A COMPREHENSIVE SELF-STUDY OF INDIANA UNIVERSITY OF PENNSYLVANIA

Prepared for the Middle States Commission
on Higher Education

DECEMBER 2015

SUBMITTED BY: INDIANA UNIVERSITY OF PENNSYLVANIA

A Comprehensive Self-Study of

Indiana University of Pennsylvania

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INDIANA UNIVERSITY OF PENNSYLVANIA

Mission of the University

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.

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EXECUTIVE SUMMARY

Following an unprecedented effort involving 175 staff, faculty, administrators, students, and trustees for the past two and a half years, Indiana University of Pennsylvania is approaching completion of its comprehensive self study for reaffirmation of accreditation by the Middle States Commission on Higher Education. At the start of the self study, more than 300 faculty, staff, student, and administrator volunteers stepped forward to serve on subcommittees. When asked to complete a lengthy and wide-ranging survey developed by the seven subcommittees about university strengths, weaknesses, features, perceptions, and opinions, 2,314 people did so, for an overall response rate of 14.3 percent and significantly greater than expected. During the fall and spring of 2014-2015, and guided by the 34-member Steering Committee, the seven subcommittees developed research questions, gathered and analyzed evidence, and reported their findings and recommendations with respect to the 14 Standards of Excellence that form the basis of this undertaking.

In the past few years the university has passed several milestones, including the arrival of a new president and new provost, the development of a vision statement and a strategic plan for the university, and the near completion of this self study.The project's goals, as set forth in the design proposal, were intended to take full advantage of these milestones. They were: (1) to affirm the university's adherence to the 14 Middle States Standards of Excellence; (2) to capitalize on the convergence of visioning, strategic planning, and self study; and (3) to critically examine assessment practices. The members of the Steering Committee believe these goals have been met, and exceeded.

This self study report is organized in two parts. Part One contains the Steering Committee's wide-angle view – a synthesis of the seven subcommittee reports and their recommendations. Part Two contains executive summaries of the subcommittees' up-close view; the executive summaries and full reports were written by the subcommittees and accepted by the Steering Committee.

The Findings section of Part One maps to the University Strategic Plan and is organized as follows:

1) Advancing innovative academic programs

2) Preparing students to succeed in work, life, and school

3) Forming a shared vision of the university's future

4) Strengthening the university's value to its partners

The findings of the seven subcommittees were as broad and diverse as the 14 standards and the institution itself, and thus they are presented in this self study in two ways: by subcommittee and by themes. The themes relate to advancing academic programs, preparing students to succeed, forming a shared vision, and strengthening the university's value to its partners. These themes overlap with the

goals of the University Strategic Plan because both the plan and the self study stemmed from broad-based efforts involving hundreds of members of the university community who focused on many of the same concerns at approximately the same period of time. We recognize the significance of this convergence of events and now strive to maximize the benefits of both for the university. The unanimous endorsement of the strategic plan in the Spring of 2015 provides an additional rationale for organizing the self study's findings into categories related to the plan.

The capstone of this report is three Key Recommendations, and they are linked to the 14 standards. While the subcommittees' many findings and recommendations helped to inform the Key Recommendations, the Steering Committee intends all but the Key Recommendations to be advisory. The Key Recommendations in this report are the most comprehensive, and they are the ones to which we hold ourselves accountable. The Key Recommendations are as follows:

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.

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

Certification Statement:
Compliance with MSCHE Requirements of Affiliation
[**For use by institutions addressing the Accreditation Standards in** *Characteristics of*
Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)]
Effective August 1, 2015

Indiana University of Pennsylvania

(Name of Institution)

is seeking *(Check one)*:   ___   Initial Accreditation
                                   X   Reaffirmation of Accreditation through Self Study
                                   ___   Reaffirmation of Accreditation through Periodic Review
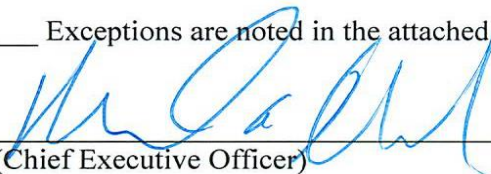
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it
meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's
self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the
Middle States Commission on Higher Education as published in *Characteristics of Excellence:*
Requirements of Affiliation and Standards for Accreditation (12th ed., 2006).

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

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

_____   December 2, 2015
(Chief Executive Officer)   (Date)

_____   December 2, 2015
(Chair, Board of Trustees or Directors)   (Date)

STEERING COMMITTEE AND SUBCOMMITTEE MEMBERS

Members of the Steering Committee

Laura Delbrugge (co-chair), Hilliary Creely, (co-chair), Heather Andring, Terry Appolonia, Yaw Asamoah, William S. Balint, Parimal Bhagat, Taylor Billman (2013-2014), James Birch (2015-2016), Fredalene Bowers, Randall C. Butler (2014-2015), David Ferguson, Steven Hovan, Terrance Hudson (2013-2014), Mike Husenits, Melvin Jenkins, John Kilmarx, Kate Linder, Vincent Lopez (2015-2016), Jonathan Mack, Jack Makara, Theresa McDevitt, Pablo Bueno Mendoza, Lynnan Mocek, Barbe Moore, Marissa Olean (2014-2015), Michele Papakie, Kelli Paquette, David Piper, David Pistole, Karen Pizarchik, Ben Rafoth, Edel Reilly, Shari Robertson, Eric Rubenstein , Tim Runge, Ramesh Soni, Cynthia Spielman, Joan Van Dyke, B. Gail Wilson, Cornelius Wooten, and Bill Zimmerman.

Members of Subcommittee One: Mission, Goals, and Integrity

William S. Balint (co-chair), Fredalene Bowers (co-chair), Holley Belch, Craig Bickley, Elaine A. Blair, Robert Bowser, Sharon Deckert, Sondra R. Dennison, Beatrice Fennimore, Robin Gorman, Regan P. Houser, John A. Lewis, Ute P. Lowery, Amanda L. Marshall, Michele Renee Papakie, Christian Hans Pedersen, Michele Lee Petrucci, Joyce Ann Shanty, Deanne Snavely, Richard P. White, and Joette M. Wisnieski.

Members of Subcommittee Two: Planning, Resources, and Institutional Renewal

John Kilmarx (co-chair), Shari Robertson (co-chair), Jessica Baum, John Benhart, Thomas Borellis, Dolores Brzycki, Stephanie Caulder, Ola Kaniasty, George Long, Vincent Lopez, Karen Mathe, Valerie Mercado, Sarah Neusius, Muhammad Numan, Autumn Shannon, Susie Sink, Gealy Wallwork, Ray Wygonik, David Yerger, and Ed Zimmerman.

Members of Subcommittee Three: Leadership, Governance, and Administration

Yaw Asamoah (co-chair), Edel Reilly (co-chair), Taylor Billman (fall 2013), Lynanne Black, Paul Bliss, Susan Boser, Matthew Brown (fall 2014-date), Portia Diaz, Gretchen Heine (2013-2014), Chris Jeffords, David LaPorte, Mike Lemasters, Malinda Levis (2013-2014), John Lowery, Jonathan Mack, Lindsey McNickle, Scott Moore, Meg Reardon, Bob Simon, Cynthia Spielman, Mark Staszkiewicz, Ruffina Winters, and Bill Zimmerman.

Members of Subcommittee Four: Student Admissions, Retention, and Support Services

Kathleen Linder (co-chair), Jack Makara (co-chair), Shavonne Arthurs, Matthew Baumer, Kevin Berezansky, Jeannie Broskey, Daniel Burkett, Zachary Clark, Tory Dellafiore, Catherine Dugan, Jessica Halchak, Derek Hanely, Michael Husenits, Melvin Jenkins, Shirley Johnson, Nicholas Karatjas, Robert Kostelnik, DeAnna Laverick, Shijuan "Laurel" Liu, Patricia McCarthy, Theresa McDevitt, Steve Roach, Mitchell Steffie, Paula Stossel, and Theo Turner.

Members of Subcommittee Five: Faculty and Educational Offerings

Steve Hovan (co-chair), Ramesh Soni (co-chair), Mohammed Alarjani, Luis Almeida, Emma Archer, Hanna Beightley, Parimal Bhagat, Lynn Botelho, Ben Ford, Andrew Gillham, Tammy Hamilton, Terrance Hudson, Chris Janicak, Joann Janosko, Tim Mack, Janelle Newman, Lloyd Onyett, Gian Pagnucci, Lisa Price, Stephan Schaffrath, Brian Sharp, Tracy VanHorn-Juart, Kimberly Wick, and Robert Wilson.

Members of Subcommittee Six: General Education and Related Educational Activities

Terry Appolonia, (co-chair), B. Gail Wilson (co-chair), Jan Baker, Lisa Marie Baker, Tedd Cogar, Chauna Craig, Lisa Dupnock, Nancy Evans, Luis Gonzalez, Dot Gracey, Dakota London, David Martynuik, Melanie Muscatello, David Pistole, Shawn Rooney, Theresa Rufrano-Ruffner, Gail Sechrist, Ramy Shaaban, Yaya Sissoko, Dawn Smith Sherwood, and Mary Williams.

Members of Subcommittee Seven: Institutional Assessment and Student Learning Assessment

Barbara Moore (co-chair), Timothy Runge (co-chair), Mimi Benjamin, Karen Rose Cercone, Melissa Daisley, Jeffrey Fratangeli, Christina Huhn, Katherine Jenkins, Kelli Jo Kerry-Moran, Chris Kitas, Becky Knickelbein, John Levey, Elizabeth Palmer, David Porter, Todd Potts, Joseph Rosenberg, Eric Rubenstein, Mark Sloniger, Brandon Weber, Kim Weiner, and William Oblitey.

PART ONE

Introduction

Much has changed at IUP over the past ten years. Since the last accreditation renewal in 2005, the university has seen an historic transformation of campus buildings and green spaces, adopted a new vision statement and then a strategic plan, and reorganized key units and offices. University morale is strong and finances are on a solid footing. At this juncture in the university's history, the decennial review for institutional accreditation re-connects with a university tradition of accomplishment, renewal, and resolve. Planning, assessment, action, and reflection are high on the campus agenda now, and the outcomes of this self study are eagerly awaited.

The hard work and dedication of more than 175 staff, faculty, administrators, students, and trustees have, for the past two and a half years, resulted in this draft report of the *Comprehensive Self Study of Indiana University of Pennsylvania*. When asked to volunteer, more than 300 faculty, staff, students, and administrators stepped forward to serve on subcommittees, and when asked to complete a lengthy survey, a record 14.3 percent of the IUP community responded. The project's goals, as set forth in the Design Proposal, were realistic: (1) to affirm the university's adherence to the 14 Middle States Standards of Excellence; (2) to capitalize on the convergence of visioning, strategic planning, and self study; and (3) to critically examine assessment practices. As the self study enters its final phase, however, we are positioned to achieve more than this, by not only affirming but embracing the Standards of Excellence, by capitalizing on recent accomplishments and accelerating our progress; and by examining assessment practices with the aim of extending and enhancing them. These goals seem more attainable now than they did just a few years ago because the university has a clear vision and strategic plan, assessment is guiding decisions, finances are relatively stable, and morale feels stronger than it has in a long time. Having hiked through a thicket, we have come to a clearing. In this report the Steering Committee calls upon faculty, students, administrators, staff, trustees, and community supporters to set their sights high for IUP. The subcommittee reports and Key Recommendations reflect this aspiration.

The self study report is organized in two parts. Part One contains the steering committee's wide-angle view, a synthesis of the seven subcommittee reports and their recommendations. Part Two contains executive summaries of the subcommittees' up-close view; the executive summaries and full reports were written by the subcommittees and accepted by the Steering Committee.

The three Key Recommendations have been linked to the 14 standards and arranged in a table. While the numerous subcommittee recommendations helped to inform the Key Recommendations, the steering committee intends them to be advisory. The Key Recommendations in this report are the most comprehensive and important, and they are the ones to which we hold ourselves accountable.

The key terms used in this report are as follows: The s**elf study** is comprised of two parts: Part One consists of the narrative and Part Two consists of the executive summaries of the seven subcommittees. The narrative contains three Key Recommendations for the university. It is the primary focus of our steering committee review and will also be the focus of the public comment phase. The **full reports** are the seven complete subcommittee reports. They are the product of the subcommittees' year of work, and as such received light stylistic edits that have been approved by the subcommittee chairs. Much as the research questions fell away as subcommittees wrote their reports, the full reports now also fall away to a large degree as we take up the self study and its Key Recommendations. **Recommendations** come in two varieties: **Key Recommendations** may be found in the executive summary and at the end of Part One of the self study. **Subcommittee recommendations** appear in the executive summaries in Part Two and in the full reports. The Key Recommendations are the recommendations for which IUP will be held accountable as an institution. They are broader in scope than the subcommittee recommendations. The subcommittee recommendations may offer a means for achieving the Key Recommendations, but they are advisory in nature. IUP as an institution will be responsible for showing progress on the Key Recommendations as they appear in the Comprehensive Self Study.

Process

Preparations for Indiana University of Pennsylvania's 2015 Comprehensive Self Study began soon after the arrival on campus of President Michael Driscoll and Provost Timothy Moerland, in July of 2012 and January of 2013 respectively. From the beginning, the President and Provost communicated their support for the project to the campus community and pointed to a remarkable confluence of events: Between 2012 and 2015, the university would pass several milestones: the arrival of a new president and new provost, the creation of a vision statement and a strategic plan for the university, and the near-completion of a comprehensive self study for reaffirmation of accreditation. Whatever else was in store for IUP during this period would be known soon enough, but by the start of 2013, it was clear that during the next few years the university's new leaders had committed to creating a broadly shared vision, strategic plan, and self study that could, if stars aligned, join forces to bring about an unprecedented opportunity for growth and renewal.

By the Spring of 2013, the Provost had filled key positions for the self study, starting with co-chairs of the steering committee and later, members of the steering committee, and co-chairs for its seven subcommittees. Also named were the Institutional Research Team leader and the faculty writer. For the first steering committee meeting, on May 7, 2013, the committee co-chairs presented the self study's goals, timeline, and key materials, including:

- A roster of the 34-member steering committee
- A list of the 14 standards

- The MSCHE's *Characteristics of Excellence in Higher Education and Self Study: Creating a Useful Process and Report*
- The Evaluation Team Report for the university's 2005 comprehensive self study
- The university's last Periodic Review Report, from 2011, and the evaluation team's response.

There was much ground to cover, and most members had either not been present for or had not participated in the 2005 self study. Following the co-chairs' presentation, discussion points ranged from the existential to the procedural, as members wanted to know: What is a self study and why is it necessary? Which model is best for IUP? How do we make the self study matter? Will it live beyond 2016? Who are the stakeholders and what are the stakes in this process? How much should we look back and how much ahead? When is it due?

The co-chairs and other members of the committee responded to, and raised other questions and concerns, with these two standing apart as most significant: Would this work be meaningful? And did it have the full backing of the President and Provost?

These questions would be answered over time, but they were also addressed then and there. Toward the end of the meeting, the President and Provost joined the gathering to deliver the official charge to the committee and to send a clear signal of trust and confidence in the steering committee. The President urged members of the steering committee to communicate often and openly and to serve "as citizens of the university and not only as members of your constituent groups." He explained that allegiance to what is best for IUP as a whole is the first step in a process that had the potential to put the university on "a soar path." The President said, "Use this [self study] to push us ahead." Then, in a signal of support for the committee's independence, he chaffed, "I have a high tolerance for terror."

