

SYSTEM ACCOUNTABILITY REPORT

Performance Outcomes
2006-2007



Pennsylvania State System of Higher Education
2006-2007 System Accountability Report
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2006-2007 System Accountability Report

Overview

Increasingly, stakeholders in higher education (trustees, accrediting bodies, policymakers, and students and their families) are holding institutions of higher education accountable for results. In short, they are demanding that colleges and universities provide a clear strategic vision of how they will deliver high quality programs relevant to student success, that they demonstrate the efficient and effective use of resources, and that they document and report the resulting outcomes of their efforts. Performance reporting has emerged across the country as the preferred method of demonstrating the success of universities.

Performance and accountability reporting is well established in the management culture of the Pennsylvania State System of Higher Education (PASSHE). In July 2000, the Board of Governors directed System universities to begin reporting their performance according to a set of standardized numerical and descriptive indicators. The current System Accountability Program (SAP) provides a means of reporting on performance outcomes and identifying universities that demonstrate success and continued improvement in key areas related to student achievement, university excellence, and operational efficiency.

The System Accountability Program has evolved over time, ensuring that it is responsive to the expectations of the Board of Governors, the needs of the System and the universities. Performance reporting is rooted in the core values of the System; evaluation is based on System standards and driven by the goals identified in the System's Strategic Plan, *Leading the Way*. The continuing purpose of the SAP is to assess the overall performance of each university and the System as a whole; focus evaluation on achievement and improvement; serve as a portion of the president's annual evaluation; and demonstrate accountability for effective and efficient use of resources to students, the Governor, the General Assembly, and Pennsylvania citizens.

The 2006-2007 System Accountability Report is comprised of three components providing quantitative, qualitative and strategic performance measurement and follows a similar framework to that used in 2005-2006. Comprised of 17 primary measures, the SAP Accountability Measures provide direct, objective evidence of university performance. The Narrative Assessment Statement (NAS) offers qualitative information in a standardized and common format about university performance. By design, the Accountability Measures and the NAS provide a standardized reporting format that ensures comparability of data and information across the 14 universities. While broadly similar to the NAS in its focus on reporting accomplishments relative to five Strategic Plan Goal Categories, the University Performance Plan (UPP) describes university efforts in support of 16 System Strategic Goals, and differs from the NAS in form, scope, and level of detail.

Accountability Matrix

The cornerstone of the SAP is the Accountability Matrix. The Accountability Matrix provides a conceptual framework for the understanding of quantitative and qualitative accountability measures relative to System values and Performance Standards. These System values, articulated in the conceptual rubric of the System's Accountability Matrix are: *Stimulating Intellectual Growth*; *Applying Knowledge*; *Serving the Common Good*; *Fostering Citizenship & Social Responsibility*; and *Practicing Stewardship*. Within the Accountability Matrix, these values are arrayed against the System standards of: *Enhancing Organizational Effectiveness*; *Pursuing and Rewarding Excellence*; and *Enhancing Operational Efficiency*. **Table A** depicts the Accountability Matrix, including the Accountability Measures and the Narrative Assessment Statement reporting areas, arrayed by each System value and standard.

Accountability Measures and Sub-Measures

The 17 Accountability Measures and their corresponding sub-measures were developed in close collaboration with the System universities, and are commonly used to understand university performance nationally. With the adoption of the Strategic Plan, quantitative System Performance Targets were identified for the 17 measures used in the System Accountability Program, establishing specific expectations for improvement in the System-average performance to be achieved by 2009. The System Accountability Measures are as follows:

- | | |
|---|---|
| (1) Degrees Awarded | (10) Diversity of Entering Class |
| (2) Second Year Persistence | (11) Enrollment Diversity |
| (3) Accreditation | (12) Employee Diversity |
| (4) Graduation Rates | (13) Degree Programs with Few Graduates |
| (5) Faculty Productivity | (14) Personnel Ratio |
| (6) Distance Education | (15) Private Support |
| (7) PRAXIS Aggregate Passing Rates | (16) Instructional Cost |
| (8) Internships | (17) Faculty Terminal Degrees |
| (9) New Pennsylvania Community College Transfers or Associate Degrees Awarded | |

Narrative Assessment Statement

The NAS is focused on performance results that are observable but not easily quantified. Using a standardized format, universities report accomplishments in five broad categories, each containing multiple reporting areas. While broadly similar, these categories are not the same as the Strategic Plan Goal Categories. Also, whereas the UPP provides a specifically strategic view of university performance outcomes, the NAS captures actions and achievements in areas that are of a tactical or general operations-based value to the System and universities. Accomplishments described may be single or multi-year. Typically, universities report their accomplishments for several of the reporting areas under each category. There are four areas for which all universities are required to report their accomplishments for

the evaluation year (accreditation, teacher certification tests (PRAXIS), System partnerships, and private giving and endowment growth). The five broad categories are as follows:

1. **Academic Quality**–Accomplishments that have resulted in increasing the academic quality at the undergraduate and graduate levels (i.e., teaching quality, academic advising, accreditation, learning environment, curriculum, library, faculty quality, external recognition/measures of program quality, technology, and other). Universities *must* include accomplishments in accreditation.
2. **Student Achievement/Success**–Accomplishments that have resulted in enhancing student achievement and increasing student success at the undergraduate and graduate levels (i.e., student recognition, student research, enrollment management, retention/graduation, community college transfer, initiatives for students of color, initiatives for students from lower socio-economic backgrounds, student publications/presentations, student service, System partnerships, and other). Universities *must* include accomplishments in System partnerships.
3. **High-Need Academic Programs**–Accomplishments that have resulted in increasing numbers of students enrolled in and graduating from high-need academic programs (i.e., healthcare-related programs, science and technology programs, teacher education programs, collaborative programs, other high-need programs, teacher certification tests (PRAXIS), and other measures of program quality). Universities *must* include accomplishments in teacher certification testing (PRAXIS).
4. **Economic Development Activities**–Accomplishments that have resulted in enhanced economic growth and development in Pennsylvania (i.e., corporate alliances, workforce development, regional economic development, business accelerators, collaboration with business and industry, collaboration with government, and other).
5. **Resource Development and Utilization**–Accomplishments that have resulted in better use of existing resources and in increasing new sources of income (i.e., state or federal grants/contracts, private giving and endowment growth, new or expanded revenue sources, increasing productivity, employee development and training, administrative streamlining, reducing costs, strengthening management practices, and other). Universities *must* include accomplishments in private giving and endowment growth.

University Performance Plan

The second qualitative evaluative component of the System Accountability Program is the UPP. Since the adoption of the System Strategic Plan in 2004, the UPP includes university-specific strategies and initiatives designed to achieve the 16 Strategic Plan Goals. While the focus is on measurable performance results that can either be quantitatively or qualitatively described, universities may also report important steps taken to contribute to the achievement of the System Strategic Goals and Goal Categories for which the intended outcomes have yet to be realized.

Report Format

The full report is divided into an **Executive Summary (Tab 1)** and seven other tabs which include the analytical, evaluative, and narrative information that comprise the System Accountability Report. In the **Executive Summary**, performance outcomes for the Accountability Measures and combined summary analysis of the NAS (including required reporting) and the UPP are provided.

Tab 2 contains the university submissions of the combined NAS/UPP. **Tab 3** provides a descriptive and analytical summary of performance on the Accountability Measures, supported by detailed tables included in **Tabs 4, 5, and 6**. **Tab 7** gives a methodological overview and **Tab 8** provides documentation and definitions of the measures.

Strategic Plan Goal Categories and System Goals

In the **Executive Summary (Tab 1)**, performance outcomes for the quantitative and qualitative measures are summarized and organized by Strategic Plan Goal Categories. Considered together, the quantitative and qualitative evaluations yield a comprehensive picture of university performance relative to the System Strategic Plan.

In reporting the university NAS and UPP submissions, the two reports are consolidated into a single narrative organized by the Goal Categories and goals of the PASSHE Strategic Plan. The five Goal Categories are (1) Student Achievement and Success, (2) University and System Excellence, (3) Commonwealth Service, (4) Resource Development and Stewardship, and (5) Public Leadership. Under each Goal Category, specific strategic goals are defined. As part of the Strategic Plan, NAS reporting categories are organized under the appropriate Goal Category, ensuring a tight integration of strategic planning, reporting and the evaluation of university performance outcomes.

The Accountability Measures and sub-measures for each goal, the NAS reporting categories, or “descriptors,” and UPP responses (to strategic goals) are listed below. This structure illustrates the integration of all of the components of the System Accountability Report with the System Strategic Plan.

PASSHE Strategic Plan, *Leading the Way*

Strategic Plan Goal Categories, Accountability Measures, NAS Reporting Categories, and UPP Responses to Strategic Plan Goals

(1) Student Achievement and Success

Strategic Plan Goals: University Performance Plan Responses

- A. **Manage Growth/Quality:** *Manage growth to ensure access while enhancing the quality of State System Universities.*
- B. **Quality Instruction, Resources, and Support:** *Enhance the quality of instruction, learning resources, and support services available to students.*
- C. **Leadership and Life-long Learning:** *Provide all students with opportunities leading to active citizenship, social responsibility, and life-long learning.*

Accountability Measures and Sub-Measures

Second Year Persistence

Number and Percent – Overall and By Ethnicity

Graduation Rates

Number and Percent of Students who Graduated in Four and Six Years – Overall and By Ethnicity

Distance Education

Number and Percent of Student Enrollments in Distance Education Courses

New Pennsylvania Community College Transfers or Associate Degrees Awarded

Number and Percent of New Community College Students, **or**, Number of Degrees Awarded and Degree to Enrollment Ratio – Associate's

Internships

Number and Percent of Student Enrollments in Internship Courses

Diversity of Entering Class

Number and Percent of New Minority Students, by Ethnicity

Enrollment Diversity

Number and Percent of Minority Students Enrolled, by Ethnicity

Narrative Assessment Statement Reporting Areas

Academic advising; Community college transfers; Enrollment management; Initiatives for students from low socio-economic backgrounds; Initiatives for students of color; Learning environment; Library; Retention/graduation; Student publications/presentations; Student recognition; Student research; Student service; **System partnerships (required)**; Technology

(2) University and System Excellence

Strategic Plan Goals: University Performance Plan Responses

- A. **Quality Academic Programs:** *Focus the efforts of System Universities on high quality academic programs that meet the needs of Pennsylvania and its students.*
- B. **Diversity and Excellence:** *Establish diversity as a cornerstone of excellence and leadership throughout the System.*
- C. **Development of Faculty, Administrators, and Staff:** *Provide all faculty, administrators and staff with professional and leadership development to enhance performance.*
- D. **Continuous Improvement:** *Support an environment of continuous improvement to ensure efficiency, enhance effectiveness, and pursue excellence in System programs, services, and activities.*

Accountability Measures and Sub-Measures

Degrees Awarded

Number and Percent of Degrees Awarded - Bachelor's

Accreditation

Percent of Eligible Programs that are Accredited

Employee Diversity

Number and Percent of Female and Minority Executives, Faculty, and Professional Non-Faculty

Faculty Terminal Degrees

Number and Percent of Full-time Tenured or Tenure Track Instructional Faculty with Terminal Degrees

Narrative Assessment Statement Reporting Areas

Accreditation (required); Curriculum; External recognition/measures of program quality; Faculty quality; Teaching quality

(3) Commonwealth Service

Strategic Plan Goals: University Performance Plan Responses

- A. **Commonwealth Programs:** *Develop an array of programs designed to best meet the higher education needs of the Commonwealth.*
- B. **Regional Economic Development:** *Enhance the capacity of the System to serve regional economic and community development needs.*
- C. **Teacher Preparation:** *Retain the System's status as the premier provider of teachers to the Commonwealth.*
- D. **Graduate Programs:** *Support graduate programs designed to meet the needs of the Commonwealth.*

Accountability Measures and Sub-Measures

Degrees Awarded

Number and Percent of Degrees Awarded – Masters and Doctoral/First Professional

PRAXIS Aggregate Passing Rates

Pass Rate

Instructional Cost

Instructional Cost Per Full-Time Equivalent Student – Graduate/Masters and Doctoral/First Professional

Narrative Assessment Statement Reporting Areas

Business accelerators; Collaboration with business and industry; Collaboration with government; Corporate alliances; Healthcare-related programs; Other high-need programs; Program collaborations; Regional economic development; Science and technology programs; **Teacher certification tests (PRAXIS) (required)**; Teacher education programs; Workforce development

(4) Resource Development and Stewardship

Strategic Plan Goals: University Performance Plan Responses

- A. Effective Use of Resources:** *Ensure all System resources are used effectively and efficiently.*
- B. Alternative Funding:** *Increase the level of alternative funding to support new and existing programs and services.*
- C. System Technology Consortium (SyTEC):** *Employ the System Technology Consortium (SyTEC) to promote efficiency and effectiveness across the System.*

Accountability Measures and Sub-Measures

Faculty Productivity

Total Credits per FTE Instructional Faculty

Degree Programs with Few Graduates

Number and Percent of Programs with Fewer than 13 Graduates

Personnel Ratio

Total Personnel Compensation as a Percent of Total Expenditures and Transfers

Private Support

Private Funds Raised, Less Three Largest Donor Totals, and Market Value of Endowment, with Rates of Change for Both

Instructional Cost

Instructional Cost Per Full-Time Equivalent Student – Undergraduate, Lower Division and Upper Division

Narrative Assessment Statement Reporting Areas

Administrative streamlining; Employee development and training; Increasing productivity; New or expanded revenue sources; **Private giving and endowment growth (required)**; Reducing costs; State or federal grants/contracts; Strengthening management practices

(5) Public Leadership

(Note: To date, there are no Accountability Measures or NAS reporting areas attached to this goal category)

Strategic Plan Goals: University Performance Plan Responses

- A. Policy Advocacy:** *Shape the policy framework for public higher education in the Commonwealth.*
- B. Advancing System Vision:** *Advance the vision for the System through the policies, actions, communications, and programs of the universities, the Board of Governors, and the Office of the Chancellor.*

Table A: Accountability Matrix: Accountability Measures and Narrative Assessment Statement Categories

		VALUES				
		Stimulating Intellectual Growth	Applying Knowledge	Serving the Common Good	Fostering Citizenship, Social Responsibility, and Diversity	Practicing Stewardship
Standards	Effectiveness	Degrees Awarded (1)	PRAXIS Aggregate Passing Rates (7) + Teacher certification tests (NAS-3)	Student service (NAS-2)	Diversity of Entering Class (10) + Initiatives for students of color (NAS-2)	Degree Programs with Few Graduates (13)
		Second Year Persistence (2) + Retention/Graduation efforts (NAS-2)			Enrollment Diversity (11) + Initiatives for students of color (NAS-2)	
		Curriculum, External valuation (NAS-1); Student research (NAS-2)			Other high-need programs, Other licensure tests (NAS-3); Collaboration with business and industry, Collaboration with government/education, Regional economic impact (NAS-4)	Initiatives for students from low socio-economic backgrounds (NAS-2)
	Excellence	Accreditation (3) + Accreditation efforts (NAS-1)	Healthcare related programs, Science and technology programs, Teacher education program, Program collaborations (NAS-3); Corporate alliances, Business accelerators (NAS-4)	Workforce development (NAS-4)	Employee Diversity (12)	Personnel Ratio (14) + Increasing productivity (NAS-5)
		Faculty With Terminal Degrees (17) + Faculty quality (NAS-1)				Private Support (15) + Private giving and endowment growth (NAS-5)
		Academic advising, Teaching quality, Library (NAS-1); Student recognition, Student publications/presentations (NAS-2)			System partnerships (NAS-2)	State or federal grants/contracts, Employee development and training, Administra-tive streamlining (NAS-5)
	Efficiency	Four and Six Year Graduation Rates (4) + Retention/Graduation efforts, Enrollment management (NAS-2)	Internship Programs (8)	New Pennsylvania Community College Transfers – OR – Associate Degrees Awarded (9) + Community college transfer initiatives (NAS-2)		Instructional Cost (16) + Reducing costs, Facilities, Increasing revenues, SyTEC collaboration, Resource development (NAS-5)
		Faculty Productivity (5)				
		Distance Education (6) + Learning environment, Technology (NAS-1)				
			NAS-1 (Academic Quality), NAS-2 (Student Achievement & Success), NAS-3 (High-Need Academic Programs), NAS-4 (Economic Development Activities), and NAS-5 (Resource Development and Utilization) July 2007			

System Accountability Report Indiana University of Pennsylvania

Executive Summary

This Executive Summary of the Fiscal Year 2006-2007 System Accountability Program (SAP) Report provides an overview of the performance outcomes for Indiana University of Pennsylvania and is based on a more detailed full report that is available upon request. Similar in format to last year's report, this sixth edition of the annual report is organized to be in alignment with the System's Strategic Plan, *Leading the Way*, and should be viewed in relation to that document.

As such, the reporting on qualitative and quantitative performance outcomes is organized by the five System Goal Categories and their respective System Goals. The five System Goal Categories are: 1) Student Achievement and Success; 2) University and System Excellence; 3) Commonwealth Service; 4) Resource Development and Stewardship; and, 5) Public Leadership. The *2006-2007 System Accountability Report: Overview* provides a convenient summary of the specific alignment of quantitative and qualitative accountability program measures to the System Goal Categories and System Goals. For each System Goal Category, summary reporting of performance outcomes on the quantitative measures is organized by the following evaluation categories:

Institutional Improvement (comparison to institutional historical baselines).

Performance evaluations are determined by comparing actual performance to a historical baseline using the University's and System's historical data.

Comparative Achievement (comparison to external standard/benchmark).

Performance evaluations are determined by comparing actual performance with external standards or benchmarks, including peer institutions.

Performance Target Attainment (comparison to System performance targets).

Performance evaluations are determined by comparing actual performance to the PASSHE System performance targets. These targets were set as goals for the System-average level of performance on each measure and sub-measure by 2009.

Overall Performance.

A summary performance evaluation that identifies strengths and weaknesses across the all performance areas. For some Universities, historically stable performance on these measures can result in performance outcomes with no specific strengths or weaknesses.

The summary reports only provide information on performance outcomes where Universities have "exceeded" or "not met" expectations in each of the quantitative evaluation categories. **Table 3-5: Summary of Performance Results** provides a more comprehensive view on performance outcomes.

While serving somewhat different purposes, there is a natural overlap between the Narrative Assessment Statement (NAS) reporting categories and University Performance Plan (UPP) reporting relative to the Strategic Plan Goal Categories. With the Board of

Governor's adoption of the Strategic Plan, NAS reporting categories have been organized under the appropriate Strategic Plan Goal Category, ensuring a close integration of strategic planning and the evaluation of University performance outcomes. For reporting purposes, it is convenient to present University responses to NAS reporting categories under the appropriate Strategic Goal Category. University NAS/UPP submissions describing outcomes supporting the 16 System Goals are consolidated for summary reporting purposes.

1. Student Achievement and Success

The quantitative sub-measures for this Goal Category are listed in the **Overview**. The University has a possible total of 32 baseline, 16 benchmark and 16 System performance target sub-measures based on the availability of data. The Strategic Plan Goals within this Goal Category are: Goal 1A - Manage Growth and Quality: Manage growth to ensure access while enhancing the quality of State System Universities; Goal 1B - Quality Instruction, Resource, and Support: Enhance the quality of instruction, learning resources, and support services available to students; Goal 1C - Leadership and Life-long Learning: Provide all students with opportunities leading to active citizenship, social responsibility, and life-long learning.

Evaluations of the NAS and UPP outcomes are summarized within the Goal Category. For the required NAS reporting of University efforts relative to System Partnerships, the full University submission is included as part of this summary.

Institutional Improvement (Comparison to Institutional Historic Baseline)

The baseline performance expectations were "exceeded" for the following 9 sub-measure(s): Black Persistence Rate (Number Persisting); Hispanic Persistence Rate (Number Persisting); Hispanic Four-Year Graduation Rate (Number Graduated); Hispanic Four-Year Graduation Rate (Percent Graduated); Overall Six-Year Graduation Rate (Number Graduated); Internship Enrollments (Percent); New Entering Black Students (Number); Black Enrollment (Number); Black Enrollment (Percent).

The baseline performance expectations were "not met" for the following 5 sub-measure(s): Overall Persistence Rate (Number Persisting); Black Six-Year Graduation Rate (Number Graduated); Black Six-Year Graduation Rate (Percent Graduated); Hispanic Six-Year Graduation Rate (Number Graduated); Hispanic Six-Year Graduation Rate (Percent Graduated).

Comparative Achievement (Comparison to External Standard/Benchmark)

Performance expectations were "exceeded" for the following 2 sub-measure(s): Overall Four-Year Graduation Rate (Percent Graduated); Hispanic Four-Year Graduation Rate (Percent Graduated).

