision to provide resources to this area specifically related to the overarching goals and provide the funding for key imperatives. This provides evidence of the connection of resource allocation to planning efforts.

IUP's Strategic Plan is only one of many plans that exist in each of the divisions (i.e. Student Success Plan, Athletic Strategic Plan, University Master Facilities Plan) As new plans are developed and older plans reviewed, linkages to the strategic plan are part of the on-going process.

SUCCESS plan

Linkages are evidenced in particular with the Strategic University Comprehensive Combined Enrollment and Student Success (SUCCESS) plan. The SUCCESS plan was developed based on the strategic needs and priorities of the institution. The SUCCESS plan included goals, strategies, and tactics to strategically manage enrollment for undergraduate freshman, undergraduate transfers, readmitted, and graduate students and to ensure a positive brand recognition for IUP. Goals are specifically linked directly to the goals and strategies of the University Strategic Plan as evidenced in goal #1 Expand and enhance recruitment strategies which directly links to IUP Strategic plan goal 1, 2, 3 and 4. (Appendix D).

Diversity Action Plan

The President appointed a Commission on Diversity and Inclusion to 1) examine IUP's diversity and inclusion practices and their impact in the university; 2) recommend a vision that demonstrates an institutionalized, sustainable commitment to embodying the principles of diversity and inclusion; and; 3) recommend action steps to achieve this vision articulated in a Diversity Action Plan. The Preliminary Diversity Action (DAP) plan provides evidence of direct linkages with the strategic plan.

The Diversity Action Plan provides focus areas, goals, recommended actions to achieve the goals, assessment mechanism and target goals, direct linkages with the strategic plan and other diversity and inclusion focus areas. The Council of Trustees endorsed the plan at the March 2018 meeting. (See Appendix E for representative pages from this plan).

University Budget Advisory Council

The University Budget Advisory Council (UBAC) evaluates on a regular basis the opportunities and needs of the institution based on the current and projected fiscal budget. A strategic Initiative Funding Opportunity was developed to encourage the university to develop new initiatives related to recruitment and retention. An amount of \$300,000 was identified for this funding opportunity. The announcement of the opportunity, and the funding template are included in Appendix F. The template provides a narrative to link the opportunity to the Strategic Plan. UBAC received 33 proposals with 13 of them funded. Additional information is available at: <https://www.iup.edu/news-item.aspx?id=249816&blogid=6121>

Comprehensive Capital Campaign – Imagine Unlimited

The Comprehensive Capital Campaign – Imagine Unlimited is currently in the quiet phase. This plan provides evidence of linkages to the strategic plan by including three overarching themes of Academic Excellence and Innovation, Student Success and Engagement, and Diversity and Inclusion. The case statements for each of the colleges and the university blends these three

goals into the needs of each. Goals have been set and will be assessed as the plan progresses and the university formally announces the campaign.

Institutional Transparency and Assessments

There are many assessments that take place outside of the strategic plan that are part of the university culture. Some of the assessments that have been in place and continues are evidenced by:

- Program Reviews, which builds into the plans a recognized and systematic review process
- Sharing of information of assessment outcomes to the President’s Cabinet and to the Council of Trustees on a regular and timely basis. This is evidenced below with a few examples:
 - University campus master plan
 - University climate study
 - SUCCESS Plan
 - Diversity Action Plan
 - Athletic Strategic Plan

These examples are just a few of the continuous assessments on campus that are shared within and across the Institution. Appendix G provides evidence of the university processes for assessment and the timelines associated with them.

Good assessment relies on good data. Several IUP divisions have partnered and engaged to develop a “chairs dashboards”. This is a one stop shop to provide data for decision making to all chairs and has helped constituents to analyze the data to a greater extent and make good decisions.

Assessment also relies on transparency and providing on-going evidence to the university community. This is evidenced by regular on-going opportunities for dialogue and communication in particular with the President. The President begins the fall semester with a fall opening speech that speaks to the successes of the university. Open forums are held monthly for university employees to ask questions or relay concerns. A mid-semester briefing is held to provide updates on the health of the university. Public meetings are held quarterly with the Council of Trustees.

Program review

Program Review is on a scheduled timeline of every 5 years per Board of Governor guidelines. Although the timeline and process has not changed, IUP has incorporated additional

measures to provide evidence of ongoing review and assessment. The program review begins with a meeting to discuss the expected outcomes of the review. This provides an opportunity for those to ask questions related to the report template, guidelines, data needs and availability, external reviewers etc. Once the report is complete, a panel of external reviewers is invited to campus for a site visit. The external review is then incorporated into the final report. A reflection meeting is held with the Provost and representatives in order to assess the forward progress of the program, as well as strategies for continued implementation of program review action plans. College Deans require annual reports from the programs regarding progress on action plans.

Trustee Assessment

IUP's Council of Trustees is a highly engaged and dedicated council. The council holds annual retreats for all members as well as an orientation for new trustees. Trustees engage in regular examination of council bylaws, participate in biannual conferences hosted by the Pennsylvania Association of Councils of Trustees (PACT) and continuously monitor their ethical and legal responsibilities. The council regularly hosts meetings with representatives from the Pennsylvania State System and state government, and all trustees are members of the Association of Governing Boards (AGB)

As suggested by the MSCHE site visit team, formal assessment of the Council of Trustees has been implemented internally. A survey tool was developed with each of the Trustees completing the survey. The questions were then ranked and the Trustees reviewed and discussed the results at their December meeting (Appendix H). The by-laws have been revised to reflect this as an annual assessment process.

AREA 2 (Standards 12 and 14)

Progress toward the Use of Direct Measures to Assess the Achievement of Programs, including General Education, with Evidence that Assessment Information is Used to Improve Teaching and Learning

The MSCHE site visit report provided a number of suggestions and recommendations that were helpful in guiding our efforts in this area. Specifically, these were: 1) operationalize the Expected Undergraduate Student Learning Outcomes across the institution; 2) adopt a standard for sample student work to keep the process manageable and results valid; 3) develop and document a formal process for assessment and for results to be reviewed by an institution-wide body; 4) while keeping faculty in control, provide institutional structure via a central reporting and review process that will keep units on track and provide feedback and assistance; 5) ensure direct evidence is collected for student learning outcomes in all academic programs, and 6) a process is put in place to document decisions for improvements in response to the data.

While IUP has a number of assessment processes in place related to student learning outcomes, we acknowledge that we were not doing as good a job as we would like to insure all programs were engaged in assessment, in capturing the data we did have available, and using the outcomes to drive decisions regarding teaching and learning. Consequently, to ensure implementation of a comprehensive, systematic, and sustainable process for the assessment of student learning outcomes that included all of these elements, a master project plan was developed using a 5 Phase framework: Initiate, Raise Awareness/Educate, Implement, Assimilate, and Evaluate. Table 1 provides a general description of the big-picture milestones targeted for each phase, along with targeted beginning and ending dates.

Overarching Goal: Organized, Systematic, Sustained Process. Focus on Using Data to Drive Decisions		
	PHASE	DESCRIPTION
I	Initiate	Identify leaders and key personnel; Investigate best practices; Engage representative stakeholders; Create guiding vision; Develop procedures and processes, Build <i>Improve</i> infrastructure
II	Raise Awareness/ Educate	(Initial Roll-out) Share expectations and procedures with all stakeholder groups; Identify, develop, and disseminate resources in a variety of formats; Facilitate buy-in and initial compliance
III	Implement	Procedures and processes implemented for both PLSLOs and LS assessment; First assessment cycle complete for PLSLOs and EUSLOs. Data collected is used to make decisions about curriculum and teaching at program level and for Liberal Studies.
IV	Assimilate	Institutionalize processes; On-going education; Facilitate culture shift; Broaden horizontal structure; Documentation readily available to demonstrate how evidence is systematically used to make decisions regarding teaching and curriculum; Seek to innovate; Communicate results to internal and external stakeholder.
V	Evaluate	Evaluate vision, procedures, and compliance at an institutional level. Modify as appropriate (Assessment of the assessment process at the university level)

Table 1. Assessment of Student Learning. Phases, Description, and Projected Timelines

The progression from phase to phase is not strictly linear such that, in many cases, timelines established for a particular phase were intentionally overlapped with one or more of the other phases. For example, as faculty began to address early steps of Phase III-Implement (e.g., develop PLSLOs), tasks and strategies to facilitate a permanent paradigm of assessment of student learning (Phase IV-Assimilate) were purposely incorporated into the roll-out plan.

Measuring and Reporting Progress

Key Tasks and projected completion dates for each task were developed for all five Phases. These tasks were cross-checked to ensure all suggestions and recommendations provided by the Middle States Site Visit Report, as well as those from our own self study were addressed. At any point in time, the Office of the Provost’s Associate, charged with both the development and oversight of the project plan, is able to determine, and report, progress across all Phases. In addition, the Phases and Key Tasks structure allows IUP, as university community, to easily identify and focus our efforts on the current tasks without losing sight of the overarching goal of establishing a culture of assessment that provides genuine benefit to all stakeholders.

Figure 1 represents our progress across all phases of our Student Learning Assessment Project Plan as of March 15, 2018 (indicated by the red vertical line). Note that the timeline extends to the next scheduled MSCHE accreditation cycle. By that time, IUP is committed to having a mature system for the direct assessment of student learning woven into the fabric of our university culture. However, the Assessment of Student Learning project plan will be reviewed periodically to address potential deficits or inaccuracies and/or new initiatives (per Key Tasks identified in Phase V).

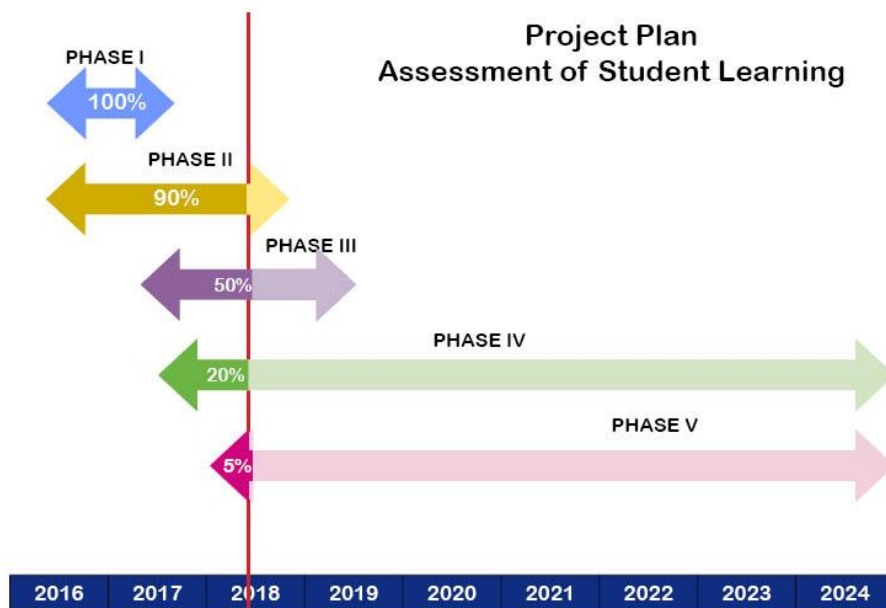


Figure 1: Progress as of March 15, 2018: Assessment of Student Learning Project Plan

The entire project plan, including the Key Tasks for each of the five Phases, Expected Complete-By dates, and Completed dates as of March, 2015 is provided in Appendix I. Perusal of the Key Tasks that have been completed for each phase provides an up-to-date record of IUP's accomplishments related to the assessment of student learning both at the program level and through our Liberal Studies curriculum. A narrative summary of Key Tasks completed by Phase makes up the remainder of this section of the monitoring report.

Key Tasks within each Phase that are scheduled for future action are also identified in the project plan found in Appendix I. A narrative summary of IUPs plan to complete these future tasks is provided in the *Summary* section of this document.

PHASE I /INITIATE (Fall, 2016-Fall, 2017)

The primary goal of Phase I was to establish the critical first building blocks necessary to attain a comprehensive and sustainable process for the assessment of student learning. During this foundation phase, key personnel were identified, best practices in assessment were investigated, and the vision and processes for assessment were developed via a faculty-led working group.

In December, 2017 the Provost appointed a new Provost's Associate for Academic Programs and Planning and a new Liberal Studies Director, both of whom maintained faculty status. Additionally, a previous Provost Associate (now a faculty member) with expertise in the use of the *Improve* was provided with on-going credit release to manage logistics and provide faculty support related to the use of this central data collection tool. These three individuals have worked collaboratively to lead the university community's efforts to establish a culture of assessment IUP.

The AHA! Committee.

One of the most important components of Phase I was the establishment of the Ad Hoc Assessment (AHA!) Committee. The committee was comprised of 8 faculty members, carefully selected to reflect the spectrum of stakeholders involved in the assessment of student learning at IUP. This included representation from each academic college, Liberal Studies education, the IUP Center for Teaching Excellence, the Honors college, local union leadership, self-study subcommittee seven (standards 12 and 14), and the MSCHE steering committee. Included in this group were faculty from small departments (n<6), large departments (n>30), and those in between. In addition, some committee members were from departments for which a strong culture of assessment was already in place (often driven by specialty accreditation requirements) and some were from departments that had not yet systematically addressed assessment of student learning.

To insure efficiency and focus, the number of AHA! committee members was deliberately kept to a minimum; consequently, each person represented more than one of the stakeholder groups. The roster of the AHA! Committee, including the constituent group(s) represented by each member, is provided in Appendix J.

The AHA! Committee began its work in March, 2017 through bi-weekly face-to-face meetings. These meetings extended into the first Summer Session with financial support provided by the Provost's office in the form of summer contracts for each member of the committee. The financial commitment of summer contract dollars to support the work of this committee, despite widespread budget constraints, was viewed by faculty as an outward commitment to assessment by the university administration.

The AHA! Committee's official charge, to be completed by the end of July, 2017, was as follows:

Develop the guiding principles and procedures to support an organized, sustainable, and systematic process for assessing student learning outcomes for all academic programs, including undergraduate Liberal Studies Expected Student Learning Outcomes.

Per this charge, the committee identified six guiding principles to guide the university community's efforts in advancing assessment for both program level student learning outcomes (PLSLOs) and Expected Undergraduate Student Learning Outcomes (EUSLOs). These principles are:

1. Assessment processes should be simple, systematic, and sustainable.
2. Assessment should be useful and faculty-driven.
3. Assessment, done well, can provide substantial benefit to faculty, programs, and students.
4. Assessment is a scholarly activity. Data should drive our decision-making about student learning.
5. We don't have to do everything at once.
6. Our goal is to build a culture of assessment across all programs and all levels of student learning.

The second task, as identified in the committee charge, was to develop procedures for the assessment of Program Level Student Learning Outcomes (PLSLOs) as well as for the university-wide Expected Undergraduate Student Learning Outcomes (EUSLOs) as delivered through the Liberal Studies curriculum.

An overview of the procedures established by the committee is provided below (representing the bulk of the remaining Key Tasks included in Phase I).

Assessment of Program Level Student Learning Outcomes. The AHA! Committee determined that academic programs across campus were at different places in terms of evaluating student learning outcomes. On one end of the spectrum were a number of programs that have been actively engaged in the evaluation of student learning and have been using data gathered via direct and indirect measures to modify or reaffirm program curriculum and/or delivery. On the other end were programs that were less knowledgeable regarding direct assessment. Many of these had no identified program level Student Learning Outcomes. In all cases, the committee determined that IUP, as an institution, had not done a good job of capturing the assessment efforts that were already taking place in academic programs or providing support to programs wishing to establish or improve their assessment processes.

Taking into account these factors, and adhering to their established guiding principles, the AHA! Committee created an implementation timeline to insure that all programs were engaged in program level assessment as well as to provide a vehicle for capturing, at the institutional level, assessment of student learning for those programs in which assessment was already in place.