When the committee met again in August, the seeds of independence and diligence planted at the May meeting had taken root. 'Terror' aside, there was work to be done, beginning with recruiting volunteers to serve on the seven subcommittees. Solicitations targeted every member of the IUP community, and in the end, more than 300 individuals, including a remarkable number of students, had volunteered to serve on the various subcommittees. No one could recall a time when so many had stepped forward to serve the institution in such a capacity. The co-chairs were able to place many, but not all, of these volunteers. Additional work for the steering committee during the fall of 2013 and spring of 2014 included:

- Establishing a web-based repository for materials used in the self study. This virtual library also served as a work area for subcommittees to store and retrieve files, collaborate, and communicate. All of the source materials cited in this self study may be found in the virtual library.
- Developing research questions. Each subcommittee proposed questions to the steering committee, and during the course of three meetings, the committee winnowed and revised the list to a manageable set, with the

- understanding that their questions would be future-oriented and demand evidence and analysis.
- Ensuring that the President, Provost, and entire campus community were kept informed about the progress of the self study. The Steering Committee co-chairs made 19 presentations across campus and published updates and news posts on the university's self study website.
- Drafting the proposal for the design plan. This process helped the committee to set some deadlines as firm and others flexible. The steering committee approved the plan in February of 2014, and Dr. Debra Klinman, the team liason, approved it on April 30, 2014.
- Welcoming Dr. Debra Klinman to campus for a meeting with the steering committee, President, Provost, and other leaders on February 26, 2014. Among the pieces of advice Dr. Klinman offered to subcommittee co-chairs were to "let the research questions fall away" as they turned their attention to report writing, and be very wary of claims that amounted to saying a difficulty is caused by, and solved by, resources.
- Drafting a proposed organizational outline for the subcommittee reports. This outline would aid the subcommittee co-chairs in organizing ideas in a roughly similar fashion.

In the fall of 2014, 16,270 members of the university community – students, faculty, staff, and trustees – received a link in their e-mail inboxes to the IUP Middle States Master Survey. In addition, paper invitations were sent to staff without e-mail access; also provided were accessibility stations in three locations across campus with trained personnel available to offer assistance. At the end of three weeks, 2,314 people had taken and returned the survey, for an overall response rate of 14.3 percent . From mid-fall to Spring of 2015, the subcommittees pored through survey results, pages of interview notes and transcripts, and numerous documents collected in the IUP Middle States Library. Along the way, the Steering Committee provided feedback on report outlines and drafts. By April 15, 2015, all subcommittees had submitted their full reports to the Steering Committee co-chairs. From these seven, the co-chairs, with assistance from the faculty writer, drafted Part One of this report. The executive summaries in Part Two, composed by the subcommittees, were lightly edited.

At its first meeting of the year, in the fall of 2015, the steering committee voted to accept the subcommittees' full reports, and on September 16, 2015, the committee voted unanimous approval of the draft Comprehensive Self Study Report, including its three Key Recommendations. Community input is scheduled for October. A revised draft will be submitted to the Visiting Team Chair in October 2015, revised again, and sent to the Visiting Team in February 2016.

Synthesis

At the heart of this 375-acre campus, an iconic stand of hardwood trees with a stately canopy filters sunlight onto the grass below. Hawks, gray squirrels, and honeybees build their nests in any of a dozen species of oaks, beech, or maple that grow there. Saplings and benches memorialize loved ones. Throughout the year

but especially from spring to fall, it is a place for reflection and renewal. Joggers run in pairs. Picnickers and sidewalk artists sit cross-legged on the ground. Students study and classes meet on the lawn beneath the trees. Alumni in far-flung places watch the GroveCam on their computers and reminisce about drawing, dancing, or becoming engaged there.

But like all living things, the grove is not static, and in recent years the trees have come under threat from a type of beetle that stretches a mere half-inch and has green, metallic-colored wings. As a mature adult, the emerald ash borer munches leaves and does little harm. But on its way to adulthood the beetle devours tree tissues that deliver water and nutrients to the crown. Across Pennsylvania, Ohio, Indiana, Illinois, and Michigan, millions of ash trees have been lost in the last 15 years, and the ash borer is just one of a number of problems facing large and small hardwood ecosystems in the eastern half of the country. Several ash trees in the Oak Grove have succumbed to the borer.

Like the university itself, the Oak Grove has a rich history. Even before the school was founded in 1875, a stand of trees dominated the area that later came to be the heart of campus. In the 1960's, when the university had its own greenhouse and a professional horticulturalist looked after all things botanical, the grove was still populous, healthy, and diverse. Threats from disease, construction, and storms took their toll then too. But the loss of big trees has always been unsettling. When trees were felled to make way for the construction of Stapleton Library in the 1970's, a sculptor created a stunning abstract expression in wood that still graces the library's study floor. In the new Performing Arts Center, a wood sculpture born in the Oak Grove floats above the main lobby. In 2015 a white oak estimated to be 210 years old fell next to Sutton Hall during a storm, causing a splash on Facebook and reaching an audience of nearly 60,000 people in the first 24 hours of posting.

While threats to the grove will never vanish (the borer is still a problem), after a period of relative neglect and decline, today the tide has turned and the grove is healthier than it has been in many years, according to Dr. Jerry Pickering, a retired faculty member and biologist. What has changed, Dr. Pickering believes, is the level of awareness and action by a dedicated group of people who have taken the lead in caring for the Oak Grove. Pruning, fertilizing, and cultivating the ground at the base of the trees have strengthened natural defenses, and the planting of young, new species of trees have enhanced the stand's diversity. The centerpiece of campus, once vulnerable, is now stronger and more resilient. So that today, we are assured that a simple walk or quiet meditation in this parcel of ground is something generations will enjoy for years to come.

How did this renewal come about?

Ecosystems hang in the balance between fragility and resilience. They thrive or languish depending on their capacity to cope with risks. The same may be said for the university. The Comprehensive Self Study for IUP has identified many factors that affect the university's ability to manage risks: demographics, human capital, infrastructure, technology, social and cultural forces, and finances. These factors are complicated and always seem to beg for more information and further analysis.

The self study cannot answer all questions or settle debates once and for all, but it does provide the opportunity to confront problems and explore solutions with a wide-angle lens. Seen in this way, the university comes into focus as a pulsing ecosystem of related parts, each one calling for attention. After many months of gathering and analyzing data, one thing the self study proves is that managing the university's risks – or problems, challenges, opportunities, or whatever name we give them – is everyone's responsibility. The members of the university community are the ecosystem's custodians, and they are all those who work, study, teach, and support the institution in countless ways. Over the past ten years and since the last self study, these custodians have done much for IUP and there is a great deal to be proud of. During tough economic times, the university has invested wisely and managed its revenue adroitly, and IUP is financially sound, today and for the foreseeable future. In addition, problems and opportunities identified in previous reviews have been addressed and often resolved. And thanks to the custodians who serve at all levels of the organization, the university has kept its sights on its highest priority, students, and provided them with a dedicated faculty and an excellent education. Staff and administrators bring a vitality to the IUP ecosystem and have helped it earn top rankings, not only in nationwide best-college listings but in specific programs, such as ROTC (top eight in the nation), support for veterans (top 50), and men's and women's basketball (NCAA regional tournament semifinals).

Yet there are always challenges. Are we attracting the best students and faculty? Are we delivering the first-rate education our students deserve? Will we reap rewards from our investments of labor, capital, time, technology, planning, and assessment? We want the university's brightest days to lie ahead, but do they?

It is true that trees are not people and the Oak Grove is not the entire campus. The mission of the university is to educate and serve. And yet the grove and the university have many things in common. Both are living, breathing organisms whose history and culture create their futures. Both transform resources into benefits of great value to individuals and society. Both are tied to a specific place but have borders that absorb and expand. Both are sites of inspiration and collaboration that evoke strong, positive, emotional responses. Both demand dedicated custodians.

The custodianship of the Oak Grove, namely through the work of the Allegheny Arboretum and its partnership with the university, may contain clues for how both entities can become even stronger in the years ahead by drawing upon the principles of self study. These clues point to deeply held commitments to the power and promise of education, shared vision, diversity, and communication. For example, like its host, the arboretum adopted education as its primary mission. From its inception in 2000 the arboretum involved students and faculty from academic departments that housed needed expertise. To understand how to strengthen the 1,300-plus trees on campus, arboretum leaders enlisted professionals, university administrators, faculty, staff, and volunteers to study the condition of trees, plant 230 new tree varieties, and create a plan for their future. The arboretum and the university have built networks of support, internally and

with local and regional organizations. They developed a long-range plan and integrated it with the university's master plan. To engage the public's imagination and participation, supporters planted unique specimens like the Survivor Tree, a cutting from the 80-year-old American Elm that survived the Oklahoma City bombings in 1995. The arboretum also sought recognition for its excellence, and in 2014 received national accreditation.

"The Oak Grove is healthier in terms of the number and diversity of trees, the understory, and especially the increased awareness. It's better than it has been in a long time," observed Dr. Pickering, chairman of the Allegheny Arboretum board. "The university is doing more, and everyone is just more aware now," he said.

Heeding the proverbial admonition to see the forest, not just the trees, the arboretum and the university embraced a vision for the future of campus, one that included a revitalized Oak Grove and an expanded ecosystem that would enhance the university's capacity for education and inspiration. They did so by locking arms, examining their assets and opportunities, facing the future, and getting to work. The seven subcommittee reports on the 14 Standards of Excellence, examined below with evidence, analysis, and reasoning, reflect some of these same qualities because they too emerged from a sense of shared responsibility, shared workload, and a recognition that, for IUP, the future is here to stay.

Analysis

Standards 1 and 6: Mission, Goals, and Integrity

> STANDARD 1: MISSION AND GOALS – The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices to evaluate its effectiveness.

> STANDARD 6: INTEGRITY – In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

The 21 members of Subcommittee One collected data and analyzed evidence related to the clarity of the university's mission and goals, and to its adherence to ethical standards and conduct. They found the mission, vision, and values to be clear and specific, and they described the broad-based participation and transparency of the campuswide effort, initiated by President Driscoll and involving hundreds of people, to develop a vision statement for the university. Not long after the statement of vision and values were endorsed, a new University

Strategic Plan, initiated by Provost Moerland, was developed in a similarly inclusive manner. Subcommittee One also gathered evidence related to policies for fair and equal treatment of people, diversity, academic integrity, and academic freedom. This evidence consisted of interviews of university officials and a survey of the university community and various subgroups. They noted that all major policies and changes to policies must be endorsed by the University Senate, that many policies for faculty and staff performance are codified in various collective bargaining agreements, that professional and legal standards apply to accounting and procurement, and that the university is taking appropriate steps for compliance with new state laws for the protection of minors on campuses. They also noted the creation, in 2004, of the Office of Social Equity, the hiring of a compliance officer, and various centers and groups dedicated to promoting diversity. From the IUP Middle States Master Survey, they found that 71 percent of respondents agree that integrity standards are applied consistently and fairly. They also noted, in their analysis of interview responses, dissatisfaction with the effect of collective bargaining agreements on faculty and staff evaluations. Responses to the survey revealed dissatisfaction also with the clarity of standards and expectations for faculty promotion and tenure, particularly as these are applied by faculty-led committees. The subcommittee found evidence in the survey responses that while most members of the IUP community believe there is a climate of civility, respect for academic freedom, and diversity, some dissatisfaction persists when it comes to inclusiveness and respect for members of minority groups.

Subcommittee One offered recommendations related to the promotion and tenure process, campus climate, diversity, and access to policies.

Based on the report submitted by Subcommittee One, the Steering Committee believes the university has met the requirements for Standards 1 and 6.

Standards 2 and 3: Planning, Resources, and Institutional Renewal

>STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL – An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

>STANDARD 3: INSTITUTIONAL RESOURCES – The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

The 20 members of Subcommittee Two focused on the challenges and opportunities the university faces with regard to planning, resources, innovation, assessment, and renewal. They reported a growing sense in the community of leadership by a pro-active and inclusive president. As the university implements plans to link enrollment and retention to performance and planning, the subcommittee noted the reorganization of marketing and admissions offices, including a new international recruiter, and new agreements that let students earn their associate's degree at community colleges after transferring to IUP. Unlike the 2007 strategic plan, the goals of the new strategic plan are linked to performance-based budget allocations. Establishing a new Academic Success Center in 2014 reflected a commitment to this linkage. The subcommittee also found evidence of planning in the new Long Range Facility Master Plan as well as master plans for each of housing, dining, athletics, and signage.

Also included in Subcommittee Two's report is data on the university's finances, which come from tuition and fees (71 percent), appropriations from the State System (27 percent, a portion of which is performance based), and miscellaneous (2 percent from interest, sales revenue, etc.). Tuition rates are set by the State System Board of Governors. To compensate for tuition increases that have consistently fallen short of the inflation rate, the university has taken prudent steps to cut costs and enhance revenues, including seeking approval for variable tuition rates. IUP employs approximately 1,800 faculty and staff, and 500 student workers; salaries, wages, and benefits are 75 percent of the Education and General Budget. Total credit hours have increased faster than total faculty FTE, and the university remains under the 25 percent cap for temporary faculty, as required by the collective bargaining agreement.

Subcommittee Two's report includes extensive lists of technology and construction enhancements that benefit students, faculty, staff, and the community in myriad ways. At the same time, the subcommittee called attention to several challenges, chief among them state funding and pension liabilities that are likely to further restrict appropriations for the State System and create additional pressure on IUP to cut costs and raise external funds. At a more local level, the report mentions "recurring issues" related to budget models for allocating operating and student employment. Moreover, it points to complicated and poorly understood procedures for approvals and distribution of funds – institutionalized red tape that can drag down innovation, renewal, and enthusiasm for change. It also points to lost opportunities in organizations with which it is affiliated and whose main purpose is to enhance and support the university. A closer partnership between the IUP Research Institute, the Student Cooperative Association, and the Alumni Association could confer greater benefits to all.

"Thoughtful and strategic action to increase financial resources" is underway, according to Subcommittee Two, whose report describes a new three-pronged, multi-year budget plan that is driven increasingly by performance measures and multi-year budget planning, and an emphasis on philanthropy that enlists the university's deans in fund-raising efforts for their colleges. As important, roadblocks to curriculum innovation have come down as a result of a simpler

approval process, and planning is underway for new, high-demand interdisciplinary programs in environmental engineering, public health, and digital science and security. In addition, retention at the graduate level has been bolstered by a new early admission program for university undergraduates. Distance education opportunities include two fully online programs and growing hybrid and blended programs. The university's 26-year-old Center for Teaching Excellence continues to receive strong support for enhancing teaching and learning at the university.

Subcommittee Two concluded that IUP administrators and the entire campus community are meeting the university's challenges with careful planning, intelligent management of resources, and a sense of optimism.

Subcommittee Two offered recommendations related to leadership, monitoring of the strategic plan, generating revenue, high-quality academic programs, and technology.

Based on the report submitted by Subcommittee Two, the Steering Committee believes the university has met the requirements for Standards 2 and 3.

Standards 4 and 5: Leadership, Governance, and Administration

> STANDARD 4: LEADERSHIP AND GOVERNANCE – The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

> STANDARD 5: ADMINISTRATION – The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

The 23 members of Subcommittee Three reviewed the university's structures of leadership and described the broad outlines of each. The focus of their investigation was the practice of leadership through shared governance and its meaning for the university. The investigation also examined levels of communication in the governing bodies and on leadership development and succession planning for employees. The subcommittee prepared questions for the IUP Middle States Master Survey and conducted interviews with officials at IUP and the State System. Members analyzed responses to the survey questions, transcripts of the interviews, and documents in the IUP Middle States Library.

The subcommittee found that shared governance is a strength of leadership, governance, and administration at the university. And while the President's decision-making authority rests on the legal authority assigned by the state legislature, he practices an openness that has become widely appreciated. The

survey results suggest that a majority of respondents in the main constituent groups feel positive about shared governance under President Driscoll's leadership. The deans, for example, cited the collective engagement that prevailed during the redesign of the curriculum approval process.

Effective shared governance depends on communication within and among governing bodies, and the subcommittee identified some of the many mechanisms that effect communication at the university such as the monthly President's Forum, the University Senate, and seats on the Academic Affairs Council for the co-chairs of the Council of Chairs. Somewhat imperfect is the trickle-down mechanism that is supposed to move information down and across levels of the university's organizational chart, but it does not always flow swiftly or with accuracy of message.

Subcommittee Three found that nearly 60 percent of faculty respondents in the IUP Middle States Master Survey saw themselves as having a leadership role at IUP. And while approximately the same percentage believed that formal mentoring would be valuable for them, 66 percent said no such mentoring was available in their department, college, or university. The subcommittee identified two problems related to the role of academic department chairs – preparation and succession. The role of assistant chair can provide a good opportunity for the responsibilities that come with being the chair of a department, but only sixteen departments have assistant chairs. Succession is complicated by the three-year election cycle for all chairs. The coordinators of various programs within departments such as graduate coordinator are not bound to the same provisions of the collective bargaining agreement that spell out the number of assistant chairs or the election cycle, but they too must often step into their roles without preparation. In addition, the subcommittee found that incentives and compensation for chairs, assistant chairs, and program coordinators are often less than sufficient to attract and retain well-qualified faculty members. The subcommittee was careful to note that similar problems with preparation and succession also occur at the staff level, where individuals are often in the same or similar position for many years and build up a storehouse of knowledge. Yet when they retire or go elsewhere, their expertise follows them.