Performance expectations were "not met" for the following 9 sub-measure(s): Hispanic Persistence Rate (Percent Persisting); Black Four-Year Graduation Rate (Percent Graduated); Black Six-Year Graduation Rate (Percent Graduated); Hispanic Six-Year Graduation Rate (Percent Graduated); Distance Education Enrollments (Percent); Pennsylvania Community College Transfers (Percent); New Entering Hispanic Students (Percent); Black Enrollment (Percent); Hispanic Enrollment (Percent).

Performance Target Attainment (Comparison to System Performance Target)

The System performance targets were "exceeded" for the following 4 sub-measure(s): Hispanic Four-Year Graduation Rate (Percent Graduated); Distance Education Enrollments (Percent); Internship Enrollments (Percent); New Entering Black Students (Percent).

The System performance targets were "not met" for the following 7 sub-measure(s): Overall Persistence Rate (Percent Persisting); Black Four-Year Graduation Rate (Percent Graduated); Overall Six-Year Graduation Rate (Percent Graduated); Black Six-Year Graduation Rate (Percent Graduated); Hispanic Six-Year Graduation Rate (Percent Graduated); Pennsylvania Community College Transfers (Percent); Hispanic Enrollment (Percent).

Overall Performance

The overall performance summary views strengths and weaknesses from a broad perspective across all three performance categories: comparisons to historical baselines, external benchmarks or System performance targets.

The overall strength(s) were identified in the following areas: Four-Year Graduation Rate (Hispanic); Internships; New Entering Students (Black).

The overall weakness(es) were identified in the following areas: Persistence Rate (Overall); Four-Year Graduation Rate (Black); Six-Year Graduation Rate (Black); Six-Year Graduation Rate (Hispanic); Pennsylvania Community College Transfers; Enrollment (Hispanic).

Narrative Assessment Statement/University Performance Plan

The University described 59 total outcome(s) for this Goal Category; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. Actions and outcomes relating to the System Strategic Goals may be multi-year; as such, measurable evidence of progress or contribution to performance might not be realized in a given reporting year. For the 24 outcomes in Goal 1A - Manage Growth and Quality; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. For the 19 outcomes in Goal 1B - Quality Instruction, Resource, and Support; all supported the goal, all provided evidence of support, all showed measurable results, most showed evidence of progress, and most contributed to performance. For the 16 outcomes in Goal 1C - Leadership and Life-long Learning; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance.

In the required area of System Partnerships, the University listed:

IUP participated and facilitated involvement with all PASSHE System Universities for Pandemic planning break-out sessions. IUP provided leadership for the PASSHE Drug and Alcohol Strategic Planning effort and presented outcomes at IUP, regional, and state-wide conferences.

2. University and System Excellence

The quantitative sub-measures for this Goal Category are listed in the **Overview**. The University has a possible total of 16 baseline, 9 benchmark and 9 System performance target sub-measures based on the availability of data. The Strategic Plan Goals within this Goal Category are: Goal 2A - Quality Academic Programs: Focus the efforts of System Universities on high quality academic programs that meet the needs of Pennsylvania and its students; Goal 2B - Diversity and Excellence: Establish diversity as a cornerstone of excellence and leadership throughout the System; Goal 2C - Development of Faculty, Administrators, and Staff: Provide all faculty, administrators and staff with professional and leadership development to enhance performance; Goal 2D - Continuous Improvement: Support an environment of continuous improvement to ensure efficiency, enhance effectiveness, and pursue excellence in System programs, services, and activities.

Evaluations of the NAS and UPP outcomes are summarized within the Goal Category. For the required NAS reporting of University efforts relative to Accredited Programs, the full University submission is included as part of this summary.

Institutional Improvement (Comparison to Institutional Historic Baseline)

The baseline performance expectations were "exceeded" for the following 3 sub-measure(s): Bachelor's Degrees Awarded (Number); Bachelor's Degrees Awarded (Ratio); Minority Executives (Number).

The baseline performance expectations were "not met" for the following 3 sub-measure(s): Female Professional Non-Faculty (Percent); Minority Professional Non-Faculty (Percent); Instructional Faculty with Terminal Degrees (Number).

Comparative Achievement (Comparison to External Standard/Benchmark)

Performance expectations were "exceeded" for the following 1 sub-measure(s): Female Faculty (Percent).

Performance expectations were "not met" for the following 3 sub-measure(s): Female Executives (Percent); Female Professional Non-Faculty (Percent); Minority Professional Non-Faculty (Percent).

Performance Target Attainment (Comparison to System Performance Target)

The System performance targets were "exceeded" for the following 1 sub-measure(s): Female Professional Non-Faculty (Percent).

The System performance targets were "not met" for the following 5 sub-measure(s): Accredited Programs (Percent); Female Executives (Percent); Minority Executives (Percent); Minority Professional Non-Faculty (Percent); Female Faculty (Percent).

Overall Performance

The overall performance summary views strengths and weaknesses from a broad perspective across all three performance categories: comparisons to historical baselines, external benchmarks or System performance targets.

The overall strength(s) were identified in the following areas: Degrees Awarded (Bachelor's).

The overall weakness(es) were identified in the following areas: Accredited Programs; Female Executives; Minority Professional Non-Faculty.

Narrative Assessment Statement/University Performance Plan

The University described 59 total outcome(s) for this Goal Category; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. Actions and outcomes relating to the System Strategic Goals may be multi-year; as such, measurable evidence of progress or contribution to performance might not be realized in a given reporting year. For the 4 outcomes in Goal 2A - Quality Academic Programs; all supported the goal, all provided evidence of support, some showed measurable results, some showed evidence of progress, and all contributed to performance. For the 18 outcomes in Goal 2B - Diversity and Excellence; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. For the 10 outcomes in Goal 2C - Development of Faculty, Administrators, and Staff; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. For the 27 outcomes in Goal 2D - Continuous Improvement; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance.

In the required area of Accreditation, the University listed:

For existing accreditations, \$103,500 has been allocated to support 12 separate accreditations. These funds will address additional assessment criteria including standardized testing for AACSB, reviews and refinement of curricula, enhancement of faculty credentials, and addressing deficiencies cited in recent accreditations including facilities and recruitment issues. In response to recommendations a new strategic plan for the University was endorsed by the Council of Trustees in May 2007. The process for assessment for degree programs has been strengthened through a greater emphasis on student learning outcomes. The University-wide student learning outcomes, recommended by the liberal studies task force, were approved by the University senate. For new accreditations, \$150,000 has been allocated to support efforts in Computer Science and Counseling.

3. Commonwealth Service

The quantitative sub-measures for this Goal Category are listed in the **Overview**. The University has a possible total of 7 baseline, 3 benchmark and 4 System performance target sub-measures based on the availability of data. The Strategic Plan Goals within this Goal Category are: Goal 3A - Commonwealth Programs: Develop an array of programs designed to best meet the higher education needs of the Commonwealth; Goal 3B - Regional Economic Development: Enhance the capacity of the System to serve regional economic and community development needs; Goal 3C - Teacher Preparation: Retain the System's status as the premier provider of teachers to the Commonwealth; Goal 3D - Graduate Programs: Support graduate programs designed to meet the needs of the Commonwealth.

Evaluations of the NAS and UPP outcomes are summarized within the Goal Category. For the required NAS reporting of University efforts relative to Teacher Certification tests (PRAXIS), the full University submission is included as part of this summary.

Institutional Improvement (Comparison to Institutional Historic Baseline)

The baseline performance expectations were "exceeded" for the following 2 sub-measure(s): Masters Degrees Awarded (Number); Masters Cost per FTE Student.

The baseline performance expectations were "not met" for the following 2 sub-measure(s): Doctoral/First Professional Degrees Awarded (Number); Doctoral/First Professional Degrees Awarded (Ratio).

Comparative Achievement (Comparison to External Standard/Benchmark)

Performance expectations were "exceeded" for the following 2 sub-measure(s): Masters Degrees Awarded (Ratio); Aggregate PRAXIS Passing Rate (Percent Passing).

Performance expectations were "not met" for the following 1 sub-measure(s): Masters Cost per FTE Student.

Performance Target Attainment (Comparison to System Performance Target)

The System performance targets were "exceeded" for the following 1 sub-measure(s): Masters Cost per FTE Student.

The System performance targets were "not met" for the following 3 sub-measure(s): Masters Degrees Awarded (Ratio); Doctoral/First Professional Degrees Awarded (Ratio); Aggregate PRAXIS Passing Rate (Percent Passing).

Overall Performance

The overall performance summary views strengths and weaknesses from a broad perspective across all three performance categories: comparisons to historical baselines, external benchmarks or System performance targets.

There were no overall strengths identified in this Goal Category.

The overall weakness(es) were identified in the following areas: Degrees Awarded (Doctoral/First Professional).

Narrative Assessment Statement/University Performance Plan

The University described 41 total outcome(s) for this Goal Category; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. Actions and outcomes relating to the System Strategic Goals may be multi-year; as such, measurable evidence of progress or contribution to performance might not be realized in a given reporting year. For the 6 outcomes in Goal 3A - Commonwealth Programs; all supported the goal, all provided evidence of support, all showed measurable results, all showed evidence of progress, and all contributed to performance. For the 15 outcomes in Goal 3B - Regional Economic Development; all supported the goal, all provided evidence of support, most showed measurable results, all showed evidence of progress, and most contributed to performance. For the 8 outcomes in Goal 3C - Teacher Preparation; all supported the goal, all provided evidence of support, all showed measurable results, most showed evidence of progress, and all contributed to performance. For the 12 outcomes in Goal 3D - Graduate Programs; all supported the goal, all provided evidence of support, all showed measurable results, all showed evidence of progress, and all contributed to performance.

In the required area of teacher certification tests (PRAXIS), the University listed:

All Education majors continue to have access to the PLATO computerized test prep for PRAXIS I. Over 150 students received additional help from faculty-led workshops and tutorial sessions in preparation for the PRAXIS II exams. In addition, 111 students completed a one credit course this year designed to improve understanding of standardized tests, the accountability movement, and to prepare them to take the Praxis I. All freshman Education majors (in all colleges) were given a Praxis I Basic Skills Screening Test developed by IUP during orientation and received a customized score report and test blueprint along with a letter detailing specific recommendations for each student in how best he or she should prepare for the test. The Aggregate Institutional Pass Rate for Academic Content Areas, Other Content Areas, and Teaching Special Populations was 100%. The Institutional Pass Rate for Basic Skills was 100%, with a statewide pass rate of 99%. The Aggregate Institutional Pass Rate was 100%, while the statewide pass rate was 96%.

4. Resource Development and Stewardship

The quantitative sub-measures for this Goal Category are listed in the **Overview**. The University has a possible total of 10 baseline, 6 benchmark and 7 System performance target sub-measures based on the availability of data. The Strategic Plan Goals within this Goal Category are: Goal 4A - Effective Use of Resources: Ensure all System resources are used effectively and efficiently; Goal 4B - Alternative Funding: Increase the level of alternative funding to support new and existing programs and services; Goal 4C - System Technology Consortium (SyTEC): Employ the System Technology Consortium (SyTEC) to promote efficiency and effectiveness across the System.

Evaluations of the NAS and UPP outcomes are summarized within the Goal Category. For the required NAS reporting of University efforts relative to Private Support, the full University submission is included as part of this summary.

Institutional Improvement (Comparison to Institutional Historic Baseline)

There were no sub-measures within this Goal Category that exceeded baseline performance expectations.

There were no sub-measures within this Goal Category that did not meet baseline performance expectations.

Comparative Achievement (Comparison to External Standard/Benchmark)

There were no sub-measures in this Goal Category that exceeded peer performance.

Performance expectations were "not met" for the following 4 sub-measure(s): Personnel Ratio; Private Giving Rate of Change (less Three Largest Donor Totals); Rate of Change in Market Value of Endowment; Undergraduate Cost per FTE Student.

Performance Target Attainment (Comparison to System Performance Target)

The System performance targets were "exceeded" for the following 2 sub-measure(s): Rate of Change in Market Value of Endowment; Upper Division Cost per FTE Student.

The System performance targets were "not met" for the following 1 sub-measure(s): Programs with Few Graduates (Percent).

Overall Performance

The overall performance summary views strengths and weaknesses from a broad perspective across all three performance categories: comparisons to historical baselines, external benchmarks or System performance targets.

There were no overall strengths identified in this Goal Category.

There were no overall weaknesses identified in this Goal Category.

Narrative Assessment Statement/University Performance Plan

The University described 42 total outcome(s) for this Goal Category; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. Actions and outcomes relating to the System Strategic Goals may be multi-year; as such, measurable evidence of progress or contribution to performance might not be realized in a given reporting year. For the 4 outcomes in Goal 4A - Effective Use of Resources; all supported the goal, all provided evidence of support, all showed measurable results, all showed evidence of progress, and all contributed to performance. For the 31 outcomes in Goal 4B - Alternative Funding; all supported the goal, all provided evidence of support, most showed measurable results, most showed evidence of progress, and most contributed to performance. For the 7 outcomes in Goal 4C - System Technology Consortium (SyTEC); all supported the goal, all provided evidence of support, all showed measurable results, all showed evidence of progress, and most contributed to performance.

In the required area of Private Giving, the University listed:

IUP secured two \$2 million gifts - this is the first time in IUP history that 2 gifts of a million or more have been secured in one year. IUP secured \$7,235,009 in pledges as of 5/13/2007 compared to \$3,268,924 as of 5/13/2006 which is a 121.33% increase. IUP secured 6 gifts of \$100,000 or more from corporations and foundations for various projects compared to one last year. IUP successfully launched the "Indiana Initiative" with a goal of \$20 million to support the Kovalchick Convention and Athletic Complex. To date, over \$10 million has been raised.

A new director of corporate and foundation relations was hired who brings with her a long history of success in securing corporate and foundation support. IUP increased the number of alumni and friends contributing through a "gift club" by 15%. IUP received \$3,393,452 in cash (or marketable securities) as of 5/13/2007 compared to \$3,344,864 as of 5/13/2006, which is a 1.45% increase. IUP initiated the "All Steinway" fundraising effort to raise \$1.5 million with a key lead gift from a local donor. This designation provides Steinway pianos for its entire faculty and its majors for practice and performance. This designation is held by fewer than 60 of the world's finest schools of music.

IUP received unrestricted cash gifts of \$535,067 as of 5/13/2007. IUP has begun negotiations with many new corporations and foundations in which IUP had a limited, if any, philanthropic relationship prior. IUP restructured the office of Annual Giving to become more strategic by identifying key segments and developed strategies to penetrate these segments. Initiated the planning for a "Presidential Gala" to be held in Pittsburgh with a goal of \$100,000 for the President's Fund for Excellence. Initiated the planning for the "Homecoming Gala" to raise funds for scholarships with a goal of \$25,000. IUP successfully concluded the "Gateways" Campaign by surpassing the goal of \$14 million by raising over

\$22 million for scholarships, libraries, technology, facilities, etc. Initiated the planning for "IUP for Heinz Hall" to raise money for scholarships with a goal of \$30,000. Over 250 major gift visits and solicitations have occurred in this fiscal year compared to less than 200 last year. This also provided naming opportunities in particular for the newly renovated Cogswell Hall.

As of March 31, 2007, new gifts to the endowment totaled \$2,946,929. This is a 123% increase over the same time last year. IUP began Corporate Crimson Club fundraising efforts yielding 2% increase in donations. The total investment return over the past year was 7.9%, comparable to last year's return. IUP received over 500 gifts/pledges in the first three quarters of the fiscal year of \$1,000 or more; 27 over \$50,000; and 3 over \$500,000. As compared to last year under 400, 12, and 0 respectively. The president and all four vice presidents are all contributors to IUP and have a combined giving record of over \$70,000; 100% of the President's Cabinet contributes; 80% of the deans; 100% of the alumni board, foundation board, and the Council of Trustees contribute financially to IUP. As of March 31, 2007, total value of the endowment is \$42,014,610. This is a 13.61% increase as of the same time last year.

5. Public Leadership

The Strategic Plan Goals within this Goal Category are: Goal 5A - Public Advocacy: Shape the policy framework for public higher education in the Commonwealth; Goal 5B - Advance System Vision: Advance the vision for the System through the policies, actions, communications, and programs of the universities, the Board of Governors, and the Office of the Chancellor. There are no quantitative measures for this goal.

Narrative Assessment Statement/University Performance Plan

The University described 11 total outcome(s) for this Goal Category; all supported the goal, all provided evidence of support, most showed measurable results, all showed evidence of progress, and most contributed to performance. Actions and outcomes relating to the System Strategic Goals may be multi-year; as such, measurable evidence of progress or contribution to performance might not be realized in a given reporting year. For the 3 outcomes in Goal 5A - Public Advocacy; all supported the goal, all provided evidence of support, most showed measurable results, all showed evidence of progress, and most contributed to performance. For the 8 outcomes in Goal 5B - Advance System Vision; all supported the goal, all provided evidence of support, all showed measurable results, all showed evidence of progress, and most contributed to performance.

University Performance Plan and Narrative Assessment Statement Submissions Narrative Reports on Actions and Outcomes

Introduction

The reporting on university performance for purposes of the System Accountability Program includes both quantitative and qualitative components. Both views are necessary for a comprehensive understanding of university efforts and accomplishments. The quantitative accountability measures are described in **Tabs 4, 5, and 6**. Reporting on qualitative data is described in **Tab 2**. The qualitative reporting components of the System Accountability Program include the Narrative Assessment Statement (NAS) and the University Performance Plan (UPP).

The Narrative Assessment Statement submissions by the universities are qualitative and provide an opportunity for universities to report on actions and outcomes in five areas: (a) Academic Quality; (b) Student Achievement/Success; (c) High-Need Academic programs; (d) Economic Development Activities; and (e) Resource Development and Utilization. A brief description of the NAS and a list of the NAS reporting categories, or “descriptors,” are included later in this document. There are four *required* reporting categories: (1) Accreditation, (2) Teacher certification tests (PRAXIS), (3) System partnerships, and (4) Private giving and endowment growth.

Reporting for the UPP is generally qualitative in nature, but may also include quantitative outcomes (described in narrative form) that highlight university actions and achievements in support of the 16 System goals identified in the PASSHE Strategic Plan, *Leading the Way*. Within that plan are five Goal Categories: (1) Student Achievement and Success; (2) University and System Excellence; (3) Commonwealth Service; (4) Resource Development and Stewardship; and (5) Public Leadership. Under each Goal Category, specific strategic goals are defined.

While serving somewhat different purposes, there is a natural overlap between the NAS reporting categories and UPP reporting relative to the Strategic Plan Goal Categories. With the Board of Governor’s adoption of the Strategic Plan, NAS reporting categories have been organized under the appropriate Strategic Plan Goal Category, ensuring a tight integration of strategic planning and the evaluation of university performance outcomes. Also, for reporting purposes, it is convenient to present university responses to NAS reporting categories under the appropriate Goal Category.

In many instances, university submissions include actions and outcomes in areas where Narrative Assessment Statements coincide with those associated with university efforts in support of the PASSHE Strategic goals. As a result, in reporting the university NAS and UPP submissions, the two reports are consolidated into a single narrative organized by the Goal Categories and Goals of the PASSHE Strategic Plan. Where there is specific overlap, the appropriate NAS category is identified under the goal and not separately reported. Otherwise, the university NAS submissions are reported under each goal category.

The individual university qualitative submissions for the NAS and UPP are presented as submitted by the universities. An example of the reporting format is provided below. For each NAS category/descriptor or Strategic goal, universities entered a maximum of four actions taken in the past year towards achieving that goal. The basic reporting timeline is the just completed academic year defined as June 1, 2006 to May 31, 2007.

EXAMPLE OF REPORTING FORMAT

PASSHE Strategic Plan, Goal Category 1: Student Achievement and Success

NAS: Academic Quality - Learning Environment

Action: <Title>

Timeframe: Single Year

<Description of Action>

Outcome: <Title>

<Description of Outcome>

University Performance Plan Reporting:

Goal 1A: Manage growth to ensure access while enhancing the quality of State System Universities.

Action: <Title>

Timeframe: Single Year

<Description of Action>

Outcome: <Title>

<Description of Outcome>

Also relates to: <Listing of relevant NAS descriptor/category as appropriate>

Goal 1B: Enhance the quality of instruction, learning resources, and support services available to students.

Action: <Title>

Timeframe: Single Year

<Description of Action>

Outcome: <Title>

<Description of Outcome>

Also relates to: <Listing of relevant NAS descriptor/category as appropriate>

ETC...

Under each action, universities have identified a maximum of three outcomes for that action. Outcomes are both quantitative and qualitative. Some actions may have only a single outcome whereas others have multiple outcomes. The limit requires the university to select

the most important outcomes for each of the actions. Action/outcomes may be identified as multiyear (in progress) or single year.