This four-semester implementation plan identified one main task, mirroring the standard cycle of assessment, that programs would be required to complete each semester. The committee believed that this “we don’t have to do everything at once” approach would provide time for faculty to focus on each step, facilitating the development of functional, high-quality assessment protocols rather than pro forma compliance and poor outcomes. Further, implementing direct assessment of student learning at the program level in this way provided time for education and training related to the assessment task associated with each stage.

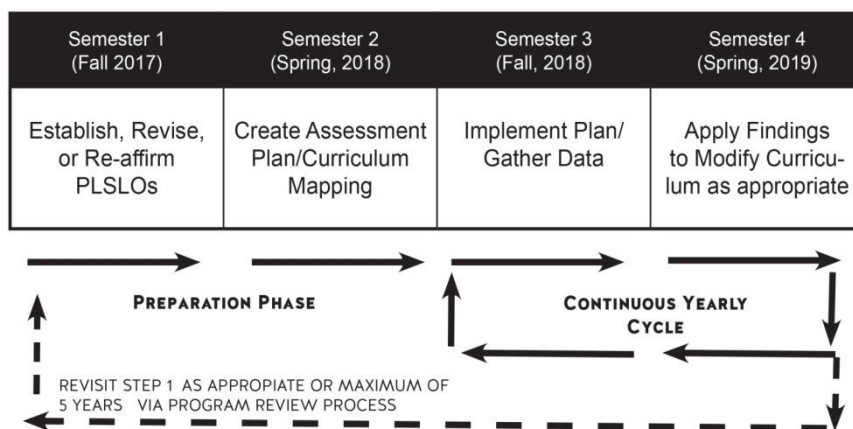


Figure 2: Four-Semester Implementation Timeline for Program Level Student Learning Outcomes

As shown in Figure 2, PLSLOs were developed during the first semester (Fall, 2017), followed by the creation of a Program Assessment Plan in the second semester (Spring, 2018). (Programs that were already engaged in assessment of student learning at the program level

reaffirmed or modified their PLSLOs and Assessment Plans during this preparatory phase.) Data will be collected per each program's assessment plan during the 3rd semester (Fall, 2018) and programs will evaluate and act on the information obtained and make adjustments to their plans (close the loop) during the fourth semester (Spring, 2019). As shown, once the PLSLOs and assessment plans are developed, a continuous assessment loop, in which the data collected related to student learning outcomes is used to inform decisions regarding curriculum and program delivery, begins.

After four semesters (i.e., programs have completed all four steps), the cycle will be shortened to yearly data collection with appropriate modifications made to program outcomes or curriculum delivery based on findings. Going forward, an annual summary of assessment findings will be submitted to the academic dean and to the University Assessment oversight committee. Every five years, programs will provide a comprehensive report of their assessment efforts as a part of the Program Review process.

Expected Undergraduate Student Learning Outcomes (EUSLOs). Based on the recommendations from the MSCHE site visit team as well as those from our self-study, the first order of business for the AHA! Committee, in terms of Liberal Studies assessment, was to determine a method to operationalize the current EUSLOs: The Responsible Learner, the Informed Learner, and the Engaged Learner. While admirable, the committee agreed that, in the absence of concrete indicators, it was very difficult, if not impossible, to measure whether IUP graduates had, in fact, attained these outcomes. A comprehensive review of the current Liberal Studies framework by AHA! committee members revealed a list of 19 behavioral indicators had been generated at the time of the most recent Liberal Studies curriculum revision (2010). Although these indicators provided concrete examples of the expected skills and behaviors of an Informed, Empowered, and Responsible Learner, they had not been systematically incorporated into either the instructional framework or the assessment schema for Liberal Studies.

Consequently, the AHA! committee reorganized the Liberal Studies (LS) framework, reclassifying the current EUSLOs (Responsible, Informed, Engaged learners) into *characteristics* of IUP graduates. The 19 indicators, which describe the behaviors and skills of responsible, informed, and engaged learners, were identified as the means by which these characteristics could be measured. Appendix K is the infographic developed by the AHA! Committee to explain the reframing of the newly operationalized EUSLOs. This infographic has been widely shared with all members of the university community.

Paralleling the PLSLO's phase-in approach, the first step toward institutionalizing this reorganization of the EUSLOS was a change in the curriculum proposal process. Consequently, moving forward, all new Liberal Studies courses, as well as those seeking to revise a current LS course, must map to whichever of the 19 indicators the course outcomes address, rather than to the 3 broad characteristics of IUP learner (Responsible, Informed, Engaged). In addition, new and revised LS course proposals are required to identify specific methods for assessing these outcomes as part of the curriculum proposal. These newly-required components have been

added to the curriculum proposal templates used in our electronic submission and review process. An example of a new LS course offering using the revised curriculum template, is provided in Appendix L. The EUSLOs grid and assessment plan sections (newly-added components) are included under the “Liberal Studies” heading/section of the proposal. Additional examples are available on the Liberal Studies website (<https://www.iup.edu/liberal/faculty-and-staff/sample-course-proposals/>).

The Liberal Studies Director followed up on the work of the AHA! Committee by mapping all current LS studies courses to the 19 new behavioral EUSLOs and across a variety of parameters of the LS framework. (See Appendix M) This provides the university community with a powerful tool to guide our efforts in the development of new and revised LS courses; thus insuring that students have the opportunity to select courses that collectively encompass all 19 EUSLOs.

Per the IUP Student Learning Assessment Project Plan, Phase I-Initiate has been completed.

PHASE II/RAISE AWARENESS/EDUCATE (Fall, 2016 and continuing)

Phase II was designed to build an understanding of both the “why” and the “how” of student learning assessment across the university community and facilitate buy-in and compliance during Phase III (Implement). An important step in this process, as noted earlier, was the commitment to extend our assessment efforts related to student learning to encompass all programs at all levels as noted in the Key Recommendations from IUP’s self-study process.

To raise awareness that IUP was serious about advancing our assessment efforts, the roster, roles, and charge of the AHA! committee was shared, on a nearly continuous loop and through a variety of conduits, throughout the Spring, 2017 semester. Once the committee had completed its work, an initial communication roll-out plan was developed to ensure that all members of the university community were provided with multiple opportunities to understand the purpose, expectations, and procedures that had been established by the AHA Committee related to SLO assessment.

As noted in this roll-out plan (Appendix N), this information was disseminated by the Provost’s Associate and LS Director throughout the Fall, 2017 semester to the Council of Deans, the Assistant Deans, the Council of Chairs, individual college-level chairs meetings, the Academic Affairs Council, the University Planning Council, the undergraduate and graduate curriculum committees, the Liberal Studies Committee, the University Assessment Committee, the Student Affairs Division Student Learning Outcomes Committee, and through the Center for Teaching Excellence. Incoming freshman and new faculty members were also provided with an overview of the new Liberal Studies framework, with emphasis on student learning outcomes rather than a roster of “required” courses. Administrative support for the work done by the AHA! committee was sincere and robust and verbalized at key events, such as the Fall, 2017 opening festivities, to the University senate, and to a variety of boards and councils.

Included with the dissemination of this information has been a consistent message that support is available to programs, departments, and/or individual faculty to assist them in their efforts to move assessment of student learning forward. This support includes email, phone, and in-person consultations, templates, sample curriculum proposals, and published resources. In addition, the Liberal Studies (<https://www.iup.edu/liberal/>) and Student Learning Outcomes Assessment websites (<https://www.iup.edu/academicaffairs/student-learning-outcomes-assessment/>) have been redesigned to insure that information and resources related to assessment of student learning are current, readily available, and accessible to all members of the university community.

Per the IUP Student Learning Assessment Project Plan, Phase II-Raise Awareness/Educate is currently on track at approximately 90% completion.

PHASE III/IMPLEMENT
(Fall, 2017 and continuing)

Phase III includes the entirety of the first cycle of the four-semester roll-out for in-department academic programs as well as the first 3 years of data collection and analysis for the newly-operationalized Liberal Studies EUSLOs. Also included in this phase is the capture of each step of the assessment cycles related to PLSLOs and EUSLOs into the *Improve* database.

To facilitate communicate between academic programs and the Provost Associate's office, department chairs have identified an Assessment Point Person (APP) for their department or program, as appropriate. APPs coordinate the assessment efforts for their program/department and are the conduit through which information regarding assessment of student learning is gathered or shared.

As required by the PLSLO implementation cycle, the first task for APPs was to provide Student Learning Outcomes for their programs, which were then uploaded to the *Improve* database. This task has been completed, although, due to an unavoidable scheduling conflict with the Council of Chairs during the initial communication roll-out (Phase II), the starting date for this Key Task was slightly delayed. The implementation timeline for PLSLOs was purposely aggressive to take advantage of the momentum generated from our self-study to kick-start our assessment efforts. Since Key Tasks from Phase II and Phase III were undertaken simultaneously, a slight extension of the timeline to establish and document PLSLOs was neither unexpected nor particularly concerning. Rather, we are extremely pleased to report that all within-department academic programs at IUP have identified APPs and established program level student learning outcomes. This represents a critical and important step forward in our commitment to student learning success.

In addition, freshman-level Liberal Studies courses English, History, Music, and Comm Media, which are taken by a large majority of students (high volume/high impact courses), have been mapped to the new 19 indicator EUSLO framework and fast-tracked through the curriculum process. More than a dozen LS elective courses have also been developed or revised and

approved through the university Senate. As an example of the commitment across the university to adopt and incorporate the 19-indicator EUSLO framework to facilitate assessment of LS outcomes, the University-Wide Undergraduate Curriculum Committee (UWUCC) agreed to move all LS curriculum proposals, new and revised, to the top of their weekly agenda.

To assist programs/departments in the accomplishing the Key Tasks of Phase III, a working group for APPs (Assessment Point Persons) and other interested parties has been established (“There’s an APP for That” Working Group). These monthly meetings consist of a brief presentation on a topic related to assessment as well as sharing strategies, challenges, and accomplishments. The topics for the Spring “APP for That” group were focused on Developing Student Learning Outcomes, How to Develop an Assessment Plan, Curriculum Mapping, and Grading Rubrics.

Per the IUP Student Learning Assessment Project Plan, Phase III-Initiate is currently on track at approximately 50% completion.

PHASE IV/ASSIMILATE (Fall, 2017 – ongoing)

Phase IV – Assimilate is intended to institutionalize and expand established procedures and facilitate a culture of assessment as a part of “the IUP Way.”

While the bulk of this phase will take place once the first cycle of assessment has been completed (Phase III), the Student Learning Outcome Assessment Project Plan (i.e., Key Tasks by Phase/Appendix I) provides the roadmap to a comprehensive and sustained system of assessment of student learning at IUP.

In addition, the Liberal Studies Committee has developed a LS Assessment Cycle to provide a framework for assessing the 19 behavioral indicators that now make up our EUSLOs. This plan will guide the collection, aggregation, and evaluation of data across the entire LS curriculum (Appendix O).

An important initiative related to building a culture of authentic assessment for EUSLOs is a movement away from requiring students to take 2 “writing intensive” courses to establishing departmental Writing Across the Curriculum (WAC) plans. To date, 4 programs have established WAC plans, including appropriate assessment measures. A number of other programs are in the beginning stages of developing WAC plans. (See Appendix Q for an overview of the WAC initiative and a sample WAC plan. More information is available at: <https://www.iup.edu/wac/>.) To further integrate this initiative into the larger culture of curriculum and assessment, the Director of the Writing Across the Curriculum project was approved as a member of the Liberal Studies Committee by the University Senate in January, 2018.

An important contributor to successful negotiation of any major paradigm shift is early messaging that the time and effort expended are valued and valuable. The SLO Assessment Project Plan identified this as an important part of the roll-out efforts during Phase II (Raising Awareness/Educate) and Phase III (Implement). The message of an authentic, sustained commitment to student learning, rather than merely pro forma compliance, along with ongoing offers of support and acknowledgement of effort, has been repeated as a part of every presentation, consultation, or committee meeting related to assessment of student learning.

Other Key Tasks that have been completed in this Phase are the establishment of a working relationship with the Center for Teaching Excellence, training and leadership opportunities for faculty members who are particularly interested in Assessment, and collaboration with Student Affairs (e.g., Provost Associate sits on the Student Affairs Division Student Learning Outcomes Committee and Academic Affairs has assisted in Student Affairs' transition to using *Improve* to gather assessment data related to student success).

Per the IUP Student Learning Assessment Project Plan, Phase IV-Assimilate is currently on track at approximately 20% completion.

PHASE V/EVALUATE (Spring, 2018 – ongoing)

The purpose of Phase V - Evaluate is to close the assessment loop at the University level.

This phase began in the Spring of 2018 with the creation of the Learning and Student Success Oversight (LASSO) committee. This newly-established committee replaces the University Assessment Committee and is charged with assessing the assessment efforts related to student learning and student success at IUP – including evaluating the Student Learning Assessment Project Plan at regular intervals. The committee includes representation from Student Affairs, administration, faculty, and students. The Key Tasks identified for this committee have been established in the plan and the committee will begin the bulk of its work in the Fall, 2018 semester.

Per the IUP Student Learning Assessment Project Plan, Phase IV-Assimilate is on track at approximately 5% completion.

Three Year Graduation Completion Rates

Per MSCHE requirements when a monitoring report includes Standard 14, completion graduation rates (100%, 150%, and 200%) for the three most recent years are provided in Appendix Q.

SUMMARY

IUP has made substantial progress in the area of assessment of programs at all institutional levels. The university community has worked collaboratively to develop and implement meaningful and sustainable processes for both Institutional Assessment and the Assessment of Student Learning. We are committed to continuing the forward progress made to date. To that end, a summary of future plans related to both institutional assessment and assessment of student learning is provided below.

In terms of Institutional Assessment, the University Strategic Plan has provided both the framework and direction to direct our efforts. Consequently, Cabinet will begin to review the progress of the plan and evaluate the prioritization that was completed 2 years ago. As an institution, IUP will also begin to evaluate the process in which outcomes are evaluated and used in strategic decisions. Further, stakeholders across the institution are engaged in a discussion of how to effectively and efficiently assess the strategic plan and use the feedback that we have learned at the strategic level.

The successes of the chairs dashboard has initiated similar dashboard development for Deans and A-Deans. These dashboards are currently in the planning and development stages. As we are nearing the mid-point of the University Strategic Plan, the university will begin the process for reflection and planning in the 2018/2019 Academic year. This reflection will include a mid-term review on the progress of the plan, and most importantly beginning the process for the building the development of the next university strategic plan.

IUP's progress toward developing a comprehensive, sustainable system for direct assessment of student learning, both at the program level and for Liberal Studies, is documented through the completion of the Phases and Key Tasks identified in the Student Learning Outcomes project plan (as previously provided in Appendix I). Each of the five Phases within this plan has an overarching goal and projected start and end points. To date, IUP has made remarkable strides in advancing our assessment initiative related to student learning outcomes, both in terms of the development of this comprehensive plan and in its execution, despite the somewhat aggressive timelines established for the early Phases. As reported earlier, the plan is currently on track across all Phases.

Phase I was completed, as projected, in Summer, 2017 following the stellar work of the faculty-run AHA! Committee. The vision and procedures identified were shared across the university community during Phase II in a widespread effort to insure both the "how" and the "why" of student learning assessment was provided to all stakeholders and through various outlets. Providing support and consultations for this initial roll-out of information and expectations will continue through the Spring, 2018 semester, ending this phase.

The bulk of the work remaining will occur in the Implement (Phase III) Assimilate (Phase IV) and Evaluate (Phase V) areas of the project. Currently, programs are charged with developing plans to assess their newly established (or re-established) PLSLOs. An Assessment Plan Template

was developed to help programs structure their plans and insure that the results are used to improve teaching and learning (Appendix R). We expect to have all plans submitted and entered into *Improve* by June 30, 2018.

To enhance our ability to evaluate student learning at the institutional level, program level SLOs will be categorized across three parameters, as described in the Table below.