Subcommittee Three offered recommendations related to shared governance, communication, leadership succession, and staff reclassification and recognition.

Based on the analysis of evidence provided by Subcommittee Three, the Steering Committee believes the university has met the requirements for Standards 4 and 5.

Standards 8 and 9: Student Admissions, Retention, and Support Services

> STANDARD 8: STUDENT ADMISSIONS AND RETENTION – The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

STANDARD 9: STUDENT SUPPORT SERVICES – The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

The 25 members of Subcommittee Four studied the university's undergraduate and graduate recruitment, admissions, retention, and the extent to which support services meet students' needs. They collected data from eight types of sources: annual reports, survey results, archived data, departmental five-year reviews, university publications, websites, and personal interviews. In their findings, they described two reorganizations aimed at increasing the effectiveness of admissions at all levels. In 2011, the Division of Enrollment Management and Communications became home to Undergraduate Admissions, Financial Aid, Communications, Culinary Admissions, Continuing Education, and Career and Professional Development. In 2015, the Division of Student Affairs was reorganized to address students' holistic development and success in order to align with the goals of the University Strategic Plan. Graduate Admissions was merged with Undergraduate Admissions. Also created in this re-organization was the Office of Extended Studies, which houses continuing education. Over the last eight to ten years, the subcommittee found, enrollments have moved up and down but not changed severely, standing at 12,130 undergraduate and 2,239 graduate students in 2014. Graduate enrollments have held steady over the years, thanks in part to marketing efforts tailored to each program, revised web pages, and digital-based communication. These are believed to have boosted applications-from-inquiries from 27 percent to 40 percent. A significant obstacle to graduate recruitment remains much the same as it has been – too few aid packages overall and extremely low stipends. Although the Board of Governors has recently given IUP more flexibility in using available funds, money is still needed.

At the undergraduate level, many students who attend IUP are first-generation – 33 percent of freshmen in Fall 2015 – and it is important for them to be engaged with the university and for IUP to provide them with leadership opportunities. The subcommittee found that undergraduate senior students fare better at IUP than students at State System and similar schools when it comes to co-curricular and leadership activities. Work-study jobs in fields like peer tutoring, IT services, campus tour guides, student ambassadors, and office assistants help students to learn basic job skills while also putting them in contact with faculty and staff and giving them chances to develop professional responsibility and show leadership. For all students but especially first-generation, estimating the costs of attending IUP can be difficult. Subcommittee Four noted that the Office of Financial Aid created an interactive web page to help students estimate out-of-pocket expenses and videos that explain how financial aid works at the university. Financial aid can be a maze to navigate nonetheless, and the subcommittee found that student respondents generally expect better customer service from the financial aid office than they currently receive.

IUP is largely a residential campus. Approximately 3,500 students live in housing constructed during the university's $243 million Residential Revival from 2006 to 2010. A big advantage of the Residential Revival is the living-learning programs,

which are offered to both on-and off-campus residents. Subcommittee Four reports positive results from nationally-normed assessments of these living-learning communities, as well as higher persistence rates and grade point averages.

Another concern at the undergraduate level is persistence rates that fall below the System average. This problem has many dimensions and requires a broad-based and well-coordinated approach, according to the subcommittee, including better academic advising in the form of availability of faculty advisors, their responsiveness, and their familiarity with the curriculum and policies. The university's strategies for retention-to-graduation are many, and these may be found at the institutional, college, and departmental levels. For example, faculty in the Department of Developmental Studies create a plan with each at-risk student to help them maintain academic good standing. The department teaches courses and workshops, and in collaboration with academic departments offers walk-in tutoring. The university's new Academic Success Center matches students' needs with campus resources, and various groups, like the University Planning Council and several presidential commissions are studying ways to increase persistence, retention, and various measures of academic success. IUP provides a large number of support services, which students seem generally satisfied with, according to results from the IUP Middle States Master Survey. A number of their open-ended responses point to the need for a multicultural center and, in particular, improvements in campus dining.

The Office of Advising and Testing trains faculty and peer mentors to advise students at freshman orientation, and students are then assigned a primary faculty advisor. IT Services has improved the tools for advising with innovations such as MyIUP, which puts transcripts, grades, course requirements, academic resources, and advisor information at their fingertips. DegreeWorks helps advisors and students navigate requirements for various majors, and the newly implemented Student Success Collaborative alerts students and advisors when students fall into academic difficulty and suggests alternative career paths, based on the student's academic strengths and interests.

Subcommittee Four offered recommendations related to undergraduate retention, student financial assistance, transfer enrollments, academic advising, delivery of instruction, campus dining, and customer service. Subcommittee Four pointed to the need to establish a multicultural center.

Based on the analysis of evidence provided by Subcommittee Four, the Steering Committee believes the university has met the requirements for Standards 8 and 9.

Standards 10 and 11: Faculty and Educational Offerings

> STANDARD 10: FACULTY – The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

> STANDARD 11: EDUCATIONAL OFFERINGS – The institution's educational offerings display academic content, rigor, and coherence

appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

The 24 members of Subcommittee Five looked at faculty scholarship, hiring, tenure and promotion, and recognition, as well as curriculum review, instructional delivery, and advising. They gathered evidence from the IUP Middle States Master Survey, interviews they conducted with university officials, and documents from various offices. Demographic highlights of their findings include:

- Average annual number of faculty for the past ten years: 709
- Average annual number of faculty hired annually for the past ten years: 74
- Ratio of students to faculty since 2010-2011: ranging from 16:1 to 19:1
- Current number of male and female faculty: 389 and 391, respectively
- Average annual percentage of ethnic minority faculty since 2006-2007: 12.7 percent
- Average annual percentage of part-time faculty since 2009: 13.6 percent

The subcommittee found that faculty are fairly evenly distributed among the ranks of Assistant, Associate, and Professor. Women apply for promotion in higher numbers and are more successful than men, as a percentage at each rank. Trends in the relatively small amount of data related to ethnicity were hard to discern, the subcommittee reported. And while the percentages of men and women faculty are about the same at the Assistant and Associate levels, there are significantly more male than female faculty who hold the rank of Professor (130 men, 78 women).

Subcommittee Five studied the university's identity with respect to the teacher-scholar model. They observed that the term "teacher-scholar" is generally accepted across campus and found support in the strategic plan for its formal adoption. "It should be the goal of every IUP faculty member to achieve excellence in both teaching and scholarship," their report stated, and sought stronger ties between these goals and academic disciplines. Faculty accomplishments in their various disciplines have been excellent, if not always easy to tabulate. Over the past ten years, a total of 1,331 proposals for grants and contracts were submitted, with faculty in all colleges participating. Of these, 983 were funded and $82.7 million was awarded. IUP faculty have also won more than 60 Fulbright Fellowships. Drawing upon self-reported data, the subcommittee estimated the number of faculty publications, from 2007 to 2013, but a reliable means to track these numbers has yet to be found.

Subcommittee Five described the process for faculty tenure and promotion at the university and found evidence for "considerable confusion and frustration" with a process that respondents to the Master Survey described with derision. General policies for tenure and promotion are set forth by the collective bargaining agreement, while specific procedures are based on a 2009 agreement referred to as "SPPP" or "SP3" and used by departmental committees and the University-wide Promotion Committee (UWPC). Much but not all of the confusion and frustration is focused on the make-up of this committee and its control of the process. The subcommittee's report describes reasons for promotion candidates' ongoing

complaints: excessive requirements for documentation, excessive quantities of documentation materials, and the perception that members of the UWPC, all of whom are faculty and a majority of whom are outside the applicant's discipline, are unable to evaluate their performance. In addition, Subcommittee Five reported that faculty respondents seem not to trust the UWPC to be fair. Their report expressed concern over the consequences of failing to fix the promotion process at IUP.

Evidence collected and analyzed by the subcommittee showed a sustained level of recognition for teaching excellence and an increase in recognitions for achievements in service and scholarship. The report describes many of these awards and the multiple levels at which they are given. The report also describes the many ways in which faculty participate in curriculum development and their responses to survey questions about the curriculum process. The report noted widespread praise for implementing the university's new curriculum approval process.

When compared to larger schools with whom the university competes for students, IUP holds the edge in class sizes, though over time these have inched up, more so in online classes. As the number of online offerings has risen, so too has use of online academic support services like the IUP Online Writing Center, the library's Virtual Reference Desk, and DegreeWorks. With regard to the quality of online classes, the subcommittee noted conflicting evidence on two points, student satisfaction and the use of pre-packaged content.

The quality of academic advising, a responsibility of the faculty, should be a point of pride, and Subcommittee Five analyzed evidence to this effect. In their responses to the IUP Middle States Master Survey, 74 percent of students who responded said they were satisfied with academic advising. Open-ended responses about advising generated dozens of pages of comments and contained both praise and suggestions for improvement. Student respondents most often expressed a desire for more hands-on schedule-building with the faculty advisor and a more personal, less rushed relationship with their advisors. In general, faculty were less positive than students, with 49 percent indicating satisfaction with academic advising, citing uneven distribution of advising loads and keeping up with changes in programs and requirements. The subcommittee observed advisor training programs focused on new faculty and on new-student orientation. The new online tool, DegreeWorks, has alleviated somewhat the problem of keeping faculty up to date with curricular requirements and changes.

Subcommittee Five offered recommendations in the areas of hiring qualified and diverse faculty, the teacher-scholar model, tenure and promotion processes, faculty recognition, curriculum approval processes, distance education, and advising.

Based on the analysis of evidence provided by Subcommittee Five, the Steering Committee believes the university has met the requirements for Standards 10 and 11.

Standards 12 and 13: General Education and Related Educational Activities

> STANDARD 12: GENERAL EDUCATION – The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

> STANDARD 13: RELATED EDUCATIONAL ACTIVITIES – The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

The 22 members of Subcommittee Six gathered evidence from the university's Statement of Mission and Values, published information and goals pertaining to various programs, interviews, and the IUP Middle States Master Survey.

In its report, Subcommittee Six described the decade-long revision to the university's Liberal Studies program. The revision involved 256 programs, 270 courses, and six competencies added to the program's elective courses:

- Oral communication
- Information literacy
- Scientific literacy
- Quantitative reasoning
- Technological literacy
- Global citizenship

In addition, these Liberal Studies revisions organized learning outcomes into three categories: the Informed Learner, the Empowered Learner, and the Responsible Learner. One of the newest university-level assessment efforts by the University Assessment Committee (UAC) was the creation of the Responsible Learner Assessment, meant to show student progress on the Responsible Learner EUSLO (Expected Undergraduate Student Learning Outcomes). The first year of its pilot was 2014-2015, and since this pilot is still in its early phase, Subcommittee Six found no notable trends in the Responsible Learner Assessment but noted that the pilot will continue in 2015-2016 and be administered to a greater number of students. Another new IUP-developed assessment, the Student Learning Outcomes Assessment, attempts to measure progress on the Empowered Learner EUSLO. This assessment compares placement exams written when students were freshmen to writing samples of these same students as seniors in order to show progress toward the Empowered Learner EUSLO. The Student Learning Outcomes Assessment is in the second year of a two-year pilot. The university also administers the Collegiate Learning Assessment Plus (CLA+) to a sample of 200 first-year students and seniors. These three assessments operate on a relatively small scale but the outcomes they measure and the student participants they involve will be expanded in 2015-2016 and beyond. Besides these measures of student learning outcomes, the university administers the National Survey of

Student Engagement. Subcommittee Six noted findings from this survey related to senior students' participation in high-impact practices, particularly service learning, internships, and field experiences. Student learning outcome assessment plans are now also required parts of the re-structured five-year review for academic departments, and all accrediting bodies.

Subcommittee Six found that course offerings in the university's Liberal Studies Program came to 4,775 full-time equivalent hours or about 199 full-time faculty for one year. Administering the program involves additional resources for staff, operations, and support for teaching. Other units, such as the Center for Teaching Excellence, also help to support the goals of Liberal Studies, and many others promote students' academic success in terms of Informed, Empowered, and Responsible Learners. For example:

- The Academic Recovery Assistance Program facilitates regular meetings between at-risk students and an Academic Recovery Assistant. Data analytics are helping to identify students at risk in a more timely fashion.
- The Academic Success Center helps students to identify, locate, and use various services.
- The Military Resource Center aids veterans and military-affiliated students.
- Various tutoring services in the Developmental Studies Department, the IUP Writing Center, the American Language Institute, and academic departments help students with specific courses and assignments. Developmental Studies teaches study and time management skills for at-risk students.
- The IUP Libraries, Advising and Testing Center, Career and Professional Development Center, Office of Housing, Residential Living and Dining, Office of International Education, and other units serve different groups of students and at various points in their academic careers. They do so with a good deal of inter-office coordination that takes place behind the scenes but with the goal of providing students with as much help as they can.

Since its founding in 1989, the subcommittee noted, the Liberal Studies program has embraced goals consistent with the university's mission, and through its various revisions has remained current with trends in higher education that emphasize global and multicultural awareness and the use of technology. Faculty and student respondents to the IUP Middle States Master Survey both indicated a good understanding of the Liberal Studies Program, due in part, the subcommittee said, to increased awareness during recent revisions to the program. There is a sizeable gap between the responses of faculty and students, however, in terms of how well students understand the connection between specific learning outcomes and their overall education; faculty indicated less confidence than students did in how well students understand this connection.

IUP also offers off-site, credit-bearing academic programs. Articulation agreements with community colleges are overseen by the Pennsylvania Transfer and Articulation Center. Education abroad programs are approved and maintained

by the university's Office of International Education, while the National Student Exchange program is operated by the Career and Professional Development Center. The university also operates a center for graduate and professional studies in Monroeville, near Pittsburgh. Besides the Monroeville Center and the Indiana campus, IUP has two additional sites, IUP Punxsutawney and IUP at Northpointe. Both campuses admit students on the basis of high school GPA and SAT/ACT scores. The university's six colleges assign faculty to teach there who support the first year of Liberal Studies requirements and strive to maintain the standards and quality of instruction students can expect to find when they matriculate to the Indiana campus after their first year. Subcommittee Six found that the adjustment to the Indiana campus can be difficult for some students. At the same time, mechanisms are in place to help all incoming students get into courses that are appropriate for them and to recover if they falter. For example, the university has begun to pilot an electronic dashboard that helps advisors monitor at-risk students' progress.

The subcommittee found that departments align distance education courses and programs with the same curricula, learning outcomes, and assessments used in face-to-face instructional systems. They noted that IUP Libraries provides support for students in online courses. These students can also find academic support through the MyIUP portal and the IUP Online Writing Center.

The university's library strives to keep up with rapid changes in technology and in the markets for books, journals, and media. One of the most important changes to the Indiana library in recent years is round-the-clock hours of operation five days per week. Another is the appointment of a full-time librarian at the Punxsutawney campus library, where additional changes include new spaces for study and collaborative work. Punxsutawney students take a two-credit information literacy course as part of their Liberal Studies curriculum.

Other related educational activities include 22 certificate programs housed in academic departments or colleges and an intercollegiate athletic program compliant with NCAA regulations. Athletic programs report to the Vice President for Student Affairs and are overseen by the President with help from the Presidential Athletic Advisory Committee. The subcommittee found that experiential learning activities comprised 3,569 internships for undergraduate and graduate students in 2013-2014.

Subcommittee Six offered recommendations tied to planning and assessment for the university's Liberal Studies program, the relevance of students' curricula and experiences at the Northpointe and Punxsutawney campuses to the Indiana campus, and cooperation between key academic departments and support services.

Based on the analysis of evidence provided by Subcommittee Six, the Steering Committee believes the university has met the requirements for Standards 12 and 13.