In the **Executive Summary (Tab 1)**, these reported actions and outcomes are summarized based on an evaluation of content and reported under the appropriate five Goal Categories of the Strategic Plan. There are five criteria used in content evaluation for the purposes of facilitating summary reporting. Each reported action (and associated outcome) is evaluated according to the following criteria: (a) *does it support the accomplishment of the objectives identified in an NAS category or the Strategic goal?*; (b) *is there evidence of this support?*; (c) *are there measurable results associated with the action/outcome?*; (d) *is there evidence of progress?*; and (e) *does the action contribute to improvements in performance?*

Narrative Assessment Statement Categories and Descriptors

The NAS focuses on performance results that are evident but not easily measured quantitatively. Universities report accomplishments in five general categories with specific descriptors for each, and may include accomplishments that are one year or multi-year. The categories and the descriptors of the NAS are as follows:

- (a) **Academic Quality** – Accomplishments that have resulted in increasing the academic quality at the undergraduate and graduate levels.
Descriptors: Teaching quality; Academic advising; Learning environment; Curriculum; Library; Faculty quality; External recognition/measures of program quality; Technology; **Accreditation (required)**; Other academic quality.
- (b) **Student Achievement/Success** – Accomplishments that have resulted in enhancing student achievement and increasing student success at the undergraduate and graduate levels.
Descriptors: Student recognition; Student research; Enrollment management; Retention/graduation; Community college transfer; Initiatives for students of color; Initiatives for students from low socio-economic backgrounds; Student publications/presentations; Student service; **System partnerships (required)**; Other student achievement/success.
- (c) **High-Need Academic Programs** – Accomplishments that have resulted in increasing numbers of students enrolled in and graduating from high-need academic programs.
Descriptors: Healthcare-related programs; Science and technology programs; Teacher education programs; Collaborative programs; Other high-need programs; **Teacher certification tests (PRAXIS) (required)**; Other high-need academic programs.

(d) **Economic Development Activities** – Accomplishments that have resulted in enhancing economic growth and development in Pennsylvania.

Descriptors: Corporate alliances; Workforce development; Regional economic development; Business accelerators; Collaboration with business and industry; Collaboration with government; Other economic development activities.

(e) **Resource Development and Utilization** – Accomplishments that have resulted in better use of existing resources and in increasing new sources of revenue.

Descriptors: State or federal grants/contracts; **Private giving and endowment growth (required)**; New or expanded revenue sources; Increasing productivity; Employee development and training; Administrative streamlining; Reducing costs; Strengthening management practices; Other resource development and utilization.

University Performance Plan Strategic Goal Categories

The second qualitative evaluative component of the System Accountability Program is the University Performance Plan (UPP). Since the adoption of the System Strategic Plan in 2004, the UPP includes university-specific strategies and initiatives designed to achieve the 16 Strategic Plan Goals. While the focus is on measurable performance results that can either be quantitatively or qualitatively described, universities may also report important steps taken to contribute to the achievement of the System Strategic Goals and Goal Categories for which the intended outcomes have yet to be realized.

Summarizing from the PASSHE Strategic Plan, the five Strategic Goal Categories and associated Goals that are used by universities in developing their UPP submissions are listed below. For each strategic goal, a “short-hand” reference to the goal is also provided. For brevity and readability, these shorter descriptors of the goals are used in the System Accountability Report.

1. Student Achievement and Success
 - A. **Manage Growth/Quality** - Manage growth to ensure access while enhancing the quality of State System Universities.
 - B. **Quality Instruction, Resource, and Support** - Enhance the quality of instruction, learning resources, and support services available to students.
 - C. **Leadership and Life-Long Learning** - Provide all students with opportunities leading to active citizenship, social responsibility, and life-long learning.
2. University and System Excellence
 - A. **Quality Academic Programs** - Focus the efforts of System Universities on high quality academic programs that meet the needs of Pennsylvania and its students.
 - B. **Diversity and Excellence** - Establish diversity as a cornerstone of excellence and leadership throughout the System.
 - C. **Development of Faculty, Administrators, and Staff** - Provide all faculty, administrators and staff with professional and leadership development to enhance performance.

- D. **Continuous Improvement** - Support an environment of continuous improvement to ensure efficiency, enhance effectiveness, and pursue excellence in System programs, services, and activities.
- 3. Commonwealth Service
 - A. **Commonwealth Programs** - Develop an array of programs designed to meet best the higher education needs of the Commonwealth.
 - B. **Regional Economic Development** - Enhance the capacity of the System to serve regional economic and community development needs.
 - C. **Teacher Preparation** - Retain the System's status as the premier provider of teachers to the Commonwealth.
 - D. **Graduate Programs** - Support graduate programs designed to meet the needs of the Commonwealth.
- 4. Resource Development and Stewardship
 - A. **Effective Use of Resources** - Ensure that all System resources are used effectively and efficiently.
 - B. **Alternative Funding** - Increase the level of alternative funding to support new and existing programs and services.
 - C. **System Technology Consortium (SyTEC)** - Employ SyTEC to promote efficiency and effectiveness across the System.
- 5. Public Leadership
 - A. **Public Advocacy** - Shape the policy framework for public higher education in the Commonwealth.
 - B. **Advancing System Vision** - Advance the vision for the System through the policies, actions, communications, and programs of the universities, the Board of Governors, and the Office of the Chancellor.

Table 2.1 Narrative Assessment Statement and University Performance Plan
Indiana University of Pennsylvania

PASSHE Strategic Plan, Goal Category 1: Student Achievement and Success

University Performance Plan Reporting:

Goal 1A: Manage growth to ensure access while enhancing the quality of State System Universities.

Action: Distance Education

Timeframe: Single Year

IUP continues assess the modality of teaching methods to meet current needs and demands.

Outcome: Distance Education

Based on performance measure results distance education enrollments increased from 3,025 to 3,903. The percentage of students enrolled in distance education increased from 2.33% to 2.91%.

Also relates to: NAS: Academic Quality - Learning Environment

Action: Program Articulation Agreements

Timeframe: Single Year

IUP formulated program articulation agreements with area community colleges.

Outcome: Active Development

Currently there are 23 articulation agreements in active development with 5 community colleges.

Also relates to: NAS: Student Achievement and Success - Community College Transfer

Outcome: Articulation Agreements - Butler

The number of articulation agreements with Butler County Community College will increase from 3 to 17. The following new articulations will be introduced: Business, Communications Media, Elementary Education, Exercise Science, Health & Physical Education, Hospitality Management, Psychology, and Sports Administration.

Also relates to: NAS: Student Achievement and Success - Community College Transfer

Outcome: Memoranda of Agreement

Memoranda of agreements have been completed with Penn Highlands and Butler County Community College.

Also relates to: NAS: Student Achievement and Success - Community College Transfer

Action: Applications and Enrollments

Timeframe: Multi-Year

Strategically increase applications and enrollments in graduate programming.

Outcome: Enrollment

IUP increased new graduate enrollment head-count from 725 to 903 with a total graduate enrollment increase from 2,034 to 2,272.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Targets

IUP's targets for new graduate enrollment head-count increased from 903 to 1,024 with a total target graduate enrollment increase from 2,272 to 2,521.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Dual Enrollment

Timeframe: Multi-Year

IUP increased the number of memorandums of understanding with area high schools as well as the total number of high school students attending IUP through dual enrollment.

Outcome: Approved Schools

Leechburg High School and Lenape Vocational Technical have been added to the approved list.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Enrollments

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

The number of dual enrollments increased from zero in 05-06 to 48 in 06-07.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Enrollment Management Plan

Timeframe: Single Year

Developed and implemented a five year Enrollment Management Plan to actively identify, recruit, and enroll an academically talented and diverse student body that meets the student enrollment goals of the University.

Outcome: Associate Vice President

IUP hired an Associate Vice President for Enrollment Management.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Stamats

IUP completed the consultation with Stamats resulting in a comprehensive set of recommendations for implementation over the next 5 years. An implementation plan has been developed.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Fall 2006 Enrollment

Timeframe: Single Year

IUP achieved an overall increase for fall 2006 enrollment.

Outcome: Dual Enrollment

IUP increased dual enrollment from zero to 48.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: First Year Students

IUP increased new first-year student head-count enrollment from 2,605 to 2,675.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Full Court Press

IUP will continue to implement a multi-pronged approach entitled Full Court Press. Achieving fall 2006 enrollment of 14,248, an increase of 167 from prior year.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Fall 2007 Recruitment Plan

Timeframe: Single Year

IUP formulated a fall 2007 recruitment and admission plan to increase targeted student populations meeting admission standards in an increasingly competitive market, with a goal of incremental enrollment growth, through increased yield.

Outcome: Crimson Showcase

IUP redesigned the Philadelphia and Harrisburg experiences with the new title as the "IUP Crimson Showcase," resulting in increased participation from 104 to 166.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Stamats

IUP incorporated applied Stamats recommendations to improvements in the fall 2007 recruitment efforts to enhance "yield."

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Targets

IUP increased targets for new first-year student head-count enrollment from 2,675 to 2,771; increase dual-enrollment from 48 to 100. Also set college based, campus based, and program based enrollment goals, developed and endorsed by college, campus and program deans/directors.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: First year Punxsutawney

Timeframe: Single Year

IUP provided opportunities to enhance the success of under-prepared first-year students at the Punxsutawney Regional Campus. The 2006-07 academic year served a class of 280 students, of which

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

154 (55%) were minority. The students came from across the Commonwealth including 81 from Philadelphia County. In addition to the first-year program, the campus also served 18 students from the local high school through the Dual-Enrollment Program.

Outcome: Diversity

A number of initiatives were employed to support the overall success of the minority students on the Punxsutawney Campus. These programs included (a) on-going student workshops designed to strengthen academic skills; (b) the Student Activities Committee had minority student representation to ensure that the sponsored programs were of interest to diverse student groups; (c) cultural performances were offered in conjunction with the campus, ArtsPath and the Indiana Campus Lively Arts Series; (d) the student gospel choir was again organized and performances were held on several PASSHE campuses as well as the IUP campuses and within the local Punxsutawney Community.

Also relates to: NAS: Student Achievement and Success - Initiatives for Students of Color

Outcome: Mentoring

To support the developmental needs (academic and social) of the students, a group of faculty and staff from both the Indiana Campus and the Punxsutawney Campus joined together to form the Student Success Team. The Team met regularly to address programs and issues geared toward student success. Workshops and programs resulted from these meetings. As a result of the efforts, students realized academic success in numbers higher than in past years. Of the 280 first-year students, only 14% were academically dismissed. Of the minority population, only 10% were academically dismissed. Some of the dismissed students have been counseled into IUP summer classes with the goal of attaining the required GPA to return to IUP in fall 2007.

Also relates to: NAS: Student Achievement and Success - Initiatives for Students of Color

Action: Project ROCS

Timeframe: Single Year

Conducted longitudinal assessment of selected African American Cultural Center and Project ROCS programs.

Outcome: GPA/Retention

IUP prepared longitudinal report of cumulative GPA and retention data of Project ROCS participants' Fall 2001- Fall 2006, which showed that the average 2nd-year persistence rates of Project ROCS students was approximately 79% for an average of approximately 43 students as compared to 65% for a similar group of non-ROCS students at approximately 27 students per year. Data also showed that almost yearly, the cumulative GPA of ROCS students was consistently higher than that of a similar group of ROCS students, with the cumulative GPA of fall 2006 students yielding a 2.57 for Project ROCS students and 1.81 for non-ROCS students.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Outcome: Racial/Cultural Programs

IUP determined average African American Cultural Center (AACC) racial/cultural programs and participants 2000-2006 which showed that AACC averaged approximately 119 programs per year that reached an average of over 11,550 persons per year that yielded approximately 104 persons per program. For 2006-07, approximately 143 programs were offered.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Outcome: Student Leadership/Personal Development

IUP determined average African American Cultural Center (AACC) student leadership/personal development programs and participants 2000-2006, which showed that AACC averaged approximately 23 programs per year that reached an average of 374 persons per year that yielded approximately 23 persons per program. The AACC offered approximately 32 programs in 2006-07 that were attended by approximately 684 persons.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Action: Student Financial Resources

Timeframe: Single Year

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

IUP developed and implemented new state and federal grant and loan processes to increase aid to eligible students. IUP also reviewed and enhanced existing need-based and merit-based scholarship programs with particular emphasis on leveraging student financial aid.

Outcome: Scholarships

IUP developed and implemented the Scholarship Work Action Team to improve the scholarship award process, resulting in more effective reporting tools via URSA, introduction of on-line scholarship disbursement request, and improved University-wide communications. In addition, IUP worked with African American Cultural Center to recommend scholarships for 93 students.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Outcome: Financial Aid Packaging

IUP successfully packaged financial aid award letters for new students two weeks earlier than previous years.

Also relates to: NAS: Resource Development and Utilization - Increasing Productivity

Action: Expanded Enrollment Efforts

Timeframe: Single Year

IUP expanded transfer student marketing, recruiting, and enrollment efforts through development of effective communication plans, and collaborative agreements with regional community colleges.

Outcome: Visits

The number of visits to community colleges was increased by 8%.

Also relates to: NAS: Resource Development and Utilization - Increasing Productivity

Goal 1B: Enhance the quality of instruction, learning resources, and support services available to students.

Action: Common Freshman Reader

Timeframe: Single Year

IUP for the first time selected the Common Freshman Reader to engage freshman both academically and socially. The book selected was "Fast Food Nation" by Eric Schlosser.

Outcome: Departmental Participation

Departments across the University participated in numerous activities using the Common Freshman Reader. Participation varied by department: some utilized the reader in a first-year introductory class; others used it as an upper class requirement. Many departments participated in "table talk" which was attended by well over 500 students. Four tables run by sophomore business honors students and an additional two tables by Jersey Mike's owners and Pizza Hut's supervisor. "Costing of Fast Food Franchises," "Marketing Strategies for Fast Food Franchises," "A Look into McDonald's Facts & Figures," and "International Business: Franchising Around the World" were topics discussed.

Also relates to: NAS: Academic Quality - Learning Environment

Outcome: Common Freshman Reader Activities

The Freshman Class participated in a variety of activities provided by IUP faculty and the Common Freshman Reader Planning Committee.

- Fall Super Size film series
- November Table Talks
- February Fast Food Nation film series
- February Creative Poster Contest
- March Eric Schlosser Lecture
- April Essay Contest
- April Undergraduate Scholars Conference
- April Chalk on the Walk Contest
- May Student Survey
- CFR programs in residence halls
- Encouraged Project ROCS students to participate in the Freshman Common Reader activities.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Outcome: Website

A website was designed for the Common Freshman Reader, Fast Food Nation. Students had available a selection of excellent resources to begin their study of the issues associated with the book. Students also gained information about the book's topic through student-produced posters which were exhibited throughout the Library; viewing the Library-owned film, and the bibliography list prepared by the Library.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Action: Living Learning

Timeframe: Multi-Year

Introduced the principles of "living-learning" as the educational philosophy upon which Residential Revival is founded.

Outcome: Model

Developed a pilot faculty-led living-learning model as well as a pilot peer mentor program for the Suites on Grant Street.

Also relates to: NAS: Academic Quality - Learning Environment

Outcome: Specialty Housing

Deliver 15 academic specialty housing options in 2007-08 addressing the following disciplines: Biology, Business, Communication Media, Computer Science, Criminology, Education English, Intensified Study, Music, Natural Sciences and Mathematics, Nursing and Allied Health, ROTC, Spanish, Service Learning, Substance-Free Lifestyle.

Also relates to: NAS: Academic Quality - Learning Environment

Outcome: Reorganization

Reorganized the University's housing and residence life staffing model for Residential Revival to eliminate 19 student staffing positions and 1 professional position, redesign the responsibilities of housing directors, and to introduce community assistants which will replace RAs and focus more on academic community development.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Action: Library 06/07

Timeframe: Multi-Year

The library will spend performance funding according to PASSHE guidelines.

Outcome: Books

IUP has allocated \$235,000 across all disciplines for books, emphasizing new graduate programs.

Also relates to: NAS: Academic Quality - Library

Outcome: DVDs

IUP allocated \$20,000 for library DVDs to support programs across all disciplines.

Also relates to: NAS: Academic Quality - Library

Outcome: Serials and Databases

IUP allocated \$197,000 across all disciplines for serials and databases, emphasizing new graduate programs. Improved access is provided to journals and databases, a critical need in keeping up with disciplines that are changing and with research that is ever growing.

Also relates to: NAS: Academic Quality - Library

Action: International Partnerships

Timeframe: Single Year

IUP will expand international partnerships.

Outcome: International Universities

IUP expanded partnerships with Leeds Metropolitan University, UK; Karlstad, Sweden; Jordan, Kungpook, South Korea and Yarmouk University, Jordan.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: PES

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

IUP Eberly College of Business and Information Technology will expand the partnership with Peoples Educational Society (PES), Bangalore, India. IUP has been offering Eberly's MBA program in Bangalore since fall 2005. The first cohort of 20 students in the IUP-India MBA program graduated in May 2007. The second cohort (2006-08) comprises 89 students in two sections. Nearly twenty IUP faculty members and administrators have traveled to India as part of this program. IUP and PES also conducted the first Management fest labeled MANAGE on March 29-30. Over 300 students from 45 colleges within a radius of 250 miles from Bangalore took part in competitions in finance, marketing, human resources, business quiz, cultural events, etc.

Also relates to: NAS: High-need Academic Programs - Program Collaborations

Action: Convocation

Timeframe: Single Year

IUP developed and delivered the inaugural Freshman Convocation.

Outcome: Freshman Convocation

The first Freshman Convocation was held on August 27th with over 600 student, faculty and staff attending.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Outcome: Speakers

The keynote speaker was Dr. Sam Heastie, a member of the Fayetteville State University Educational Leadership faculty who previously served as Grove City College's special assistant to the president for diversity. Dr. Heastie spoke on the importance of being engaged in the life of the University and the traditions and values. Other speakers included Ron Shaffer, English, and Patrick Barnacle, Student Government Association.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Action: Annual Undergraduate Scholars Conference

Timeframe: Multi-Year

The Second Annual Undergraduate Scholars Conference was held on April 11, 2007.

Outcome: Presentations

The number of presentations at the Undergraduate Scholars Conference was 174 in 2007 compared to 122 presentations in 2006.

Also relates to: NAS: Student Achievement and Success - Student Publications and Presentations

Outcome: Exhibits

The Second Annual Undergraduate Scholars Conference held April 11, 2007 with a total of 259 exhibits, compared to 249 exhibits in 2006.

Also relates to: NAS: Student Achievement and Success - Student Research

Action: Develop and Advance research

Timeframe: Multi-Year

IUP provided leadership and resources to develop and advance undergraduate research.

Outcome: Conference Presentations

IUP financially supported conference presentations by undergraduate students through a newly instituted application process administered by the School of Graduate Studies and Research. Funds supported 22 presentations authored or co-authored by 38 undergraduate students. Awards in the amount of \$5,113 were made during the 2006-2007 year.

Also relates to: NAS: Student Achievement and Success - Student Publications and Presentations

Outcome: Student Opportunities and Achievements

Students participated in research within all 6 colleges.

Humanities and Social Sciences - a total of 50 students presented papers at regional, state, national, or international conferences. And a total of 5 co-authored published articles.

Eberly College of Business - Twenty MBA students participated in the first Eberly case competition, "Gaining and Retaining Competitiveness in the Global Industry." In addition 58 students are involved as part of the Small Business Institute.

Table 2.1 Narrative Assessment Statement and University Performance Plan
Indiana University of Pennsylvania

Fine Arts - Both productions and scenes from productions created by theater and dance have been honored both regionally and nationally. The IUP Saxophone Quartet has been nationally recognized by Fishchoff Chamber Music Competition. Art Education students presented at the National Art Educators Association Conference in New York.

Health and Human Services - 34 students participated in the development of research through a team centered approach selecting action research issues. Teams developed papers and posters based upon their research.

Natural Science and Math - This college held the Second Annual Mathematics, Science & Technology Program with over 25 female students presenting research.

College of Education - This college had 13 students presenting at the undergraduate scholars conference and 7 faculty members served as advisors.

Also relates to: NAS: Student Achievement and Success - Student Research

Action: ECOB - Financial Trading Room

Timeframe: Single Year

The IUP Eberly College of Business has created a Financial Trading Room to provide opportunity for students to have real world experience.

Outcome: Financial Trading Room

Eberly College has created a Financial Trading Room. Finance students have an exciting opportunity to create hypothetical portfolios, track all purchase and sale transactions in order to gauge performance, and document trading strategies. Students use a database and related software to conduct financial analyses, and learn valuation techniques, arbitrage techniques, and portfolio risk management strategies. Students from other business majors also have the opportunity to access databases and related software in the trading room for projects such as market research and tax return preparation.

Also relates to: NAS: Student Achievement and Success - Student Recognition

Outcome: SMIP

Student Management Investment Portfolio (SMIP): The quarterly report of SMIP was submitted to the IUP Foundation at the end of April and was discussed with Foundation Investment Committee on May 9. The performance of the portfolio indicates a 10% annual return as of the end of March. However, during April the portfolio has achieved an additional 5% return raising the annualized return over the 6 months to approximately 20% thus beating the S&P 500 index by about 6% - 7%.