Category	Focus of SLO
A (Knowledge)	<i>what students know</i> after completing their program of study. Core concepts that all students in the program should master are generally emphasized over individual course learning outcomes.
B (Skills)	<i>what students can do</i> after they graduate. Depending on the program, desired outcomes may range from intellectual skills like critical thinking to specific technical skills such as specialized software use.
C (Capabilities)	<i>what students are ready for</i> when they enter the workforce. These are more complex abilities or competencies such as professional communication, ethical decision-making, time management, teamwork and leadership skills, etc.

This will provide a “divisional objective” within the *Improve* database, paralleling the structure of Liberal Studies (for which the EUSLOs serve as divisional objectives) and the University Strategic Plan.

An important task identified for action beginning in Spring, 2018 is to include information regarding student learning on department/program websites. A sample of the newly-created PLSLO graphic that will be developed for each program is provided in Appendix S. This information will be enhanced by the development of Major Maps outlining expectations for students in each program across time. Taken together, these materials will provide a comprehensive snapshot of program level student learning for both internal and external stakeholders.

A working group for APPs meets on a monthly basis and will continue indefinitely to provide on-going support, training, and collaboration opportunities. The remaining tasks for program level assessment of student learning, data collection and evaluation, will be implemented per the established timeline (i.e., during the Fall, 2018 and Spring, 2019 semesters, respectively).

The Liberal Studies committee will analyze the pilot data collected from the newly-revised “Freshman Four” core courses in the Spring of 2018 with adjustments made to the plan and processes based on the results. The first full analysis of EUSLOs, per the Liberal Studies EUSLO assessment cycle (Appendix O), will be completed in Spring, 2019. In addition, the LS committee

is developing grading rubrics for oral and written communication that will be available for adaptation by departments.

Going forward, freshman orientation will include information and resources related to the new LS outcomes framework. Emphasis will continue to be on skills, knowledge, and experiences rather than focusing on specific courses. Student retention is a university priority. We believe these steps will help students have a better understanding of the expected outcomes of their academic efforts. This, in turn, may have a positive impact on both retention and persistence rates.

As is the case for many universities, budgets are lean and many personnel have taken on increasingly heavy loads. Consequently, the response to asking faculty to add “one more thing” to their already-overflowing plates was an area of concern. However, faculty support for student learning outcomes assessment has been robust, with very little push-back regarding the increased expectations and work load. Feedback has indicated that the deliberately transparent, faculty-led process with visible support from Administration has been instrumental in the success of the initiative to date. Consequently, convening additional faculty committees to solve specific issues has been added to the master project plan (and will continue to be added as issues are identified).

For instance, AHA! 2.0, slated to begin in the Fall, 2018 semester, will address how to develop and measure learning outcomes for innovative programs, such as IUP’s new Teamwork minor, that are offered collaboratively across departments, colleges, and even other universities. AHA! 3.0 will tackle Pre-Post Assessment strategies (i.e. individual student learning across academic career) in the spring of 2019. As new processes are developed, information will be disseminated through program APPs (Assessment Point Persons) as well as through activities that were used during Phase II of the original plan.

Phase V, slated to begin in Spring, 2018, has officially started with the completion of the first identified Key Task: Establishing the Learning and Student Success Oversight (LASSO) committee. In upcoming semesters, this committee will address the Key Tasks identified for Phase V. This includes developing a comprehensive plan for continuous monitoring, assessment, and maintenance of IUPs assessment processes related to student learning through both Academic and Student Affairs for quality assurance and sustainability. LASSO will also be responsible for developing processes to communicate results to both internal and external stakeholders.

IUP remains committed to her mission of providing quality instruction and programs that engage students as learners and leaders. The key recommendations from our self-study, coupled with those provided by MSCHE following the site visit, provided a valuable catalyst for the IUP community to systematically move toward a culture of assessment. Not merely for the sake of compliance, but because it is “the IUP Way.”

Appendix A
Tactics by Primary Role and UPC Role

TACTICS BY PRIMARY ROLE AND UPC ROLE

P= Preparation		M= Milestone		
D= Active Development		I= Implementation & Improvement		
Tactic	Primary Role	UPC Primary	2016-2017	2017-2018
1.1.1. Tactic: Accelerate curriculum innovation by engaging faculty to revise the University processes that review and approve changes to courses and programs.	Tim Moerland	Academic Excellence	M	I
1.1.2. Tactic: Engage faculty, academic, and external leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society.	Shari Robertson	Academic Excellence	I	I
1.1.3. Tactic: Use the formal program accreditation and review processes to ensure that programs are responsive and aligned with institutional goals.	Shari Robertson	Academic Excellence	MI	I
1.1.4. Tactic: Ensure that our physical infrastructure supports academic programs of high quality and value.	Mike Brown	Campus Facilities	I	I
1.1.5. Tactic: Ensure that IUP Punxsutawney, IUP Northpointe, and IUP Monroeville meet regional needs and provide value and opportunity for students.	Rich Muth	Student Success	P	PD
1.2.1. Tactic: Develop and implement undergraduate and graduate programs in environmental engineering.	Deanne Snavelly	Academic Excellence	PDM	I
1.2.2. Tactic: Develop and implement undergraduate and graduate programs in public health.	Mary Williams	Academic Excellence	PDM	I
1.2.3. Tactic: Develop and implement undergraduate and graduate programs in digital science and security.	Deanne Snavelly	Academic Excellence	PDM	I
1.3.1. Tactic: Engage fully in regional, state, and national workforce development initiatives.	Tim Mack	Academic Excellence	I	I
1.3.2. Tactic: Engage younger and older populations in opportunities for learning across the life span.	Tim Mack	Academic Excellence	DMI	I
1.3.3. Tactic: Engage in continuing education and training for members of the regional, state, national, and global workforce.	Tim Mack	Academic Excellence	I	I

P= Preparation		M= Milestone		
D= Active Development		I= Implementation & Improvement		
Tactic	Primary Role	UPC Primary	2016-2017	2017-2018
1.4.1. Tactic: Reaffirm IUP's commitment to a curriculum that develops critical thinking, effective communication, personal responsibility, and a passion for lifelong learning.	Michele Norwood	Academic Excellence	MI	I
1.4.2. Tactic: Engage IUP's community of teacher-scholars to strengthen undergraduate education through faculty professional development and innovative classroom practices.	Stephanie Taylor-Davis-CTE	Academic Excellence	I	I
1.4.3. Tactic : Enhance undergraduate and graduate student learning through technology that augments face-to-face and peer-learning experiences.	Bill Balint	Academic Excellence	I	I
1.4.4. Tactic: Coordinate IUP's online instructional presence and address regulatory/policy developments related to distance learning.	Tim Mack/Robin Gorman	Academic Excellence	I	I
1.5.1. Tactic: Engage IUP's faculty community to define for IUP the teacher-scholar model.	Distinguished University Professor-Ben Rafoth/John Pagnucci	Academic Excellence	PD	DM
1.5.2. Tactic: Engage faculty and academic leadership to clarify expectations for tenure and promotion.	Tim Moerland	Academic Excellence	M	I
1.5.3. Tactic: Engage IUP's community of teacher-scholars to identify and solve common roadblocks to success in research, scholarship, and creative activity.	Randy Martin	Research/Scholarly	PD	MI
1.5.4. Tactic: Increase extramural funding to support student and faculty research and scholarship at IUP.	Randy Martin	Research/Scholarly	I	I
1.5.5. Tactic: Engage our community of teacher-scholars and advisory groups to identify ways to strengthen our graduate programs.	Randy Martin	Academic Excellence	P	PD
1.5.6. Tactic: Align workloads for research-active faculty through systematic use of Alternative Work Assignments (AWA).	John Kilmarx/ Randy Martin	Research/Scholarly	P	D
1.5.7. Tactic: Review and realign IUP's awards and recognition systems in teaching, scholarship, research, and creative activity.	Tim Moerland	Research/Scholarly	P	D

P= Preparation		M= Milestone		
D= Active Development		I= Implementation & Improvement		
Tactic	Primary Role	UPC Primary	2016-2017	2017-2018
2.1.1. Tactic: Establish the Academic Success Center (ASC@IUP).	Michele Norwood	Academic Excellence	PDM	I
2.1.2. Tactic: Identify and solve common programmatic roadblocks to academic advancement (graduate and undergraduate).	Michele Norwood	Academic Excellence	PD	DM
2.1.3. Tactic: Expand IUP's use of recognized "high impact practices" to increase undergraduate student engagement and retention.	Mike Lemasters Jess Mulvihill	Student Success	PDMI	PDMI
2.1.4. Tactic: Revise developmental and introductory mathematics courses to leverage adaptive learning technology.	Lara Luetkehans	COMPLETED	I	I
2.1.5. Tactic: Provide faculty professional development opportunities that focus on advising tools and practices.	Michele Norwood	Academic Excellence		
2.1.6. Tactic: Expand student access to advising information through technology.	Michele Norwood	Academic Excellence	PD	DM
2.2.1. Tactic: Examine alternatives to standardized test scores for admission for otherwise qualified and capable students (graduate and undergraduate).	Patti McCarthy	Enrollment Management	I	I
2.2.2. Tactic: Strengthen professional development to prepare faculty and staff to support students from traditionally underrepresented and underserved student populations.	Center for Teaching Excellence			
2.2.3. Tactic: Hire and retain a more diverse faculty and staff.	John Kilmarx/ Pablo Mendoza/ Craig Bickley	Social Equity	PD	M
2.3.1. Tactic: Pursue international opportunities for partnerships that leverage IUP's strengths and that are consistent with institutional priorities.	Michele Petrucci	Academic Excellence	I	I
2.3.2. Tactic: Expand education abroad opportunities for students.	Michele Petrucci	Academic Excellence	I	I
2.3.3. Tactic: Attract and support more international students and scholars.	Michele Petrucci		I	I
2.3.4. Tactic: Expand multicultural programming.	Theo Turner/ Pablo Mendoza	Student Success	PDMI	PDMI

P= Preparation		M= Milestone		
D= Active Development		I= Implementation & Improvement		
Tactic	Primary Role	UPC Primary	2016-2017	2017-2018
2.3.5. Tactic: Ensure that every student has an opportunity to participate in at least one of a coordinated set of out-of-classroom learning experience, such as an internship, an education abroad program, a service learning opportunity, or independent research.	Michele Norwood Tammy Manko	Academic Excellence	P	PD
3.1.1. Tactic: Plan and execute a comprehensive Campaign for IUP.	Bill Speidel	Development	D	M
3.1.2. Tactic: Further engage IUP's academic leadership in advancement and development.	Bill Speidel & Tim Moerland	Development	M	I
3.1.3. Tactic: Expand initiatives in corporate and foundation relations.	Bill Speidel	Development	P	D
3.1.4. Tactic: Enhance programs for planned giving.	Evan Bohnen	Development	D	M
3.1.5. Tactic: Coordinate fundraising strategies with the Foundation for IUP.	Bill Speidel	Development	D	I
3.2.1. Tactic: Develop unit performance targets.	Cornelius Wooten John Kilmarx	Academic Excellence	PD	M
3.2.2. Tactic: Develop and implement a budget allocation model that incorporates performance targets and revenue incentives.	Cornelius Wooten	Resource Management	PD	M
3.3.1. Tactic: Explore alternative tuition structures in coordination with State System guidelines.	Cornelius Wooten	Resource Management	PD	M
3.3.2. Tactic: Explore tuition models that provide incentives to students for good academic progress and standing.	Susie Sink	Resource Management	PD	M
3.4.1. Tactic: Review business processes to eliminate redundancy, simplify workflows, and reduce use of paper forms.	Cornelius Wooten	Resource Management	P	DM
3.4.2. Tactic: Introduce appropriate process revisions and/or technological solutions.	Cornelius Wooten	Resource Management	P	DM
3.5.1. Tactic: Ensure adequate staffing, training/expertise, and professional development opportunities for offices with oversight and compliance responsibilities.	Valerie Mercado Craig Bickley	Resource Management	PD	IMI
3.5.2. Tactic: Promote shared responsibility among faculty, staff, students, and campus leaders for institutional compliance.	Valerie Mercado Susie Sink	Social Equity	I	I

P= Preparation		M= Milestone		
D= Active Development		I= Implementation & Improvement		
Tactic	Primary Role	UPC Primary	2016-2017	2017-2018
3.6.1. Tactic: Implement key recommendations from the external IT security review.	Bill Balint	Academic Excellence	I	I
3.6.2. Tactic: Deploy state-of-the-art approaches to network security.	Bill Balint	Academic Excellence	I	I
3.7.1. Tactic: Calculate cost estimates for master plan projects to accurately reflect project scope.	Mike Brown	Campus Facilities	D	M
3.7.2. Tactic: Work cooperatively across university divisions to determine funding sources for master plan projects.	Mike Brown	Resource Management	D	M
4.1.1. Tactic: Implement a coordinated marketing program to support admissions (undergraduate and graduate), advancement, and IUP brand recognition.	Patti McCarthy /Bill Speidel	Enrollment Mangement	D	M
4.1.2. Tactic: Communicate IUP's marketing objectives and strategies internally to secure university-wide awareness and support.	Patti McCarthy	Enrollment Mangement	D	M
4.2.1. Tactic: Strengthen IUP's welcome to and support for people of all backgrounds and abilities.	Cathy Dugan/Craig Bickley	Social Equity	PD	M
4.2.2. Tactic: In partnership with community leaders, promote responsible behavior among students.	Robin Gorman/ Kate Linder	Community Relations		
4.2.3. Tactic: In partnership with community leaders, reduce high-risk behaviors during celebratory events.	Robin Gorman/Kate Linder	Community Relations		
4.2.4. Tactic: Strengthen IUP's reputation as a safe and responsible academic community through communication, transparency, and collaboration with student leadership and local and community partners.	Robin Gorman/Kate Linder/Patti McCarthy	Community Relations		
4.3.1 Tactic: Increase participation in workshops, conferences, and extended studies.	Sam Phillips/Tim Mack			
4.3.2. Tactic: Increase community and university participation at IUP exhibitions, performances, and presentations.	Michael Hood/Steve Roach	Community Relations		
4.4.1. Tactic: Work with our state and federal liaisons to advance IUP's presence in educational, workforce, and economic development programs.	Robin Gorman/Tim Mack	Research/Scholarly		

P= Preparation		M= Milestone		
D= Active Development		I= Implementation & Improvement		
Tactic	Primary Role	UPC Primary	2016-2017	2017-2018
4.4.2. Tactic: Advance regional development through IUP's business and economic partnerships.	Robin Gorman/Tim Mack	Research/Scholarly		
4.4.3. Tactic: Advance IUP's research and scholarship partnerships.	Randy Martin	Research/Scholarly	I	I
4.5.1. Tactic: Ensure that affiliated organizations are in compliance with State System and IUP policies, and that Memorandum of Understanding agreements with each IUP-affiliated entity are current.	Susie Sink	Development	I	I
4.5.2. Tactic: Work with the leadership and staff of the IUP Research Institute to improve strategic, budgeting, and implementation support for IUP's research activities.	Randy Martin	Research/Scholarly	PD	MI
4.5.3. Tactic: Ensure open communication between the University and the staff and volunteer boards of IUP's affiliated organizations.	Bill Speidel/Tim Moerland/Rhonda Luckey/Cornelius Wooten	Development	I	I
4.5.4. Tactic: Collaborate with IUP's affiliated organizations on strategic initiatives.	Bill Speidel/Tim Moerland/Rhonda Luckey/Cornelius Wooten	Strategic Planning	IPD	IM
4.6.1. Tactic: Improve communication with the alumni community.	Bill Speidel	Development	D	M
4.6.2. Tactic: Establish alumni leadership groups in Colleges that do not now have them.	Bill Speidel	Development	D	M
4.6.3. Tactic: Showcase successful alumni as part of the IUP story in marketing.	Patti McCarthy/Bill Speidel	Development	D	M
4.6.4. Tactic: Develop strategies to better engage our demographically and geographically diverse alumni community.	Bill Speidel	Development	M	I
4.6.5: Tactic: Increase opportunities for connections between alumni and the IUP student community.	Bill Speidel	Development	M	I
4.7.1. Tactic: Stimulate individual efforts to advance university goals by coordinating and expanding professional development opportunities.	Craig Bickely	Research/Scholarly	P	D