Standards 7 and 14: Institutional Assessment and Assessment of Student Learning

> STANDARD 7: INSTITUTIONAL ASSESSMENT – The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

> STANDARD 14: ASSESSMENT OF STUDENT LEARNING – Assessment of student learning demonstrates that, at graduation or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

The 21 members of Subcommittee Seven looked at the effectiveness of various assessments with respect to Standards Seven and Fourteen. Since the last comprehensive self study, they found that IUP has made significant progress in the area of institutional assessment and appreciable progress in student assessment. This progress leans toward centralization for institutional assessment and toward local initiatives for student learning assessment. Such balance has advantages. First, subject as we are to shifting rules and requirements from the State System and state, it is important that we be prepared to respond when requirements change (as they have for key performance indicators, credit-hour limits, and background checks, for instance). Second, there is good work going on at the local level that is often not conducive to aggregation at the institutional level. Third, as important as it is to conduct assessments, it is equally important to communicate the results to stakeholders and talk about what the results mean. For the sake of our constituents, we wish to highlight this aspect of assessment as well. Therefore, it is important for the university to continue to support local initiatives at the program, department, and college levels, and to continue to make progress on coordinating these assessments at the institutional level as we are able.

In fact, institution-wide coordination of assessment has already occurred or is under way.

Institutional assessment

The university's strategic plan is aligned not only with the institution's mission and vision but also with the State System of Higher Education's 2020 Strategic Plan, "Rising to the Challenge." Twice yearly, the President's Cabinet conducts formal institutional assessment and assigns priorities to various needs and initiatives, but assessment informs the Cabinet's decision-making throughout the year. For example, universitywide assessment of student learning outcomes in the form of NSSE results helps guide universitywide strategic decisions. The University Planning Council assists in monitoring the university's strategic plan, requirements of the State System, and the Commonwealth of Pennsylvania. Some requirements have consequences for funding, and this committee adds vigilance about these requirements and facilitates communication between units so that the university hits as many performance targets as it can. In a strong endorsement of its goal-

driven orientation, for example, the Chancellor's office awarded the university $4.3 million in performance funding in 2014.

Each of the university's five divisions uses assessment. Subcommittee Seven found examples in the following:

- The ten offices that make up the Division of Student Affairs have a history of regular and rigorous assessment since at least 1998. They use outcome measures and program reviews – five reviews were completed in the past four years – to allocate resources through a mini-grant competition. It has used assessments to guide programs that address sexual assault, violence, and stalking. A collaborative project between Student Affairs and Academic Affairs has used benchmarking, analytics, and best practices research to support the Student Success Collaborative and implementation of the Academic Success Center. The Division of Student Affairs was reorganized in 2015 to contribute to students' development as informed, empowered, and responsible learners in order to align its learning outcome measures with the Liberal Studies program's Expected Undergraduate Student Learning Outcomes.

- The Division of Enrollment Management and Communication measures success in achieving the university's strategic goals by examining key performance indicators. Some of its offices are also subject to requirements for procedural compliance by the state and other authorities. This division has bolstered recruitment tools such as Sutton Scholars as a way to attract more high-achieving students with merit-based financial assistance. The IUP Grant and the Lehigh Valley Campaign also target high-achievers and aim to increase the size of the freshman class.

- Administration and Finance. Units in the division (Facilities Management, Human Resources, Finance, Public Safety, Procurement, and others) use a range of methods for assessment and measurement when they report on various standards. For example, Facilities Management adheres to professional standards of the Association of Physical Plant Administrators and the Occupational Safety and Health Administration, as well as State System rules for compliance. Human Resources follows best practices of the Society for Human Resource Management. Finance uses Scorecard Matters related to accounting, financial reporting, audits, compliance, reconciliations, and assessments. (A complete list may be found in Subcommittee Seven's Appendix B in the IUP Middle States Library in Confluence.)

- University Advancement Division. This division is made up of the offices of Alumni Relations, Development and Fundraising, and Advancement Services. A good example of coordinated planning and management among all divisions was the university's Residential Revival, funded by the Foundation for IUP. The new housing replaced outdated dormitories with suite-style residence halls, giving the university a competitive edge in attracting students and enhancing the beauty of the campus. Re-organized

and better focused fundraising efforts have resulted in increases in annual giving and significantly higher participation rates by university employees. The university is now in the quiet phase of a comprehensive fundraising campaign, with over $6 million in pledges and $3 million in hand.

Finally and in many ways most importantly, the Division of Academic Affairs is responsible for assessment at many levels. At the division level, for example, strategic priorities and key indicators are gathered from the unit level and drafted into annual reports that yield recommendations for the following year. In this way, the division builds upon local assessment mechanisms already in place.

At the same time, a broad-based approach to departmental assessment has taken hold, but there is variation from one unit to the next. The five-year program review, required by the State System since 1986, is a good example. Departments that have specialized accreditations may use those reviews to meet both the System's and the Academic Affairs requirement. Programs not covered by specialized accreditation reviews must use the Academic Affairs Division's assessment instrument. It requires a reflection meeting in order to bring the program coordinator, dean, and provost together to review each program's action plan, sharpen their timelines, and make decisions about resources. This assessment continues to work its way through the colleges as departments come up for their five-year reviews. While there is more work to be done, the momentum behind assessment is strong. In the Council of Deans, for example, data on enrollment, retention, and job opportunities are being used to allocate faculty positions. Momentum can also be seen in the colleges. In the College of Natural Sciences and Mathematics, for example, faculty lines are now awarded competitively and tied to the university strategic goals. The effects of these decisions are revisited in the revamped five-year review process for academic departments. For the first time, in 2015 all colleges contributed college-specific sections to the annual University Student Learning Outcomes Assessment Report.

Subcommittee Seven chose to base its review of student learning assessment on the cycle of teaching and learning found in *Characteristics of Excellence in Higher Education*: (1) Establishing measurable learning outcomes, (2) Developing materials to achieve those outcomes, (3) Assessing achievement, and (4) Using results to inform future teaching and learning. The subcommittee used information from various IUP committee reports, national surveys, and program reviews. After analyzing this data, the subcommittee found that, again, achieving a balance between local and centralized assessment is key to success in this context. Thus, as the university strives to balance its broader mission and goals with the autonomy of academic units, the challenge going forward is to tie claims about the value of courses and programs to learning outcomes and resources. One area where this is particularly important is Liberal Studies because despite great progress over the past ten years, the effort to close the loop between what is claimed for the value of a program and what is yielded when its learning outcomes are taken into account is as yet unfinished, although great strides have been made in the last few years.

Since 2008 the University Assessment Committee has identified a process for student outcomes assessment that leaves room for program-specific variation, and

for the past four years a written plan covering student learning assessment in all divisions and at all levels has been designed by the committee. This report is available on the Academic Affairs website and archived in TracDat in order to document fulfillment of the Middle States Characteristics of Excellence in preparation for this self study. In this layered approach, the UAC has worked to establish university-level Liberal Studies outcomes measures while still honoring the tradition of leaving individual course assessment to their respective programs.

The UAC has taken the approach that the Expected Undergraduate Liberal Studies Outcomes, the EUSLOs, are university-level student learning outcomes to which all undergraduate classes contribute, both those designated as Liberal Studies courses and those that form a part of majors and minors. In this way, while designated Liberal Studies courses are tied in with the university's Expected Undergraduate Student Learning Outcomes (EUSLOs), so too are programs in fields such as business, nursing, education, and safety science, all of which use measures aligned with their accreditors and field-specific best practices, but which also help fulfill the university's Liberal Studies mission to prepare students to be well-rounded citizens of the world. While university-level direct assessments of two EUSLOs – Responsible Learner and Empowered Learner – have shown growth from admission to graduation, the achievement of these two EUSLOs are also addressed through programmatic outcomes assessments, while the third EUSLO, the Informed Learner, is seen as best addressed by the programmatic-level assessment plans, as found in five-year program reviews and accreditation reports. A detailed review of assessment measures and how they are applied at IUP may be found in Appendix B of Subcommittee Seven's full report.

An annual report of assessment results from the Collegiate Learning Assessment Plus (CLA+), the National Survey of Student Engagement, the Responsible Learner Assessment, and the Liberal Studies writing analysis is published by the University Assessment Committee and helps to inform decisions in the Academic Division. Student Affairs follows a similar process. A great deal of progress has occurred over the last ten years at all levels of the university, Subcommittee Seven found.

On another measure, the National Survey of Student Engagement (NSSE), results point to areas for improvement. According to Subcommittee Seven, "These data suggest that IUP students desire a more diverse, supportive university community and more engaging and effective teaching practices." Regarding the last point, the subcommittee report noted myriad opportunities available to faculty to help them improve teaching practices. These are concerns the university is trying to address on multiple levels through revisions to curriculum, a renewed focus on academic support, data analytic tools to improve advising, and considerations for a multicultural center.

An important indicator of the university's momentum for learning assessment may also be found in the resources IUP devotes to training personnel to perform effective assessment. The Center for Teaching Excellence provides continuing education for faculty throughout the year, with programs ranging from faculty-led symposia on innovative practices to national experts who speak on current trends

in assessment. The center conducts orientations for new and temporary faculty and helps coordinate one-to-one assistance for faculty facing particular challenges or circumstances. Faculty can apply to the University Senate for grants. Another resource is the Information Technology Support Center, which supports the Desire2Learn (D2L) online learning platform and its many assessment tools like quizzes, rubrics, and competency structures. D2L helps students check their comprehension and progress through self-assessment and gives feedback to their instructors about delivery style. Subcommittee Seven found that IT helps to support the use of any number of technologies in addition to D2L, including Qualtrics, Skillsets, Blackboard Collaborate Web Conferencing, iBlog, and iClick. The IT Support Center offers workshops, individual assistance, technology fairs, and web-based tools to help faculty deliver and assess their courses.

Faculty and students at IUP collaborate on scholarly and creative projects, presenting their work together at an annual Scholars Forum sponsored by the School of Graduate Studies and Research, and at regional, national, and international conferences and exhibits. Most of this work is juried and competitive, thus offering students real-world evaluations of their performance. Students, faculty, and staff also work together to help businesses and organizations in the region. The university's Workforce Education and Economic Development office coordinates workshops and outreach activities that help students develop their leadership and entrepreneurial skills while gathering in-the-moment feedback and support.

There are many ways that assessment results are used to inform teaching practices and complete the cycle of teaching and learning at the university, Subcommittee Seven found. The reflection meeting that follows reviews for all 49 academic departments is one example. In addition, colleges and departments gather and analyze data so they can improve teaching and learning. Examples of this include the efforts that support specialized accreditations in the Eberly College of Business and Information Technology; the College of Education and Educational Technology; the Department of Nursing; and the Department of Safety Science – to name a few. Also covered by specialized accreditations are the many teacher education programs housed within departments in the various colleges. At the individual level, faculty use the university's course evaluation instrument, as required for all temporary and probationary faculty, and for all tenured faculty in the semester preceding their five-year review. Subcommittee Seven looked at data from 43 academic department chairs who responded to the IUP Middle States Master Survey and found that nearly 84 percent said their departments discuss assessment results in a formal way during the year. Approximately three-fourths of faculty who responded to the survey said they have used assessment results to change the way they teach a course, while a little more than half indicated they have used assessment results to revise a course using the formal curriculum review process.

Subcommittee Seven offered recommendations related to five-year departmental reviews, monitoring the strategic plan, transparency in resource allocations, assessment procedures, and communicating assessment results.

Based on the analysis of evidence provided by Subcommittee Seven, the Steering Committee believes the university has met the requirements for Standards 7 and 14.

Findings

The seven subcommittees charged with investigating the university's compliance with the 14 standards worked independently to develop research questions, gather and analyze data, and compose reports that included findings and recommendations submitted to the steering committee. These reports are supported by source materials, which are cited in the reports and stored in the IUP Middle States digital library. The executive summaries of these reports appear in Part Two of this self study report. There are numerous recommendations, and they are as expansive as the university itself. In this part of the report, the Steering Committee looks across the seven subcommittee reports to lend one voice with which to focus this self study.

The University Strategic Plan, an outgrowth of the President's statement of Vision and Values for the university, was developed by the University Planning Council. It is significant that the UPC, led by the Provost, participated in the planning process because of the diverse interests represented in this body. The plan took shape in the UPC as well as meetings the Provost held with more than 15 stakeholder groups across campus. Organized around goals, strategies, and tactics, the final draft of the plan was endorsed unanimously by the Senate on April 28, 2015 and the Council of Trustees on May 7, 2015. The plan's four main goals pave the way for thinking about the risks the university will face in the next decade and how to manage them. The goals thus provide a way to organize the findings and many recommendations that emerged from the seven subcommittees.

The four broad themes that organize the following pages map to the strategic plan's four main goals. The Steering Committee has chosen to frame the findings in this way for two reasons. First, the goals of the strategic plan are now the basis for institutional assessment, prioritization, and resource allocation. By aligning the self study's themes with the plan's goals, the self study is positioned to support, rather than compete with, the university's priorities. Second, both the themes and goals are future-oriented, and it is the Steering Committee's intention to focus on the future of the university in this self study. Accordingly, the four themes that organize the findings of the self study are as follows:

1. Advancing innovative academic programs
2. Preparing students to succeed in work, life, and school
3. Forming a shared vision of the university's future
4. Strengthening the university's value to its partners

What follows is a synthesis of the findings contained in the seven subcommittees' executive summaries (see Part Two of this report) and their full reports. The synthesis ends with three Key Recommendations.

Subcommittee findings related to advancing innovative academic programs

Curriculum and the means by which it is developed, approved, and taught are among the university's highest responsibilities, but the dynamic nature of education and the fast pace of change make it challenging to keep up. Nonetheless, the quality and value of the university's academic programs depend not only upon mechanisms for approval that function smoothly, but also by fair and transparent processes for faculty hiring, promotion, and tenure. Because curricular innovations typically begin with faculty, it follows that hiring, promotion, and tenure have far-reaching effects, and much potential for institutional transformation. These include the faculty's capacity to design new courses and programs, serve the larger society, and elevate the reputation of the university.

Curriculum. Browsing any list of the university's 132 undergraduate programs, 52 masters' programs, and 12 doctoral programs reveals an impressive array of offerings. Less obvious, though, is the time, effort, and resources it takes to create, review, approve, and implement the courses that make up these offerings. For decades, the steps involved in curriculum review, whether for new or revised courses and programs, were numerous and cumbersome. Proposers had to shepherd documents through many hands and delays piled up. Curricular innovation was stifled, and the status quo had few defenders. In a refreshing show of academic leadership and teamwork, however, a group of faculty and administrators spearheaded an effort to reform the process for curriculum review and approval at the university and college levels. Work on this reform began in the summer of 2014 and was implemented in Spring of 2015. Subcommittee Five (Faculty and Educational Offerings) recommended monitoring the new process and making additional improvements as needed.

Hiring, promotion, and tenure. Subcommittee Five examined data pointing to the university's considerable success in hiring greater numbers of women to narrow the gender gap among faculty. Their report called for additional efforts to hire a more diverse faculty, and to hire temporary and part-time faculty strategically, to aid the growth and success of programs. The Assistant to the President for Social Equity works with Academic Affairs and Human Resources to enhance opportunities to recruit, hire, and retain a diverse faculty, among other responsibilities.

Once hired, tenure-track faculty spend five years in their probationary period and may then apply for promotion and tenure. Subcommittees One, Five, and Six found problems with policies and procedures for promotion and tenure related to the evaluation of credentials, fairness, expectations, and sheer tediousness. However, recent progress on this front is promising and deserves encouragement. At a Meet-and-Discuss in the Spring of 2015, a group of eight faculty and administrators agreed to review current promotion policies and procedures and begin revising them. According to Dr. Mark Staszkiewicz, President of the faculty union, the group seeks a faculty promotion process that is less onerous, clearer about expectations for advancement and the roles and responsibilities of various

parties, and consistent with the collective bargaining agreement. Better distinctions between mentoring, advocacy, and evaluation functions are needed, as well as the role of disciplinary experts at the department and college levels and perhaps external to the university. In the spirit of shared governance, a team of 14 faculty and five administrators was formed in the summer of 2015 to work on these goals. Their work culminated in a proposal that is now being discussed universitywide.

Subcommittee findings related to preparing students to succeed in work, life, and school

A survey of 400 employers and more than 600 college students, released in 2015 by the American Association of College and Universities (https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf), confirmed what many schools and employers have known: having knowledge and skills that are both field-specific and broad-based are important prerequisites for successful careers. This latest report surveyed employers as well as students and found them in agreement on this point. Employers rated written and oral communication skills as among the most important learning outcomes, along with skills for teamwork, ethical decision-making, critical thinking, and applying knowledge in real-world settings. Employers and students differed in their assessments of how well students had learned these skills: students felt they were well prepared while employers saw room for improvement.