Also relates to: NAS: Student Achievement and Success - Student Recognition

Goal 1C: Provide all students with opportunities leading to active citizenship, social responsibility, and life-long learning.

Action: Assessment

Timeframe: Single Year

IUP began the development and implementation of a comprehensive and ongoing assessment of student participation and satisfaction levels, student attitudes, beliefs and behaviors, and outcomes.

Outcome: ATOD

IUP completed the Program Review for the Alcohol, Tobacco and Other Drug (ATOD) Program.

Outcome: CEPE

IUP began collaboration with the IUP Center for Educational and Program Evaluation (CEPE) in creating a multi-dimensional strategy and initiative assessment model.

Action: Programming

Timeframe: Single Year

Provided more student-focused, comprehensive alcohol awareness, education and prevention programs.

Outcome: Assessment Tools

Based on finding on the President's Commission Best Practice's Report IUP began the process of identifying and implementing assessment tools designed to measure the achievement of evidence-based program and service strategies.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Outcome: Graduate Assistant

Identified and hired a graduate assistant to maintain and expand current alcohol educational programming and resources.

Action: Liberal Studies Curriculum

Timeframe: Single Year

Civic Engagement has been incorporated as part of IUP's revision of the Liberal Studies Curriculum.

Outcome: Educational Component

The revision of the Liberal Studies curriculum is to ensure that the core educational components of University curricula promote social responsibility, an appreciation for diversity and inclusiveness, and the pursuit of democratic citizenship. One of the three broad student learning outcomes states, "responsible learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values." The revised LS curriculum will require coursework and experiences designed to foster the achievement of these essential knowledge, skills, and values. In the current curriculum, a recent review of course syllabi revealed that 96% of Liberal Studies courses address values, 92% address diverse perspectives and 52% address global citizenship.

Also relates to: NAS: Academic Quality - Curriculum

Outcome: Expected Learning Outcomes

Civic engagement is addressed in the Expected Undergraduate Student Learning Outcomes with service learning and experiential learning methods identified as expected pedagogy in a revised LS curriculum. In the current LS Curriculum, at least two senior synthesis sections have required service learning components. Courses with a service learning component are being piloted as potential first year experience offerings in a revised LS curriculum.

Also relates to: NAS: Academic Quality - Curriculum

Action: Constitution Day

Timeframe: Single Year

IUP commemorated Constitution Day with events spanning all University divisions.

Outcome: Constitution Day

IUP celebrated with a guest lecturer Jeffrey Rosen, Professor of law at George Washington University, and Legal affairs editor of The New Republic. During the week of September 18-22, the following video showings were held - "Our Constitution: A Conversation," "Key Constitutional Concepts," "Mandate the President and the People," "Privacy and security on the eve of the millennium."

Also relates to: NAS: Academic Quality - Learning Environment

Action: Student Awards

Timeframe: Single Year

IUP continues to support students and recognize them for outstanding awards.

Outcome: Athletes

IUP accounting majors Katie Glaws, Women's Basketball and Sean Strauman, Track and Field, were honored by PA Athletic conference sports information directors as recipients of the PSAC Top 10 for their winter sport season. The award combines academic and athletic excellence recognizing five men and women in the winter sports of basketball, swimming, indoor track and field and wrestling.

Also relates to: NAS: Student Achievement and Success - Student Recognition

Outcome: Goldwater/Fellowship

An undergraduate student in the Biochemistry Program was awarded a Department of Homeland Security Fellowship, also Chemistry major Elizabeth Palladin was awarded a Goldwater Fellowship.

Also relates to: NAS: Student Achievement and Success - Student Recognition

Action: Collaboration of University Departments

Timeframe: Single Year

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Coordinated collaboration between appropriate University departments and student programming boards to increase awareness.

Outcome: Greek Community

Provided support to the Greek Community in the development of student leadership, personal and interpersonal skills, enhancing new member education, enhancing student/faculty/staff relations and educating chapter leaders regarding anti-hazing policies.

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Alcohol Free Late Night Events

Collaborated with Information Technology, Student Cooperative Association, Board of Directors President, Director of Social Equity and Civic Engagement, and Media Resources (just to name a few) to heighten awareness of alcohol free late night contemporary events on campus available to students

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Outcome: Public Safety

The office of Public Safety provided 18 workshops to 144 adults and 547 students, numerous police training sessions, and poster campaigns in collaboration with the President's Commission on Reducing Student Substance Abuse.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Action: Community Out-Reach

Timeframe: Single Year

A wide variety of student organizations participated in out-reach efforts and civic engagement opportunities.

Outcome: Student Opportunities

IUP students provided numerous civic engagements activities. Including Valentines for Soldiers Project which prepared and mailed care packages for soldiers deployed in Iraq; Fight 4 Five fundraising project to promote physical activity among children (with Kappa Delta Pi, Education honorary), raising \$100 for new playground equipment; Art Education students, representing the student chapter of NAEA, developed a MRI mural for Indiana Regional Medical Center; HPED Major's Club and PEK Community Service Projects participated in fundraising for Ronald McDonald House, American Heart Association Heart Walk, Clayton Meals Expo, etc; HPED Summer Children's Physical Activity Camp had 55 children aged 5-12 from local community participate in developmentally appropriate physical activity with instruction and supervision by HPED teacher education majors; HPED students had teaching opportunities for HPED 261, Water Safety Instruction and HPED 655, Teaching Health Fitness for Elementary Children.

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Counseling Site

Food and Nutrition Community Services, staffed by dietetic interns, provided two new counseling services sites at the Center for Orthopedics and Sports Medicine and the Indiana Regional Medical Center Chemo Oncology Center. Interns provided, respectively, 16 and 21 hours per week at these two sites.

Also relates to: NAS: Economic Development Activities - Collaboration with Business and Industry

Action: Assessment

Timeframe: Single Year

IUP began the development and implementation of a comprehensive and ongoing assessment of student participation and satisfaction levels, student attitudes, beliefs and behaviors, and outcomes.

Outcome: Drug and Alcohol Strategic Planning

IUP provided leadership for the PASSHE Drug and Alcohol Strategic Planning effort and presented outcomes at IUP, regional, and state-wide conferences.

Also relates to: NAS: Student Achievement and Success - System Partnerships (required)

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Action: Collaboration between C-CAPS and AOD

Timeframe: Single Year

Created and maintained formal collaboration between the Alcohol and Other Drug Program (AOD) and the Center for Counseling and Psychological Services (C-CAPS) in implementing AOD intervention strategies.

Outcome: Treatment Intervention

Members of Commission on Reducing Student Substance Abuse (CORSSA) workgroup met 8 times this year and achieved the following goals and outcomes toward initiative #9 (to employ a counseling psychologist through the Center for Counseling and Psychological Services (C-CAPS) to provide programs, support groups and treatment interventions):

- A total of 28 students were either self referred or referred to C-CAPS for substance abuse related issues and problems.
- Of the 28 referred students, 17 students were mandated for counseling through the judicial process.
- A total of 90 counseling sessions were given by the C-CAPS drug and alcohol counselor to these students. The average number of sessions per student was 3.2.
- Increased support services for students in recovery by assisting Alcoholics Anonymous to establish a consistent campus meeting location.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

PASSHE Strategic Plan, Goal Category 2: University and System Excellence

Goal 2A: Focus the efforts of System Universities on high quality academic programs that meet the needs of Pennsylvania and its students.

Action: Accreditation

Timeframe: Multi-Year

IUP financially supported accreditation efforts with special focus on new accreditations and meeting and expanding requirements for student assessment.

Outcome: Existing Accreditations

For existing accreditations, \$103,500 has been allocated to support 12 separate accreditations. These funds will address additional assessment criteria including standardized testing for AACSB, reviews and refinement of curricula, enhancement of faculty credentials, and addressing deficiencies cited in recent accreditations including facilities and recruitment issues.

Also relates to: NAS: Academic Quality - Accreditation (required)

Outcome: New Accreditations

For new accreditations, \$150,000 has been allocated to support efforts in Computer Science and Counseling.

Also relates to: NAS: Academic Quality - Accreditation (required)

Action: Implementation Plan

Timeframe: Single Year

A plan to address the recommendations and suggestions offered by the Middle State visiting team was developed.

Outcome: Strategic Plan/Assessment

In response to recommendations a new strategic plan for the University was endorsed by the Council of Trustees in May 2007. The process for assessment for degree programs has been strengthened through a greater emphasis on student learning outcomes.

Also relates to: NAS: Academic Quality - Accreditation (required)

Outcome: Student Learning Outcomes

The University wide student learning outcomes, recommended by the liberal studies task force, were approved by the University senate.

Also relates to: NAS: Academic Quality - Accreditation (required)

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Goal 2B: Establish diversity as a cornerstone of excellence and leadership throughout the System.

Action: First-year Student Communication

Timeframe: Single Year

IUP proactively communicated with parents of first-year students in multiple ways to enhance the bond between the University and the parents/families of IUP students.

Outcome: Judicial System

IUP developed a parent orientation session to convey information about the University judicial system, with emphasis on University enforcement of alcohol and drug policies, and began implementation in April 2007.

Outcome: Parent Communication

IUP incorporated the themes of citizenship, connections and well-being, which take students Beyond Expectations in all parent communications throughout the year. In addition, IUP produced a parent newsletter and various electronic communications to provide comfort during times of crisis, e.g., student deaths, meningitis, tuberculosis, pandemic flu preparedness, Virginia Tech tragedy, etc.

Action: Recruitment

Timeframe: Single Year

IUP planned and implemented programs designed specifically for the recruitment and admission of African American, Latino, international students, and out-of-state students, with emphasis on increasing financial aid allocations to attract academically talented students.

Outcome: Applications and Enrollments

To date, increased applications from prospective first-year and transfer students of color by 776 and increased admits by 134. Increased enrollments of students of color from 879 in fall 2005 to 1,033 in fall 2006.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: International

To date, international graduate and undergraduate applications increased by 91.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Recruiters

Two new recruiters were hired; one dedicated to Latino recruitment and one dedicated to out-of-state recruitment.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Student and Faculty Recruitment

Timeframe: Single Year

IUP developed a coordinated approach with the Integrated Marketing effort to recruit students and faculty.

Outcome: Admission Points

IUP revamped "admission points" to include an expanded presence for parents as part of the enrollment management strategy

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Spanish Translation

Incorporated information in Spanish about Disability Support Services acquisition onto the Advising and Testing Center website.

Also relates to: NAS: Student Achievement and Success - Student Service

Action: Retaining Our College Students (ROCS)

Timeframe: Single Year

IUP continued the efforts of Project Retaining Our College Students (ROCS) for minority freshman.

Outcome: Community Service

Twenty-seven Project ROCS students completed 283.5 hours of volunteer community service work in fall 2006. Once final spring 2007 numbers are submitted a final report will be developed.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: Student Achievement and Success - Initiatives for Students of Color

Outcome: ROCS - Freshman

IUP served 97 eligible incoming students (34 BOG students, 63 non-BOG students) of diverse backgrounds. Assigned all students with a ROCS's peer mentor. Of the 05/06 project ROCS's students (63), approximately 71% returned for second year. The cumulative gpa of enrolled, "Full Participation" ROCS students far exceeded the non-enrolled, "Limited Participation" ROCS students (Mentorship Only students) at 2.54 vs. 1.81 for fall 2006.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Outcome: Recognition and Awards

IUP presented 67 achievement and outstanding student awards to Project ROCS students at the annual Project End of Year Reception and Awards Program. Of these 7 students awarded ROCS Student Scholar Award (newly named), 9 awarded ROCS Distinguished Scholar Award (newly named); inducted 24 students into ROCS Circle of Scholars and 9 into the ROCS Hall of Fame programs. The newly formed ROCS Distinguished Service Award recognized two graduating mentors, named two students as ROCS Mentor of the Year and two students as ROCS Mentees of the Year.

Also relates to: NAS: Student Achievement and Success - Student Recognition

Action: First-year Student Communication

Timeframe: Single Year

IUP proactively communicated with parents of first-year students in multiple ways to enhance the bond between the University and the parents/families of IUP students.

Outcome: Common Freshman Reader

IUP incorporated information about The Common Freshman Reader and Opening Convocation, and the rationale for each, into parent spring and summer orientations.

Also relates to: NAS: Student Achievement and Success - Retention and Graduation

Action: Student Awards

Timeframe: Single Year

IUP continues to support students and recognize them for outstanding awards.

Outcome: Chacivity Award

IUP continues to recognize student displays of outstanding character, civility, and integrity. Since 2004/2005, the Office of Student Conduct has honored 44 students with the Chacivity Award. The award's name is composed from character, civility, and integrity. This award is designed to recognize students who exhibit behavior(s) that are uplifting to the Indiana University of Pennsylvania community by displaying courage, civility, leadership, integrity, and initiative. In April 2007, students selected along with those that nominated them, were honored at a reception.

Also relates to: NAS: Student Achievement and Success - Student Recognition

Action: University Diversity Council

Timeframe: Multi-Year

IUP established a University Diversity Council to identify and recommend strategic policies and practices that support the successful recruitment, development, and retention of diverse faculty, students and staff for the University and for the greater Indiana community and to promote IUP as a valuable community resource.

Outcome: Diversity Day

During the spring 2007 semester the Student Diversity Council sponsored a campus-wide "Diversity Day," which was an all day event held outside in the University's Oak Grove with entertainment and tabletop displays and with various student clubs and organizations demonstrating their support for diversity.

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Student Diversity Council

The Student Diversity Council is a twelve member council which serves as a student Advisory Council to the Office of Social Equity and Civic Engagement on all matters of campus and community diversity.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Membership

The committee includes 21 University and community members, including 5 faculty members, 5 non-faculty members from the University, 6 upper division students, and 5 members from the greater Indiana community.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Action: Diversity Resource Group/Center

Timeframe: Single Year

In its effort to enhance diversity on campus, IUP has formed a Diversity Resource Group and created a Diversity Resource Center.

Outcome: Diversity Resource Center

IUP has established a centralized Diversity Resource Center to provide support for the University's diversity programs and initiatives from a central campus location.

Also relates to: NAS: Resource Development and Utilization - Employee Development and Training

Outcome: Diversity Resource Group

The Diversity Resource Group consists of those individuals and University offices currently involved in diversity programming and diversity initiatives on campus. The Office of Social Equity and Civic Engagement is the new focal point for supporting diversity on campus and provides technical and clerical support, as well as financial support for all those offices and individuals presently supporting the University's commitment to diversity through their activities.

Also relates to: NAS: Resource Development and Utilization - Employee Development and Training

Action: Women's Commission

Timeframe: Single Year

IUP reconstituted the President's Commission on the Status of Women.

Outcome: Membership

The Commission is comprised of 16 women from campus and the greater Indiana Community and has with the mission of creating an environment on campus that enhances the personal educational and professional growth of women.

Also relates to: NAS: Resource Development and Utilization - Employee Development and Training

Goal 2C: Provide all faculty, administrators and staff with professional and leadership development to enhance performance.

Action: Chairs Retreat

Timeframe: Single Year

The annual Chair's Retreat is held to encourage communication and engage department chairs.

Outcome: Chair's Retreat

The annual Chair's Retreat was held in the fall. Topics included "Perceptions of role/responsibilities of chairs by different constituencies," "Chairs as Faculty/Quasi-administrators," and "The Development and Evaluation of Tenured Faculty."

Outcome: Feedback

Feedback from the chairs retreat resulted in a list of suggestions regarding best practices to encourage productivity of tenured faculty in the department and a better understanding of interim evaluations.

Action: Fulbright

Timeframe: Single Year

IUP recognizes faculty for academic quality.

Outcome: Fulbright Award Winner

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Dr. Robert Boldin was awarded the 2006 Fulbright Scholar Award and will use the award to teach and conduct research in Macedonia, a small Balkan republic. He plans to research methods for economic development and teach courses on finance and entrepreneurship.

Also relates to: NAS: Academic Quality - Faculty Quality

Outcome: Fulbright Senior Specialist Award

IUP Marketing Professor, Rajendar Garg, has been honored with a Fulbright Senior Specialist Scholarship Award. As a recipient of this award, Dr. Garg will travel to Southwestern University of Finance and Economics in Chengdu, China, to assist with the creation of an e-commerce curriculum.

Also relates to: NAS: Academic Quality - Faculty Quality

Action: Research Recognition

Timeframe: Single Year

IUP continues to enhance opportunities of recognition for those employees involved in scholarly research activities.

Outcome: Annual Research Appreciation Week

The School of Graduate Studies and Research, in collaboration with the IUP Research Institute, the College of Natural Sciences and Mathematics, and the Applied Research Lab, held the Seventh Annual Research Appreciation Week April 2-6, 2007 in order to feature and publicize research, scholarship and creative activities at IUP. Special events and educational programs were offered to faculty, staff and students, including: the 13th Annual Awards Luncheon to honor Excellence in Graduate Student Research and Outstanding Achievement in Sponsored Research; a Poster Session for faculty and staff to showcase exemplary research and creative activities; two grant writing workshops for faculty, staff and students; a Women in Science symposium; a Research for Lunch session featuring a panel discussion; two sessions offered by the Grants Resource Center of the American Association of State Colleges and Universities (AASCU); and the Centers and Institutes Breakfast.

Also relates to: NAS: Academic Quality - Faculty Quality

Outcome: Development of Faculty Support

IUP supports faculty development: faculty research and service projects that develop their expertise, teaching skills, and academic leadership. Through the University Senate Research Committee Awards, faculty submitted 146 proposals requesting funding in the amount of \$136,909 for funding through the Small Grants Program. The committee made 105 awards in the amount of \$96,630 (72% of proposals were funded). Faculty submitted 21 Senate Fellowship proposals requesting \$93,548 in funding. Of those 11 (52% of proposals) were funded for \$48,471. Through the Faculty Professional Development Council Annual Grants: Seven awards to IUP faculty totaling \$31,000 were made out of ten proposals submitted for consideration to the statewide Faculty Professional Development Council. Of these awards, five were in support of research, one was in support of the creative and performing arts, and one was in support of curriculum, instruction and assessment. All faculty grantees except one are at the rank of Assistant or Associate Professor, meaning that the idea of "professional development" is realized in these funded proposals.

Also relates to: NAS: Academic Quality - Faculty Quality

Outcome: Centers and Institutes

Forty-seven Centers & Institutes (C&I) at IUP contribute to IUP's mission of teaching, research and public service by linking University expertise with community needs/interests, while also providing practicum and educational opportunities for undergraduate and graduate students. The School of Graduate Studies and Research (SGSR) supports these Centers & Institutes through a range of activities, such as: publishing a C&I Directory and hosting a C&I Website in order to provide important information related to mission, activities, and contact information for each C&I; compiling an Annual Report of C&I for University and community distribution; performing periodic reviews of C&I in collaboration with the Provost and the home College or Division to ensure vitality and consistency with purpose and mission; reviewing policies and procedures related to the creation, revision or deactivation of C&I; providing seed funds to C&I as appropriate; and publicizing C&I accomplishments and contributions to the University and surrounding community. The School of Graduate Studies and Research hosts a C&I Breakfast every April as part of Research Appreciation Week. The C&I Breakfast

Table 2.1 Narrative Assessment Statement and University Performance Plan
Indiana University of Pennsylvania

provides a networking and celebratory occasion in which C&I directors and staff can share information about their activities, accomplishments and new initiatives with University and community leaders.

Also relates to: NAS: Academic Quality - Teaching Quality

Action: University Professorship/Academic Excellence and Innovation Award

Timeframe: Single Year

IUP continues to enhance efforts in recognizing outstanding teaching, research and scholarly activities.

Outcome: Academic Excellence and Innovation Award

IUP established the Academic Excellence and Innovation Award to encourage innovative approaches to research, teaching, and other creative activities by IUP faculty. Grant awards up to \$20,000 will be made on a competitive basis and will be selected on the degree of innovation and creativity of the proposed project. An Award Review Committee consisting of 10 faculty members and three administrators has been established as well as the criteria for review.

Also relates to: NAS: Academic Quality - Faculty Quality

Outcome: University Professorship

IUP re-established the University Professorship award to recognize, reward and encourage IUP faculty who demonstrate outstanding records of teaching, research/scholarly activities, and services. A committee has been established to review the guidelines for selection and enhance the benefits to those who are selected.

Also relates to: NAS: Academic Quality - Faculty Quality

Action: Expanded Enrollment Efforts

Timeframe: Single Year

IUP expanded transfer student marketing, recruiting, and enrollment efforts through development of effective communication plans, and collaborative agreements with regional community colleges.

Outcome: Staffing

The Office of Transfer Services re-organized to include two permanent transfer coordinators and a management technician.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Goal 2D: Support an environment of continuous improvement to ensure efficiency, enhance effectiveness, and pursue excellence in System programs, services, and activities.