Appendix B
Strategic Plan Iwiki Template

Goal:			
Strategy:			
Tactic:		Accelerate curriculum innovation by engaging faculty to revise the University processes that review and approve changes to courses and programs	
Implement			
Primary:	Name:	Tim Moerland	
Secondary:	Name:		
IUP Division		Academic Affairs	
College			
Department			
Timeline:		Dates:	
Indicator:		Narrative	
Target:		Metric	
Budget:		Dollar Amount: \$	
Monitor:			
UPC Primary		Academic Excellence	Lara Luetkehans/Elaine Blair
UPC Secondary			
UPC Secondary			
Status			

Goal:			
Strategy:			
Tactic:			
Implement			
Primary:	Name:		
Secondary:	Name:		
IUP Division			
College			
Department			
Timeline:		Dates:	
Indicator:		Narrative	

Target:		Metric	
Budget:		Dollar Amount: \$	
Monitor:			
UPC Primary			
UPC Secondary			
UPC Secondary			
IUPVal			
IUPVis			
PASSHE 2020			
MSCHE			

Appendix C
Sample of Strategic Plan Assessment Report
Improve Database

Assessment: Assessment Unit Four Column

2015 Strategic Plan Goal 1: Provide Academic Programs of High Quality and Value

Tactics	Indicators	Results	Actions / Responses
<p>1.1.1. Curriculum Innovation - Accelerate curriculum innovation by engaging faculty to revise the University processes that review and approve changes to courses and programs. Tactic Status: Active Assessment Year: 2016-2017, 2017-2018, 2018-2019, 2019-2020</p>	<p>Academic Affairs - Narrative: Electronic processing of all curriculum Performance Target: 100% of curriculum processed via electronic system</p>	<p>Academic Year: 2016 - 2017 Result Type: In Progress Most of the curriculum went online in January 2015, however interdisciplinary programming and new programs are in process. Anticipate 100% by end of AY 2016-2017. (03/07/2017)</p>	
<p>1.1.2. Program Assessment - Engage faculty, academic, and external leadership to adopt continuous program assessment to ensure that programs reflect disciplinary advances and are aligned with the needs of students and society. Tactic Status: Active Assessment Year: 2016-2017, 2017-2018, 2018-2019, 2019-2020</p>			
<p>1.1.3. Program Accreditation - Use the formal program accreditation and review processes to ensure that programs are responsive and aligned with institutional goals. Tactic Status: Active Assessment Year: 2016-2017, 2017-2018, 2018-2019, 2019-2020</p>			
<p>1.1.4. Physical Infrastructure - Ensure that our physical infrastructure</p>	<p>Administration and Finance - Before any infrastructure and facility can be</p>	<p>Academic Year: 2016 - 2017 Result Type: In Progress</p>	

<i>Tactics</i>	<i>Indicators</i>	<i>Results</i>	<i>Actions / Responses</i>
<p>supports academic programs of high quality and value. Tactic Status: Active Assessment Year: 2016-2017, 2017-2018, 2018-2019, 2019-2020</p>	<p>planned and developed, it is a must that the planning group be made aware of the programs recommended by the academic branch of the University. This would include the Provost's Office, the Division of Academic Affairs and possibly the UPC subcommittee of Academic Excellence. These recommendations become the program for planning and development of the physical infrastructure. Using these programs, the Division of Administration & Finance and the UPC Campus Facilities Master Plan subcommittee must and will mandate that the proper Long Range Campus Facilities Master Plan is prepared and implemented for the programs submitted by the IUP Academic division.</p>	<p>Needs a paragraph (03/07/2017)</p> <p>Academic Year: 2016 - 2017 Result Type: In Progress Program was approved by BOG, COT and Senate fall 2016;</p> <p>Students are being admitted as of 2/20 - 37 applications and 28 admitted to the program (1 is a transfer). Temporary advisor for student in place (Dr. Sally McCombie). Course offerings are on the schedule for 17-18 AY.</p> <p>Job description for Director of PH program is written - February 2017; Search committee is being formed with representatives from 3 colleges - February 2017; Call for applicants will be sent by Provost Moerland - spring 2017; Expect a Director to be named by the end of the semester.</p> <p>Discussions in the college have begun about re-configuring existing master's program to work on creating an MPH - targeted for ~ Spring 2019</p>	
	<p>Presently IUP is working from a Long Range Campus Facilities Master Plan originally approved by the University Council of Trustees in December, 2011. The plan was developed by the facilities planning firm of Smith Group JJR and facilitated by the IUP Division of Administration and Finance.</p>		
	<p>This original plan is rooted in IUP's Institutional Vision and Mission and was augmented by a process that included workshops, open houses, focus groups and committees, included but not limited to a campus and Indiana community advisory committee, Council of Deans, Facility</p>		

Appendix D
SUCCESS Plan

Indiana University of Pennsylvania

Strategic University Comprehensive Combined Enrollment and Student Success Plan (SUCCESS Plan)

7/31/17 Draft

The SUCCESS plan includes goals, strategies, and tactics to strategically manage enrollment for undergraduate freshmen, undergraduate transfers, readmitted, and graduate students and ensure a positive brand recognition for IUP.

1. GOAL: Expand and enhance recruitment strategies

(aligns with IUP Strategic Plan Goals 1, 2, 3, and 4)

1.1. Strategy: Increase enrollment, including out of state, minority, and urban enrollment.

1.1.1. Tactic: Utilize industry standards by identifying outside firms to assist with application generation.

1.1.2. Tactic: Reorganize the Office of Undergraduate Admissions to include an Associate Director for Minority, Out of State, and Urban Recruitment.

1.1.3. Tactic: Identify, translate, and/or develop materials to be available for the recruitment of Spanish speaking prospective and current students and their families

1.1.4. Tactic: Engage out of state alumni to support admission initiatives.

1.1.5. Tactic: Participate in regional, out of state, and veteran student college fairs to increase IUP's visibility to students, parents, and counselors.

1.1.6. Tactic: Hire a new admission recruiter in order to expand travel territories to strategic out of state locations (Maryland, New Jersey, New York, Virginia, West Virginia, and Ohio).

1.1.7. Tactic: Survey and interview current IUP students who are non-Pennsylvania residents to determine what is attractive about IUP to out of state students.

1.2. Strategy: Secure and sustain internal and affiliated entity funding to offer scholarships/grants to students in order to defray their cost to attend IUP.

- 1.2.1. Tactic: Explore alternative tuition structures in coordination with State System guidelines.¹
- 1.3. Strategy: Utilize alternate locations and delivery systems for programs.
- 1.3.1. Tactic: Expand dual enrollment marketing for students who want to take college-level courses while still in high school.
- 1.4. Strategy: Encourage current IUP and non-IUP undergraduate students to pursue graduate studies at IUP.
- 1.4.1. Tactic: Refine coordination of existing Early Admission (“4+1”) options between academic departments, graduate admissions, and undergraduate admissions.
- 1.4.2. Tactic: Increase the number of graduate programs offering Early Admission.
- 1.4.3. Tactic: Formalize and implement a marketing plan for the Early Admission programs.
- 1.4.4. Tactic: Approve and promote “Guaranteed Admission”, designed as a pathway for first time freshmen acceptance into an IUP graduate program.
- 1.4.5. Tactic: Formalize and implement an IUP undergraduate to IUP graduate student recruitment plan for current prospective IUP undergraduates.
- 1.4.6. Tactic: Invest in graduate marketing campaigns targeting college sophomores, juniors and seniors.
- 1.4.7. Tactic: Participate in regional graduate school fairs to enhance relationship with colleagues and programs located at “feeder” undergraduate institutions.
- 1.5. Strategy: Collaborate with Deans, Chairs and program coordinators to determine FTE expectations by level and program based on historical trends and predictive modeling.
- 1.5.1. Tactic: Provide support to academic colleges to help faculty and/or current students engage prospective students during the recruitment cycle.
- 1.5.2. Tactic: Establish a graduate enrollment management council to assess and monitor recruitment and retention initiatives throughout the year and to provide insight into future programming needs.
- 1.5.3. Tactic: Grow high demand graduate program enrollment by adding additional cohorts.
- 1.5.4. Tactic: Identify existing revenue-generating IUP graduate programs that currently have capacity to grow and aggressively target those populations.

¹ Board of Governor's Policy 1999-02-A

Appendix E
Diversity Action Plan
Representative Pages

The President's Commission on Diversity and Inclusion

Preliminary Diversity Action Plan

November 2017

Introduction

IUP has developed, over the past five years, a healthy history of using a collaborative, mutually consultative approach to launching institutional projects. For example, soon after his arrival as President at IUP in July 2012, Dr. Michael Driscoll launched the Vision Project, and exhorted the university community to articulate a vision for IUP. The IUP Community responded by conducting comprehensive consultations and identifying its core values. Based on the findings from the Vision Project, the Community engaged in extensive discussions and achieved a consensus regarding the values embraced by IUP. The resulting IUP Vision Statement won the unanimous endorsement of the University Senate and was then approved by the Council of Trustees in November 2013. Following the development and adoption of the Vision Statement, the Community was charged with the creation of a new strategic plan, which was also developed in a participatory fashion and was very well received. IUP's recent *Middle States Re-accreditation Self-Study* was also conducted in a similarly participatory context. The preparation of the Self-Study Report involved the active participation of a wide network of constituents in the University Community (students, faculty, staff, administrators, alumni representatives, and trustees). Because the process was so open and widely participatory, the University Community welcomed with pride and self-assurance the Middle States Accreditation Visiting Team during its February 2015 site visit.

It is in the context of this new tradition for initiating projects of high significance across the University Community that the President's Commission on Diversity and Inclusion adopted a similar method in the development of this preliminary *Diversity Action Plan (DAP)*. The origins of this Commission are noteworthy. In 2014, Dr. Driscoll commissioned IUP's Office of Social Equity to conduct a two-phase campus climate study to invite members of the university community to "weigh in on matters of inclusion and equity." The first phase of the study encouraged university constituents to complete an extensive electronic survey. The second phase of the study, led by two faculty members, was comprised of multiple focus groups and individual interviews with members of IUP's community. While the second phase of the campus climate study was underway, in December 2015, President Driscoll cited a growing sense of unease about "how we [i.e., the members of the IUP Community] talk about and treat each other, and observed that "we have not risen to our shared values and have fallen short of being an inclusive, welcoming community of people who learn and grow together." President Driscoll expressed this concern about the university climate and exhorted us to transform the university into "the place and the people we know we should be and can be." The campus climate study was completed at the end of summer 2016 and the lessons from the study were widely disseminated across IUP in fall 2016.

The first recommendation of the authors of the campus climate study was to establish a task force to lead the effort to develop a *Diversity Action Plan (DAP)* for the university. This recommendation reinforced the President's passion to challenge the university community to improve IUP's climate by reflecting on how to come together as a community, engage in the difficult discussions, and challenge ourselves to grow individually and as a collective. It is within this context that, in October 2016, he announced the creation of the President's Commission on Diversity and Inclusion. Dr. Driscoll charged this Commission with: 1) examining IUP's diversity and inclusion

practices and their impact in the university; 2) recommending a vision that demonstrates an institutionalized, sustainable commitment to embodying the principles of diversity and inclusion; and; 3) recommending action steps to achieve this vision articulated in a *Diversity Action Plan*. Springing as it did from the results of the campus climate study, the Commission was informed by the findings and recommendations of the study.

To assure that its work is inclusive and transparent, the Commission adopted a structure under which commission members led six sub-committees in the discussion, analysis, and development of recommendations pertaining to specific areas of focus selected by the Commission. IUP students, faculty, staff, and administrators were invited to serve on the sub-committees. This invitation was met with an overwhelming response: over 100 volunteers offered to serve. Individuals who could not be assigned to any of the limited 60 sub-committee slots were urged to participate in the work of the Commission by providing feedback directly to the Commission. The Commission and its sub-committees met regularly during the 2017 spring and fall semesters. The Commission's immediate goals were (1) to ignite progress around the issues of diversity and inclusion and to grapple with issues, and then propose and move IUP forward with recommendations in six identified areas; and (2) to acknowledge the contemporary accomplishments at IUP that advance diversity and inclusion (a list of these areas of progress, informed in part by the Director of Social Equity, LGBTQIA Support, and sister Presidential Commissions, is provided as an addendum to this document). As the President's Commission on Diversity and Inclusion worked towards achieving these goals, it hosted representatives from IUP's Office of Social Equity, the LGBTQ Commission, the IUP Commission on the Status of Women at IUP, and IUP's Women's & Gender Studies program. Commission and sub-committee members also attended student forums and programs triggered by a racist incident during the fall 2017 semester to hear directly about the needs and concerns of our current students, particularly student members of under-represented populations.

The focus of this Commission's work was to develop an initial set of recommendations-for-action which are articulated in the *Diversity Action Plan*. This task was undertaken with great care and consideration for the current national climate around issues of diversity and inclusion and for recent incidents at IUP that have challenged our community's desire to foster a nurturing, welcoming environment. In addition, the Commission was mindful of the increasingly diverse populations that constitute our student body, now and in the future.

Several themes emerge from the actions recommended by the sub-committees: the need to: (1) develop and implement a protocol for early response or intervention in the university community when discriminatory incidents arise; (2) establish multiple ways to report incidents that test the university community's resolve to enhance diversity and inclusion; (3) develop and implement clear mechanisms for resolving disputes related to diversity and inclusion issues (4) invest additional resources and restructure or centralize existing units to enhance the leadership, visibility, collaboration, efficiency and access to diversity and inclusion resources; (5) demonstrate IUP's commitment to diversity and inclusion by establishing a stronger and better coordinated web presence, by developing statements of commitment, and by crafting an IUP Pledge; (6) recruit and sustain a diverse faculty, staff, and student body (by providing academic and other support to students, as outlined by TOUR); (7) engage members of the IUP Community in cross-cultural activities and provide ongoing training that promotes a climate of civility and celebrates IUP's commitment to diversity and inclusion; and, (8) restructure functions and traditions that promote diversity and

inclusion (for example, by enriching the whole student experience through a more intentional and bolder delivery of the Liberal Studies curriculum).

Between December 2017 and February 2018, the Commission will invite comments from the IUP Community regarding this initial *Diversity Action Plan*. Even as we do this, the Commission urges IUP's leadership to move quickly on two key recommendations: first, to develop a mechanism for reporting and responding to incidents, and resolving disputes that arise. The Commission views this as the most basic and critical step in addressing the immediate needs of our faculty, staff, and especially our students. Second, to provide leadership to the University on matters of diversity and inclusion, we must restructure and centralize existing units and personnel, and add the human and financial resources necessary to create one centralized office. These two priorities should be swiftly addressed. The other recommendations are of great importance and will be advanced through the leadership that will be established by a new office, with the expectation that the broader IUP Community will be fully engaged.

In addition to the creation of this initial *Diversity Action Plan*, the President's Commission on Diversity and Inclusion will promote and monitor continued progress and cultural change in diversity and inclusion at IUP. This *Diversity Action Plan* is intended to be fluid and will evolve as new initiatives are identified.