Survey results like these are familiar, but it is easy to lose sight of what it takes to learn the skills listed here, not to mention the grit and grace it takes to lead happy and fulfilling lives. The second goal of the strategic plan sets its sights on preparing students for success in school, careers, and life. Subcommittee recommendations related to this goal dealt with academic success, advising, distance education, and diversity.

Academic success. Four subcommittees spanning seven standards made recommendations that may be grouped under this heading. Three of these, from Subcommittee Six (General Education and Related Educational Activities), Subcommittee Four (Student Admissions, Retention, and Support Services), and Subcommittee Five (Faculty and Educational Offerings) are noteworthy for their links to all four goals of the University Strategic Plan. Subcommittee Six recommends stronger planning and assessment by the University Assessment Committee of general education so that the Liberal Studies program remains current and relevant, while Subcommittee Four calls for a comprehensive retention plan for the university. Subcommittee Five declared academic integrity the highest priority for the university. These recommendations are relevant to the quality and value of academic programs; to student success; to the university's security and reputation; and to its value to various partners. Three recommendations concern students' academic preparation: Subcommittee One (Mission, Goals, and Integrity) recommended greater collaboration on behalf of students deemed at-risk, Subcommittee Six recommended greater awareness of the relevance of the regional campus experience, and Subcommittee Four urged monitoring of the Academic Success Center and the Military Resource Center for their impact on retention.

Undergraduate advising. Colleges and universities use a variety of models for academic advising. Some models are centralized with advisor specialists, while others, like IUP, are the responsibility of faculty. Other models blend centralized and decentralized approaches, and still others combine advising with online tools. Different majors may require different models, but flexibility and experimentation are necessary first steps. More effective academic advising is recommended by Subcommittee Four (Student Admissions, Retention, and Support Services), and various advising models and tools are the focus of three recommendations by Subcommittee Five (Faculty and Educational Offerings).

Distance education. Subcommittee Four (Student Admissions, Retention, and Support Services) found that while the university offers programs in each of the Bureau of Labor Statistics' 25 fastest-growing careers, three factors are significant challenges for the university: admission, retention, and a drop-off in transfer students. Prevailing demographic trends in the western Pennsylvania region and beyond mean that IUP and its competitors must align degree offerings and modes of educational delivery with the needs of students, employers, and society at large, according to a recommendation by Subcommittee Four. Distance education has been growing steadily for the university, and Subcommittee Two recommended enhanced and expanded high-quality extended and distance learning opportunities. Subcommittee Five recommended better peer review and more effective use of technology to ensure the academic quality of distance courses. It is also important, Subcommittee Five pointed out, to achieve the right balance of distance and face-to-face modes of delivery.

Diversity. While not as demographically diverse as the eastern half of the state, western Pennsylvania is nonetheless experiencing growing numbers students who are historically under-represented. According to Subcommittee Four (Student Admissions and Student Support Services) and Subcommittee Five (Faculty and Educational Offerings), during the last several years, new registrations increased for Hispanic/Latino, African-American, Multi-Racial, and Non-Resident Alien students, while they decreased for Caucasian students. For fall 2014, the minority student population at the university stood at 17 percent. The Office of Undergraduate Admissions makes a concerted effort to recruit students from all demographic groups and recently added staff to recruit Hispanic/Latino students, the fastest growing population in the region. Subcommittee Four recommended a university multicultural center be established to serve students from all under-represented populations. Subcommittee One (Mission, Goals, and Integrity) recommended establishing a "university diversity day."

Subcommittee findings related to forming a shared vision of the university's future

It is hard to imagine IUP without the extraordinary gains it has made in the last 50 years. Before the 1960's, there were no doctoral programs. Until the mid-1990's, there was no Honors College or its many Fulbright, Goldwater, NSF, Marshall, or Rhodes Finalist recipients. The university's national reputations for community service and support for veterans are relatively recent. Last year, the ROTC Program received the Douglas A. MacArthur Award. And yet each of these

distinctions has a long history of men and women working out of the spotlight but imagining a future better and brighter than the present. Do today's leaders have the imagination of forbearers who helped deliver us where we are today?

At the Steering Committee's first meeting in 2013, Provost Moerland said, "The self study is a punctuation mark in an ongoing process of institutional assessment and renewal." Indeed, neither the self study nor any single initiative, person, or cache of resources is sufficient to meet the institution's many challenges. They will be met first by our imaginations, then by continuous planning and effective assessment, and then by a collective action that gains its thrust from a shared vision for the future.

This section of the findings relates to the third goal of the Strategic Plan, securing the university's financial future. Faculty, staff, and administrators will have to come together around a shared vision for the future and show flexibility in responding to the evolving landscape for higher education. Are we prepared to do this?

Strategic planning. The University Strategic Plan was examined by all subcommittees but was a particular focus for three of them – Subcommittee One (Mission, Goals, and Integrity), Subcommittee Two (Planning, Resources, and Institutional Renewal), and Subcommittee Seven (Institutional Assessment and Student Learning Assessment). All recognized the input and collaboration that were part of its drafting. They called for a continuation of this collaboration and a systematic assessment of progress toward achieving its goals. One subcommittee was concerned that it not "'sit on a shelf and collect dust' as plans have in the past." Another subcommittee focused on the importance of using assessment results to inform the plan in an open and transparent manner.

Assessment. Assessment is important for the university's future because for many years prior to 2012, assessment and planning were not well coordinated. The new strategic plan ties them together. Subcommittees Seven (Institutional Assessment and Student Learning Assessment) and Four (Student Admissions, Retention, and Support Services) urged the University Assessment Committee (UAC) to continue to review data for student learning outcomes. Furthermore, Subcommittee Seven urged that learning outcomes data "be used to evaluate current practices and inform future actions at the university, college, and program level." Their report also recommended that the UAC expand Liberal Studies assessment to include Responsible Learner Assessment as an indicator of students' growth over time. Subcommittee Two (Planning, Resources, and Institutional Renewal) recommended that all leaders keep resource decisions simple, understandable, predictable, and tied to the strategic plan. Subcommittee Seven (Institutional Assessment and Student Learning Assessment) urged all divisions to use the results of their assessments, and it recommended that IUP monitor assessment results and be transparent about how they are used in decision making.

Academic department leadership. Achieving the goal of a shared vision for the future may hinge on having leaders in place to sustain the vision. Subcommittee Three (Leadership, Governance, and Administration) focused on the need for

succession planning at the level of academic departments and programs. At IUP, chair and assistant chairpersons are elected by the faculty and serve three-year renewable terms. The chairs in each college meet regularly with their dean. There is also a universitywide Council of Chairs that meets regularly. The system is democratic and encourages self-governance, but it has drawbacks, too, particularly when departments are small in size, have no one who is well qualified or interested in taking on the responsibilities of chair or assistant chair, or when a chair is unable to perform their duties. For these circumstances, it is important to think of leadership less in terms of *who will do it?* and more a matter of succession planning. Or as someone once said, the function of leadership should be to produce more leaders, not more followers. Department chairs and program coordinators have considerable responsibilities and there are many moments that depend on training, experience, and back-up. Such occasions are reminders of the need to plan and prepare for departmental leadership. Accordingly, Subcommittee Three recommended orientation and workshops for chairpersons, and an election cycle that encourages mentoring.

Leadership and succession are just as important among staff and administrators, and their role in helping to advance the university over the past ten years cannot be overestimated. Though they often go unmentioned, they are behind nearly every aspect of the university's functions. Staff and administrators have been pivotal in helping to make IUP the distinctive institution that it is. IUP is the only Ph.D.-granting school in the System. Or consider: The university receives more external grants and its faculty publish more often than at other schools in the System. IUP has the only honors college. Until the last few years, the university led the System in enrollment, before that distinction moved east and followed population growth in the Philadelphia area. IUP has also been a System leader in creating new tuition models for graduate education, modifying the System's funding formula to take into account the high cost of graduate education, and paying off a costly bond for the conference center built under the previous administration. These actions have had short- and long-term positive consequences for the financial security of the university, as Subcommittee Three (Leadership, Governance, and Administration) pointed out.

Playing a central role in all of these accomplishments has been the university's staff and administrators. A good example is the leadership shown in eliminating the bond for the convention center, resulting in annual savings of $2.23 million to the E & G budget and long-term savings of almost $20 million. For these and other accomplishments, the university has depended on leaders at many levels – from trustees to presidents and vice presidents, and from deans and union leaders to clerical, maintenance, custodial, and temporary workers – all of whom demonstrated initiative and diligence at times when settling for the status quo might have made for an easier day at work but left the university a little less secure. Instead, operating as leaders in various capacities and without fanfare, hundreds of individuals did their part to make the university stronger and better.

Thus Subcommittee Three noted that 46 percent of survey respondents among staff sought a greater leadership role in the university. The subcommittee recommended

expanding opportunities to develop leaders among the staff, rewarding those who take initiative and promoting or reclassifying more frequently. In addition, Subcommittee Three observed a lack of succession planning at the staff level. When a staff member retires or takes another position, for example, there can be little or no opportunity for them to pass on their job knowledge to their replacement before they depart. The problem often arises due to delays in authorization for filling open positions and to duties constrained by collective bargaining agreements. Overcoming these problems have financial costs as well, but like other decisions may be justified by increases in productivity.

Shared governance. Scanning the results of the Middle States Master Survey, Subcommittee Three (Leadership, Governance, and Administration) found solid support for shared governance as practiced by the university's leadership: among survey respondents, large majorities of administrators, faculty, and staff believe the President and the members of his Cabinet value shared governance, while clear majorities of the same groups said they have adequate opportunities for input into issues facing the university. Such majorities would signal strong support for the leaders in any environment, and they are particularly welcome at a time when the university community has been working hard to overcome problems arising from, or left unresolved during the five-year term of President Atwater. Throughout the hundreds of open-ended comments in the Middle States Master Survey, positive comments about the university's current top leadership are nearly unanimous. Undergraduate and graduate students were also positive on questions about shared governance, but as the subcommittee noted, it is worth exploring what the concept of shared governance means to students and how they can become more involved in university affairs. What are the opportunities for developing students' leadership? While shared governance means taking responsibility at many levels, one of these is taking personal responsibility to eliminate bureaucratic inefficiencies. Another is to represent the university to others in positive and appropriate ways. Subcommittee One recommended customer service training for all staff and student workers.

Financial security. Like its peer institutions, the university's enrollments, and thus its finances, are affected, in part, by students transferring in and out of the university, the financial aid they receive, and the overall cost of attending. When students decide to transfer, the process is supported by the Pennsylvania Transfer and Admissions Center, and the university provides a website to help students calculate credits they wish to transfer from other institutions to IUP. In addition, department chairs and program directors are aware of the need to support transfers. Despite these and other efforts, Subcommittee Four (Student Admissions, Retention, and Support Services) noted a sharp decline in transfer admissions since 2011 and urged the university to develop innovative strategies to increase transfer student enrollment. This subcommittee also found cost and financial aid to be the top reasons students choose to attend IUP. With tuition and fees here less than half what they are at competitors like Penn State and the University of Pittsburgh, the affordability of an IUP education proves a key selling point for many Pennsylvania families. The university awards numerous grants and scholarships, including the popular, merit-based Sutton Scholars program. Thanks to the support of everyone

who gives or raises philanthropic dollars for scholarships, and to spending flexibility allowed by the State System, more than $7 million in additional financial aid will be distributed to students in the 2015-16 academic year. Subcommittee Four recommends expanded student financial assistance.

While responsibility for ensuring the university's financial security is ultimately the province of the trustees, President, and State System chancellor, it is just as true to say that every employee has a stake in the institution's financial well-being. The fourteen-member State System continues to face the same loss of public financial support that has struck public institutions across the U.S. In addition, a dwindling college-age population in the region and competition from various education providers have changed the environment for many colleges and universities, including IUP. Figuring out how to navigate the terrain in this new environment is both a challenge and a shared responsibility for everyone who works in, benefits from, and cares about higher education. It is, in fact, a challenge for shared governance, which includes a responsibility to protect and sustain the institution, each year and in the long run. Subcommittee Two (Planning, Resources, and Institutional Renewal) put it this way:

> IUP cannot rely on the State System as the primary means of financial support for the university. We must manage and promote the university's value proposition on our own. IUP must seek out additional means of revenue through enhanced alumni support and other philanthropic avenues. Education of the public as to what universities do and how they are funded must be a component of this effort.

Subcommittee findings related to strengthening the university's value to its partners.

Today, higher education operates in a world powered by connections between people, institutions, governments, and businesses. In times of rising expectations, shifting resources, and complex challenges ranging from substance abuse to economic development and from accountability to privacy protections, no single organization can do it all. Success depends more than ever on kinetic partnerships. Can IUP be a leader in strengthening the university's value to its partners by bringing people together across traditional boundaries?

Among its other recommendations, Subcommittee Two called for academic programs that align with the personal and professional goals of students as well as with the needs of their employers; enhanced, expanded, extended, and distance modes of educational delivery; continued strength in technology; and expanded programs, centers, and resources for professional development.

An obligation to customer service. A university the size of IUP has many points of contact with students and the public, and they expect those who work in campus offices to demonstrate good customer service skills. Results from the IUP Middle States Master Survey showed that students place a high priority on customer service when they interact with the Office of Financial Aid, and Subcommittee Four (Admissions, Retention, and Support Services) recommended that those who work in this and all areas of the university have appropriate expectations and

training to achieve an appropriate level of customer service. This subcommittee also found survey results showing general dissatisfaction with campus dining costs, convenience, and food variety. The recommendation is to regularly assess dining and catering services on these qualities to ensure that concerns are addressed.

Recognition of accomplishments. Subcommittee Five (Faculty and Educational Offerings) noted that recognition and awards for faculty accomplishments in teaching have long been available and are evidence of the high value placed on this important responsibility. They noted that annual awards for teaching are given at all levels of the university. The subcommittee found that awards for scholarship, including research and creative arts, and for service have increased, too, as recommended in the last self study. The awards are publicized on university websites, including information about applications and nominations. Nonetheless, information about awards could be consolidated, and the subcommittee called for a website to list all faculty awards and their purposes, more streamlined application or nomination processes, and the names of previous award recipients. The committee also called for more informal recognition for faculty accomplishments.

Communication. Strengthening the university's value to local, state, and global partners requires effective communication about this value. Subcommittee Three (Leadership, Governance, and Administration) recognized the centrality of communication to the environment of shared governance. Subcommittee One (Mission, Goals, and Integrity) described small but important steps that could be taken to improve communication, including raising the visibility of the official vision, values, and strategic plan, placing all university policies in one place, and extending the President's Forum to students.

Conclusion

When the university was founded as a private, for-profit company in 1875, its value to shareholders was based on its mission to educate and train teachers, in a region that was beginning to ride a tidal wave of industrial growth centered in southwestern Pennsylvania. During this period, Pittsburgh's population grew six fold from 1870 to 1910 and its manufacturing output was greater than that of Cleveland and Detroit combined. Fueling the city's roaring steel mills was bituminous coal mined in Indiana County. The borough of Indiana, the county seat, was also home to coal company executives, land speculators, and Indiana State Teachers College, which became Indiana University of Pennsylvania on December 18, 1965, mere minutes after accreditation was awarded by the Middle States Association of Colleges and Secondary Schools. This was also a time of rapid growth for higher education – campus buildings erected, new programs created, faculty and staff hired quickly.

The time for accreditation renewal will come again, when the university celebrates its sesquicentennial anniversary. This will no doubt be an occasion for celebration, but it will also be a time to reflect upon the university's legacy and the custodians charged to protect it. In 2025, the IUP community will look back at us, the ones in charge in the second decade, and what will they see?

The value of a university education is increasingly linked to the institution's agility in responding to a rapidly changing world. Most liberal arts programs across the country are searching for ways to convey their value, while applied programs are generally thriving. As expectations have shifted for what it means to be a well prepared graduate or alumnus, so too have the careers of most of the university's 125,000 alumni. Their agility in responding to career shifts depends a great deal on the values, skills, ideas, and relationships they take with them when they leave IUP. To prepare students to be agile – agile thinkers, leaders, citizens – the institution itself must demonstrate agility, and doing so demands that we change. The competition for IUP is fiercer than in the past, from schools nearby that seek applications from a declining number of college-eligible students in the region, and from education providers around the world. Competition for state funding has grown as state support for higher education has declined.