Action: Content Management

Timeframe: Single Year

IUP implemented the content management system for the web.

Outcome: Server

IUP purchased a new server to install the content management system with the assistance of Ciber Inc.

Outcome: Process

The process of using information in multiple areas on the web and also ensured accurate information on multiple sites within the web presence was streamlined. In addition an efficient process for all web maintainers was created and at the same time a more consistent use of information and messages was established.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Outcome: Asset Library

An "asset library" was created that will allow our many maintainers and users to leverage photography, video, PowerPoint presentations, graphics, etc. for the benefit of the University and web sites.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Action: Institutional Research, Planning and Assessment

Timeframe: Single Year

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Facilitate the development of a free-standing University Office of Institutional Research, Planning and Assessment to enhance and expand IUP's planning and assessment support services and operational needs both institutionally and related to PASSHE.

Outcome: NSSE

The Office of Institutional Research, Planning and Assessment coordinated efforts for IUP to participate in the first National Survey of Student Engagement. Results will be evaluated and shared with the University.

Outcome: Strategic Plan

The Director of the Office of the Institutional Research, Planning and Assessment served as co-chair for the development of the University strategic plan. This plan will provide an annual assessment of goals, strategies and measurable actions.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Outcome: University Planning Council

The Director of the Office of Institutional Research, Planning and Assessment chairs a subcommittee of the University Planning council on evaluation of performance measures and development of recommendations for improvement.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Action: Media Communications

Timeframe: Single Year

IUP improved relationships with the media.

Outcome: Editorial Board

IUP held 4-5 Editorial Board meetings with the President and key staff members.

Outcome: Contacts with Media

IUP developed improved relationships with key media outlets through aggressive contact approach with outlets with results such as the IUP Residential Revival being reported in the Pittsburgh Post Gazette.

Also relates to: NAS: Economic Development Activities - Corporate Alliances

Outcome: Positive Coverage

IUP had positive stories on the front page of the Pittsburgh Post; significant and positive coverage of IUP on regional network TV for various projects; IUP mentioned in multiple national and international media outlets for multiple stories; IUP recently featured in the Chronicle of Higher Education; and IUP regularly featured on regional radio with President Atwater.

Also relates to: NAS: Economic Development Activities - Corporate Alliances

Action: Nickname

Timeframe: Single Year

IUP changed the nickname of the University to the Crimson Hawks from the Indians.

Outcome: Graphic Identity

An entire new set of graphic identity marks were created to reflect the Crimson Hawk.

Action: Publications

Timeframe: Single Year

Coordinated development of printed publications, web-based, television-based, and outdoor media, as well as standardization with relevant marketing themes, working cooperatively with the academic colleges, including the schools of Graduate Studies and Continuing Education, and IUP campuses at Northpointe and Punxsutawney.

Outcome: Brand Awareness

Created an instant positive brand awareness increase in all measured segments that were targeted.

Outcome: Increase Inquiries

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

During this time, IUP saw an increase in web hits, applications, inquiries and campus visits. Web hits increased by 20%, student inquiries increased from 442 to 1,121, attendance at campus EXPO increased from 124 to 232, applications increased from 1,005 to 1,101.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Student Opportunities

Created an integrated campaign utilizing an IUP student for all advertising (television, radio, newspaper, bill boards, and web) focusing on the message pillar of "Student Opportunities." In addition, IUP developed "points of pride" deposit yield brochure for each academic college.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Web Templates

Timeframe: Single Year

Develop web templates that meet University, college, department, and unit needs.

Outcome: Exhibit Space

Initial flexible "Exhibit" space web page template was designed and accepted by all parties.

Outcome: Framework

The Universitywide Web Redesign committee provided the framework to ensure all templates were accepted by faculty, staff, managers, etc. The "Upper Structure" web pages will be used by all major units and colleges.

Outcome: Home Page

IUP along with Stamats re-developed and re-designed IUP's home page.

Action: Liberal Studies

Timeframe: Multi-Year

The revision of the Liberal Studies Program will include a strong focus on student learning outcomes.

Outcome: Framework

A process was established to identify membership on 11 subcommittees to assist the Liberal Studies Revision Steering Committee in the establishment of criteria for the proposed categories and competencies that are identified in the Liberal Studies Framework proposal.

Also relates to: NAS: Academic Quality - Curriculum

Outcome: Learning Outcomes

The Senate approved "Expected Undergraduate Student Learning Outcome" in May 2006. They will serve as University competencies for all students.

Also relates to: NAS: Academic Quality - Curriculum

Outcome: Program Review

A specific focus on assessment of student learning outcomes from a program perspective has replaced the general departmental review.

Also relates to: NAS: Academic Quality - Curriculum

Action: Implementation of Stamats - Marketing

Timeframe: Single Year

IUP began to implement an integrated marketing communications plan to create a stronger, more consistent institutional image, lowering costs to recruit students and maximizing marketing dollars, including the transformation of the nickname/mascot and the integration of Beyond Expectations.

Outcome: Beyond Expectations

IUP incorporated the tagline "Beyond Expectations" into revised and newly developed publications, programs and celebratory events.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Brand Promise

IUP developed a University wide "brand promise" that is the basis of all marketing, promotional and advertising tactics along with Five Message Pillars that will guide all messages.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Market Segments

Table 2.1 Narrative Assessment Statement and University Performance Plan *Indiana University of Pennsylvania*

IUP developed key market segments based on geography and relationship to IUP.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Student and Faculty Recruitment

Timeframe: Single Year

IUP developed a coordinated approach with the Integrated Marketing effort to recruit students and faculty.

Outcome: Web Profiles

A pool of web profiles was created of alumni, students and faculty that demonstrate the "Beyond Expectations" theme of IUP. In addition, IUP created a strong presence for the President on the site to demonstrate leadership in higher education.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Student Services Assessment

Timeframe: Multi-Year

The Student Affairs Division developed several assessment tools and studies related to student satisfaction and University processes.

Outcome: Career Services

Office of Career Services in cooperation with Technology Support, University Relations, Associate Deans, Council of Chairs, the Office of Institutional Research, Planning and Assessment, has developed a follow-up survey for graduating classes to obtain post-graduation information, as recommended by Middle States review and Stamats recommendations for marketing.

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Counseling Center

IUP administered assessment of 800 undergraduate students involved with the counseling center and analyzed results.

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Residential Revival

IUP analyzed results of student satisfaction and demand related to the Residential Revival. The results provided data used in the approval of Phase II housing.

Also relates to: NAS: Student Achievement and Success - Student Service

Action: Expanded Enrollment Efforts

Timeframe: Single Year

IUP expanded transfer student marketing, recruiting, and enrollment efforts through development of effective communication plans, and collaborative agreements with regional community colleges.

Outcome: Surveys

IUP conducted a survey among transfer students and community college counselors to improve operations. Results were implemented which included the reorganization of the office.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

PASSHE Strategic Plan, Goal Category 3: Commonwealth Service

Goal 3A: Develop an array of programs designed to meet best the higher education needs of the Commonwealth.

Action: School of Continuing Education

Timeframe: Single Year

The School of Continuing Education will offer opportunities for advancement through credit and noncredit programs.

Outcome: Credit Programs

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

The following programs may be completed entirely through a combination of evening and online study: AS in Accounting or General Studies; BS in General Management or General Studies.

Also relates to: [NAS: Student Achievement and Success - Enrollment Management](#)

Outcome: New Choices/New Options

New Choices/New Options is a grant-funded program that provides personal development skills and job search strategies for the unemployed. A total of 70 people completed the program, which resulted in 7 finding employment and 31 enrolled in training.

Also relates to: [NAS: Economic Development Activities - Workforce Development](#)

Outcome: Workshops and Certification

The Keystone Occupational Safety and Health Center is an authorized OSHA Education Center in Region III. A total of 48 workshops have been offered to 341 participants. The Center for Career and Technical Personnel Preparation has enrolled 127 teachers who are pursuing their certification in vocational education.

Also relates to: [NAS: Economic Development Activities - Workforce Development](#)

Action: Nursing Affiliation Agreement

Timeframe: Single Year

The IUP Department of Nursing and Allied Health Professions and Indiana Regional Medical Center (IRMC) formed a nursing partnership.

Outcome: Signed Agreement

IUP and IRMC have established a formal affiliation agreement for internship and training programs and a student scholarship program for IUP nursing graduates. This agreement will keep talented nursing graduates in Indiana County and will help to reduce the cost of a nursing degree for the nursing graduates. This agreement was signed in January 2007.

Also relates to: [NAS: High-need Academic Programs - Program Collaborations](#)

Action: Armstrong County

Timeframe: Single Year

IUP developed opportunities in workforce education in Armstrong County.

Outcome: Electro-Optics

The Electro-optics program at Northpointe has completed its second year as a participant in Pennsylvania's 2+2+2 workforce development program, having received over two years \$300,000 Workforce Leadership Expansion Grant to recruit and expand enrollments in Electro-Optics. At last report 18 students were enrolled in the program at Lenape Vo-Tech, the participating Vo-Tech feeder to the IUP program.

Also relates to: [NAS: High-need Academic Programs - Science and Technology Programs](#)

Outcome: CareerLink

IUP is participating in the Armstrong County, One-Stop Shop CareerLink by providing personnel who will advise those people looking for a career change and who are seeking higher education as a viable alternative.

Also relates to: [NAS: Economic Development Activities - Workforce Development](#)

Goal 3B: Enhance the capacity of the System to serve regional economic and community development needs.

Action: Pandemic Flu

Timeframe: Multi-Year

IUP organized a committee to develop a Pandemic Flu Plan.

Outcome: A. Committee

A University Pandemic Flu committee was established including representation from both IUP and the community.

Outcome: C. Plan

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

A draft Pandemic Flu Plan was developed for approval. The community education process will take place over the summer and fall 2007.

Outcome: B. PASSHE Universities

IUP participated and facilitated involvement with all PASSHE System Universities for Pandemic planning break-out sessions.

Also relates to: NAS: Student Achievement and Success - System Partnerships (required)

Action: Local and Regional Partnerships

Timeframe: Single Year

IUP continues efforts with local and regional organizations.

Outcome: Library

The Library co-sponsored a fall workshop for History Day, an annual program of the History Department, wherein public school students prepare and present papers judged by IUP faculty for awards. Approximately 14 teachers were hosted by the Library in preparation for History Day. The Library also hosted the annual meeting and program of the Indiana and Armstrong Alliance for Libraries at the Northpointe Campus in fall 2006.

Also relates to: NAS: High-need Academic Programs - Program Collaborations

Action: Eberly College of Business

Timeframe: Single Year

Eberly College of Business continues efforts in workforce education and economic development initiatives.

Outcome: College Initiatives

The IUP Small Business Development Center recently accomplished the following: one-on-one consulting with 114 individuals and businesses; assisted 22 clients raise \$9.9M in debt and equity capital, assisted clients with purchase of 9 businesses; completed 30 business plans, helped 8 new businesses to open, assisted 4 companies in the completion of marketing plans, conducted 10 seminars for entrepreneurs and business owners for over 100 participants; provided over 4,000 hours of consulting. In 2005-06, a total of \$8,825,863 was raised in debt and equity capital. The Government Contracting Assistance Program served 73 clients, provided 85 counseling sessions, assisted clients in obtaining \$3.4M in contract awards. Twenty-three individuals in three cohorts will have completed IUP Self-Employment Assistance Program by June 30, 2007. This government-funded program for individuals that meet certain criteria provides training in all aspects of starting a business and developing a professional business plan.

Also relates to: NAS: Economic Development Activities - Business Accelerators

Outcome: CJT Grant

The Customized Job Training (CJT) Program offers employers the opportunity to train new and existing employees in skills specific to their line of business. Grants span 3 years. There are currently 5 companies and 2 consortia with CJT grants for a total of \$1,532,900.

Also relates to: NAS: Economic Development Activities - Workforce Development

Outcome: WEDnetPA

The WEDnetPA Guaranteed Free Training Program offers free training dollars to employers to train employees in both Basic and Information Technology skills. Forty-eight companies received grants for a total of \$819,837.

Also relates to: NAS: Economic Development Activities - Workforce Development

Action: Community Projects

Timeframe: Multi-Year

IUP worked collaboratively with various community organizations.

Outcome: Collaborations

IUP Haven Project and Alice Paul House, Indiana Regional Medical Center, University and community law enforcement personnel worked collaboratively to receive Department of Justice funding total \$394,000 (a prevention and intervention effort addressing violence against women). IUP co-facilitated the Alliance for Prevention of Sexual Assault. Meetings with Indiana County Law Enforcement and

Table 2.1 Narrative Assessment Statement and University Performance Plan
Indiana University of Pennsylvania

Collective Action Against Underage Drinking (CAAUD) were attended by IUP Student Affairs representatives. Over 200 IUP students used their spring breaks in causes such as feeding homeless people in New York City, helping animals in Tennessee and Texas through the Southern Animal Rescue Association, and rescuing victims of Hurricane Katrina in the gulf coast.

Also relates to: NAS: Economic Development Activities - Collaboration with Business and Industry

Outcome: Fire Association

IUP partnered with the Indiana Fire Association to develop a student firefighter program where students will use their skills and University training to work on fire safety issues.

Also relates to: NAS: Economic Development Activities - Collaboration with Business and Industry

Outcome: Health Insurance

IUP renegotiated the insurance contract and benefits as a group with a 10% reduction in annual premiums, while allowing additional coverage for 216 international and 108 domestic students through a PASSHE collaborative procurement project.

Also relates to: NAS: Resource Development and Utilization - Reducing Costs

Action: Diabetes Symposium

Timeframe: Single Year

IUP held a Diabetes Symposium "Diabetes in the Media: Understanding the Crisis; Speaking a Common Language."

Outcome: Collaboration

Gifts from two corporations, Diamond Drugs and Diamond Medical Supply, First Commonwealth Bank were secured to help support the event.

Also relates to: NAS: Economic Development Activities - Collaboration with Business and Industry

Outcome: Diabetes Symposium

"Diabetes in the Media: Understanding the Crisis; Speaking a Common Language" was held on April 3, 2007. Over 200 faculty, staff, students, and community members attended the conference. The keynote speaker was Senator John P. Murtha.

Also relates to: NAS: Economic Development Activities - Collaboration with Business and Industry

Outcome: Partnerships

Partnerships with WTAE, WPXI, The Pittsburgh Post Gazette, the American Diabetes Association, and more than 20 vendors also supported the event. Marilyn Brooks from WTAE Channel 4 was also a speaker at the event.

Also relates to: NAS: Economic Development Activities - Collaboration with Business and Industry

Action: Indiana Economic Development

Timeframe: Multi-Year

IUP is participating on the Steering Committee of the Indiana Economic Development project.

Outcome: Downtown Indiana

IUP is actively involved in the Downtown Indiana Inc efforts to revitalize the downtown area. IUP is actively participating with the Chamber of Commerce and the Indiana Borough. Two representatives from IUP have been appointed to the Downtown Indiana Inc board. The University has pledged financial support for the development of the streetscape.

Also relates to: NAS: Economic Development Activities - Collaboration with Government

Action: Earmark Process

Timeframe: Single Year

IUP has initiated a new process to assist in increasing grant awards and in particular earmark dollars.

Outcome: Mine Digitization

IUP developed a federal earmark proposal submitted to Senator Arlen Specter for support of the Mine Digitization map Project, which is pending. Initiatives related to mine map digitization included the libraries continued work with the Pennsylvania DEP Bureau of Mine Safety to create a state-wide database of mine map's images. Maps are being digitized. Metadata standards, naming convention and work flow are being put into place.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: Resource Development and Utilization - State or Federal Grants or Contracts

Goal 3C: Retain the System's status as the premier provider of teachers to the Commonwealth.

Action: Local and Regional Partnerships

Timeframe: Single Year

IUP continues efforts with local and regional organizations.

Outcome: ArtsPath

ArtsPath partners with the College of Fine Arts with school districts across a 4-6 county region, often providing access to arts where otherwise none would be available. IUP continued to develop the college's partnerships with the Pennsylvania Council on the Arts in support of programs such as SHARE, ArtsPath (both Arts-in education programs) and the Lively Arts Series. Nearly 3,000 students were served by this program in the past year. Approximately \$60,000 was paid to regional professional artists in the past year to present workshops with Act 48 credit and other activities to dozens of teachers and other leaders.

Also relates to: NAS: High-need Academic Programs - Program Collaborations

Outcome: Music Department

The Music Department conducted a variety of outreach programs which support community partnerships. IUP provided internship opportunities to IUP music students that support private lessons to public school students in Indiana; IUP string students provided private lessons for elementary students. The opportunity for such instruction is very limited and this outreach strengthens the music student's abilities but also meets a need in the surrounding area. IUP Music has also partnered with the Pittsburgh Symphony Orchestra, local businesses, individual donors, and the Indiana Symphony Society to provide an annual chamber music event in Indiana.

Also relates to: NAS: High-need Academic Programs - Program Collaborations

Action: Improve Scores

Timeframe: Multi-Year

Improve student scores on PRAXIS I and II by establishing guidelines for entry into teacher certification programs.

Outcome: Aggregate Institutional Pass Rate

The Aggregate Institutional Pass Rate was 100%, with state-wide pass rate was 96%.

Also relates to: NAS: High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required)

Outcome: Basic Skills

The Institutional Pass Rate for Basic Skills was 100%, with a state-wide pass rate of 99%.

Also relates to: NAS: High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required)

Outcome: Content Areas, Teaching Special Populations

The Aggregate Institutional Pass Rate for Academic Content Areas, Other Content Areas, and Teaching Special Populations was 100%

Also relates to: NAS: High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required)

Action: Student Preparation

Timeframe: Multi-Year

Institute a series of measures to enhance student preparation for the PRAXIS exams.

Outcome: Basic Skills Screening Test

All freshman education majors (in all colleges) were given a Praxis I Basic Skills Screening Test developed by IUP during orientation and received a customized score report and test blueprint along with a letter detailing specific recommendations for each student in how best he or she should prepare for the test.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required)

Outcome: PLATO

All education majors continue to have access to the PLATO computerized test prep for PRAXIS I.

Also relates to: NAS: High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required)

Outcome: Preparation Workshops

Over 150 students received additional help from faculty led workshops and tutorial sessions in preparation for the PRAXIS II exams. In addition, 111 students completed a one credit course this year designed to improve understanding of standardized tests, the accountability movement, and to prepare them to take the Praxis I.

Also relates to: NAS: High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required)

Goal 3D: Support graduate programs designed to meet the needs of the Commonwealth

Action: Course Revisions

Timeframe: Single Year

IUP revised curriculum to strengthen and enhance programming.

Outcome: Policies Revisions

To enhance academic integrity the following policy revisions were revised: Chapter 2 in the Graduate Handbook to strengthen criteria for new program proposals; Chapter 7 in the Graduate Handbook to strengthen the criteria for proposals of collaborative arrangements and create a peer-reviewed evaluation mechanism for such arrangements; and policy revision of residency requirements for doctoral programs.

Also relates to: NAS: Academic Quality - Curriculum

Outcome: Program Revisions

Revision of graduate programs included; MS in Sport Science, MFA in Studio Art; MA in Music Education; MA Music History & Literature, MA Music Theory, MA in Music Performance. Major course revision to HPED 641, with minor course revision to another 12 courses. Approval for 6 courses to be offered through distance education: SAFE 604; SAFE 607; HPED 641; HPED 642; EDSP 523; COMM 614. Revision to collaborative program with variable delivery site, Flex MBA in Bangalore, India.

Also relates to: NAS: Academic Quality - Curriculum

Action: Marketing and Communications

Timeframe: Single Year

IUP has enhanced marketing and communications within the graduate programming area.

Outcome: Graduate Coordinators

IUP developed a comprehensive communications plan for distribution to the graduate coordinators creating a stronger awareness among the coordinators of the strategic plan for graduate student recruitment including recommended initiatives.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Marketing

Through strategically enhanced marketing campaigns and expanding college newspaper ads, fall 2006 inquiries increased by 19% over fall 2005 inquiries.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: New Cohorts

Timeframe: Single Year

IUP has increased the number of cohort offerings overall within graduate programming by 4 new cohorts.

Outcome: Education

A new cohort of students to Administration and Leadership doctorate was added successfully enrolling 23 additional students and generating 138 additional credits. An additional cohort was added for

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

students in Elementary Teacher Certification masters successfully enrolling 21 additional students, and generating 126 additional credits. Added a new cohort of students in M.Ed. in Educational Psychology enrolling 10 additional students and generating 120 additional credits. Added an additional cohort in M.Ed. in School Counseling enrolling an additional 15 students and generating 90 additional credits.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: Health and Human Services

Health and Physical Education Department ran its first cohort of students for a masters of education degree in HPE enrolling 25 students in a second cohort and generating more than 600 credits. A change in the Safety Science Distance Education masters cohort from bi-annual to annual increased enrollments with 30 students at capacity.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Action: Off-Campus Learning

Timeframe: Single Year

IUP will expand opportunities for off-campus learning.