INDIANA UNIVERSITY OF PENNSYLVANIA
Diversity Action Plan 2017-2018
(Recommendations, November 2017)

SUBCOMMITTEE FOCUS AREA	GOAL	RECOMMENDED ACTIONS TO ACHIEVE GOAL	ASSESSMENT MECHANISM AND TARGET GOAL	LINK WITH IUP STRATEGIC PLAN (1,2,3,4)	LINK WITH OTHER D&I FOCUS AREAS
<p>#1—Nurture an Accepting Climate</p> <p>Mission Statement:</p> <p>To define intolerance and exclusion, investigate existing policies and reporting procedures for acts of intolerance and exclusion; and recommend best practices. To recommend a comprehensive education and outreach program to address these acts.</p>	<p>Focus on access, support, & opportunity for students from traditionally underrepresented & underserved student populations</p>	<p>1a. Provide a link to Diversity & Inclusion webpages on IUP's home page that includes a reporting form (see WVU's, VCU's and Pitt's as examples)</p>	<p>A 20% increase in the use of this resource by the end of the academic year</p>	<p>2.1.6 2.2</p>	<p>2,3,4,5</p>
	<p>Improve access to mediation for all constituents</p>	<p>1b. Develop an easy online reporting form & designate a person/office to respond to reports of diversity/inclusion issues & widely publicize this resource to the University community</p>	<p>Increased awareness or understanding of this facility, documented through focus-group interviews</p>	<p>2.2</p>	<p>3,4,5</p>
	<p>Improve institutional response to incidents of intolerance</p>	<p>1c. Develop a network of individuals for reporting concerns related to diversity & inclusion; direct each college & division to designate an employee trained to serve in this capacity & share this information with the person/office from 1b</p>	<p>An increased count of said personnel</p>	<p>2.1.6 2.2</p>	<p>4,5,6</p>
	<p>Affirm institutional commitment to diversity & inclusion at IUP</p>	<p>1d. Develop & publish a statement that specifically addresses IUP's commitment to diversity & inclusion</p>	<p>Review of IUP's Diversity and Inclusion webpage</p>	<p>2.1; 2.2.2; 2.3; 4.2; 4.7</p>	<p>4,5</p>

SUBCOMMITTEE FOCUS AREA	GOAL	RECOMMENDED ACTIONS TO ACHIEVE GOAL	ASSESSMENT MECHANISM AND TARGET GOAL	LINK WITH IUP STRATEGIC PLAN (1,2,3,4)	LINK WITH OTHER D&I FOCUS AREAS
<p>#1—Nurture an Accepting Climate (continued)</p> <p>Mission Statement:</p> <p>To define intolerance and exclusion, investigate existing policies and reporting procedures for acts of intolerance and exclusion; and recommend best practices. To recommend a comprehensive education and outreach program to address these acts</p>	<p>Improve university support & inclusion for all students, especially those from traditionally underrepresented & underserved student populations</p>	<p>1e. Develop a statement whereby IUP constituents commit to adopting “The IUP Pledge” (similar to the “Pitt Promise”) & incorporate it into student & employee orientations/ on-boarding as well as connect to student conduct code & expectations of employees</p>	<p>Review of IUP’s Diversity & Inclusion webpage</p>	<p>2.2 2.3 4.2</p>	<p>4,5,6</p>
	<p>Improve institutional response to incidents of intolerance</p>	<p>1f. Create & train a university-wide team to develop & implement a protocol for timely responses to discriminatory incidents that occur. The President or his designee should be prepared to issue a statement immediately following an adverse event</p>	<p>An increased awareness of this initiative, documented through focus-group interviews</p>	<p>2.1; 2.2; 2.2.2 2.3; 4.2; 4.7</p>	<p>4,5</p>
	<p>Demonstrate openness to the IUP community</p>	<p>1g. Review language in all University publications, websites, social media & change as needed to eliminate biases (example: replace “freshman” with “first-year student”)</p>	<p>An increased awareness of this initiative, documented through focus-group interviews</p>	<p>2.2; 2.3; 4.2</p>	<p>4,5</p>

SUBCOMMITTEE FOCUS AREA	GOAL	RECOMMENDED ACTIONS TO ACHIEVE GOAL	ASSESSMENT MECHANISM AND TARGET GOAL	LINK WITH IUP STRATEGIC PLAN (1,2,3,4)	LINK WITH OTHER D&I FOCUS AREAS
<p>#1—Nurture an Accepting Climate (continued)</p> <p>Mission Statement:</p> <p>To define intolerance and exclusion, investigate existing policies and reporting procedures for acts of intolerance and exclusion; and recommend best practices. To recommend a comprehensive education and outreach program to address these acts</p>	<p>Improve student participation in programs & events due to decreased conflicts between cultural celebrations & scheduled activities</p>	<p>1h. University programs & events should be scheduled in a way that recognizes and honors the needs of multicultural histories, norms, & celebrations</p>	<p>Data reports</p>	<p>2.1 2.2 2.2.2</p>	<p>2,3,4,5</p>
<p>#2—Promote Intergroup Communication and Coordination</p>	<p>Increase the visibility of diversity-& inclusion related activities & subgroups on IUP's campus</p>	<p>2a. Showcase the many diverse groups at IUP through a variety of media</p>	<p>Outcomes data from Educational Benchmarking, Inc.</p>	<p>2.1 2.1.2 2.1.6</p>	<p>1,3,4</p>

SUBCOMMITTEE FOCUS AREA	GOAL	RECOMMENDED ACTIONS TO ACHIEVE GOAL	ASSESSMENT MECHANISM AND TARGET GOAL	LINK WITH IUP STRATEGIC PLAN (1,2,3,4)	LINK WITH OTHER D&I FOCUS AREAS
<p>Mission Statement:</p> <p>To encourage students, faculty and staff to engage with those from diverse backgrounds through both formal and informal interactions</p>	<p>Increase student participation in events arranged by recognized student organizations</p>	<p>2b. Publicize the fact that recognized student organizations are open to all students</p>	<p>An increased awareness or understanding of this initiative, documented through focus-group interviews</p>	<p>2.1 2.3.4 2.3.5 4.2.1 4.2.4</p>	<p>1,4</p>
	<p>Increase student awareness of & involvement in diversity & inclusion related events</p>	<p>2c. Designate a variety of open areas around campus to post diversity and inclusion-related posters/ads</p>	<p>Data reports</p>	<p>2.2.2; 2.3; 4.2.1 4.2.4; 4.3</p>	<p>1,4</p>
<p>#3—Examine Financial Resources Committed to Diversity & Inclusion</p> <p>Mission Statement:</p> <p>To examine the existing state of financial, spatial, and Human Resources committed to diversity and inclusion. To recommend best practices in these areas.</p>	<p>Increase the cross-cultural competency of IUP faculty, staff, administration & students, as well as knowledge & awareness of diversity & inclusion principles & tactics</p>	<p>3a. Commit funding to be used for diversity & inclusion training for the entire University. Develop a collaborative leadership group responsible for allocating these funds</p>	<p>Reviews of budget line items for campus-wide diversity & inclusion initiatives</p>	<p>2.2.2; 2.3.4; 4.2.1</p>	<p>1,4,5,6</p>

Appendix F
Strategic Initiative Funding Grant

Announcement
IUP Strategic Initiative Funding Opportunity
“Recruitment and/or Retention Grant”

Issued March 31, 2017 – Due September 30, 2017

In recent years, IUP has experienced an enrollment decline due principally to a demographic shift or decline in the high school graduation rates in western Pennsylvania. The President’s Cabinet has identified **enrollment management** as one of its strategic initiatives. We know that retention plays a significant role in the successful execution of any institution’s enrollment management plan.

In conjunction with the support of the University Budget Advisory Committee (UBAC), the President’s Cabinet has allocated \$300,000 from performance funding to fund a maximum of five to six grant proposals. These proposals should pertain to improving student success. A primary emphasis of this effort would be to focus on the **recruitment and/or retention** of students at IUP. Grant awards would range from \$25,000 to \$150,000. The UBAC has developed the attached Strategic Initiative Funding Request Form and Budget Template to be utilized in this initiative. If a proposal is awarded, funds would be allocated for expenditures during Fiscal Year 2017-18.

If you are interested in submitting an application, please complete the attached UBAC Strategic Initiative Funding Request Form and Budget Template. These forms should be completed in their entirety. Once completed, the forms should be returned to your respective vice president no later than September 30, 2017. Each vice president will review the submitted proposals to determine which proposals would move forward to the UBAC for consideration. The UBAC will forward its final recommendations to the president.

Awards will be made during the second week of November 2017. It should be noted that proposals should include assessment methods and plans, including success measures and indicators, as well as how the proposal contributes to the university’s strategic plan. Proposals should also include how proposed efforts would be sustained once the grant funds are exhausted.

Please work with your staff to facilitate the development of a grant proposal where there is interest. If you have any questions related to the process or template, please contact Dr. Cyndy Strittmatter (Chair, UBAC Strategic Initiative Funding Subcommittee) at clstritt@iup.edu.

IUP**UBAC - Strategic Initiative Funding Request Form 2017-2018
Recruitment and/or Retention Grant – Due September 30, 2017**

(Please adjust font in response to keep to 3 pages – no lower than 10 point)

	Priority – Assigned by Dean or Director	
	Priority – Assigned by Unit	
1	Fiscal Year	
2	Division	
3	Unit	
4	Individual/s	
5	Summary Description	
6	Linkage to IUP Strategic Goal # and Strategy #	
7	Amount Requested	
8	One-time or Ongoing – if ongoing, please explain how the proposed efforts will be sustained once the grant funds are exhausted	

9	Matching Funds Involved – Describe	
10	Cross-Disciplinary or Multi-Department implications	
11	Explain potential for increased revenue, projected revenue, decreased costs for the unit/division/campus	
12	Additional space needs	
13	Impact on campus support operations (such as IT, Bursar, Financial Aid)	
14	Explain how this project is projected to be successful with full funding. Include assessment methods and plans using success measures and indicators.	
15	Is partial funding an option? Is there a minimum amount needed to gain a portion of the benefit?	
16	Other relevant information regarding request	

Appendix G
University Assessments Summary

Indiana University of PA
Assessment Measures and Process

Assessment	2015/2016	2016/2017	2017/2018	2018/2019
Academic Program Review – 5 yr rolling	U,S	U,S	U,S	U,S
Accreditation Review – continuous	U, A	U, A	U, A	U,A
Administration & Finance <ul style="list-style-type: none"> • Annual Audit of Financial Statements • Single Audit of Federal Funds 	U,S	U,S	U,S	U,S
Administration & Finance Strategic Plan 2015-2020	U	U	U	U
Administration & Finance Annual Report	U	U	U	U
Admitted Student Questionnaire New		U		
Admitted Student Questionnaire Transfer		U	U	
Admitted Graduate Student Questionnaire	U	U	U	U
Alumni Surveys	S	U, S	S	S
Athletic Strategic Plan (2017 – 2022)	N/A	N/A	U	U
Athletics <ul style="list-style-type: none"> ▪ Student-Athlete Academic Success (retention, persistence, Dean’s List, GPA) ▪ Community Service Hours Tracking ▪ Survey of interests and Opportunities ▪ NCAA Institutional Self-Assessment Guide (ISSG) 	U	U	U	U
Budget Report - Annual	U,S	U,S	U,S	U,S
Budget Report – Mid-Year	U,S	U,S	U,S	U,S
Campus Climate Survey	U			U?
Career Expo Feedback Survey				
Career Fair Survey				
Center for Health and Well-Being <ul style="list-style-type: none"> ▪ BASICS Alcohol Workshop Assessment ▪ CCAPS (Counseling Center Assessment of Psychological Symptoms) Instrument ▪ Just PAWS Survey ▪ State System AOD Survey ▪ Health Service QI Studies ▪ Peer Review (case management) 	U	U	U	U
Center for Multicultural Student Leadership and Engagement: <ul style="list-style-type: none"> ▪ Crimson Connect Survey 		U		
CLEARV – Annual Security & Fire Safety Report				
Collegiate Learning Assessment	U	U	U	U

Community Involvement Fair Feedback Survey				
Department for Disability Access and Advising (CI, GPA, Retention-Longitudinal)	U	U	U	U
Diversity Action Plan	U	U	U	U
Employer Relations Day Feedback Survey				
Etiquette Dinner Feedback Survey				
Facilities Inspection Report	U	U	U	U
Financial Aid Ohio Board of Regents Review	State		State	
Financial Aid Customer Service Survey		U		
Financial Aid PHEAA Program Review	State		State	
Financial Assessment	S	S	S	S
First Destination Survey – Career Services	U	U	U	U
Graduate application Survey			U	
Hazard Mitigation Plan (Indiana and FEMA)				
Infrastructure Survey Security & Resilience Report (Homeland Security)				
KCAC Financial Statements and Status Report	U	U	U	U
LibQUAL				
▪ Greek Chapter Assessment Tool	U	U	U	U
▪ Greek 101 Assessment	U	U	U	U
▪ Event Assessments: Welcome Week, Six O'clock Series, Hawk Walk, Homecoming Monte Carlo Night, Own It! Week, Party Smart, IUP Day, Winter Warm-Up	U	U	U	U
Military and Veterans Resource Center				
▪ MVRC Survey		U		
▪ Department of Veterans Affairs Audit	U			
▪ Enrollment, Persistence, Graduation of Military-Affiliated Students	U	U	U	U
NSSE National Survey Student Engagement	U		U	
Office of Housing, Residential Living, and Dining				
▪ Longitudinal tracking of student GPAs, retention and persistence,	U	U	U	U
▪ Fall Move-in CI Project	U	U	U	U
▪ Housing and Residential Living Survey		U	U	U
▪ IUP Dining Styles	U	U	U	U
▪ EBI Resident Assessment	U			
Payment Card Industry Self-Assessment Questionnaire C and Attestation of Compliance				
Performance Funding	U,S	U,S	U,S	U,S
Sightlines ROPA Analysis				
Strategic Plan (University)	U	U	U	U

Student Affairs Division				
▪ Assessment of Keystones, Objectives, Tactics, and Learning Outcomes	U	U	U	U
▪ Department/Unit 5-Year Program Review	U,S	U,S	U,S	U,S
▪ Department/Unit Accreditation				
○ Counseling Center reaccreditation through IACS (International Association of Counseling Centers)	U,A			
○ Health Service anticipated accreditation through AAAHC (Accreditation Association of Ambulatory Health Care, Inc.)				U,A
▪ Convocation Survey		U		
▪ Be Heard Survey of Community Attitudes about Sexual Violence	U		U	
▪ New Student Orientation Internal Study (Academic Affairs and student Affairs)	U			
▪ Celebratory Weekend Survey		U		
▪ Elkin Study (MCSLE)	U			
▪ Alcohol and Other Drug (AOD) Strategic Plan, 2017-2022		U		
▪ Greek Life Strategic Plan, 2017-2022			U	
▪ Student Learning Outcomes and Satisfaction Survey	U	U	U	U
Student Cooperative Association				
▪ NACS Student Watch™ Survey		U		
▪ Event cost analysis, Ticket sales analysis		U	U	U
▪ Salute to Grads Senior Exit Survey	U	U	U	U
▪ Program evaluations, Event Surveys	U	U	U	U
Student Course Evaluations – annual	U	U	U	U
SUCCESS Plan				
Technology Survey		U	U	?
Trustee assessment	N/A	N/A	U	
Title IX Survey		U		
Utilities Usage Report (Penn State)	U	U	U	U

Key – U = University, S = PA State System, A = Accreditor

Appendix H
IUP Trustee Assessment

Assessment Instrument Indiana University of Pennsylvania Council of Trustees	Use the following five point rating scale for each statement.				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The Council of Trustees spends an appropriate amount of time on governance (as opposed to management).	1	2	3	4	5
2. The Council's time is well spent during meetings of the Council of Trustees.	1	2	3	4	5
3. The right amount of time is requested of the Trustees outside of regular meetings.	1	2	3	4	5
4. Materials are available sufficiently in advance of meetings to adequately prepare.	1	2	3	4	5
5. The Trustees fulfill their commitments to the Council as outlined in the Bylaws.	1	2	3	4	5
6. Council of Trustees meetings have a good balance of information sharing, discussion, and decision-making.	1	2	3	4	5
7. The Council of Trustees appropriately supports the President in his decision-making.	1	2	3	4	5
8. The Council of Trustees is appropriately involved in strategic planning and decision-making.	1	2	3	4	5
9. The Council of Trustees appropriately considers both risk and reward in decision-making.	1	2	3	4	5
10. The Council of Trustees gets the information it needs to meet its designated responsibilities.	1	2	3	4	5
11. The Council of Trustees is sufficiently informed about outside developments that may affect IUP.	1	2	3	4	5
12. The Council of Trustees receives sufficient financial information to carry out its fiduciary responsibilities.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. The Council of Trustees receives sufficient information about academic affairs to carry out its governance responsibilities.	1	2	3	4	5
14. The Council of Trustees receives sufficient information about student affairs to carry out its governance responsibilities.	1	2	3	4	5
15. The Council of Trustees receives sufficient information about enrollment, retention, and persistence to carry out its governance responsibilities.	1	2	3	4	5
16. The Council of Trustees receives sufficient information about advancement to carry out its governance responsibilities.	1	2	3	4	5
17. The Council of Trustees sets annual goals for itself.	1	2	3	4	5
18. There is an effective orientation program for new members of the Council of Trustees.	1	2	3	4	5
19. The Council of Trustees is welcoming to new Trustees.	1	2	3	4	5
20. There is an effective committee structure for the Council of Trustees.	1	2	3	4	5
21. The Council of Trustees appropriately handles diverse perspectives and conflicts.	1	2	3	4	5
22. Officers of the Council of Trustees effectively perform their roles.	1	2	3	4	5
23. The Council of Trustees appropriately supports IIUP's fundraising activities.	1	2	3	4	5
24. The President and Officers of the Council effectively utilize the talents and expertise of all Trustees.	1	2	3	4	5
25. The Council of Trustees operates with a sense of cooperation and collegiality.	1	2	3	4	5

Written Responses:

1. Please comment on any “1” or “2” responses above.
2. What are the greatest strengths of the Council of Trustees?
3. What are the weaknesses of the Council of Trustees?
4. How can the effectiveness of the Council of Trustees be enhanced?
5. What do you as a Trustee feel proud of in the past year, related to the work of the Council?
6. What thoughts do you have for Council of Trustees goals for the coming year?
7. What do you believe are the 2 to 3 strategic issues that warrant the Council’s greatest time and attention in the coming year?