Against these risks, IUP has many advantages, like strong regional and national reputations. For example, the strategic plan recognizes the university's classification as a Carnegie Doctoral/Research university and seeks to advance this status by engaging the community of teacher-scholars so that the university can strengthen graduate programs, research, scholarship, and creativity. The university's many graduate programs and support for research help to attract top students and faculty from across the U.S. and abroad. As the only State System school authorized to offer the Ph.D. degree, IUP occupies a unique niche and can point with pride to the many alumni of these programs who enjoy national reputations and careers at Research One universities; attain high-level posts in government, industry, and the arts; and become leaders in their communities and professional organizations.

The graduate culture at the university is matched by strengths at the undergraduate level. Dedicated faculty create opportunities for students to engage in research, service, and the creative arts. A relatively high percentage of faculty with terminal degrees (93%) and a student-faculty ratio of 18:1 contribute to the IUP advantage, but so does something harder to define yet as important. The teacher-scholar identity of the institution has helped university faculty find ways to balance research and teaching so that students of all abilities can find the support they deserve, and faculty can build careers on good teaching and good research. The teacher-scholar identity runs through undergraduate and graduate education at the university, and it creates something unique and of real value to the institution's stakeholders: a first-rate education for all students, taught mostly in small classes, by highly accomplished faculty on a beautiful campus. This fact is central to the university's value proposition, and conveying it to partners here and elsewhere is more important than ever. Subcommittee Two (Planning, Resources, and Institutional Renewal) went a step further and put it this way: "IUP must distinguish herself from other institutions in the region and become *the destination public university* in western Pennsylvania" (emphasis in original). Becoming the destination public university in western Pennsylvania is an achievable goal, and one that requires a collaborative spirit.

How to become the destination university is something we can learn from the collective response that began fifteen years ago, and continues today, to the Oak Grove's imperiled ecosystem. Custodians assessed the problem in its broad context, planned carefully, organized – and started digging, cultivating, and communicating. They used talents and resources wisely, and it worked. The tall trees and green lawns are here to stay. They proved that the foundation can bear the weight of big challenges when a community of dedicated people press their muscle into coordinated action. The university can learn from their attitudes and action and be guided by the Key Recommendations of this self study and the values that ground us.

Key Recommendations

The Key Recommendations are as follows:

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.

PART TWO
Executive Summaries of the Seven Subcommittee Reports

Standards 1 and 6:   Mission, Goals, and Objectives

Standard 1: Mission and Goals – The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices to evaluate its effectiveness.

Standard 6: Integrity – In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

Description of the areas under review for Standard 1: Mission and Goals

Context

This subcommittee's task was to examine the institution's mission and goals and to discover whether or not the university clearly states its responsibilities and ambitions; outlines how it intends to accomplish and continually assess them; and communicates to and involves the internal and external constituencies it strives to serve. Realizing that the journey is just as important as the destination, the subcommittee also sought to determine the level of collaboration that took place in its conception and whether or not the goals were designed to be flexible enough to withstand constant assessment and renewal.

Analysis of evidence as it pertains to Standard 1

In 2013, President Driscoll enlisted the help of a professor and a team of undergraduate students to conduct a universitywide strategic visioning process. The team worked for nine months facilitating focus groups that were representative of all of the university's stakeholders. Nearly 500 people participated in the process. Individuals' comments were collected by meticulous, note-taking journalism students then aggregated and coded through NVivo (a software program for qualitative data analysis) to discover themes.

The President then presented those themes at a Strategic Visioning Summit in October 2013. More than 400 people attended the event and participated in breakout groups discussing each of the vision's components as well as value statements. Throughout November, comments from the summit were synthesized and shared in forums such as Cabinet, the University Senate and the Student Government Association, and by December, IUP's Council of Trustees had ratified the university's new vision and values.

In 2014, Provost Moerland and a resurrected, more focused University Planning Council (UPC), comprised of members across the university community, followed a similar route to develop the university's new Strategic Plan. Again, the process

was extremely transparent and participatory. The draft plan was posted on the university's website in fall 2014, and stakeholders were invited, repeatedly, to provide electronic comments that went straight to the Provost to be shared in both the subcommittee and the UPC at large. The Provost also hosted several forums at different times and different days of the week to solicit feedback on the plan draft.

Administrators consistently assert the new plan will dictate budget and resource priorities; funding will be tied to the plan's stated priorities. The hope is that this continual process of plan assessment and renewal will ensure ongoing environmental scans, which will reveal the university's need to adapt to the increasing speed of change in the global economy. It is already apparent that the current leadership uses quantitative and qualitative data in its decision making.

Intentional collaboration has become a practice across IUP, beginning with the leadership of the five divisions. The "siloes" in which the university community previously worked are beginning to come down, reflecting a sense of shared responsibility as well as a shared purpose.

Now that unit goals are being mapped to the university's strategic plan, everyone will continue to move in the same direction.

Historically, though, clear, consistent, and frequent communication on topics for strategic planning does not appear to have been an institutional practice.

Some believe this time will be different, while others still doubt. Only time will tell.

Recommendations

1.   Make the vision, values, mission and strategic plan highly visible throughout campus.

2.   Help all constituencies to understand and buy into the "big picture" of the university.

3.   Develop and roll out consistent customer service training for all staff and student workers.

4.   Continue the collaboration throughout the regular assessment and renewal of the strategic plan.

5.   Continue discussions between faculty and administration regarding the tenure and promotion processes.

6.   Open discussion and engagement among Developmental Studies and related constituencies.

7.   Dispel the idea – through actions and words – that this new strategic plan will "sit on a shelf and collect dust" as plans have in the past. Work to resolve the perception of "old campus wounds."

Description of area under review for Standard 6: Integrity

The Standard 6 work group developed research questions that focus on the policies that IUP has developed to protect and encourage fair and equal treatment of all members of the university community, academic integrity, a respect for diversity, and academic freedom. Specifically, the work group has tried to summarize: 1) what policies and procedures are in place with regard to these areas and 2) how well these policies and procedures are implemented and communicated to the university community. Every effort has been made to consider how these policies are applied and communicated to all of the various stakeholders of the university—administrators, faculty, staff, and students.

Analysis of the evidence as it pertains to Standard 6

Three main sources of evidence were used in writing this report: interviews with administrators, faculty, and staff; quantitative data from the online survey of administrators, faculty, staff, and students; qualitative data (i.e., written responses to open-ended questions) from the same online survey. The first part of this section is descriptive, aiming to summarize what policies and practices are in place and how these policies are communicated. The second part of this section will be evaluative, using the evidence gathered through the interviews conducted and the online survey to say something about how the university community feels IUP is doing in its implementation of its policies and principles. Please refer to the full report for the details of the analysis. The recommendations that stem from that analysis are given below.

Recommendations

1.   There needs to be a serious review of the process for tenure and promotion of faculty to clarify expectations and ensure fairness. This becomes an integrity issue when numerous faculty members feel that the official policies that are supposed to detail the expectations for them to achieve tenure or promotion are unclear or applied unfairly or inconsistently.

2.   When considering whether the university does well in fostering a climate of civility, the group discovered that IUP does have an official statement on civility, but this civility statement does not appear to be posted online anywhere, instead existing only in hard copy form in various offices around campus.

3.   Despite the new initiatives aimed at fostering diversity at IUP, the responses to the open-ended questions on the survey make it clear that members of many traditionally underrepresented groups still do not feel as if they are fully embraced and integrated into the larger university and local community. This is a difficult problem, whose solution will undoubtedly require persistent, sustained effort. One potential specific recommendation is to institute a university diversity day.

4.   Finally, the responses to the interview questions make it clear that it would be helpful to have a central online repository for all university policies.

Standards 2 and 3:   Planning, Resource Allocation, and Institutional Renewal

Standard 2: Planning, Resource Allocation, and Institutional Renewal – An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources – The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

The last decade has proven to be a particularly challenging period for IUP, as it has for many universities. Numerous stressors, such as the downturn in the economy, demographics, and instability in university leadership, have impacted the university's environment. However, despite these stressors, strategic planning that includes a strong focus on core mission and values has remained a high priority. As a result, IUP is in a relatively strong and stable position.

IUP has engaged in both short-term and long-term planning activities and set specific goals to fulfill its mission. The university's planning activities have involved a cross-section of the university community and included such entities as President's Cabinet, the University Planning Council and its subcommittees, Council of Deans, Council of Chairs, Student Affairs Leadership Team, University Senate and its subcommittees, Student Operations Group, and an assortment of other ad hoc and standing committees and working task groups.

Development of the university's current Vision Statement and Strategic Plan was begun in 2013, with wide and enthusiastic participation. This framework will help provide needed focus to align resources with university goals. The new three-pronged budget plan has already changed the way we think about personnel budgeting, performance measures for student success, and tuition revenues, as well as long-term trends and effects. In the works are three new degree programs (environmental engineering, public health, and digital science and security), which will drive much of our academic planning in the coming months. Other important strategic products include the recently-updated Long Range Facility Master Plan. And new ways of managing our image and appeal will emerge from the new combined unit handling all student marketing, recruitment, and admissions.

With new leadership in place that is committed to moving forward and aligning all parts of the university to a common mission and goals, and the real necessity of adapting to budgetary priorities, IUP can expect to sustain the excitement and relevance of the visioning process and of the Middle States Self study throughout the next strategic plan.

Fundamental to the planning process is the identification and application of appropriate resources to support viability and growth. The university manages five major kinds of resources to achieve its mission and goals.

- Financial resources. Resources comprise variable and multi-phased streams of tuition, instructional fees, state appropriations, State System performance funding, grants and contracts, and philanthropic donations. All state funds are accounted for very carefully in SAP (the State System's enterprise product for financials and human resources).

- Human resources. IUP employs a large cadre of experienced and hardworking people who pay attention, anticipate needs, seek to improve institutional quality, and promote institutional excellence just by doing a great job on a daily basis. Faculty and staff are loyal to the university and often spend their entire careers here.

- Technology resources. The university's technological infrastructure is extensive, encompassing a combination of centralized and decentralized on-campus systems, and off-campus systems. Information Technology Services (ITS) has grown into a mature organization with outstanding commitment to mission and outstanding attitudes toward currency, access, and service. Software, hardware, and support services – including attention to data security – are current and effective.

- Facilities. IUP has enjoyed a "Residential Revival" in which almost all of the older dormitories on campus have been replaced with modern, suite-style buildings. The university also benefits from the new Kovalchick Convention and Athletic Complex, which is professionally managed and offers a variety of athletic and entertainment events and conference services. A facilities master plan is updated regularly. Additional upgrades and renovations have taken place throughout the campus, notably Fisher Auditorium and Stapleton Library. New academic buildings are coming real soon now!

- Partners and affiliate organizations as resources. Collaborative arrangements with other organizations have increased the university's image, visibility, and resource base. Currently, the university's affiliates include the Research Institute, the Foundation for IUP, the Student Cooperative Association (Co-Op), and the Alumni Association.

Discussion

IUP continues to be fiscally responsible and seeks alternate means of supporting the university's core mission and goals. The university community is newly-energized and prepared to master our own destiny. Initiatives during this assessment interval include: updating the "Vision for IUP's Future," developing a new strategic plan, streamlining processes and organizational units to enable efficiency and innovation of all kinds, and recommitting ourselves to student success and institutional excellence. The university has initiated and managed innovative budget models with per-credit tuition (for undergraduate residents of

Pennsylvania), attractive tuition discounts for non-residents from other strategic states, differential tuition for high-cost, high-demand graduate programs, new investments in need- and performance-based scholarship aid for undergraduate students, and new investment in support for international students coming to IUP. We have also instituted more and better financial and data reporting to budget managers and other decision-makers and stakeholders. Finally, there is an increased, even urgent, awareness of the importance of philanthropic fund-raising at all levels of the university.

 IUP continues to be an institution that values its students and is committed to student success. Recent changes to the curricular process have retained the emphasis on quality curriculum while reducing the time and effort required to develop and implement academic offerings that are attractive to modern students. Online learning opportunities are increasing and are supported by an extensive technology infrastructure encompassing a combination of centralized and decentralized on-campus systems and off-campus systems. In the spring of 2015, the Provost created the Office of Extended Studies, headed by Dean Timothy Mack, to support distance education and non-credit course offerings, manage internship and clinical experiences for the academic division, and seek authorization for IUP to offer online programs and have field experiences in other states.

IUP has a history of innovative initiatives to facilitate institutional renewal and vitality. With a clear vision, a sound strategic plan, stable leadership, and a campus community dedicated to excellence, IUP is poised to become the premier public institution in the western Pennsylvania region.

Conclusions and recommendations

The following trends and recommendation related to planning, assessment and institutional renewal have emerged as a result of this subcommittee's portion of the self study.After a long period of administrative turnover, IUP is poised to address the university's challenges with a solid administrative team that is formulating and implementing powerful strategic plans. The entire campus community is cognizant of past and current challenges, but it is moving forward with optimism and strategic thinking and a commitment to wise management of all of the resources at its disposal.

1. 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.

2. IUP can not rely on the State System as the primary means of financial support for the university. We must manage and promote IUP's value proposition on our own.

3. IUP must seek out additional means of revenue through enhanced alumni support and other philanthropic avenues. Education of the public as to what universities do and how they are funded must be a component of this effort.

IUP must distinguish itself from other institutions in the region and become *the destination public university* in western Pennsylvania. To achieve this, IUP must:

4. Develop high-quality academic programming that is responsive to the personal and professional goals of current and future undergraduate and graduate students as well as to the needs of their potential employers.

5. Enhance and expand high-quality extended and distance learning opportunities.

6. Continue efforts to remain current and ahead of the curve in areas related to technology both in and out of the classroom.

7. Expand affiliate programs, centers, and professional development resources that are perceived as high-value assets by current and future students.

Standards 4 and 5:   Leadership, Governance, and Administration

Standard 4: Leadership and Governance – The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration – The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Indiana University of Pennsylvania has worked throughout its 140-year history to provide a quality education to the citizens of Pennsylvania and beyond. Since the creation of the State System in 1983, it has been recognized as the flagship of the 14 state-owned schools and continues to have a strong position in the System. According to Chancellor Brogan, "IUP has a rich history in the State System especially when one looks at the quality and brand or reputation IUP brings." He went on to say that even through tough budgetary times for the universities in the State System, IUP has continued to maintain its high quality. IUP has been successful in growing sources of revenues. That, coupled with wise internal budgeting and spending, has allowed IUP to survive a period of serious budget constriction. IUP has been able to avoid the retrenchments and painful reductions faced by several other State System universities. This is largely due to the leadership at IUP and the cooperation that leadership receives from members of the university community.

Evidence for this subcommittee report was gathered from numerous sources: A survey of all IUP stakeholders as well as interviews with the IUP President, Provost, Council of Deans, Council of Trustees, Chancellor of the State System, Vice-Chancellor, and Vice-President for Administration and Finance.

Since the last Middle States self study, IUP has been under the leadership of three presidents: Dr. Tony Atwater (2005-2010), Dr. David Werner (2010-2012), and the current president, Dr. Michael Driscoll (2012-preesent). The university underwent ambitious construction projects under Dr. Atwater's tenure. But there was a lot of tension between President Atwater and many IUP constituents regarding shared governance, excessive spending, and poor decision-making. During his short time at IUP, Dr. Werner worked to build a positive climate. Dr. Driscoll has continued to build on the positive climate that Dr. Werner begun. Responses to survey questions indicated that the current IUP leadership is responsive to public interests.

In addition to changes in leadership, IUP has experienced significant changes to its administrative structure since the last self study. Critical changes include:

- The creation of a new division, Enrollment Management and Communications, with leadership at the level of the President's Cabinet

- The creation of the University Budget Advisory Committee (UBAC)

Data from interviews suggest that these changes are already having a positive impact. In an interview with members of Subcommittee 3, President Driscoll stated that the structural changes have better reinforced divisional work. The Council of Trustees further noted an important structural change that they feel has enhanced their functioning. The trustees feel these structural changes have improved communication and understanding, strengthening the university overall.

Practice of leadership through shared governance

One of the strengths of leadership, governance, and administration at IUP is the commitment to shared governance. All constituents had an opportunity to speak to what shared governance meant to them and all spoke very positively. President Driscoll said that his role entails the legal authority and responsibility for making decisions that come from the state legislature; however the practice of that governance is in a public context that includes multiple constituencies. Thus he must give opportunity for others to voice perspectives and opinions on key issues, and he must listen closely, but that ultimately the decision is his. Others in leadership roles with the university concurred with this perspective. For example, in a focus group the Council of Deans noted that "everyone, faculty, staff and students have a voice," and another added, "but that does not mean equal decision making authority. They should be listened to." In addition to the formal structures, the President stated that he also seeks counsel in informal ways. He said that the university is filled with smart, engaged people intent on serving the mission of the university, and that there's no idea that can't be made better.