Outcome: Monroeville Center

The number of cohorts in degree programs at the Monroeville Center continues to grow since its move to Penn Center-East. In fall 2005, four new programs were added, and in fall 2006, two cohorts (School Counseling and Elementary Education) were added to existing degree programs. With 15 cohorts on site, the Monroeville Center attracted 600 fall semester enrollments.

Also relates to: NAS: Student Achievement and Success - Enrollment Management

Outcome: MBA - Butler

Approval was obtained from the Middle State Commission on Higher Education to offer the MBA on the campus of Butler County Community College.

Also relates to: NAS: High-need Academic Programs - Program Collaborations

Action: New Programs

Timeframe: Single Year

IUP strategically developed new graduate programs.

Outcome: Health Care Services Administration

An M.S. in Health Services Administration was approved January 12, 2007 by the Board of Governors. In addition, a Ph.D in Nursing was approved through the University Senate.

Also relates to: NAS: High-need Academic Programs - Healthcare-related Programs

Outcome: Humanities and Social Sciences

A proposal for an MA in Applied Archaeology was approved by the College of Humanities and Social Sciences Curriculum Committee and has been submitted to the University-wide Graduate Committee. A Notification of Intent to prepare a proposal for an MA in Spanish Education has been approved by the Chancellor's Office.

Also relates to: NAS: High-need Academic Programs - Other High-need Programs

Outcome: Weapons of Mass Destruction

Creation of two new Certificates of Recognition (COR): Safety Sciences - Safety Management; Law Enforcement Leadership in Weapons of Mass Destruction (WMD). Creation of new delivery site for MBA program, in Butler County. New COR in Law Enforcement Leadership in WMD to be offered through variable delivery in Washington, DC.

Also relates to: NAS: High-need Academic Programs - Science and Technology Programs

Action: Graduate Opportunities

Timeframe: Single Year

IUP provided graduate students at the master's and doctoral level with opportunities for experiential development in racial, cultural, and diversity awareness and programming.

Outcome: Assistantships

Nine graduate students participated in assistantships at the African American Cultural Center.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

PASSHE Strategic Plan, Goal Category 4: Resource Development and Stewardship

Goal 4A: Ensure that all System resources are used effectively and efficiently.

Action: Construction

Timeframe: Multi-Year

IUP will adhere to construction timelines for Phase I.

Outcome: Construction

Construction of Phase I of the Residential Revival is on schedule for completion and opening in mid August 2007. Amenity space associated with the Phase I construction is also on schedule. The amenity space will provide space for the new multi-cultural Center, International Affairs office, Office for Social Equity and Civic Engagement, The Applied Research Lab.

Also relates to: NAS: Student Achievement and Success - Student Service

Outcome: Phase II

Planning for Phase II of the Residential Revival is complete. The official closing was held on May 14, 2007 when construction began immediately following closing. Opening of Phase II is scheduled for mid August, 2008. Bond ratings were positively impacted for Phase II because of successful occupancy in Phase I.

Also relates to: NAS: Student Achievement and Success - Student Service

Action: Efficiencies

Timeframe: Single Year

IUP will seek opportunities to maximize resources through efficient operations.

Outcome: Deferred Maintenance

The Administration and Finance Division has implemented a short term, but comprehensive, deferred maintenance plan for the academic facilities at IUP's main campus. The IUP Associate Provost, along with the academic deans identified and prioritized projects aimed at improving specific classrooms and laboratories. Deferred maintenance funds will be used to facilitate these improvements. This process is expected to continue on an annual basis. The following areas will receive renovations this year: Stapleton/Stabley Library; Sprowls Hall; Fisher Auditorium; Wilson Hall; Chilled Water Lines; Steam Line Replacement; Keith Hall; Leonard Hall; Centralized Student Mail Room.

Also relates to: NAS: Resource Development and Utilization - Reducing Costs

Outcome: Guaranteed Energy Savings Act

The Administration and Finance Division has assumed the leadership for the PASSHE Guaranteed Energy Savings Act program for IUP. The program is designed to identify energy savings opportunities which can be funded through the actual savings of the projects. The Investment Grade Audit, the first step in the process has identified nearly \$12 million of energy savings potential on the main campus. IUP will carefully review the audit for reasonableness and accuracy before recommending the implementation of any conservation measures.

Also relates to: NAS: Resource Development and Utilization - Reducing Costs

Goal 4B: Increase the level of alternative funding to support new and existing programs and services.

Action: Nickname

Timeframe: Single Year

IUP changed the nickname of the University to the Crimson Hawks from the Indians.

Outcome: Marketing Opportunities

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

This change has created a new sense of identity for IUP for alumni, students, and faculty & staff that is the foundation for a momentum swing that will provide for many other possibilities in the marketing of IUP.

Outcome: Increase of Sales

The nickname change has increased the sale of IUP merchandise by a factor of 10.

Also relates to: NAS: Resource Development and Utilization - New or Expanded Revenue Sources

Action: Coalitions and Partnerships

Timeframe: Single Year

The Murtha Institute will build Coalitions and Partnerships.

Outcome: Activities

Representatives from the Murtha Institute developed strong ties with the homeland security activities of the Department of Defense (DoD), the Department of Homeland Security (DHS), other federal agencies, and local and State governments, meeting with over 100 individuals, and initiating and/or helping to initiate formal relationships with U.S. Northern Command, the Defense Threat Reduction Agency (DTRA), the FBI and the Homeland Security Defense Education Consortium (HSDEC).

Also relates to: NAS: Economic Development Activities - Collaboration with Government

Outcome: Grants

The Murtha Institute developed partnerships with other universities for homeland security-related grant submissions, and research, training, and development opportunities, submitting 4 joint proposals within the previous 6 months.

Also relates to: NAS: Economic Development Activities - Collaboration with Government

Outcome: Proposals

The Murtha Institute developed successful working relationships with the faculty, staff, administration and students, meeting with all departments within the University, submitting 12 proposals/whitepapers within the previous 6 months.

Also relates to: NAS: Resource Development and Utilization - State or Federal Grants or Contracts

Action: KCAC

Timeframe: Single Year

IUP closed on the land purchase for the Kovalchick Convention and Athletic Complex (KCAC).

Outcome: Steering Committee

IUP has enlisted the assistance of various members of the region to help in the development of the KCAC, a forty million dollar facility intended to boost the economy of the region. A commission and steering committee has been formed along with working groups consisting of both University and community stakeholders who are all actively engaged in the design and development of the facility. The design of the facility is expected to be completed in December, 2007 with construction beginning April, 2008. The facility is scheduled to open in the spring, 2012.

Also relates to: NAS: Economic Development Activities - Collaboration with Government

Outcome: Land Transfer

IUP collaborated with Indiana County officials to ensure the successful transfer of the land designated for the new KCAC facility. The land transfer took place on January 9, 2007.

Also relates to: NAS: Economic Development Activities - Regional Economic Development

Action: Alumni/Annual Giving

Timeframe: Multi-Year

IUP has focused efforts on alumni/annual giving.

Outcome: Automated Phone System

IUP developed a strategy to implement an automated phoning system that increased the capacity of this system by a factor of 3.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Outcome: Identifying Key Segments

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

IUP restructured the office of Annual Giving to become more strategic by identifying key segments and developed strategies to penetrate these segments.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Action: Student Financial Resources

Timeframe: Single Year

IUP developed and implemented new state and federal grant and loan processes to increase aid to eligible students. IUP also reviewed and enhanced existing need-based and merit-based scholarship programs with particular emphasis on leveraging student financial aid.

Outcome: Grant Awards

IUP applied for and received the Workforce Advancement Grant for Education (WAGE) grant funding from PHEAA. Awarded \$165,984 in WAGE grant to 67 students in 2006-07. IUP applied for and received the Pennsylvania Higher Education Foundation Nursing Education Grant. In collaboration with the Nursing Department, awarded \$134,000 scholarships to 87 students. IUP applied for and received the Pennsylvania Higher Education Foundation Nursing Scholarship for Low Income Individuals. In collaboration with the Nursing Department, awarded \$8,000 in scholarships to 8 students. IUP applied for and received the Pennsylvania Higher Education Foundation Graduate Nurse Education Program grant in the amount of \$35,863.

Also relates to: *NAS: Resource Development and Utilization - New or Expanded Revenue Sources*

Action: Campaign and Special Project Giving

Timeframe: Multi-Year

IUP has focused efforts on Campaign and special projects giving.

Outcome: Gateways to Opportunity

IUP successfully concluded the "Gateways" Campaign by surpassing the goal of \$14 million by raising over \$22 million for scholarships, libraries, technology, facilities, etc.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Indiana Initiative

IUP successfully launched the "Indiana Initiative" with a goal of \$20 million to support the Kovalchick Convention and Athletic Complex. To date, over \$10 million has been raised.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Steinway

IUP initiated the "All Steinway" fundraising effort to raise \$1.5 million with a key lead gift from a local donor. This designation provides Steinway pianos for its entire faculty and its majors for practice and performance. This designation is held by fewer than 60 of the world's finest schools of music.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Action: Corporate Giving

Timeframe: Multi-Year

IUP has focused effort on increasing Corporate Giving.

Outcome: Director

A new director of corporate and foundation relations was hired who brings with her a long history of success in securing corporate and foundation support.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Gifts over \$100,000

IUP secured 6 gifts of \$100,000 or more from corporations and foundations for various projects compared to one last year.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Outcome: New Opportunities

IUP has begun negotiations with many new corporations and foundations in which IUP had a limited, if any, philanthropic relationship prior.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Action: Endowment Growth

Timeframe: Multi-Year

IUP has continued to focus efforts on endowment growth.

Outcome: Investment Return

The total investment return over the past year was 7.9%, comparable to last year's return.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Outcome: New gifts

As of March 31, 2007, new gifts to the endowment totaled \$2,946,929. This is a 123% increase over the same time last year.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Outcome: Total Endowment

As of March 31, 2007, total value of the endowment is \$42,014,610. This is 13.61% increase as of the same time last year.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Action: Fund-raising Events

Timeframe: Multi-Year

IUP focused on initiating event fund-raising activities.

Outcome: Heinz Hall

Initiated the planning for "IUP for Heinz Hall" to raise money for scholarships with a goal of \$30,000.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Outcome: Homecoming Gala

Initiated the planning for the "Homecoming Gala" to raise funds for scholarships with a goal of \$25,000.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Outcome: Presidential Gala

Initiated the planning for a "Presidential Gala" to be held in Pittsburgh with a goal of \$100,000 for the President's Fund for Excellence.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Action: Leadership Giving

Timeframe: Multi-Year

IUP focused efforts on Leadership Giving.

Outcome: Corporate Crimson Club

IUP began Corporate Crimson Club fundraising efforts yielding 2% increase in donations.

Also relates to: NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)

Outcome: Executive Giving

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

The president and all four vice presidents are all contributors to IUP and have a combined giving record of over \$70,000; 100% of the President's Cabinet contribute; 80% of the deans; 100% of the alumni board, foundation board, and the Council of Trustees contribute financially to IUP.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Gift Club

Increased the number of alumni and friends contributing through a "gift club" by 15%.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Action: Major Gifts

Timeframe: Multi-Year

IUP has focused efforts on securing major gifts.

Outcome: Gifts between \$1,000 and \$500,000

IUP received over 500 gifts/pledges in the first three quarters of the fiscal year of \$1,000 or more; 27 over \$50,000; and 3 over \$500,000. As compared to last year under 400, 12, and 0 respectively.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Gifts over \$1 Million

IUP secured two \$2 million gifts - this is the first time in IUP history that 2 gifts of a million or more have been secured in one year.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Solicitations

Over 250 major gift visits and solicitations have occurred in this fiscal year compared to less than 200 last year. This also provided naming opportunities in particular for the newly renovated Cogswell Hall.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Action: Total Giving

Timeframe: Multi-Year

IUP focused on total giving to IUP.

Outcome: Cash

IUP received \$3,393,452 in cash (or marketable securities) as of 5/13/2007 compared to \$3,344,864 as of 5/13/2006 which is a 1.45% increase.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Pledges

IUP secured \$7,235,009 in pledges as of 5/13/2007 compared to \$3,268,924 as of 5/13/2006 which is a 121.33% increase.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Outcome: Unrestricted Cash

IUP received unrestricted cash gifts of \$535,067 as of 5/13/2007.

Also relates to: *NAS: Resource Development and Utilization - Private Giving Endowment Growth (required)*

Goal 4C: Employ the System Technology Consortium (SyTEC) to promote efficiency and effectiveness across the System.

Action: CIO - Consolidation

Timeframe: Single Year

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

IUP appointed a Chief Information Officer (CIO) and consolidated Academic Technology Services (ATS), the Instructional Design Center (IDC), and Technology Services Center (TSC) into a single organization overseen by the CIO.

Outcome: CIO

The first full-time Chief Information Officer was appointed and all 3 organizations (ATS, IDC, TSC) were merged into 1 consolidated area of information services.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Outcome: Director of IT Administration

The Executive Director of the TSC and the Director of ATS previously managed budgets, contracts, licenses, etc. in an independent fashion. The library provided such management for the IDC and the Provost's Office managed the Advisor Support Center budget. All of these responsibilities were assigned to the Director of IT Administration as part of the reorganization.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Outcome: Efficiency

ATS, the IDC, and the TSC each had organizational structures requiring independent general clerical support, leave processing, travel reimbursement, student worker oversight and search committee work. With the reorganization, these duties and functions are being streamlined to bring efficiency and consistency.

Also relates to: NAS: Resource Development and Utilization - Reducing Costs

Action: Executive-to-CIO

Timeframe: Single Year

The Chief Information Office (CIO) has created a direct "Executive-to-CIO" information technology project prioritization methodology to both increase efficiency and eliminate unnecessary committees.

Outcome: Project Prioritization

Quarterly project ranking meetings were conducted on a quarterly basis with each Vice President and the CIO joined Deans' Council to prioritize IT projects on a regular basis, eliminating the Technology Utilities Council and the Administrative Computing Oversight Committee.

Also relates to: NAS: Resource Development and Utilization - Administrative Streamlining

Action: IT Centralization

Timeframe: Single Year

Based on the new organization of the information technology services several areas were centralized for operating efficiency.

Outcome: Electronic Bulk Storage

The ATS, the IDC, and the TSC all maintained secured, production servers and bulk storage units that required independent security and administration roles as well as independent costs. This administration function included physical, operating system and application security levels. These servers and storage are all being consolidated under the IT Services' Technical Services operating unit.

Also relates to: NAS: Resource Development and Utilization - Reducing Costs

Outcome: Technology Help Desk and User Services

The TSC operated both the administrative help desk and dispatch services in Stright Hall, ATS operated both the student help desk and the central academic help desk in Gordon Hall and the IDC operated a help desk in Stabley Library. All help desk services will migrate to the IT Support Center beginning in fall 2007, as part of the reorganization.

Also relates to: NAS: Resource Development and Utilization - Reducing Costs

Outcome: Technology Training, Documentation, and Web

The ATS, the IDC and the TSC previously offered notable training programs related to respective areas of expertise. All of this training will be consolidated into an IT Support Center function as part of the reorganization. They will also maintain substantial web sites and custom-written documentation resources and each has its own web master. As part of the University's web redesign project, these sites and associated content will be consolidated as part of the IT Support Center web site utilizing a single web master function.

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

PASSHE Strategic Plan, Goal Category 5: Public Leadership

Goal 5A: Shape the policy framework for public higher education in the Commonwealth.

Action: KIZ

Timeframe: Multi-Year

IUP developed a Keystone Innovation Zone (KIZ) Grant proposal.

Outcome: Accepted Proposal

The KIZ proposal in the amount of \$200,000 was submitted to the Pennsylvania Department of Community and Economic Development Ben Franklin Technology Development Authority in March of 2006.

This proposal was awarded in January 2007.

The following are proposed actions and deliverables to be achieved with round one funding

- Provide outreach and business assistance to determine KIZ eligibility/service needs for up to 8 companies
- Create at least two start-up businesses in the Zone
- Create up to 12 new full-time jobs in the Zone
- Retain up to 3 full-time employees in the Zone
- Provide education/training to entrepreneurs
- Generate up to \$50,000 in revenues in KIZ companies
- Facilitate corporate partnerships/research contracts with KIZ industry/academia partners
- Assist in the filing of at least 2 patents
- Place up to 5 interns at KIZ companies
- Seek additional sources of funding through various local, state and federal funding agencies to support KIZ activities

Also relates to: NAS: Economic Development Activities - Regional Economic Development

Outcome: Partners

The Indiana County KIZ coordinates programmatic activities for three institutions of higher education, the county economic development agencies and a variety of organizations interested in building a technology oriented and knowledge driven economy in Southwestern Pennsylvania.

- Operational partner/fiscal agent: Indiana County Commissioners through the Indiana County Office of Planning and Development
- Institutions of Higher Education Partners: Indiana University of Pennsylvania, Indiana County Community College of WCCC, Indiana County Technology Center
- Partners: Ben Franklin Technology Partners of Central and Northern Pennsylvania, Indiana Regional Medical Center, Indiana County Chamber of Commerce, Indiana County Development Corporation, Indiana County Manufacturing Consortium, Tri-County Workforce Investment Board, Inc. (Healthcare, Information Technology (IT), and Back Office/Financial Consortiums), PA CareerLink Indiana County, various private businesses, financial institutions, venture capital and foundations
- Industry Sectors: Diversified Advanced Manufacturing including Wood Products, Advanced Sustainable Energy, Homeland Security and National Defense, Information (Assurance) Technology and Cyber Security, Healthcare and Human Services, and Back Office/Financial

Also relates to: NAS: Economic Development Activities - Regional Economic Development

Action: Earmark Process

Timeframe: Single Year

IUP has initiated a new process to assist in increasing grant awards and in particular earmark dollars.

Outcome: Consultant

Table 2.1 Narrative Assessment Statement and University Performance Plan

Indiana University of Pennsylvania

In April of 2006, the Foundation for Indiana University of Pennsylvania contracted with Alcalde & Fay to represent IUP before the United States Congress and the Executive Branch specifically with regard to major federal appropriations projects.

Proposed Actions/Deliverables to be achieved with round one funding

- To engage in a concerted federal effort to raise IUP's profile in Washington, D.C. in order to compete more vigorously for federal funds.
- Develop a Legislative process and timeline for IUP for federal funding requests for fiscal year 2007 and beyond
- Assess current projects in IUP pipeline and measure stated deliverables against current outcomes based on project goals, timelines, any prime and sub-contactors, amount of funds expended and the scope versus decision making in what was allocated and how. Much of this is tracked through IUP Research Institute in collaboration with IUP.
- Facilitate meetings and campus visits to IUP and provide outreach to all local district areas and federal legislators
- Facilitate and link to additional sources of funding through various local, state and federal funding agencies based on individual projects needs

Also relates to: *NAS: Resource Development and Utilization - State or Federal Grants or Contracts*

Goal 5B: Advance the vision for the System through the policies, actions, communications, and programs of the universities, the Board of Governors, and the Office of the Chancellor.

Action: A. Develop Planning Process

Timeframe: Single Year

IUP developed a strategic planning process to engage the University in the development of a strategic plan.

Outcome: Consultant

Tripp Umbach/Collective Impact was hired as a consultant to facilitate discussion groups and the strategic planning process.

Also relates to: *NAS: Economic Development Activities - Collaboration with Business and Industry*

Outcome: Committee Structure

The Strategic Planning Steering Committee (9 members), the Plan the Plan committee (8 members) and the Strategic Planning committee (43 members) were developed and engaged for the fall and spring semester.

Also relates to: *NAS: Resource Development and Utilization - Strengthening Management Practices*

Outcome: University Involvement

Over 61 meetings, discussion groups, and interviews were held over the fall and spring semesters.

Also relates to: *NAS: Resource Development and Utilization - Strengthening Management Practices*

Action: B. Completed plan - Advancing a Legacy of Excellence

Timeframe: Multi-Year

IUP completed a final draft of a 5 year strategic plan - Advancing a Legacy of Excellence - The 2007-2012 University Strategic Plan.

Outcome: Framework

This plan will be used as a framework to expand planning efforts University-wide by using the template created for measurable actions and assessment of the goals. This plan is available on the web and will be linked in direct concert with the NAS/UPP.

Also relates to: *NAS: Resource Development and Utilization - Strengthening Management Practices*

Outcome: Strategic Plan

The Strategic Plan - Advancing a Legacy of Excellence - The 2007-2012 University Strategic Plan, which includes a revised Mission, Vision and Core Values, along with 8 major goal areas and strategies, has been endorsed by the IUP Council of Trustees.

Table 2.1 Narrative Assessment Statement and University Performance Plan *Indiana University of Pennsylvania*

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Action: Strategic Plan

Timeframe: Single Year

Develop a Five Year Strategic Plan for the Murtha Institute (MI).