Appendix I
Student Learning Outcomes Assessment Plan
Key Tasks by Phase

STUDENT LEARNING ASSESSMENT PROJECT PLAN

KEY TASKS BY PHASE

INITIATE (Fall, 2016-Fall, 2017)		
Expected Complete Date	Completed	KEY TASKS
F/16	12/16	Identify Key Personnel (Provost's Associate, Liberal Studies Director, Trac-Dat/Improve Leader)
Su/17	6/17	Research Current Assessment Best Practices (University visits, consultations, etc.) for initial project plan development
S/17	3/17	Establish AHA! Committee
Su/17	7/17	AHA! Committee establishes vision/guiding principles and procedures for Program Level Outcomes and Liberal Studies EUSLOs
Su/17	7/17	Identify Central Data Capture System (Improve)
Su/17	7/17	Operationalize EUSLOs
F/17	8/17	Modify curriculum submission iwiki templates to include mapping and measuring 19 EUSLOs for new and revised LS courses
F/17	8/17	Modify curriculum submission iwiki templates to require program SLOs and measurements
F/17	8/17	Map current LS courses to 19 indicators
RAISE AWARENESS/EDUCATE (Fall, 2016 - Spring, 2018)		
Expected Complete Date	Completed	KEY TASKS
F/16	10/16	Dr. Terry Rhodes visit
Su/17	8/17	Develop Roll-Out Plan
F/17	2/18	(Initial Roll out) Information shared through a variety of conduits to university stakeholders: All Faculty (semester opening address), Council of Dean, A-Deans, Curriculum Committees, LS Committee, Council of Chairs, Individual College Meetings, Academic Affairs Council, University Planning Council, University Leadership
S/18	12/17	LS Website Revised
S/18	12/17	Assessment Webpages Revised
1F/17	12/17	Web and print resources disseminated/posted
ongoing through phase	ongoing through phase	Individual consultations, Department visits by request, phone consultations
F/17	11/17	Center for Teaching Excellence Presentation

	8/17	Liberal Studies presentation to New Faculty. Provided overview of LS curriculum and IUP and looking at Student Learning Outcomes
	8/17	Revise Liberal Studies presentation to freshman and transfer students. Emphasis placed on the EUSLOs rather than specific courses
	8/17	Revise student transfer guide for incoming Freshmen
IMPLEMENT (Fall, 2017 - Spring, 2019)		
Expected Complete Date	Completed	KEY TASKS
F/17	10/17	Build Improve architecture
F/17	10/17	Develop processes for gathering information for Improve
S/18	2/18	Identification of Department/Program APPs (Assessment Point Persons)
F/17	3/18	All In-Department Program Level SLOs entered into Improve
F/17	10/18	New and Revised LS courses map outcomes and assessment to 19 indicators
S/18	3/18	High Stakes/High Volume LS courses revised: Music, History, English, Comm Media
S/18		Programs Develop Assessment Plans
S/18	3/18	SLO Assessment Cycle Integrated into 5 year Program Review Process
S/18		Liberal Studies Common Rubrics Developed
S/18	3/18	Pilot WAC Plans Developed (4 programs)
S/18	3/18	First 3 APP workshops offered
F/19		Programs Implement Assessment Plans
S/19		Programs Analyze Data – Modify Curriculum as Appropriate (close the loop)
S/18		Analysis of LS outcomes data. Pilot “Freshman Four” Spring, 2018
S/19		Analysis of LS outcomes data - first cycle
ASSIMILATE (Fall, 2017-ongoing)		
Expected Complete Date	Completed	KEY TASKS
S/18	1/18	Director of WAC approve as LS committee member by University Senate
S/18	2/18	Long Range Liberal Studies Assessment plan developed (cycle of data collection for indicators)
F/17	F/17	Messaging included in Phase II Roll-Out that effort is valued and valuable. (Rather than compliance/Pro Forma)
S/17	2/17	Provost’s Associate sits on SADSLOC (Student Affairs Division Student Learning Outcomes Committee)

S/18	2/18	APP Working Group Established
ongoing throughout phase	(begun F/17) ongoing	Faculty Assessment Leaders Training
F/18		Post Program Level SLOs graphics on department websites and in catalogs
S/19		Programs complete major maps
S/19		Results of program level student learning outcomes assessment documented through program review process and/or via Improve.
S/19		Evidence available to show data drives curriculum and teaching
F/18		AHA! 2.0 to address distributed programs/minors/etc
F/18		Incorporate education/expectations regarding assessment into new faculty orientation
ongoing throughout phase	(begun S/18) ongoing	Work with Center for Teaching Excellence to develop workshops, podcasts, teaching circles, Assessment leader recognition, to provide on-going training and knowledge advancement
Su/18		Integrate EUSLOs and Student Affairs Outcomes/Map through Improve
S/19		Distributed majors and minors establish SLOs by AHA 2.0
S/19		AHA! 3.0 Pre-Post Assessment Processes (to replace CLA)
ongoing throughout phase	begun F/2017	Writing Across the Curriculum Plans developed all UG Programs

EVALUATE (Spring, 2018 - ongoing)

Expected Complete Date	Completed	KEY TASKS
S/18	3/18	Establish University-Level Assessment Committee (Assess the Assessment Process/Close the Loop at Institution Level) LASSO = Learning and Student Success Oversight (Committee)
F/18		LASSO Develops AOAP (Assessment of Assessment Processes) Plan
F/18		LASSO Committee develops rubric(s) for evaluating program levels Assessment Plans
S/19		LASSO develops rubric(s) for evaluating University Assessment Processes
S/19		LASSO develops Cycle for Assessment of PL Assessment Plans
S/19		LASSO Develop plan for communicating results of SLO assessment to stakeholders
ongoing throughout phase		LASSO Implements AOAP
Yearly		Assessment Master Plan Revised as Appropriate

Key: Expected Complete Dates are noted by semester as follows:

F = Fall

S = Spring

Su = Summer

Appendix J
Ad Hoc Assessment (AHA!) Committee
Roster and Charge

AHA! (Ad Hoc Assessment) COMMITTEE

CHARGE:

Develop the guiding principles, and procedures to support an organized, sustainable, and systematic process for assessing student learning outcomes for all academic programs, including undergraduate Liberal Studies Expected Student Learning Outcomes (EUSLOs).

Composition:

Committee Member	Role(s)
Shari Robertson	<ul style="list-style-type: none"> • Convener/Provost's Associate • College of Education and Communications • MS Steering Committee
Edel Reilly	<ul style="list-style-type: none"> • Liberal Studies Director • College of Natural Sciences and Math • MS Steering Committee
Nadene L'Amoreaux	<ul style="list-style-type: none"> • APSCUF (union) President • College of Education and Communications • Accredited Program
Stephanie Taylor Davis	<ul style="list-style-type: none"> • Center for Teaching Excellence Director • College of Health and Human Services
Katie Miller- English	<ul style="list-style-type: none"> • College of Humanities and Social Sciences (Large Program with Numerous LS courses) • Assessment Expertise
Brad Rives– Philosophy	<ul style="list-style-type: none"> • College of Humanities and Social Sciences (Small Program doing assessment well) • Honors College Faculty
John Levey	<ul style="list-style-type: none"> • College of Fine Arts • MS Assessment Subcommittee Member
Pankaj	<ul style="list-style-type: none"> • Eberly College of Business
LIASONS/ CONSULTANTS/EX OFFICIO	
Lynnan Mocek	<ul style="list-style-type: none"> • Provost's Office/ Curriculum
Jack Makara	<ul style="list-style-type: none"> • Student Affairs
Karen Rose Cercone	<ul style="list-style-type: none"> • Tracdat (Improve)

PRIMARY PRINT RESOURCE: Walvoord, Barbara. Assessment Clear and Simple 2nd Edition

Appendix K

Expected Undergraduate Student Learning Outcomes (EUSLOs) Reorganization Infographic



IUP Graduates

...are informed, empowered, and responsible.

Key Descriptors

+ Informed

understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts

use knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

+ Empowered

demonstrate intellectual agility and creativity

ability to manage or create change

ability to derive meaning from experience and observation.

communicate well in diverse settings and employ various strategies to solve problems.

mastery of intellectual and practical skills.

+ Responsible

engaged citizens of a diverse democratic society

have a deep sense of social responsibility and ethical judgment.

responsible for their personal actions and civic values.

+ Informed

Informed learners demonstrate understanding of...



ways of modeling the natural, social, & technical worlds



the aesthetic facets of human experience



the past and present from historical, philosophical, & social perspectives



interrelationships within and across cultures and global communities



human imagination, expression, & traditions of many cultures



interrelationships within and across disciplines

+ Empowered

Empowered learners demonstrate:...



effective oral & written communication abilities



ease with textual, visual & electronically-mediated literacies



problem solving skills using a variety of methods & tools



information literacy skills



ability to transform information into knowledge & knowledge into judgment and action



ability to work within complex systems & with diverse groups



critical thinking skills including analysis, application, & evaluation



reflective thinking & ability to synthesize information & ideas

+ Responsible

Traits of a responsible learner:



intellectual honesty



concern for social justice



civic engagement



respect for the identities, histories, and cultures of others



awareness of ethical & behavioral consequences of decisions and actions on themselves, on society, and the physical world

Appendix L
Liberal Studies New Course Example

COMM 143 Media Wellness-CrsRvs-2017-10-16

UNIVERSITY-WIDE CURRICULUM COMMITTEE

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “**SAVE**” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	B. Gail Wilson	Proposer Email*	bgwilson@iup.edu
Contact Person*	B. Gail Wilson	Contact Email*	bgwilson@iup.edu
Proposing Department/Unit*	Communications Media	Contact Phone*	7-3210

Course Level* undergraduate-level

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

Category B:

course_revision

*** Teacher Education: Please complete the Teacher Education section of this form (below)**

*** Liberal Studies: Please complete the Liberal Studies section of this form (below)**

*** Distance Education: Please complete the Distance Education section of this form (below)**

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:*	This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes.
(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes.</p>
(C) Implications of the change on the program, other programs and the Students:*	None.

Current Course Information*	
Category A	
(D) Current Prefix*	COMM
Proposed Prefix	
(E) Current Number*	143
Proposed Number	
(F) Current Course Title*	Media Wellness
Proposed Course Title	
(G) Prerequisite(s)	
Proposed Prerequisite(s)	
(H) Current Catalog Description	<p>Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.</p>
Proposed Catalog Description	<p>Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.</p>
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

Expected Undergraduate Student

Learning Outcomes
(EUSLOs)

Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number

Map the Course Outcome to the
ESULO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">the ways of modeling the natural, social and technical worlds	
<ul style="list-style-type: none">The aesthetic facets of human experience	
<ul style="list-style-type: none">the past and present from historical, philosophical and social perspectives	
<ul style="list-style-type: none">the human imagination, expression and traditions of many cultures	
<ul style="list-style-type: none">the interrelationships within and across cultures & global communities	
<ul style="list-style-type: none">the interrelationships within and across disciplines	1, 2, 3, 5
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">effective oral and written communication abilities	4, 5
<ul style="list-style-type: none">ease with textual, visual and electronically-mediated literacies	

<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	1, 2, 4, 5
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources 	2, 3, 4, 5
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	3, 4, 5
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	2, 3, 4, 5
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	2, 3, 4, 5
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	1, 2, 3, 4, 5

- an understanding of themselves and a respect for the identities, histories and cultures of others

How will each outcome be measured
 (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal

Narrative on how the course will address the Selected Category Content

SLO #	Course Outcome	
1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.

2	Develop an understanding of the positive and negative effects of media consumption	Course readings, viewing of appropriate media, such as TED Talks, will provide the content that allows students to self-assess through class discussion and participation. To assess class participation, at least 80 percent of the students will get one or more answers correct or be able to correctly identify elements of the presentation, media viewing or other media content that relates to the class participation activities.
3	Assess personal media use and evaluate its impact on individual wellness	Students will complete a media assessment survey at the start of the class and again later in the class to evaluate and consider how much media they consume. To assess this outcome, each student's survey will be evaluated using a grading rubric with at least 75% of the students achieving a 3.5 on a five point scale in the rubric.

	4	Evaluate media content and its intentions	The culmination of the course will be for students to complete a "poster" that imparts tips for mindful media consumption. An assessment rubric will be used to evaluate comprehensive, adequate or minimal understanding of the content. At least 75 percent of the students must achieve an "adequate" rating in the evaluation. Use of discussion questions and online discussion boards will aid in accomplishing this outcome.
	5	Apply healthy strategies for media exposure and consumption	A culminating project at the conclusion of the semester will require students to identify specific aspects of media consumption and how they relate to healthy lifestyles. The goal is to promote "mindful" media use. A class presentation, paper or other assignment will be assessed with a grading rubric that identifies criteria for achievement. At least 75 percent of students will receive a 3.5 on a five point scale on the grading rubric.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

This course will include the perspectives of ethnic and racial minorities and women through the diverse set of readings and through the discussions facilitated in class or through D2L. Several of the readings assigned come from different parts of the world and are written by minorities. In addition, most of these readings are internationally based and are from worldly publications. Only a few readings are relevant to Americans only. The instructor is a woman from Guatemala and thus her lectures tend to delve into cultural norms and intercultural communication.

Also, as mentioned in the rationale above, the issue of media consumption is of particular concern for ethnic minorities and individuals from lower socio-economic groups.

Several aspects of media research delve into accessibility and use of media by specific ethnic minorities and other under-represented groups. For example, research articles show how social media provides minorities including blacks and Hispanics have a greater tendency to connect to family and friends when they may be separated by distance. Furthermore, individuals with disabilities may find it more convenient and safer to communicate via an online forum than by phone or in person. Contemporary and historical research has explored, in depth, the portrayals of women and minorities in television and film.

The non-textbook reading is authored by Sherry Turkle, who is considered a leading author and expert on how devices are redefining human connection. Her TED Talk, which will be used in class, has had almost four million views.

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

Two text books, The Information Diet: A Case for Conscious Consumption (Johnson, 2012) and Media Consumption and Public Engagement: Beyond Presumption of Attention (Couldry & Livingstone, 2016) will be used in part throughout the course.