Transparency and shared governance also entails shared responsibility. This point was made by the Provost and also referred to by Vice-President Wooten and the Council of Deans. The deans stated that "shared governance sets the climate for collective responsibility." There is a high level of collective engagement from relevant constituents, and the results were well received as showcased by the recent revision to the curriculum proposal process.

Recommendations

1. Continue the current practice of shared governance through open communication and transparency.

2. Examine what shared governance means to the student population, in particular the graduate students

3. Involve students in a capacity where they feel their input is valued.

Communication

One key requirement of shared governance is communication within and between the various governing bodies at IUP. There are a number of mechanisms, many of which are overlapping in terms of how information is conveyed. At the university level, the President's monthly forum, at which those in attendance pose questions and listen to responses from the President, offers a good opportunity for him to

interact with other members of the university community. The University Senate provides a more formal mechanism for communicating information from the administration to a representative body. That information is then shared with each constituent group via mechanisms such as faculty meetings, e-mail communications, and verbal reports to assemblies. Additionally, the minutes of Senate meetings are posted on the Senate website where all members of the university community can access them.

There is also a "trickle-down" mechanism where information/opportunities start at top level of administration and are then communicated to bodies at the next level. For example, information is then passed on from the deans to chairs in college-level Council of Chairs. Deans and department chairs then communicate directly with the faculty. These mechanisms allow for feedback at any number of levels, but they also open up the possibility for some of the information to be lost or multiple opportunities for misinterpretation to occur along the way.

Steps are being taken to improve communication by the current administration. President Driscoll and Provost Moerland both reported that sometimes this involves sitting down with a variety of groups and saying the same thing to each of them. This is in addition to providing documents online and using Dr. Driscoll's own e-mail to convey certain information.

Recommendations

4.   Continue the use of summaries or recorded proceedings, which are then disseminated in other campuswide media

5.   Begin the practice of focusing each President's Forum on a specific topic, where the president would open by saying a few words on the topic, and then solicit questions from the audience regarding that topic in addition to the current wide-ranging topics

6.   Invite students or convene a similar forum for the student population.

Employee leadership development and succession planning

This has been identified to Subcommittee Three as the number one area for improvement especially when it comes to faculty. The chairperson role is the most apparent leadership opportunity for faculty. While incentives exist, it is difficult to find faculty members willing to take on the role. An examination needs to occur as to what is inhibiting faculty members from wanting to be in leadership roles. In some areas leadership is thin and the burdens typically fall on a few people, and therein lies the challenge. It is felt that IUP has not done enough in the areas of leadership training and development.

Recommendations

7.   Develop and schedule a new chairperson orientation program. In addition, schedule chairperson workshops at the beginning of the year to cover more advanced topics that the chairs themselves identify as ones for discussion. Consider the election of chairs on a staggered basis to assure mentoring

opportunities between chairs already serving a term and incoming new chairs.

8.   Use the assistant chair role as a succession planning opportunity. Find ways to support assistant chairs and create additional mechanisms to develop the skills they need to succeed. Chairs understand their role, but aspects of those roles or responsibilities are not clearly understood by other faculty members.

9.   Define additional leadership roles beyond the chairperson's. Other leadership opportunities such as departmental program directors, graduate coordinators, advisors to student groups, and committee leaderships exist in the Academic Affairs division.

10.   Expand the current leadership development opportunities on campus and identify additional means to better advertise existing leadership development programs.

11.   Develop an employee (staff) rewards program that recognizes employees who take everyday leadership initiatives.

12.   Arrange for succession planning to occur by allowing brief overlaps in terms.

13.   Allow for more frequent reclassification and promotion among staff to allow them to remain in their current division or unit but be recognized for their hard work.

Standards 8 and 9:   Student Admissions and Student Support Services

Standard 8: Student Admissions and Retention - The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services – The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Successfully admitting and retaining students is the life blood of a university. Now more than ever, higher education institutions compete to enroll and retain quality students as a matter of economic survival. The demographic trends in western Pennsylvania and the surrounding region indicate a steady decline in the number of high school graduates. Over a decade of steadily decreasing state financial support for IUP has shifted the predominate cost of higher education from taxpayers to students and their families. Under these challenging conditions, recruitment and retention are impacted by a variety of factors, including the diversity and quality of support services available to students.

The three areas of focus for this subcommittee were to: (a) investigate the undergraduate and graduate recruitment and admissions processes at IUP, (b) examine retention strategies, and (c) determine the extent to which IUP meets the needs of current students in its delivery of support services. The subcommittee also examined the extent to which IUP is positioned to excel in admissions, retention, and provision of future student support services, as well as implementation of recommended improvements.

Tasked with examining the university's effectiveness in meeting the fundamental elements of Middle States Standards 8 and 9, this subcommittee initially identified 14 questions which examined key elements of student admissions, retention, and support services. Upon addressing these questions, the following preeminent areas for consideration emerged: (a) admissions goals, standards, and initiatives, (b) demographic trends and other external influences affecting enrollment and retention, (c) alignment of academic majors and career opportunities with prospective students' needs and interests, (d) impact of cost and financial aid on admissions and retention, (e) definition and availability of student support services, (f) quality, satisfaction, and use of student support services, (g) student engagement and involvement opportunities impacting student success, (h) recruitment, access, and support of students in underrepresented populations, and (i) effectiveness of academic advising. The examination of these areas illustrated the relationship between the quality of student support services and the recruitment, enrollment, and retention of students.

This study was conducted by gathering information from the following sources: annual reports, survey results, archived data, current proposals and new initiatives, departmental reviews, university publications, web-based information, and personal interviews. The IUP Middle States Master Survey, conducted in 2014,

generated new information concerning student support services for the purpose of this study.

Student support services are broadly defined as any service, office, department, program, activity, event, organization, or facility that supports students' academic and co-curricular success. Support services extend across all university divisions. Students' overall satisfaction with their educational experience is influenced by the quality of student services. Student satisfaction, in turn, impacts admissions and persistence.

Since fall 2011, IUP has instituted two major reorganizations to increase the efficiency and effectiveness of undergraduate and graduate admissions. In September 2011, the Division of Enrollment Management and Communications (EMC), consisting of Undergraduate Admissions, Financial Aid, Communications, Culinary Admissions, Continuing Education, and Career and Professional Development Center was established. In March 2015, undergraduate and graduate recruitment and admissions were merged and placed under the Office of Admissions within the EMC in order to "benefit from a synergy created through shared services and expertise" (Office of the President website: Finding Our Success, February, 2015).

The collection and analysis of data substantiates that IUP has met the fundamental elements of the standards for Admissions and Retention and Student Support Services. The effective functioning of each of these interrelated standards is essential to accomplishing the university's mission, sustainability, and growth as an educational institution.

IUP recognizes challenges in continuing to meet Standards 8 and 9, including: (a) the continued projected decline in the number of high school graduates in traditional recruiting regions; (b) the steady and significant decline in the number of transfer students enrolled at IUP; and, (c) the trend in increased cost to attend college at IUP and nationally. The Division of Enrollment Management and Communications (EMC) and the School of Graduate Studies Research (SGSR) have been anticipatory and strategic by developing and implementing ambitious recruitment plans. While overall undergraduate enrollment declined at IUP from fall 2011 to fall 2014, graduate enrollment has remained relatively stable since fall 2010. However, challenges to recruitment will persist. The March 2015 merger of undergraduate and graduate admissions and their placement under the Office of Admissions in the Division of EMC created significant opportunity for IUP to maximize resources and expertise and achieve greater effectiveness in identifying and enrolling quality students.

Multiple initiatives focus on analyzing and increasing institutional retention rates. A shared dialogue exists across departments, academic colleges, and divisions regarding how each facet of the institution impacts, or can potentially contribute to, student success. Beyond increasing student persistence rates simply to maintain enrollment, IUP is committed to providing the conditions and resources necessary for students to succeed.

Student support services are delivered in many capacities across the institution and are intentionally designed to provide a supportive learning environment where students can thrive. The university regularly uses nationally-normed and IUP-specific instruments, utilization data, departmental program reviews, and program evaluations to measure student satisfaction and improve support services. IUP responded to identified gaps in support services with the spring 2014 creation of the Military Resource Center, and the fall 2014 creation of the Academic Success Center. Although the university has invested resources in recruiting minority students, there remains a need to establish a university multicultural center to aid in the recruitment of racially, ethnically, and culturally diverse students, and to provide institutional support once they are enrolled. Given the critical role of academic advising in promoting student success, strategies have or will be implemented to improve student satisfaction with academic advising. Based on trends in the open-ended responses to the IUP Middle States Master Survey (2014), improvements to campus dining and catering services, as well as to overall university customer service, are currently needed.

To successfully recruit new students, the university must effectively market its inherent strengths, yet remain sufficiently agile to identify and adapt to changing student needs and demographic trends. Once enrolled, students must receive access to support services that successfully address their needs and promote their success. As the university implements a new strategic plan, IUP is positioned to recognize and address these challenges and realize its vision relative to admissions, retention, and student support services.

Recommendations

1. Continue to collaborate across IUP to develop and implement a comprehensive university retention plan.

2. Expand student financial assistance and monitor the pilot Tuition Flexibility Program, once implemented, to assess the impact on recruitment and retention.

3. Design and implement innovative strategies to increase transfer student enrollment.

4. Improve institutional mechanisms to ensure that students receive ongoing, effective academic advising. Strategies to consider include providing faculty training, effectively using technology-related resources such as the Student Success Collaborative, and cultivating greater student awareness of available resources and their responsibilities related to advising.

5. Further align degree offerings and modes of educational delivery (e.g. on-line, off-campus, video streaming, etc.) with the changing educational needs and interests of undergraduate and graduate students, and to reflect both workforce and societal needs.

6.   Create a university multicultural center to advance greater inclusivity, provide resources and support, and enhance the recruitment and retention of students from underrepresented populations.

7.   Develop employee expectations and provide university-wide training to achieve the highest quality of customer service in all areas for all university constituents.

8.   Monitor the impact of the Academic Success Center (ASC@iup) and the Military Resource Center in supporting and retaining students.

9.   Regularly assess dining and catering services (affordability, convenience, food variety) utilizing feedback from all IUP constituents to ensure that concerns are addressed.

Standards 10 and 11: Faculty and Educational Offerings

Standard 10: Faculty – The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings – The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Educational excellence is built upon having high quality faculty and current curricula. Indiana University of Pennsylvania's primary mission is teaching. IUP has maintained excellence in teaching for over 140 years. IUP offers 132 undergraduate programs, 52 masters programs, and 12 doctoral programs, as well as several clock-hour programs and noncredit offerings. IUP curriculum prepares informed citizens who can be productive and valuable members in today's economy and who are committed to lifelong learning.

IUP has received numerous awards and accolades for its programs, students, and faculty. The university's faculty excel in scholarship and service, with many faculty having established national and international reputations through their publications and presentations at prestigious venues. Faculty from every college in the university were active in grant writing—983 projects were funded in the amount $82.7 million from 2007-2014. The university's faculty have been recognized by international and national honors—more than 60 Fulbright Fellows, among many other honors. They have highly rated creative performances and exhibits on stages and in galleries globally.

To ensure high quality teaching, IUP must hire the best faculty it can, must develop those faculty effectively so that they earn tenure and promotion, and must motivate them to maintain high quality performance. Our subcommittee investigated whether IUP does so effectively. However, even with the best teachers, students cannot get a high quality education unless curricula are current and they are effectively advised to navigate through a curriculum for their future careers and educational goals. Hence, the subcommittee investigated the effectiveness of the university's curriculum process, instructional delivery modes, and advising procedures.

Evidence for this subcommittee report was gathered from various sources – a survey of all IUP stakeholders; interviews of the university President, Provost, and Council of Deans; data obtained from various offices including that of the Provost, Human Resources, Institutional Research, department chairs, and the Association of Pennsylvania State College and University Faculties (APSCUF, the faculty union).

From 2005 to 2014, the total number of faculty has remained largely constant, averaging 709 with an average hiring of 74 faculty members per year to restore the

vacancies. Lately, IUP has done an excellent job of hiring more women to reduce the gap between male and female faculty. Yet, women make up an overwhelming majority (about 66 percent) of temporary faculty.

The "teacher-scholar model" (Boyer, 1990) is used when describing IUP's mission, goals, and faculty. However, IUP needs a consensus view of the teacher-scholar model to establish and implement discipline-specific definitions of teacher-scholar.

Data from 2012 shows faculty are evenly distributed across the professorial ranks. Tenure data shows nearly universal success by faculty applicants from 2005-2013. Formal and informal mentoring has aided both this success and the faculty members' future career development. Promotion data from the period 2005-2013 also demonstrates faculty success with nearly 80 percent who applied receiving promotion. Yet, a common theme in comments from the 2014 IUP Middle States Master Survey is confusion about the standards used to define excellence among faculty in terms of teaching, scholarship, and service, especially as it pertains to tenure and promotion decisions. Added to this confusion is the frustration of providing overwhelming amounts of paperwork (the "box") for the universitywide promotion committee, where a majority of the committee members are from disciplines outside of the applicants' disciplines.

The university has made progress in the last decade in formal methods of recognizing faculty for accomplishments in teaching, scholarship, and service – perhaps, in part, based on the recommendation included in the 2005 Middle States self study.

IUP is committed to delivering quality curriculum that is relevant and cutting edge. The university's curriculum development is particularly impressive given the complexity and length of the curriculum approval process, which has been just recently streamlined starting Spring 2015 – thanks to the efforts of Provost Moerland, APSCUF faculty union president Staszkiewicz, and University Senate President LaPorte. This new process should make the university more agile in terms of curriculum innovation.

Subcommittee Five analyzed data for class size from 2005 to 2013 (2014 data was not available). Even though the average class size for all colleges has steadily inched up, the data supports IUP's claim to be a university that offers small classes. Temporary faculty tend to teach lower-level classes and hence it is not surprising that they teach larger classes than permanent faculty. There is no gender bias in terms of the class sizes that faculty teach.

IUP started offering distance education courses in 1999. By 2015, the university's distance education offerings have now grown to include several online/hybrid undergraduate, graduate, and certificate programs. It is clear that the total number of online sections as well as the number of students registered in online sections have steadily grown across all colleges, resulting in some students having to take an online course even though they are a traditional face-to-face student and don't want an online course. There has been some concern that some faculty members rely on publisher-provided and often text-heavy content with very limited

personalization. Some faculty members have also expressed concern about student cheating in online courses.

Advising and curriculum are intricately intertwined. Effective advising is critical if students are to navigate the curriculum successfully. While 74 percent of the student respondents in the IUP Middle States Master Survey indicated they were either "very satisfied" or "satisfied" with academic advising at IUP, only 49 percent of faculty respondents shared this view, mainly dissatisfied with the high advising load and lack of training or familiarity with the new advising tool, DegreeWorks.

Recommendations

1. IUP should strategically plan for the use of temporary and part-time faculty in order to ensure the growth and success of programs.

2. IUP should maintain its strong gender-balanced hiring practices, but should further expand efforts to hire a more diverse faculty.

3. IUP faculty should work closely with the faculty union to establish a consensus view of the teacher-scholar model that allows for discipline-specific operational definitions. IUP should design and implement hiring practices, incentives, and a reward structure that reflects the values embodied in these definitions of the teacher-scholar model.

4. Tenure and promotion standards should be aligned with discipline-specific definitions of the teacher-scholar model. Standards should be explicitly defined at the departmental and college levels and reflect the reality that our mission is multi-faceted and that excellence is achieved by the skills of faculty collectively.

5. The application and review processes for tenure and promotion should be streamlined.

6. External reviews should be solicited for all applicants for tenure and promotion.

7. Student evaluation instrument data and other performance indicators should be reported relative to normative measures, and efforts should be made to increase the proportion of students responding to the evaluation instrument in distance education courses.

8. There should be a coordinated effort to publish on the university's website a listing of all faculty awards and their purposes, their application or nomination processes, and a full listing of previous award recipients.

9. Application processes for awards should also be streamlined as much as possible.

10. In addition to formal recognition, IUP faculty accomplishments should be recognized in other, less formal ways, in order to boost morale and promote faculty productivity.