Outcome: A. Process

Successfully implemented a coordinated process that included faculty, staff, administration and the Murtha Institute External Advisory Board to develop the Murtha Institute strategic plan and the supporting Action Plans.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Outcome: B. Goals

Developed measurable strategic goals, each with objectives, performance outcomes and performance measures.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Outcome: C. Plan

Successfully completed and distributed the full Murtha Institute Strategic Plan with measurable Action Plans on May 01, 2007 with approval of the IUP President and Cabinet, and the Murtha Institute External Advisory Board.

Also relates to: NAS: Resource Development and Utilization - Strengthening Management Practices

Analysis of 2006-2007 Performance on Quantitative Accountability Measures

Introduction

The material in **Tab 3** provides a summary evaluation of university performance on all 17 accountability measures and sub-measures. Performance outcomes are evaluated in terms of *Institutional Improvement* (how well a university performed in comparison to their historical baseline – **Tab 3, Section A**), *Comparative Achievement* (how well a university performed in comparison to an external standard/benchmark – **Tab 3, Section B**), and *Performance Target Attainment* (how well a university performed in comparison to the System Performance Target – **Tab 3, Section C**). **Table 3-5** provides a consolidated summary table presenting performance outcomes for the three performance evaluation areas for each measure and sub-measure. For each measure and area of performance evaluation, actual university performance for the measure is characterized as having “exceeded,” “met,” or “not met” an expectation present by either: the university baseline; the external standard/benchmark; or the System performance target. More detailed tables for each of the three evaluation methods can be found in **Tabs 4, 5 and 6 (Tables 4-2, 5-2 and 6-2)**.

The 17 System Accountability Measures are as follows:

- | | |
|---|---|
| (1) Degrees Awarded | (10) Diversity of Entering Class |
| (2) Second Year Persistence | (11) Enrollment Diversity |
| (3) Accreditation | (12) Employee Diversity |
| (4) Graduation Rates | (13) Degree Programs with Few Graduates |
| (5) Faculty Productivity | (14) Personnel Ratio |
| (6) Distance Education | (15) Private Support |
| (7) PRAXIS Aggregate Passing Rates | (16) Instructional Cost |
| (8) Internships | (17) Faculty Terminal Degrees |
| (9) New Pennsylvania Community College Transfers or Associate Degrees Awarded | |

Of the 17 measures, numbers 2, 4, and 10-12 include diversity data, which are typically presented as Black and Hispanic, although for measure 12 (employee diversity) all minority groups are represented. Because Cheyney University of Pennsylvania is a Historically Black institution, all evaluations for these measures that would normally include Black students or employees have been changed to White.

Baseline performance is evaluated for all measures except the sub-measure *percent of eligible programs that are accredited* due to the lack of comparable historical data for this measure. The sub-measure, *percent of eligible programs that are accredited* is, however, included in the external standard/benchmark and System Performance Target evaluations.

On occasion, data for a particular measure may be missing because (1) the measure is not applicable (e.g., the university has no distance education enrollments) or (2) the measure is used for an external standard/benchmark comparison but not a baseline/target comparison (e.g., percent of eligible programs that are accredited).

For most measures, increasing performance correlates with higher values; however, lower values are the preferred outcome for *degree programs with few graduates*, *personnel ratio*, and *instructional cost per full time equivalent student*.

Indiana University of Pennsylvania

Analysis of University Performance on Quantitative Accountability Measures

The material in this section provides a summary evaluation of University performance on all 17 accountability measures and sub-measures. This analysis summarizes the performance of Indiana University on the quantitative measures for the 2006-2007 System Accountability Report. Including sub-measures, a total of 65 performance evaluations were made. The first part of the analysis, **Section A**, focuses on *Institutional Improvement* and summarizes performance as compared to historical baselines for each measure. For most measures, baselines are determined for both numbers and percentages. **Section B** focuses on *Comparative Achievement* and reviews performance in the most recent year in comparison to external benchmarks. **Section C** focuses on *Performance Target Attainment* and evaluates performance relative to the System performance targets established in the System's Strategic Plan, *Leading the Way*. All additional tabs referenced by this analysis can be found in the full System Accountability Report. **Table 3-5** provides a consolidated summary table presenting performance outcomes for the three performance evaluation areas for each measure and sub-measure.

A. Evaluation Based on Historical Baselines

Historical baselines for each measure and sub-measure were established within upper and lower bounds around the baseline utilizing the methodology described in **Tab 7** of the full report. For evaluation purposes, each University's current year performance is categorized for every measure as: "exceeded"—performance that substantially exceeds the baseline; "met"—performance that falls within the bounds for the baseline; or "not met"—performance that falls short of the baseline. For most measures, improved performance correlates with higher values. For three measures, lower values are the preferred outcome: degree programs with few graduates; personnel ratio; and instructional cost per full time equivalent student.

Performance Highlights

The overall results of performance relative to historical baselines are shown in **Table 3-1**. Performance outcomes are characterized as having "exceeded", "met", or "not met" performance expectations. In the performance highlights below, only measures that are "exceeded" or "not met" are reported.

Performance expectations were "exceeded" for the following 14 sub-measure(s): Black Persistence Rate (Number Persisting), Hispanic Persistence Rate (Number Persisting), Hispanic Four-Year Graduation Rate (Number Graduated), Hispanic Four-Year Graduation Rate (Percent Graduated), Overall Six-Year Graduation Rate (Number Graduated), Internship Enrollments (Percent), New Entering Black Students (Number), Black Enrollment (Number), Black Enrollment (Percent), Bachelor's Degrees Awarded (Number), Bachelor's Degrees Awarded (Ratio), Minority Executives (Number), Masters Degrees Awarded (Number), Masters Cost per FTE Student.

Performance expectations were "not met" for the following 10 sub-measure(s): Overall Persistence Rate (Number Persisting), Black Six-Year Graduation Rate (Number Graduated), Black Six-Year Graduation Rate (Percent Graduated), Hispanic Six-Year Graduation Rate (Number Graduated), Hispanic Six-Year Graduation Rate (Percent Graduated), Female Professional Non-Faculty (Percent), Minority Professional Non-Faculty (Percent), Instructional Faculty with Terminal Degrees (Number), Doctoral/First Professional Degrees Awarded (Number), Doctoral/First Professional Degrees Awarded (Ratio).

Table 3-1: Summary of Current Year Performance by Baselines

Baseline Evaluation	Number	Percent
Exceeded	14	22%
Met	41	63%
Not Met	10	15%
Total	65	100%

Percentages have been rounded and may not sum to 100%

The measures also can be evaluated according to the standards of Effectiveness, Efficiency, and Excellence. Breaking down performance by these standards results in the distribution shown in **Table 3-2**.

Table 3-2: Summary of Current Year Performance by Categories of Accountability Standards

Efficiency	Number	Percent
Exceeded	5	22%
Met	14	61%
Not Met	4	17%
Total	23	100%
Effectiveness	Number	Percent
Exceeded	8	35%
Met	12	52%
Not Met	3	13%
Total	23	100%
Excellence	Number	Percent
Exceeded	1	5%
Met	15	79%
Not Met	3	16%
Total	19	100%

Percentages have been rounded and may not sum to 100%

The information in **Table 3-1** is summarized from **Table 4-2 (Tab 4)** of the full report, which provides more detail with regard to current year performance for each measure.

B. Evaluation Based on External Standards/Benchmarks

Table 3-3 provides information about the status of each accountability measure and sub-measure compared to an internal or external standard/benchmark using the methodology described in **Tab 7** of the full report. For some sub-measures, the lack of available external data for benchmarking required that comparisons be made for one year earlier than that used to set its targets. Depending on the measure, Universities were compared to institutional peers, national clusters of institutions, public statewide averages, or a System average. For Accredited Programs, all education programs that are accredited by the National Council for Accreditation of Teacher Education are counted as one program toward the count of eligible programs for the University. Because comparisons to benchmarks can only be made using percentages or ratios, performance on 34 total sub-measures were evaluated.

Table 3-3: Summary of Current Year Performance Compared to External Standards/Benchmarks

Benchmark Evaluation	Number	Percent
Exceeded	5	15%
Met	12	35%
Not Met	17	50%
Total	34	100%

Percentages have been rounded and may not sum to 100%

Performance Highlights

Performance outcomes are characterized as having "exceeded", "met", or "not met" performance expectations. In the performance highlights below, only measures that are "exceeded" or "not met" are reported.

Performance expectations in relation to peers were "exceeded" for the following 5 sub-measure(s): Overall Four-Year Graduation Rate (Percent Graduated), Hispanic Four-Year Graduation Rate (Percent Graduated), Female Faculty (Percent), Masters Degrees Awarded (Ratio), Aggregate PRAXIS Passing Rate (Percent Passing).

Performance expectations in relation to peers were "not met" for the following 17 sub-measure(s): Hispanic Persistence Rate (Percent Persisting), Black Four-Year Graduation Rate (Percent Graduated), Black Six-Year Graduation Rate (Percent Graduated), Hispanic Six-Year Graduation Rate (Percent Graduated), Distance Education Enrollments (Percent), Pennsylvania Community College Transfers (Percent), New Entering Hispanic Students (Percent), Black Enrollment (Percent), Hispanic Enrollment (Percent), Female Executives (Percent), Female Professional Non-Faculty (Percent), Minority Professional Non-Faculty

(Percent), Personnel Ratio, Private Giving Rate of Change (less Three Largest Donor Totals), Rate of Change in Market Value of Endowment, Undergraduate Cost per FTE Student, Masters Cost per FTE Student.

A complete listing of performance compared to benchmarks is included in **Table 5-2** (Tab 5 of the full report).

C. Evaluation Based on System Performance Targets

Table 3-4 provides summary information about the status of each accountability measure and sub-measure compared to a System performance target using the methodology described in **Tab 7** of the full report. With the adoption of the System's Strategic Plan, *Leading the Way*, System performance targets were identified for the 17 measures used in the System Accountability Program. The performance targets establish specific expectations for improvement in the System-average for a measure by 2009, and are intended to be challenging yet achievable. Because comparisons to System performance targets can only be made using percentages or ratios, performance on 36 total sub-measures were evaluated.

Table 3-4: Summary of Current Year Performance Compared to System Performance Targets

System Performance Target Evaluation	Number	Percent
Exceeded	8	22%
Met	12	33%
Not Met	16	44%
Total	36	100%

Percentages have been rounded and may not sum to 100%

Performance Highlights

The overall results of performance relative to System performance targets shown in **Table 3-4** are characterized as having "exceeded", "met", or "not met" performance expectations. In the performance highlights below, only measures that are "exceeded" or "not met" are reported.

The System performance targets were "exceeded" for the following 8 sub-measure(s): Hispanic Four-Year Graduation Rate (Percent Graduated), Distance Education Enrollments (Percent), Internship Enrollments (Percent), New Entering Black Students (Percent), Female Professional Non-Faculty (Percent), Rate of Change in Market Value of Endowment, Upper Division Cost per FTE Student, Masters Cost per FTE Student.

The System performance targets were "not met" for the following 16 sub-measure(s): Overall Persistence Rate (Percent Persisting), Black Four-Year Graduation Rate (Percent Graduated), Overall Six-Year Graduation Rate (Percent Graduated), Black Six-Year Graduation Rate (Percent Graduated), Hispanic Six-Year Graduation Rate (Percent

Graduated), Pennsylvania Community College Transfers (Percent), Hispanic Enrollment (Percent), Accredited Programs (Percent), Female Executives (Percent), Minority Executives (Percent), Minority Professional Non-Faculty (Percent), Female Faculty (Percent), Masters Degrees Awarded (Ratio), Doctoral/First Professional Degrees Awarded (Ratio), Aggregate PRAXIS Passing Rate (Percent Passing), Programs with Few Graduates (Percent).

A complete listing of performance compared to System performance targets is included in **Table 6-3 (Tab 6** of the full report).

Table 3-5: Summary of Performance Results							
University	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline	Benchmark	System Performance Target
Indiana University	1	Degrees Awarded	Number - Bachelor's	2,314	Exceeded		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	20.99%	Exceeded	Met	Met
Indiana University	1	Degrees Awarded	Number - Masters	617	Exceeded		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	52.08%	Met	Exceeded	Not Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	75	Not Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	6.33%	Not Met		Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	1,782	Not Met		
Indiana University	2	Second Year Persistence	Retention Rate - Overall	75.77%	Met	Met	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	199	Exceeded		
Indiana University	2	Second Year Persistence	Retention Rate - Black	74.53%	Met	Met	Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	25	Exceeded		
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	62.50%	Met	Not Met	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	93.33%		Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	694	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	28.62%	Met	Exceeded	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	14	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	7.73%	Met	Not Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	10	Exceeded		

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 3-5: Summary of Performance Results							
University	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline	Benchmark	System Performance Target
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	34.48%	Exceeded	Exceeded	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	1,317	Exceeded		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	49.09%	Met	Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	52	Not Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	25.00%	Not Met	Not Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	5	Not Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	27.78%	Not Met	Not Met	Not Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	550.56	Met	Met	Met
Indiana University	6	Distance Education	Number of Student Enrollments in Distance Education Courses	4,084	Met		
Indiana University	6	Distance Education	Percent of Student Enrollments in Distance Education Courses	3.13%	Met	Not Met	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	99.54%	Met	Exceeded	Not Met
Indiana University	8	Internships	Number of Student Enrollments in Internship Courses	4,307	Met		
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	3.30%	Exceeded	Met	Exceeded
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	262	Met		
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	7.78%	Met	Not Met	Not Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	344	Exceeded		
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	13.51%	Met	Met	Exceeded
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	56	Met		

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 3-5: Summary of Performance Results

University	Table 3-5: Summary of Performance Results						
	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline	Benchmark	System Performance Target
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	2.20%	Met	Not Met	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	1,127	Exceeded		
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	7.91%	Exceeded	Not Met	Met
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	166	Met		
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	1.16%	Met	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Female Executives	23	Met		
Indiana University	12	Employee Diversity	Percent of Executives who are Female	36.51%	Met	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Minority Executives	7	Exceeded		
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	11.11%	Met	Met	Not Met
Indiana University	12	Employee Diversity	Number of Female Faculty	259	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	43.17%	Met	Exceeded	Not Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	84	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	14.00%	Met	Met	Met
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	112	Met		
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	52.83%	Not Met	Not Met	Exceeded
Indiana University	12	Employee Diversity	Number of Minority Professional Non-faculty	11	Met		
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	5.19%	Not Met	Not Met	Not Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	29	Met		

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 3-5: Summary of Performance Results							
University	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline	Benchmark	System Performance Target
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	41.43%	Met	Met	Not Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	74.39%	Met	Not Met	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	3.22%	Met	Not Met	Met
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	\$3,332,919	Met		
Indiana University	15	Private Support	Endowment - Market Value	\$38,733,687	Met		
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	8.43%	Met	Not Met	Exceeded
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	\$4,743		Not Met	
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	\$4,062	Met		Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	\$6,205	Met		Exceeded
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	\$6,880	Exceeded	Not Met	Exceeded
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	\$12,899	Met		
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	475	Not Met		
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	88.45%	Met	Met	Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Institutional Improvement

Detail of Performance Relative to Baselines by Measure and Sub-Measure

Introduction

Important insights on university performance outcomes for quantitative measures are provided by an examination of current year results in relation to historical trends. Using such historical trends, a statistically reasonable set of expectations relative to future performance on measures can be established. The comparison of actual performance outcomes to such expectations is helpful in understanding the effectiveness of institutional efforts towards the improvement in those areas described by a measure.

The 17 Accountability Measures and their corresponding sub-measures were developed in close collaboration with the System universities, and are commonly used to understand university performance nationally. The quantitative measures provide insight into university accomplishments relative to System values and performance standards. The five PASSHE System values are: *Stimulating Intellectual Growth; Applying Knowledge; Serving the Common Good; Fostering Citizenship, Social Responsibility, and Diversity; and Practicing Stewardship*. The three standards of performance are: *Enhancing Organizational Effectiveness, Pursuing and Rewarding Excellence, and Enhancing Operational Efficiency*.

The System Accountability Measures are as follows:

- | | |
|---|---|
| (1) Degrees Awarded | (10) Diversity of Entering Class |
| (2) Second Year Persistence | (11) Enrollment Diversity |
| (3) Accreditation | (12) Employee Diversity |
| (4) Graduation Rates | (13) Degree Programs with Few Graduates |
| (5) Faculty Productivity | (14) Personnel Ratio |
| (6) Distance Education | (15) Private Support |
| (7) PRAXIS Aggregate Passing Rates | (16) Instructional Cost |
| (8) Internships | (17) Faculty Terminal Degrees |
| (9) New Pennsylvania Community College Transfers or Associate Degrees Awarded | |

Of the 17 measures, numbers 2, 4, and 10-12 include diversity data, which are typically presented as Black and Hispanic, although for measure 12 (employee diversity) all minority groups are represented. Because Cheyney University of Pennsylvania is a Historically Black institution, all evaluations for these measures that would normally include Black students or employees have been changed to White.

Table 4-1 below summarizes the three levels of performance used in the evaluation of current year actual performance as compared to the level of the baseline. Baselines were established within upper and lower bounds around the baseline utilizing the methodology described in **Tab 7**.

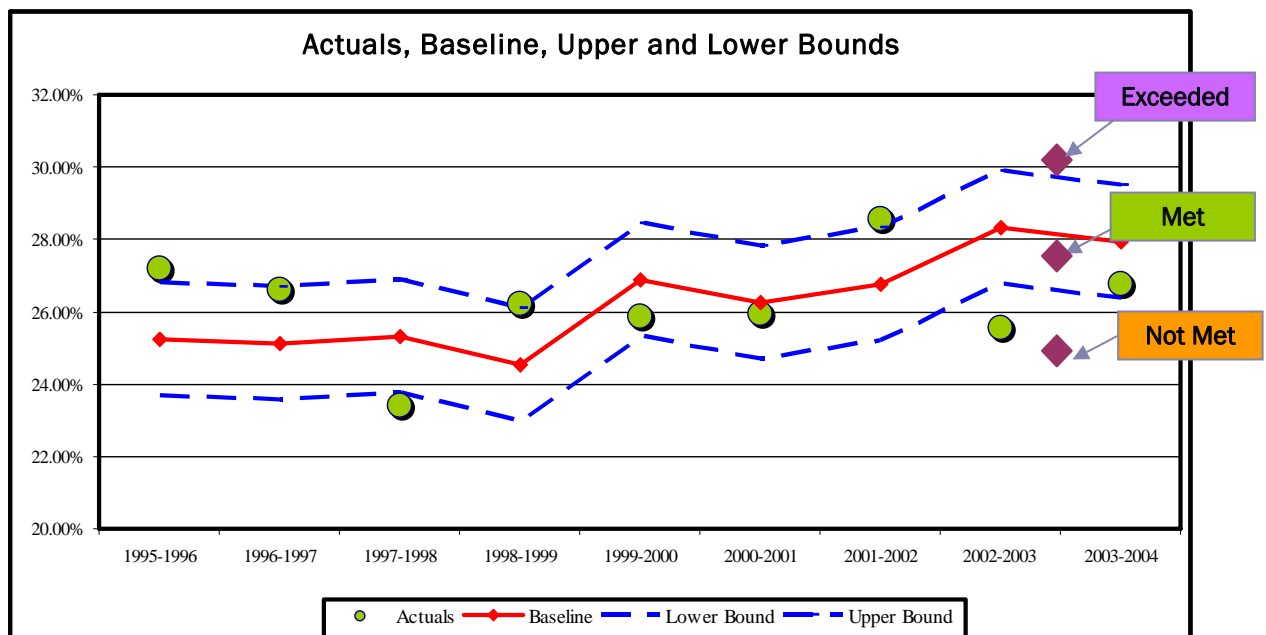
Each university's current year performance is categorized for every measure as: "Exceeded"—performance that substantially exceeds the baseline; "Met"—performance that falls within the bounds for the baseline; or "Not Met"—performance that falls short of the baseline. **Chart 4-1** provides a graphical example of a baseline, upper and lower boundaries and actual performance. **Table 4-2** provides details of the evaluation of current year university performance by measure and sub-measure.

Table 4-1: Baseline Evaluation Categories

Baseline Evaluation	Interpretation
Exceeded	Actual performance is at or above the upper bound for measures for which greater values are the preferred outcome (and at or below the lower bound for measures for which lower values are the desired outcome).*
Met	Actual performance is within the established bounds: at or above the lower bound and below the upper bound for most measures (the reverse is true for measures for which lower values are desired).*
Not Met	Actual performance is below the lower bound for measures for which greater values are the preferred outcome (and above the upper bound for measures for which lower values are the desired outcome).*

*These measures are #13, Degree Programs with Few Graduates, #14, Personnel Ratio, and #16, Instructional Costs per Full Time Equivalent Student.