Additionally, the non-textbook reading, Alone Together: Why we expect more from technology and less from each other (Turkle, 2011) will be reviewed along with the accompanying TED Talk, Connected, but alone? by the book's author, Sherry Turkle.

Reading assignments are listed on the course syllabus. Students are required to complete the readings and participate in discussion, including submission of discussion questions as listed below. Alone Together is available through ProQuest as a free ebook, available for check out for 14 days. To minimize the potential expense for students, the other books will be placed on reserve in the library as well as sections made available digitally as permitted by copyright.

Additional articles, such as these, are available in digital form via the IUP Library and will be used as appropriate to the course content:

Coyne (2014) Media Time = Family Time: Positive Media Use in Families

Kiousis (2009) Public Trust or Mistrust? Perceptions of Media Credibility in the Information Age

Kuo (2014) Media Use among Adolescents with Autism Spectrum Disorder

Mazurek (2013) Social Media use among adults with autism spectrum disorders

Molesworth (2009) Adults' Consumption of Videogames as Imaginative Escape from Routine

Selected articles on basic media research and theories including: content analysis of media, uses and gratifications theory, the third-person effect, agenda-setting, etc. The intent here is not to be overwhelming but to touch on some theories and research methods related to media use and consumption that are appropriate for a 100 level class.

McLeod (2017) Thinking About the Media: A review of theory and research on media perceptions, and their consequences.

For this example we have chosen Alone Together: Why we expect more from technology and less from each other (Turkle, 2011). This selection has a dual purpose. Sherry Turkle is a leading writer and researcher on how media consumption has impacted the lives of users and is also an acclaimed speaker on the topic with a national TED talk on the same topic with nearly 4 million views. That video along with several others on this topic will be used throughout the course.

Various popular media and academic publications publish on this topic on a consistent basis. Data from The Pew Research Center will be accessed to discuss with students how their demographic is using current mass media.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section,
Check the Box to the Right:

NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items

Appendix M
Liberal Studies Skills Mapped to reorganized
EUSLOs

		Learning Skills		Knowledge Areas								
EUSLO	EUSLO - bullets	ENGLISH COMPOSITION I AND II	MATHEMATICS	DIMENSIONS OF WELLNESS	HISTORY	PHILOSOPHY OR RELIGIOUS STUDIES	LITERATURE	FINE ARTS	NATURAL SCIENCE	SOCIAL SCIENCE	WRITING ACROSS THE CURRICULUM	GMA
Informed Learners												
	the ways of modeling the natural, social, and technical worlds		X					X	X	X		
	the aesthetic facets of human experience						X	X				
	the past and present from historical, philosophical and social perspectives				X	X				X		
	the human imagination, expression and traditions of many cultures						X	X				
	the interrelationships within and across cultures and global communities				X							X
	the interrelationships within and across disciplines			X		X				X		
Empowered Learners												
	effective oral and written communication abilities	X				X					X	
	ease with textual, visual and electronically-mediated literacies	X			X	X	X					
	problem solving skills using a variety of methods and tools	X	X						X	X		
	information literacy skills including the ability to access, evaluation, interpret and use information from a variety of sources	X (II)		X	X	X					X	
	the ability to transform information into knowledge and knowledge into judgement and action			X	X	X		X				
	the ability to work within complex systems and with diverse groups											
	critical thinking skills including analysis, application and evaluation	X	X	X	X	X	X	X	X	X	X	X
	reflective thinking and the ability to synthesize information and ideas	X		X	X	X	X			X	X	X

		Learning Skills		Knowledge Areas									
EUSLO	EUSLO - bullets	ENGLISH COMPOSITION I AND II	MATHEMATICS	DIMENSIONS OF WELLNESS	HISTORY	PHILOSOPHY OR RELIGIOUS STUDIES	LITERATURE	FINE ARTS	NATURAL SCIENCE	SOCIAL SCIENCE	WRITING ACROSS THE CURRICULUM	GMA	
	Responsible Learners												
	intellectual honesty	X			X	X			X	X	X		
	concern for social justice					X							
	civic engagement												
	an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world			X	X	X				X			
	an understanding of themselves and a respect for the identities, histories, and cultures of others				X	X	X	X		X		X	

Informed Learners		
	the ways of modeling the natural, social,	
	the aesthetic facets of human experience	
	the past and present from historical,	X
	the human imagination, expression and	X
	the interrelationships within and across	X
	the interrelationships within and across	

Empowered Learners		
	effective oral and written communication	X
	ease with textual, visual and electronically-	X
	problem solving skills using a variety of	
	information literacy skills including the	X
	the ability to transform information into	
	the ability to work within complex systems	
	critical thinking skills including analysis,	X
	reflective thinking and the ability to	X

Responsible Learners		
	intellectual honesty	X
	concern for social justice	X
	civic engagement	X
	an understanding of the ethical and	X
	an understanding of themselves and a	X

RLST 385

RLST 388

Appendix N
Assessment Roll Out Plan

ASSESSMENT OF STUDENT LEARNING INITIAL ROLL-OUT PLAN (Phase II)

The AHA! committee has developed a vision and processes to facilitate systematic, sustainable assessment of student learning at IUP. Student learning outcomes will be addressed on two levels:

PROGRAM LEVEL STUDENT LEARNING (Department Level) (PLSLOs)	EXPECTED UNDERGRADUATE STUDENT LEARNING (University Level) (EUSLOs)
---	--

With the vision and processes in place, the next step is to disseminate the information to the university community to begin building a culture of assessment. The following forms the foundation for our message.

- 1) Communicating the *Why* is as Important as the *How*
- 2) Information informs actions. We can make decisions about curriculum and programs with information or without it. Without it, we cannot defend our decisions or our claims of excellence.
- 3) We put our students and ourselves at a disadvantage when we are not engaged in assessment of student learning. Data is even more critical in times of limited resources.

FIRST WAVE STAKEHOLDERS

These groups have been identified as critical for initial roll-out efforts. Personal visits/presentations/dissemination of materials to inform and engage (begin the narrative, raise awareness)

Group	Visit Date	Focus
Curriculum Committees	Sept, 2017	<ul style="list-style-type: none"> • Focus on importance of measurable outcomes for programs and liberal studies courses
Assistant/Associate Deans	Sept, 2017	<ul style="list-style-type: none"> • Overview of expectations in terms of PLSLO Assessment (4- semester plan) and changes to Liberal Studies course development expectations • Resources available for support
Student Affairs	Oct, 2017	<ul style="list-style-type: none"> • Engage and Inform • Tie into student success assessment • Strengthen two-way communication

Council of Chairs	Oct. 2018	<ul style="list-style-type: none"> • Benefits of Gathering Information • Emphasis on flexibility to meet needs of programs/ departments • Overview of PLSLOs and changes to Liberal Studies submissions • Iwiki changes • Resources available for support • Ask “how can we help?”
Council of Deans	ongoing	<ul style="list-style-type: none"> • Ongoing updates as appropriate
College Chair Meetings – Meet with Chairs in each college	Oct-Dec, 2017	<ul style="list-style-type: none"> • More specific information provided to chairs • Answer specific questions • Provide specific support
UAC (University Assessment Committee)	Oct. Nov. Dec, 2017	<ul style="list-style-type: none"> • Inform and Engage • Reconfigure with new charge
APP Meetings	Spring, 2018	<ul style="list-style-type: none"> • Conduit for information in and out of the program/department • Provide targeted information by program and by task • Support at the program/department level
Other groups as appropriate	ongoing	<ul style="list-style-type: none"> • Inform and engage • Build culture of assessment

Appendix O
EUSLOs Assessment Cycle Plan

2018-2019

Communication

- effective oral and written communication abilities
- the ability to transform information into knowledge and knowledge into judgment and action

Diversity

- the ability to work within complex systems and with diverse groups
- the aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures
- the past and present from historical, philosophical and social perspectives

2019-2020

Problem-solving

- the ways of modeling the natural, social and technical worlds
- problem solving skills using a variety of methods and tools

Civic Engagement and social justice

- concern for social justice
- civic engagement

2020-2021

Information Literacy

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- ease with textual, visual and electronically-mediated literacies
- intellectual honesty

Critical thinking and reasoning skills

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

2021-2022

Global citizenship

- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines
- 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

Appendix P
Writing Across the Curriculum

Writing Across the Curriculum FAQ for Departments

Goal: Move IUP toward a full WAC model, in which the majority of courses in a students' major teach and reinforce writing skills, and eliminate Writing-Intensive courses.

- Rationale: Multiple university assessments show that students come into IUP and leave IUP writing at the same level. A WAC program can improve students' writing, enhance their learning in their majors, and make IUP a leader in PASSHE and nationally in its commitment to improving students' communication skills.

What is WAC?

- Writing across the curriculum is a pedagogical model in which writing is used as a mode of teaching/learning to help students process course content, understand complex concepts, and experiment with their own ideas and reactions to the content of a course. Like group work, lectures, labs, and other class activities, writing is used to *teach* course content, not only to measure or assess student learning in the form of essay exams or major writing assignments.
- Teaching writing is the responsibility of all members of a university faculty in all parts of a student's curriculum.
- **Writing-to-learn: ungraded and exploratory writing assignments that are used to help students write in the discipline; this writing is not meant to demonstrate proficiency in course content.**

WAC at IUP

- Currently, students take two Writing-Intensive courses. We need to do more than this to help them become stronger writers.
- Faculty currently have little incentive to teach Writing-Intensive courses; the workload is significantly higher; teaching evaluations go down when students are asked to write more (unless they're getting the WI credit).

Why WAC?

- Writing is a mode of learning; it helps students learn course content and process concepts and ideas. Using writing to teach can make teaching easier because learning can happen more effectively.
- Employers bemoan the lack of communication skills exhibited by college graduates. Yet writing instruction is unevenly distributed across the college curriculum, often occurring in only one or two composition courses in students' first year.
- Stronger writing skills can make IUP graduates more competitive in the job market.
- A WAC program brings positive attention to the university by demonstrating commitment to making students better communicators.
- Employing writing-to-learn strategies can provide research and publication opportunities for faculty who are interested in SOTL projects.
- Augments enrollment efforts: students/parents want to see that the department is committed to ensuring that students graduate with strong communication skills.

Some Suggested Program Highlights

- Discipline-specific writing plans to help departments plan how students will achieve writing goals throughout their major, with assessment plans
- Writing Fellows program (undergraduate peer-tutors in classrooms)
- Workshops throughout academic year to help faculty become more confident teachers of writing in their discipline (university-wide or by department request)
- Experts in Writing in Disciplines to speak to departments and offer professional development
- Discipline specific ENGL 202 courses (provisional, pending approval by the English department)

"Writing is so complex an activity, so closely tied to a person's intellectual development, that it must be nurtured and practiced over all the years of a student's schooling and in every curricular area." --Barbara Walvoord, eminent WAC scholar



DEPARTMENT OF FOOD AND NUTRITION

Department Writing Plan

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Provost Timothy Moerland

Writing Outcomes Curriculum Map*

*depending on who teaches the course, these assignments are not fixed or required; faculty have academic freedom to teach assignments of their own design. However, as a department committed to WAC, the expectation is that a similar or comparative amount or type of writing will be taught, and that writing-to-learn will still be a foundation of the course regardless of the instructor.

The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding and reinforcing writing skills necessary for students to succeed in writing those genres.
- Thoughtful integration of writing-to-learn activities in 94% of courses in the curriculum (18 courses offered; 17 using WTL = 94% courses are writing enriched; goal for WAC = 80% writing-enriched)
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time.

Course (FDNT)	Writing assignment or oral presentation (list the name of the assignment); or writing-to-learn activity (WTL)	What are students to gain from this assignment or presentation?	How are they graded? (e.g. just checked to make sure they did it; read/listened and graded with a rubric)	What should the student be able to do (in terms of writing and presenting) after successfully completing this course?
When students complete the 100 level , they should be able to document processes, report findings, describe/ provide details, demonstrate the ability to apply a food science principle in writing.				
110	Interview Assignment Library Research Assignment Career Investigation Notecards almost every class (WTL)	Networking with a food and nutrition	Use of a grading form (not a formal rubric)	Use correct sentence structure, grammar, spelling, and logical thought development in writing business letters and reporting the answers to interview questions.
150	Food Science Principles	Students are required to complete a food science project that includes	Grading Rubric	Students should be able to better

	Chapter Worksheets, about 11 per semester Group work (WTL), writing on the spot about recipes	explaining a food science principle, providing background information on the topic, and responding in writing to a peer's project. Students are expected to respond to questions regarding food preparation theory and practices.	Graded on both correct answers and reflective.	understand principles of science in food preparation.
151	- Pre Labs	- Students complete the pre lab to understand the recipe that they will be making in lab, its cooking methods and the steps they need to take in order to be successful in completing it.	- Worksheets are checked to make sure they completed.	For this course, the student should be able to understand and apply various cooking methods. They should also be able to begin relating specific foods to macro and micronutrients that they contain. Finally, they will have a basic understanding of what happens to both macro and micronutrients when heat or physical alteration is applied to food principles.
	- Post Labs Recipe Analysis Notecards at the end of class (WTL) Tasting grid (WTL)	- Students complete the post lab to take what they have learned in the mini lecture, as well as what they have seen from the other foods that were created by their peers, and apply it to all foods that fall within that topic week.	Each question is assessed to see if the student is able to critically think and apply principles they've seen to include all of the foods prepared in the particular lab.	
When students complete the 200 level , they should be able to analyze nutrient intake and compare to basic dietary recommendations in writing, and apply management theory to a food service setting in writing, generate reports that synthesize information/data from multiple sources.				
212	Diet Analysis Project Worksheets Reflections on worksheets (WTL) One-minute papers (WTL)	The project includes a paper that provides a summary of their analysis, reflection, and establishment of short- and long-term goals.	The project itself is graded based on a rubric. Within the rubric is the Paper assignment. The paper is worth 100 points and there are very specific guidelines on what it should include.	The students should have a solid understanding of the nutrients and their importance for optimal health and nutrition status. Skills include the

	related to current issues in FDNT			ability to use standards for evaluating diets and establish a basis for instituting change when advisable. Diet planning to include meeting nutrient/caloric needs using personally acceptable foods.
213	<p>Case Scenarios/Studies</p> <p>Discussion Questions</p> <p>Group written project on life stages</p> <p>Group plan (brainstorming) (WTL)</p> <p>Progress report (WTL)</p>	<p>Students are required to apply nutrition knowledge as they respond to various life cycle scenarios. Some scenarios require the use of the Nutrition Care Process while other scenarios are simplified. In all cases I am looking for how well the student can apply nutrition knowledge to a specific situation.</p> <p>Students are required to respond in writing to questions for purposes of class discussion.</p>	<p>Some assignments are graded based on the correct answer and others are reflection.</p> <p>Graded based on whether they have completed the assignment.</p>	<p>Students should be able to apply the most current nutrition knowledge to life cycle issues concerning the healthy individual. They should have a good understanding of factors that affect nutrient needs during all stages of the lifecycle.</p> <p>Same as above</p>
245	<p>Evaluate a Sports Supplement</p> <p>Homework assignments based on module content and textbook readings</p>	<p>Students read textbook chapters and an article. Students select a sports nutrition supplement to evaluate, answering specific questions related to the supplement's purity, legality, ethics, safety, and effectiveness.</p> <p>Students are required to read</p>	<p>Students are graded on depth of their responses and demonstration of clear understanding of the topic and demonstration that the student has read the assigned readings.</p> <p>Students are graded on</p>	<p>Students should be able to apply knowledge they've learned from the module and readings. Students should also be able to evaluate the supplement's marketing techniques and scientific evidence to support its efficacy.</p>