11.   IUP should monitor the new curriculum process and make further improvements as needed.

12.   IUP should monitor progress on class size continuously and devote resources to sustain our excellence in this area.

13.   IUP must balance online and face-to-face offerings in such a way that our students who do not enjoy or flourish in online courses are not forced to take online classes.

14.   Academic integrity should be given the highest priority.

15.   A process should be developed for more peer review and technology support to help faculty increase course content personalization and student engagement in online courses.

16.   IUP should dedicate resources to develop an advising handbook and develop advising training programs for all faculty, especially newer faculty.

17.   IUP should continue to improve DegreeWorks and develop other online advising tools.

18.   The university should explore creating centralized advising centers for colleges and/or large departments or other approaches to ensure that the best advising resources are made available to all students.

19.   Advising loads should be more evenly distributed among all faculty within departments.

Standards 12 and 13: General Education and Related Educational Activities

Standard 12: General Education – The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities – The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

General Education

Liberal Studies program goals remain consistent from its inception in 1989 and are consistent with the University Mission Statement. A revision of the Liberal Studies program, involving 256 programs and 270 courses, began in 2003. It aimed at reaffirming a commitment to the institution's mission and ensuring that program courses were current, intellectually challenging, and intentional in the development of identified skills. Perhaps most significant in this revision was the adoption of the Expected Undergraduate Student Learning Outcomes (EUSLOs). Three EUSLO categories – the Informed Learner, the Empowered Learner, and the Responsible Learner – guide the educational process at IUP.

The University Assessment Committee assesses Responsible Learners and Empowered Learners. In addition, the IUP continues to administer the Collegiate Learning Assessment Plus (CLA+) to measure critical thinking, analytical reasoning, problem solving, and communication skills. The National Survey of Student Engagement addresses student learning and retention, and surveys students about their participation in high-impact practices. Academic departments assess Liberal Studies courses through departmental program reviews or specialized accreditations. A variety of non-instructional units supports attainment of the Expected Undergraduate Student Learning Outcomes.

Based on the results of a universitywide survey, faculty largely agreed they understood the purpose of the Liberal Studies program; Liberal Studies courses contribute to the development of necessary skills, and; they are confident in conveying the purpose of the Liberal Studies program to students. Faculty respondents also reported students are best at demonstrating Informed Learner skills. Student respondents largely agreed their education is helping them to achieve knowledge and understanding of the world, is preparing them to become life-long learners, while helping them to acquire an understanding of their physical and intellectual nature. Student opinion about their preparation as Informed, Empowered, and Responsible Learners is substantially higher than the opinion of responding faculty members. Mechanisms are in place to promote understanding of the Liberal Studies program and the EUSLOs.

Support for Liberal Studies includes complement for course instructors, an annual operating budget, an Alternative Work Equivalency for the director, technology support, institution programming and consultation, and office space.

Related Educational Activities

The university's related educational activities demonstrate great breadth and depth. Data collection and analysis addressed the questions: To what extent are activity goals and outcomes congruent with the institutional mission? Are processes adequate processes to meet activity goals and outcomes? Are activities adequately resourced to meet stated goals and outcomes? Does the institution establish and maintain adequate oversight to ensure appropriate standards are met?

The IUP Monroeville Graduate and Professional Center provides graduate level coursework, research opportunity, and academic support. Monroeville Center academic programs undergo regular review as required by accrediting bodies and the institution. Current community college articulation agreements fall under the auspices of the Pennsylvania Transfer and Articulation Center (PA TRAC). The Office of Admissions serves as the liaison. Education Abroad Programs are approved by the institution through the Office of International Education (OIE). An active relationship is maintained through site visits, electronic communication, and conferencing. The National Student Exchange Program, housed in the Career and Development Center, allows participating students to continue their Baccalaureate studies at partnering institutions while broadening their personal, educational, and cultural perspectives.

The institution hosts certification and Baccalaureate study at the Northpointe and the Punxsutawney Regional Campuses. The IUP at Northpointe campus serves as a commuting destination from proximate counties while the IUP Punxsutawney campus relies heavily upon Office of Admissions designation of admitted students. Designated admission to the campuses is based on the applicant's profile of high school grade point average and SAT/ACT score. Both campuses support the first-year Liberal Studies curricular requirements of all IUP programs of study. Regional campus quality and integrity of instruction and learning standards are equivalent to that of the Indiana campus, and both productively use their smaller, more intimate environments to focus upon first-year student needs and intrusively guide students through early college success.

A number of institutional units collaborate in assessing pre-matriculation needs and delivering developmental education and post-matriculation academic recovery. Entering students participate in assessment to determine introductory course placement. Attention to developmental education includes coursework, academic support services, Act 101 services, and a one week first-year seminar of college preparatory experiences. Academic recovery for at-risk students is directed by the student's undergraduate college or the Department of Developmental Studies at the Indiana campus and the chief academic officer at the regional campuses.

Distance education programs and courses are aligned, with varying degrees of success, with Liberal Arts and academic program coursework. The distance education curriculum is overseen by the respective academic departments and is assessed to maintain academic rigor through the departmental program review process. Learning outcomes are required and are identical to those established for classroom-based learning experiences.

IUP Libraries fulfills its mission of developing life-long learners in many ways including information literacy courses, embedded librarians, tutoring satellites, technology access upgrades, and facilities improvements. Library improvements are favorably reinforced as a recent Indiana campus gate count of 857,737 represents a 34 percent increase over the previous year.

The institution currently hosts 22 active certificate programs, each under the auspices of an academic department or undergraduate college. Program offerings are congruent with the institutional mission of advancing undergraduate and graduate education. Fifteen of the programs lead to an IUP credential upon completion.

Oversight of the intercollegiate athletic program and its alignment with institutional mission is conducted by the Presidential Athletic Advisory Committee (PAAC) and the Division of Student Affairs. The Student Learning Outcomes Assessment Plan 2013-2014 documents use of the Expected Undergraduate Student Learning Outcomes and a satisfaction survey to measure learning outcomes and satisfaction as a result of student participation. Intercollegiate athletics is required to present its Institutional Self Study Guide (ISSG) to the NCAA every five years.

Students participate in a diverse set of credit-bearing experiential learning activities (ELAs), including clinics, field experiences, and internships to extend learning from the classroom to applied settings. In the ELA setting, students practice, master, and extend skill development encountered in coursework. Both undergraduate and graduate students may select or be required to complete an ELA as part of their programs of study.

Recommendations

After data collection and analysis, the subcommittee offers these recommendations:

1. Strengthen General Education planning and assessment:

    a. The Liberal Studies program should be subject to a five-year review with the purpose of maintaining the currency of the program and its relevancy to educational needs of students and well as employer priorities.

    b. The University Assessment Committee and the Office of Liberal Studies should continue their 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.

    c. The University Assessment Committee and the Office of Liberal Studies should develop a process to work more closely with academic departments to advance course assessment.

2. Increase the perception of relevance of the regional campus experience and the viability of their first year curricula:

    a. Internally market the regional campus experience as one that successfully contributes to critical institution enrollment and persistence goals by most suitably meeting the developmental and financial needs of its student cohort

    b. Strengthen academic department support for appropriate course and faculty assignment.

    c. Reinforce or redefine the Office of Admissions program of study designated-admit parameters to the regional campuses.

Better coordinate or consolidate the developmental education and academic recovery efforts of the Department of Developmental Studies, the academic departments of English and Mathematics, the undergraduate college Assistant and Associate Deans, the Academic Success Center, and the regional campuses.

Standards 7 and 14:   Institutional Assessment and Assessment of Student Learning

Standard 7: Institutional Assessment – The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14: Assessment of Student Learning – Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

The Standard 7 work group of Subcommittee Seven studied the university's assessment process to evaluate the overall effectiveness in achieving its mission and goals along with compliance with accreditation standards. Research questions revolved around the current state of assessment and how the results support planning and continuous improvement; how the university's culture encourages, supports, and values assessment; how effectively the assessment processes help to fulfill the university's mission and goals; how performance indicators are incorporated in the process; and how assessment results are communicated to stakeholders.

IUP has made significant progress on assessing institutional effectiveness since our last decennial accreditation. Following creation of a strategic plan in 2007, the university made a considered decision to proceed with a multi-faceted approach to strategic assessment in order to meet the wide diversity of assessment needs across many different operating units and academic programs. IUP collects assessment data within and among the divisions at many institutional levels.

Each division of the university – Academic Affairs, Student Affairs, Enrollment Management and Communications, Administration and Finance, and University Advancement – is responsible for making assessment an integral part of their specific policies and procedures. Academic Affairs does this through a system of divisionwide strategic priorities and key success indicators created by each unit and reported annually. These data are used to generate a yearly monitoring report which not only contains specific recommendations for changes in strategic priorities but also reviews the assessment process itself for possible improvements in procedure. At the program level, Academic Affairs has implemented a rigorous process to ensure that strategic planning, assessment, and reflection are performed by every academic unit, whether through accreditation or program review. The Division of Student Affairs also utilizes program review to assess the effectiveness of its units and makes outcomes assessment a required aspect of most divisional procedures, such as the distribution of internal resources to its units through mini-grant competitions. The Enrollment Management and Communications (EMC) Division uses a system of key performance indicators to ensure that its directors are achieving the university's strategic goals. An annual review of each EMC office assesses the outcomes and effectiveness of these measures, then recommends changes to improve outcomes. Administration and Finance uses

assessment results to support planning and continuous improvement. The annual planning meeting helps to model the needs for this division. Mandated reports are used to make changes in procedures and policies. External consultants such as Sightlines are sometimes commissioned for external assessments to provide recommendations and to help monitor the effectiveness. All divisions offer training to their staff in the use of their specific assessment processes and regularly update their assessment procedures to meet national benchmarks and institute best practices as learned from external and on-campus assessment workshops.

Strategic assessment data has been used to make critical decisions at many different institutional levels at the university. During individual program reviews, units in both Student Affairs and Academic Affairs must assess the effectiveness of each goal in their previous five-year action plan before their next five-year action plan is approved by divisional leaders. A similar system of goal-setting, assessment, analysis and reporting is also followed by programs that undergo external accreditation rather than program review. At the college level in Academic Affairs, performance data has been used in the past to distribute resources and it has been monitored to document success in achieving both the university and system-wide strategic goals. The College of Natural Sciences and Mathematics holds an open and transparent competition for the award of new faculty lines, with proposals judged based on their ability to fulfill university strategic goals. Similarly, Student Affairs awards internal performance funds in the form of mini-grants to individuals and offices that submit proposals intended to achieve the division's and university's strategic priorities. Enrollment Management and Communication (in conjunction with the college deans) has re-allocated significant resources to support programs shown by assessment data to achieve specific university recruitment goals, such as the Sutton Scholars and IUP Grant programs.

The University Planning Council, which is co-chaired by the Provost and encompasses all divisions and bargaining units at IUP, plays a key role in university wide assessment and the performance measures. As the process for performance measures has been in transition for several years, the UPC monitors and recommends change for improvement. The UPC also serves as a sounding board for decisions about the future direction of IUP. Assessment data has been shared to achieve the best results in terms of the university's financial resources and strategic direction.

As IUP looks ahead, it is critical that we not only continue to use assessment results within the respective divisions, but monitor and communicate the transparency of outcomes and results across the institution.

The Standard Fourteen work group analyzed the role, extent, and quality of student assessment at IUP. The committee posed self study questions to evaluate the extent to which assessment was integral to the culture of continuous improvement at all levels, mission driven, and consistent with accepted standards in higher education. Further, the work group appraised the resources to support student learning assessment.

As part of the culture of assessment, since its last review IUP has made a concerted effort to balance the autonomy of its academic units with the broader mission and strategic objectives of the university and Pennsylvania's State System of Higher Education. IUP has taken a multi-faceted approach to assessment with more purposeful coordination and analysis and has made assessment an integral part of its institutional procedures.

The University Assessment Committee (UAC) provides a centralized process of reporting and accountability through which to assess the Liberal Studies Expected Undergraduate Student Learning Outcomes (EUSLOs). These annual reports have provided the Academic Affairs division with valuable insights into student assessment and achievement, using a variety of data sources to drive continuous assessment and improvement.

The Division of Student Affairs division manages assessment for outcomes relevant to co-curricular learning and student development, which are aligned with the EUSLOs. Student Affairs considers a dozen comprehensive student learning outcomes, revised in 2013 and organized according to four keystones: student success, individual and community well-being, inclusion and engagement, and accountability and sustainability.

The Collegiate Learning Assessment Plus (CLA+) and Responsible Learner Assessment (RLA) data indicate that students exhibit substantial value-added growth from admission to graduation. The newly developed RLA pilot shows promise for an expanded assessment related to making curricular decisions that impact the Liberal Studies core.

Academic departments are making great strides in using student learning assessment data to improve outcomes. Furthermore, faculty are using data from the revised student evaluation instrument to inform their teaching.

At the program level, the university maintains the high standards of specialized outside accreditors; in addition, the State System requires a five-year self study process for all programs not accredited by their specialty groups. These self study processes are ongoing and include a follow-up reflection meeting that focuses on how assessment results can improve teaching and learning.

Through the Center for Teaching Excellence and other university resources, faculty are empowered to engage in quality student assessment activities through a variety of professional development programs related to assessment. Funding is also available to programs and faculty to develop assessment skills or to engage in innovative pedagogy.

Finally, clear and transparent communication of assessment reports is critical to the use of assessment data to inform teaching and learning. Reports from Academic Affairs have demonstrated much progress in using assessment results to drive change; however, the university recognizes that it has a strong need to continue to strive for improved communications that reach key stakeholders. The debriefing or reflection follow-up meetings are an initial step in ensuring the key assessment results trickle down to the necessary level to drive change.

We recommend that

1. Post-review reflection meetings have been so successful at creating a consensus and allocating university resources to support each program's strategic action plans that they should be added for accredited programs as well as those that undergo five-year review.
2. Following development and implementation of the university's new strategic plan in 2015, a new process should be put in place to measure how effectively the university achieves the strategic priorities over the coming decade. The university should consider a new software system to report and track assessments.
3. Divisions and/or units should continue to collect assessment data across many levels, using a variety of instruments and processes to reflect individual needs.
4. Divisions and units should continue to monitor outcomes and metrics to ensure that the recently implemented strategic changes have achieved the desired results.
5. As the University Planning Council and its subcommittees, especially the University Budget Advisory and Performance Funding committees, play such vital roles in the planning and assessment of the university, it is important that the continuous efforts to demonstrate transparency and data driven decision making be increased toward the university community at large.
6. In addition to communicating the strategic assessment processes and results to administrators, university leaders and governing bodies, divisions and/or departments should make it a priority to share updates about assessment with the larger IUP community.
7. 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.
8. Subcommittee Seven recommends that the University Assessment Committee continue its annual review of various data regarding student learning outcomes (e.g., NSSE, CLA+, program reviews) and that these data be used to evaluate current practices and inform future actions at the university, college, and program level.
9. Subcommittee Seven recommends that the University Assessment Committee continue with the new process of Liberal Studies assessment and expand the breadth of the RLA so that these data can be used to measure longitudinal growth of IUP students.
10. The university is well served by assessment processes that reflect the needs of various academic units – programs, departments, and colleges – but Subcommittee Seven recommends that it seek ways to communicate more effectively the methods used by individual programs, perhaps via a centralized website and the activities of the UAC. In addition, we recommend that IUP consider increased centralization of student learning assessment, both in process and substance. The existing system allows individual programs to

measure the value added by their curricula, but it is difficult to determine how students in any one program fare with respect to other IUP constituencies.

TABLE: Relationship Between Standards of Excellence and Key Recommendations

Key Recommendations
❶ 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.
❷ 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.
❸ 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.

Standards of Excellence	❶	❷	❸
Standard 1: Mission and Goals – The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices to evaluate its effectiveness.	●		
Standard 6: Integrity – In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.			●
Standard 2: Planning, Resource Allocation, and Institutional Renewal – An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.	●		
Standard 3: Institutional Resources – The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.	●		

Standard 4: Leadership and Governance – The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration – The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 8: Student Admissions and Retention - The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services – The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Standard 10: Faculty – The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings – The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

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

Standard Thirteen: Related Educational Activities – The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.	●		
Standard 7: Institutional Assessment – The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.	●		
Standard 14: Assessment of Student Learning – Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.		●	