	<p>Personal Sports Nutrition Diet & Activity Analysis Assignment</p> <p>One-minute papers (WTL)</p> <p>Entry/exit slips (WTL)</p>	<p>assigned textbook readings, articles and lecture PowerPoints. Students will be asked short answer essay style questions to apply knowledge learned.</p> <p>Students complete a diet and activity analysis of a physically active individual. Students complete personal application questions, as well as case study questions.</p>	<p>correct responses, depth of responses and demonstration of comprehension.</p> <p>Students are graded on correct responses, depth and demonstration of comprehension and application of content.</p>	<p>Students should be able to identify, apply, and understand concepts related to sports nutrition and current sports nutrition research and recommendations.</p> <p>Students should be able to apply science-based sports nutrition principles and recommendations to personal food and activity choices.</p>
250	<p>Problem Solving Case Studies (WTL)</p> <p>End of chapter review</p> <p>Theme Meal Project (WTL and WTC)</p> <p>Aramark Experience Journal and written</p>	<p>Students are required solutions to various “problems” related to food service in healthcare/school settings.</p> <p>A shortened version of the above. Most often these are “what would you do if..???” questions They are expected to respond in writing and participate in class discussion.</p> <p>Students are expected to present a summary of their theme meal.</p> <p>Students are expected to complete a journal of ARAMARK food service experiences</p>	<p>I grade this based on whether they have completed the assignment or not AND how well they apply concepts covered in course</p> <p>Same as the above.</p> <p>Did fully participate in the presentation.</p> <p>The journal is based on their reflection of the</p>	<p>I expect students to be able to critically think about how they might apply theory covered in class to real life situations. There is often no “right” answer so I am looking for how well they “support” their solution to the give problem.</p> <p>Same as the above</p>

	summary (WTL and WTC).	including their theme meal. Additionally they are required to write an end of experience summary and submit it with their theme meal project.	experience.	
<p>When students complete the 300 level, they should be able to communicate nutrition information and care plans to audiences including healthcare professionals, teachers, consumers, clients and patients across the lifecycle in order to promote desired outcomes, apply theory to practice (such as learning theory, systems theory, communication theory, food science theory, diagnostic theory, the scientific method and framework), and synthesize scientific information in a research project.</p>				
355	<p>Nutrition Care Plan</p> <p>ADIME notes</p> <p>Medical terminology quizzes</p> <p>One-minute notecards (WTL)</p> <p>Reflections/self-assessment on simulation lab (WTL)</p>	<p>To connect various pieces of assessment data and to develop critical thinking skills related to medical nutrition therapy. To interpret and synthesize data from nutrition screening and assessment data to ultimately make a nutrition diagnosis and document a nutrition care plan.</p>	<p>Depends. Sometimes discussion, other times use grading rubric.</p>	<p>Improve understanding (learn and apply) of Standardized Language, writing PES statements, ADIME documentation. Basic level of written and oral professional communication.</p>

<p>362</p>	<p>Pre and Post Labs (WTL)</p> <p>Research Paper</p> <p>Peer Review for Research Paper (WTL)</p> <p>Annotated Bibliography (WTL)</p> <p>Research presentation (write slides and notes but do not submit)</p> <p>Possible participation in undergraduate student scholars forum (poster presentation)</p>	<p>They are gaining knowledge of the topic for the week as well as learning how to run a research experiment and interpret results.</p> <p>They are gaining professional writing skills here. They need to be able to professionally communicate research through writing with others in the profession.</p> <p>They are gaining an understanding of their selected topic through past research.</p> <p>They are learning how to take what they know, and verbally communicate it in a professional manner.</p>	<p>Pre-labs, checking for accuracy (writing to learn), Post-labs checking for critical thinking (writing to communicate)</p> <p>Grading Rubric, writing to communicate (though all of the drafts are writing to learn/communicate because they do get feedback.</p> <p>Check to see if they did it (writing to learn)</p> <p>Writing/speaking to communicate – grading rubric.</p>	<p>Students should be able to read and interpret research on an intermediate level, to understand the components of a research experiment and be able to set up and conduct a simple one, to use a statistical analysis program, to be able to critically think and interpret conclusions and connections from results and discuss them in a professional manner, and to verbally communicate research on a professional level.</p>
<p>364</p>	<p>Teaching Philosophy Statement (wtl aspects include their original draft and then later in the semester, a reflection, which are not graded)</p> <p>Lesson Plan (in progression to writing lesson plan, WTL includes focused freewriting on teaching in the community, 4 quadrant diagram, triple-entry journal, target audience needs assessment, RAFT, micro-theme)</p>	<p>An assignment designed to help students connect with their experiences teaching and learning and how these shape/define their approach to teaching food and nutrition.</p> <p>Identify appropriate learning objectives for a target audience and design instruction accordingly. Emphasize connectivity between objectives, content, learning experiences, and evaluation methods. Using a template, convey a lesson plan for a</p>	<p>A draft is submitted at the beginning of the semester. After their teaching experiences they review their first writing and then make any revisions as informed or modified by their experiences.</p> <p>Lesson plans are graded for completeness and how well the plan is integrated and appropriate for audience.</p>	<p>Program/educational assessment, planning, implementation and evaluation. Professional communication development is important at all levels. Written and oral communication skills development.</p>

	<p>Teaching Portfolio</p> <p>Teaching Experience Accomplishments and Challenges Presentation (written slide if they choose)</p> <p>Reading response prompts on journal articles (worksheet with specific prompts on the scholarship) – WTL</p> <p>Print/electronic media with narrative that explains objectives and how they'd market it</p> <p>Grant proposal to support a nutrition program</p>	<p>food/nutrition educational session.</p> <p>Reflect and package the teaching experience accomplishments and challenges.</p> <p>Opportunity for students to share-and-compare with other students.</p>	<p>Graded using a rubric.</p> <p>Graded</p> <p>Walk around and make sure there's something written on them (not collected); they become a study guide for an exam later</p> <p>Graded</p> <p>Graded</p>	
<p>When students complete the 400 level, they should be able to write for practical application and adapt writing as necessary to real-world audiences (e.g., patients, clients, professionals, and peers), as well as perform evidence-based analysis of research and communicate it to a lay audience. They should also be able to write career documents such as resumes, cover letters, and graduate school applications.</p>				
402	<p>County Assessment (worksheets)</p> <p>In-class poster session on community/nation-wide programs</p>	<p>Collection of statistical data and putting it into tables. Evaluating data and making a judgment to prioritize health and nutrition problems in their home county in PA.</p> <p>Develop a tri-fold display and handout suitable for a health fair for the public</p>	<p>Graded with a grading sheet (not a formal rubric)</p> <p>Graded with a rubric</p>	<p>Incorporate writing about statistics using professional, succinct, and well organized prose that convinces the reader that their prioritization of health problems is appropriate, considering current health recommendations.</p> <p>Follow directions for display board. Organize thoughts and self-reflect on experience in</p>

	Service Project - WTL (they evaluate the event as they go through the process, and they reflect on the whole process)			writing.
410	Reflection with each project (WTL) Class prep activity (set of questions to look up the information and bring to class to share/teach) – WTL Critical Thinking Case Studies with oral presentations		Graded for completeness Graded for completeness Graded for completeness	
430	Resume (WTL is revision, peer review, two outside reviewers) Application Letter/Self-Statement (WTL – peer review, in-class drafting) Ethics Problem	Succinctly market their knowledge and skills Identify criteria required by different sites/graduate schools and write paragraphs about each criterion so that the final letter can be compiled over the holiday break. Develop a professional opinion to an ethical problem considering the Code of Ethics and other ethics-related literature.	Graded using a grading form Graded based upon participation at a 3 class writing workshop by The IUP Writing Center; Final paragraphs graded using descriptive criteria Graded rather loosely based upon use of references that are provided and the student’s professional versus personal decision-making logic.	Use as few words as possible to have the biggest impact; Follow directions that produces a uniform document Develop descriptive language about their knowledge, skills, and experience to market themselves into the workplace or graduate school; learn to self-edit and peer-edit; seek professional editing (IUP Writing Center) Use of literature to make professional, ethical decisions

	<p>Legislative Letter</p> <p><i>What Color is Your Parachute</i> – soft skills assignments – they write one story; summarize most important points in seven chapters (reflective)</p> <p>Two paragraph reflection on mock-interview</p>	<p>Students to state their opinion about a current federal legislative event.</p>	<p>Use of a grading form.</p> <p>Graded for completeness</p> <p>Graded for completeness</p>	<p>versus using personal opinion.</p> <p>Follow directions. Develop a persuasive letter regarding a topic of food and nutrition policy interest.</p>
455	<p>Case Studies</p> <p>ADIME Notes</p> <p>Notecards – what’s confusing you (WTL)</p> <p>Debriefing after simulation – answering questions</p>	<p>Each disease state is discussed in terms of a case study that students write the answers too.</p> <p>Each case study, the students write a ADIME note</p>	<p>Graded by book /instructor answer key</p> <p>Graded by rubric</p> <p>Graded by rubric</p>	<p>Ability to assess, evaluate and identify nutrition related issues and provide a nutrition DX.</p> <p>Learn and apply the NCP</p>
458	<p>Two Take-home Essay Questions</p> <p>In-class essay question with every exam</p> <p>Study guide for the exam</p>	<p>Apply scientific, technical, and referenced (APA) writing to the interpretation of a current nutrition science problem.</p>	<p>Different sections receive different number of points. Students know points for these sections when the assignment is given.</p> <p>ungraded</p>	<p>Interpret nutrition research and basic statistics; apply the research findings to the “average American” and his/her risk using the opinions of experts.</p>
463	<p>Counseling Notes (for every client, but students only turn in 3 – WTL)</p> <p>Completion of worksheets that require the development of a counseling response to a client scenario.</p>	<p>Counsel clients and write a note in ADIME format</p> <p>Students write responses to demonstrate understanding of the counseling responses</p>	<p>Graded with rubric</p> <p>Graded by instructor</p>	<p>How to write an outpatient counseling note and the NCP/ ADIME format</p> <p>Students should be able to identify responses and write concise statements.</p>

	<p>Self-evaluation of counseling skills</p> <p>Video evaluated by self, peer, and professor (WTL – evaluation is not graded)</p>	<p>Students identify responses (graded) and reflect on response usage</p>	<p>ungraded</p> <p>Rubric</p>	<p>Reflective counseling</p> <p>Students should be able to use effective nutrition counseling skills and strategies when counseling clients.</p>
470	<p>Midterm and Final Exam Essay Questions worth 30% of each exam</p> <p>Cultural Nutrition Project – research report leads to reflection about food habits and food culture (WTL – investigation, research into other cultures), presentation to the class with PowerPoint submitted</p> <p>Supplemental text double-entry journal (WTL)</p> <p>Self-assessments of food culture and practices</p>		<p>Rubric</p> <p>Graded for completeness/ thoughtfulness</p> <p>Graded for completeness/ thoughtfulness</p>	
484	<p>Poster presentation (synthesize information with visuals)</p> <p>Evidence Analysis Worksheets on primary research articles and/or review articles</p> <p>Possible presentation at undergraduate research forum</p>	<p>Use of professional language and visuals to show understanding of a disease process/mechanism and the impact of an experimental variable (e.g. supplement or dietary treatment) on the disease process by showing their skills at identifying pertinent literature and evaluating experimental evidence.</p>	<p>Students are graded using an extensive rubric.</p>	<p>Students should be experts in this topic; they should know much more about this topic than there is time to present. This topic should be of interest to them for the rest of their career.</p>

Appendix Q
Graduation and Retention Data

Retention/Graduation Rates											
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Cohort Year	Cohort 2016	Cohort 2015	Cohort 2014	Cohort 2013	Cohort 2012	Cohort 2011	Cohort 2010	Cohort 2009	Cohort 2008	Cohort 2007	Cohort 2006
Retention	71.40%	74.49%	75.60%	74.50%	73.30%	75.35%	74.37%	77.20%	74.60%	73.72%	73.40%
Cohort Year	Cohort 2015	Cohort 2014	Cohort 2013	Cohort 2012	Cohort 2011	Cohort 2010	Cohort 2009	Cohort 2008	Cohort 2007	Cohort 2006	Cohort 2005
3rd year Persistence	65.10%	63.32%	65.80%	67.84%	64.01%	63.19%	66.09%	64.72%	61.77%	62.31%	62.78%
Cohort Year	Cohort 2013	Cohort 2012	Cohort 2011	Cohort 2010	Cohort 2009	Cohort 2008	Cohort 2007	Cohort 2006	Cohort 2005	Cohort 2004	Cohort 2003
4 Yr Graduation Rate	40.37%	39.49%	37.90%	36.65%	35.81%	33.98%	31.21%	28.68%	30.28%	31.20%	32.72%
Cohort Year	Cohort 2011	Cohort 2010	Cohort 2009	Cohort 2008	Cohort 2007	Cohort 2006	Cohort 2005	Cohort 2004	Cohort 2003	Cohort 2002	Cohort 2001
6 Yr Graduation Rate	55.85%	54.30%	54.90%	53.07%	51.24%	50.28%	52.23%	54.12%	54.23%	51.28%	51.11%

Appendix R
Program Level Student
Learning Outcomes
Assessment Plan Template

Program Level Student Learning Outcomes

ASSESSMENT PLAN TEMPLATE

(ONE PLSLO per page)

<p>Program Student Learning Outcome # _____ All of our program graduates should have acquired this skill or behavior.</p>		
<p>Expectation or Indicator What tangible performance level shows that students have achieved this learning outcome?</p>		
<p>Means of Measurement Where, when, and how will evidence of student performance collected?</p>	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect	
<p>Method of Analysis When and how will program faculty analyze this assessment evidence?</p>	<input type="checkbox"/> Semester (specify) _____ <input type="checkbox"/> Yearly <input type="checkbox"/> Year (specify) _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Dept or program retreat <input type="checkbox"/> Faculty meeting agenda <input type="checkbox"/> Assessment committee <input type="checkbox"/> Individual: _____
<p>THE FOLLOWING SECTIONS ARE COMPLETED AFTER DATA IS COLLECTED. SUMMARIZE FINDINGS IN NARRATIVE (next page)</p>		
<p>Summary of Evidence How well did students meet expectations in the most recent assessment cycle?</p>	<p>Number of students in program documented as:</p> <p>_____exceeding expectations _____meeting expectations _____not meeting expectations _____exemptions/other</p>	<input type="checkbox"/> Outcome exceeded <input type="checkbox"/> Outcome met <input type="checkbox"/> Outcome not met <input type="checkbox"/> Outcome not measured
<p>Follow-Up Actions What do we need to do in response to assessment results? (Provide narrative to support decision in annual summary)</p>	<input type="checkbox"/> Continue to monitor student performance with current assessment instruments <input type="checkbox"/> Adjust assessment instruments to better capture student performance <input type="checkbox"/> Refine pedagogy within current curriculum to improve student performance <input type="checkbox"/> Change curriculum to improve student performance <input type="checkbox"/> Reassess program outcomes for student performance	

Program Level Student Learning Outcomes Assessment Annual Summary

Academic Program		Academic Year	
Provide a narrative summary of program's assessment of student learning efforts for the year. Emphasis is to be on the follow-up actions that were the result of evidence gathered			

Appendix S
Website Graphic Sample

What will you learn in your Masters in Applied Archeology program at IUP?

CONTENT KNOWLEDGE



Learning Outcome 1

Synthesize advanced knowledge of prehistoric and historic archaeological topics and assess how archaeological theory guides the choice of methods used in any given project.

Learning Outcome 2

Demonstrate effective communication with both professional and general audiences through written and spoken presentations.

DISCIPLINARY SKILLS



Learning Outcome 3

Evaluate, as well as describe, archaeological data and employ quantitative and qualitative analyses.

Learning Outcome 4

Interpret the laws and regulations that govern archaeological work in the United States and international settings, including laws governing the business aspects of professional archaeological consulting.

WORK CAPACITIES



Learning Outcome 5

Value ethics in archaeological practice and design ethical investigations

Learning Outcome 6

Recognize how archaeology fits within the larger discipline of anthropology and differentiate the ways in which various cultural perspectives affect their work.

M.A. IN APPLIED ARCHEOLOGY