Chart 4-1: Example of Evaluation Relative to Baseline



Baseline performance is evaluated for all measures except the sub-measure *percent of eligible programs that are accredited* due to the lack of comparable historical data for this measure. The sub-measure, *percent of eligible programs that are*

accredited is, however, included in the external standard/benchmark and System Performance Target evaluations.

On occasion, data for a particular measure may be missing because (1) the measure is not applicable (e.g., the university has no distance education enrollments) or (2) the measure is used for an external standard/benchmark comparison but not a baseline/target comparison (e.g., percent of eligible programs that are accredited).

For most measures, increasing performance correlates with higher values; however, lower values are the preferred outcome for *degree programs with few graduates*, *personnel ratio*, and *instructional cost per full time equivalent student*.

Table 4-2: Performance Compared to Baseline 2006-2007									
University	Accountability Measures			Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
	#	Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Number - Bachelor's	2006-07	2,314	2,122	1,964	2,280	Exceeded
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2006-07	20.99%	19.52%	18.31%	20.73%	Exceeded
Indiana University	1	Degrees Awarded	Number - Masters	2006-07	617	557	499	615	Exceeded
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2006-07	52.08%	51.63%	44.30%	58.96%	Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	2006-07	75	90	78	102	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2006-07	6.33%	8.18%	6.54%	9.82%	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	Fall 2005-06	1,782	1,921	1,831	2,011	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2005-06	75.77%	76.84%	74.79%	78.89%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	Fall 2005-06	199	129	111	147	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2005-06	74.53%	77.62%	70.01%	85.23%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	Fall 2005-06	25	16	11	21	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2005-06	62.50%	67.16%	57.83%	76.49%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	Fall 2002-06	694	648	594	702	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	Fall 2002-06	28.62%	27.01%	24.89%	29.13%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	Fall 2002-06	14	14	9	19	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2002-06	7.73%	8.42%	4.90%	11.94%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	Fall 2002-06	10	3	1	5	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2002-06	34.48%	13.22%	4.56%	21.88%	Exceeded

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 4-2: Performance Compared to Baseline 2006-2007

Table 4-2: Performance Compared to Baseline 2006-2007									
University	Accountability Measures			Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
	#	Measure	Sub-Measure						
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	Fall 2000-06	1,317	1,196	1,120	1,272	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2000-06	49.09%	46.98%	44.42%	49.54%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	Fall 2000-06	52	73	62	84	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2000-06	25.00%	31.41%	27.52%	35.30%	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	Fall 2000-06	5	11	7	15	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2000-06	27.78%	48.39%	34.90%	61.88%	Not Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2005-06	550.56	565.94	546.41	585.47	Met
Indiana University	6	Distance Education	Number of Student Enrollments in Distance Education Courses	2006-07	4,084	4,082	2,631	5,533	Met
Indiana University	6	Distance Education	Percent of Student Enrollments in Distance Education Courses	2006-07	3.13%	3.33%	2.23%	4.43%	Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2005-06	99.54%	100.00%	93.17%	100.00%	Met
Indiana University	8	Internships	Number of Student Enrollments in Internship Courses	2006-07	4,307	4,127	3,889	4,365	Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2006-07	3.30%	3.10%	2.94%	3.26%	Exceeded
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	Fall 2006	262	251	229	273	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2006	7.78%	7.67%	6.90%	8.44%	Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	Fall 2006	344	296	251	341	Exceeded
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2006	13.51%	11.88%	9.86%	13.90%	Met
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	Fall 2006	56	47	37	57	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2006	2.20%	1.88%	1.46%	2.30%	Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 4-2: Performance Compared to Baseline 2006-2007									
University	Accountability Measures			Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
	#	Measure	Sub-Measure						
Indiana University	11	Enrollment Diversity	Number of Black Students	Fall 2006	1,127	971	881	1,061	Exceeded
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2006	7.91%	7.03%	6.40%	7.66%	Exceeded
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	Fall 2006	166	160	141	179	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2006	1.16%	1.16%	1.03%	1.29%	Met
Indiana University	12	Employee Diversity	Number of Female Executives	Fall 2006	23	22	18	26	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2006	36.51%	37.45%	32.43%	42.47%	Met
Indiana University	12	Employee Diversity	Number of Minority Executives	Fall 2006	7	6	5	7	Exceeded
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2006	11.11%	9.52%	7.81%	11.23%	Met
Indiana University	12	Employee Diversity	Number of Female Faculty	Fall 2006	259	259	245	273	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2006	43.17%	43.75%	40.69%	46.81%	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	Fall 2006	84	80	72	88	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2006	14.00%	13.60%	12.08%	15.12%	Met
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	Fall 2006	112	122	112	132	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2006	52.83%	55.93%	53.97%	57.89%	Not Met
Indiana University	12	Employee Diversity	Number of Minority Professional Non-faculty	Fall 2006	11	13	11	15	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2006	5.19%	6.06%	5.29%	6.83%	Not Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	2006-07	29	30	26	34	Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	2006-07	41.43%	41.72%	36.48%	46.96%	Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 4-2: Performance Compared to Baseline 2006-2007

Table 4-2: Performance Compared to Baseline 2006-2007									
Accountability Measures				Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
University	#	Measure	Sub-Measure						
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	2005-06	74.39%	74.80%	73.03%	76.57%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	2004-05 & 2005-06	3.22%	-0.24%	-14.24%	13.76%	Met
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	2005-06	\$3,332,919	\$3,434,171	\$3,150,726	\$3,717,616	Met
Indiana University	15	Private Support	Endowment - Market Value	2005-06	\$38,733,687	\$37,143,720	\$32,257,889	\$42,029,551	Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	2004-05 & 2005-06	8.43%	6.52%	-1.31%	14.34%	Met
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	2005-06	\$4,062	\$4,054	\$3,795	\$4,313	Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	2005-06	\$6,205	\$6,244	\$5,625	\$6,863	Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	2005-06	\$6,880	\$7,445	\$7,106	\$7,784	Exceeded
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	2005-06	\$12,899	\$15,129	\$11,724	\$18,534	Met
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2006	475	503	476	530	Not Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2006	88.45%	89.50%	85.81%	93.19%	Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Comparative Achievement

Detail of Performance Relative to External Standards/Benchmarks by Measure and Sub-Measure

Introduction

The evaluation of university performance in comparison to an external standard/benchmark provides a means of recognizing university accomplishments in relation to appropriately selected peers. The specific comparison group for a given measure is determined by the definition of the measure and availability of peer data.

For the PASSHE System Accountability Program, university performance outcomes are compared to PASSHE System-wide averages, Pennsylvania statewide benchmarks, national benchmarks, or individual university peers. For each PASSHE university, 15 peer institutions were selected on the basis of their similarity using a list of 34 characteristics. National benchmarks were based on “cluster groups.” Universities are compared to peer institutions with similar Carnegie classifications and selectivity characteristics. Pennsylvania statewide comparisons use data for public colleges in Pennsylvania. The specific external standard used for each measure is provided as part of **Table 5-2** and a more complete description of the methodology is provided in **Tab 7**.

After identifying the appropriate external standard, the evaluation of comparative achievement in performance for a given measure can be characterized as: “Exceeded”—performance that substantially exceeds that of the benchmark comparison; “Met”—performance that is consistent with that of the benchmark comparison; or “Not Met”—performance that falls short of the benchmark comparison.

Table 5-1 below summarizes the three levels of performance used in benchmark comparisons.

Table 5-1: Benchmark Performance Evaluation Categories

Benchmark Evaluation	For measures that are expected to increase in value over time:	For measures that are expected to decrease in value over time:*
Exceeded	One standard deviation or more above the average level of performance for the external standard	One standard deviation or more below the average level of performance for the external standard
Met	Above or equal to the average level of performance for the external standard but below the average plus one standard deviation	Below or equal to the average level of performance for the external standard but above the average minus one standard deviation
Not Met	Below the average level of performance for the external standard	Above the average level of performance for the external standard

*These measures are #13 Degree Programs with Few Graduates, #14 Personnel Ratio, and #16 Instructional Costs per Full Time Equivalent Student.

Benchmark comparisons are conducted for the measures in either ratio or percentage form to ensure that differences in size across universities do not impact the perceived performance of a university relative to its selected peer groups. **Table 5-2** shows university performance for the current year for each measure, and relative to the benchmark.

Chart 5-1 provides a graphical example of the characterizations noted in **Table 5-1**. More detailed information about the methodologies used in developing and using benchmarking data can be found in **Tab 7**. In this example, actual performance at two universities falls below the external standard and hence will have their performance characterized as “Benchmark Not Met.” **Chart 5-2** provides an example for measures where the value is expected to decline as an indication of improvement of performance. The data points for **5-1** are for seven universities and for **5-2** for all 14 universities.

Chart 5-1: Example of Evaluation Relative to External Standard/Benchmark

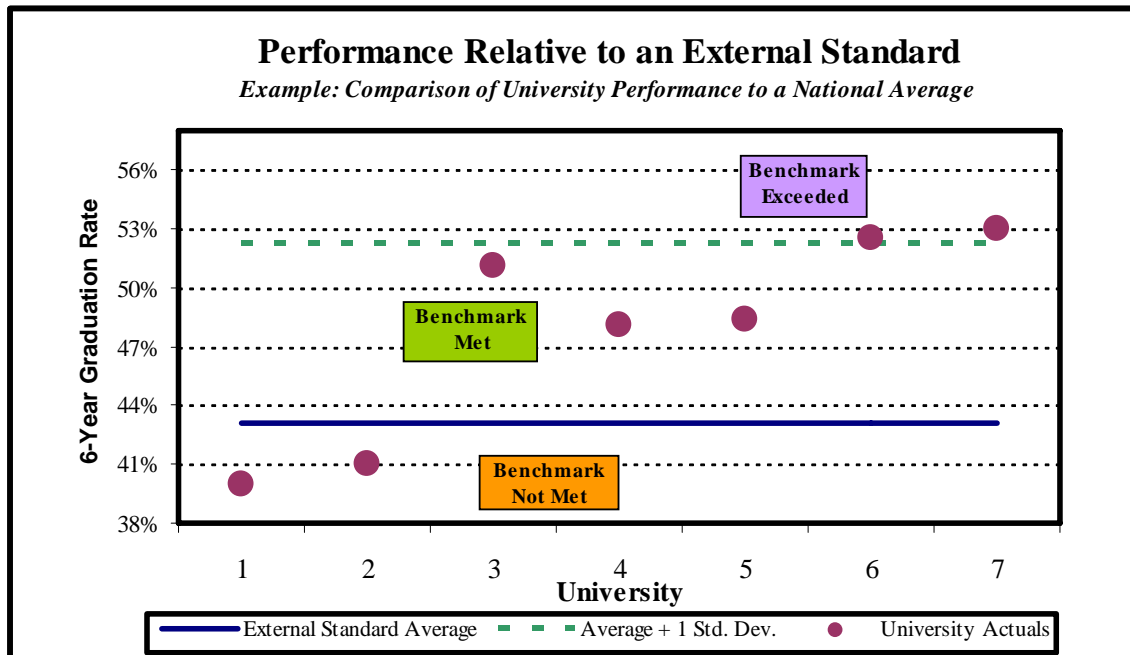


Chart 5-2: Example of Evaluation for Financial Measures and Programs with Few Graduates

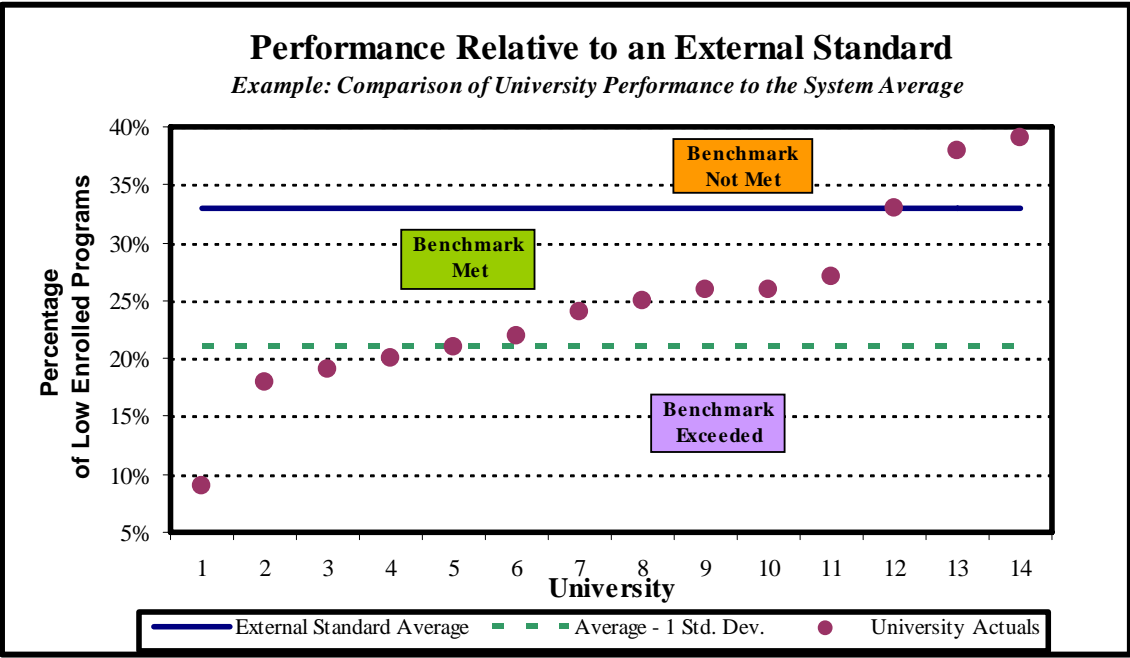


Table 5-2: Performance Compared to Benchmarks 2006-2007									
University	#	Accountability Measures		Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
		Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	Institutional Peers	2006-07	20.99%	19.11%	23.13%	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	Institutional Peers	2006-07	52.08%	39.20%	46.83%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Overall	National Cluster	Fall 2005-06	75.77%	71.29%	75.89%	Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	National Cluster	Fall 2005-06	74.53%	67.05%	76.45%	Met
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	National Cluster	Fall 2005-06	62.50%	67.83%	75.56%	Not Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	System Average	2006-07	93.33%	71.70%	93.63%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	National Cluster	Fall 2002-06	28.62%	18.40%	26.95%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	National Cluster	Fall 2002-06	7.73%	13.57%	23.59%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	National Cluster	Fall 2002-06	34.48%	14.12%	22.16%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	National Cluster	Fall 2000-06	49.09%	43.08%	53.96%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	National Cluster	Fall 2000-06	25.00%	37.52%	49.86%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	National Cluster	Fall 2000-06	27.78%	39.04%	48.53%	Not Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	System Average	2005-06	550.56	547.41	608.95	Met
Indiana University	6	Distance Education	Percent of Student Enrollments in Distance Education Courses	System Average	2006-07	3.13%	4.77%	10.38%	Not Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	System Average	2005-06	99.54%	96.01%	98.15%	Exceeded
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	System Average	2006-07	3.30%	2.63%	3.65%	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	System Average	Fall 2006	7.78%	8.53%	13.40%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Public State-wide Average	Fall 2006	13.51%	10.13%	20.18%	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Public State-wide Average	Fall 2006	2.20%	4.47%	9.19%	Not Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 5-2: Performance Compared to Benchmarks 2006-2007									
University	Accountability Measures			Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
	#	Measure	Sub-Measure						
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Public State-wide Average	Fall 2006	7.91%	8.22%	16.10%	Not Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Public State-wide Average	Fall 2006	1.16%	3.50%	6.98%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Institutional Peers	Fall 2006	36.51%	39.98%	51.47%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Institutional Peers	Fall 2006	11.11%	10.36%	17.76%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Institutional Peers	Fall 2006	43.17%	34.68%	40.88%	Exceeded
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Institutional Peers	Fall 2006	14.00%	13.62%	18.58%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Institutional Peers	Fall 2006	52.83%	54.17%	60.98%	Not Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Institutional Peers	Fall 2006	5.19%	14.53%	22.32%	Not Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	System Average	2006-07	41.43%	47.64%	31.96%	Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	Institutional Peers	2005-06	74.39%	69.92%	67.48%	Not Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	Institutional Peers	2004-05 & 2005-06	3.22%	5.77%	19.78%	Not Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	Institutional Peers	2004-05 & 2005-06	8.43%	11.06%	14.84%	Not Met
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	System Average	2005-06	\$4,743	\$4,737	\$4,350	Not Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	System Average	2005-06	\$6,880	\$6,301	\$5,459	Not Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	System Average	Fall 2006	88.45%	84.33%	91.80%	Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Performance Target Attainment

Detail of Performance Relative to 2009 System Performance Targets by Measure and Sub-Measure

Introduction

In addition to the comparison of performance relative to historical trends and external peers, it is useful to evaluate performance in light of known PASSHE strategic goals. As part of the PASSHE Strategic Plan, *Leading the Way*, performance targets were set for each of the 17 quantitative measures. These targets establish specific expectations for improvement in the average level of performance to be achieved by 2009.

The performance targets are listed below in **Table 6-1**. Some targets were set based on the expected System-wide change between 2005 and 2009; in other cases, a national benchmark was used, or the average of the five highest peers, or the average of the five highest performing universities. The System performance targets and the bounds set above and below are intended to be challenging yet achievable.

Table 6-1: System Performance Targets, Upper and Lower Bounds

Measure Number	Measures	Sub-Measures	System Performance Targets	Upper Bounds	Lower Bounds
1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	21.50%	22.64%	20.36%
		Degree to Enrollment Ratio - Masters	67.00%	74.19%	59.81%
		Degree to Enrollment Ratio - Doctoral/First Professional	9.00%	10.22%	7.78%
2	Second Year Persistence	Retention Rate - Overall	79.00%	80.88%	77.12%
		Retention Rate - Black	79.00%	80.88%	71.81%
		Retention Rate - Hispanic	79.00%	80.88%	62.03%
		Retention Rate - White (Cheyney only)	79.00%	80.88%	62.03%
3	Accreditation	Percent of Eligible Programs that are Accredited	100.00%	100.00%	100.00%
4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	30.00%	31.97%	28.03%
		Percent of Students who Graduated in Four Years - Black	30.00%	31.97%	25.05%
		Percent of Students who Graduated in Four Years - Hispanic	30.00%	31.97%	17.38%
		Percent of Students who Graduated in Four Years - White (Cheyney only)	30.00%	31.97%	17.38%
		Percent of Students who Graduated in Six Years - Overall	55.00%	57.52%	52.48%
		Percent of Students who Graduated in Six Years - Black	55.00%	57.52%	48.64%
		Percent of Students who Graduated in Six Years - Hispanic	55.00%	57.52%	36.77%
		Percent of Students who Graduated in Six Years - White (Cheyney only)	55.00%	57.52%	36.77%
5	Faculty Productivity	Total Credits per FTE Instructional Faculty	565.00	581.51	548.49
6	Distance Education	Percent of Students Enrolled in Distance Education Courses	2.50%	3.07%	1.93%
7	PRAXIS Aggregate Passing Rates	Aggregate Pass Rate	100.00%	100.00%	100.00%

Table 6-1 (continued): System Performance Targets, Upper and Lower Bounds

Measure Number	Measures	Sub-Measures	System Performance Targets	Upper Bounds	Lower Bounds
8	Internships	Percent of Enrollments in Internship Courses	3.00%	3.19%	2.81%
9	New Pennsylvania Community College Transfers or Associate Degrees Awarded	Percent of New Community College Students	11.00%	11.69%	10.31%
		Degree to Enrollment Ratio - Associate	1.20%	1.40%	1.00%
10	Diversity of Entering Class	Percent of New Students who are Black	8.50%	9.72%	7.28%
		Percent of New Students who are Hispanic	2.50%	2.89%	2.11%
11	Enrollment Diversity	Percent of Students who are Black	7.00%	8.40%	5.60%
		Percent of Students who are Hispanic	2.50%	3.20%	1.80%
12	Employee Diversity	Percent of Executives who are Female	45.00%	49.38%	40.62%
		Percent of Executives who are Minority	15.00%	17.89%	12.11%
		Percent of Faculty who are Female	46.00%	48.46%	43.54%
		Percent of Faculty who are Minority	15.00%	16.02%	13.98%
		Percent of Professional Non-Faculty who are Female	50.30%	52.50%	48.10%
		Percent of Professional Non-Faculty who are Minority	15.00%	16.57%	13.43%
13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	25.00%	31.22%	18.78%
14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	73.00%	75.04%	70.96%
15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	4.63%	6.26%	2.00%
		Endowment - Rate of Change in Market Value	4.63%	6.26%	2.00%
16	Instructional Cost	Undergraduate Cost per FTE Student (annual rate of change)	3.50%	6.00%	1.00%
		Lower Division Cost per FTE Student (annual rate of change)	3.00%	5.00%	1.00%
		Upper Division Cost per FTE Student (annual rate of change)	4.50%	8.00%	1.00%
		Masters Cost per FTE Student (annual rate of change)	7.00%	13.00%	1.00%
17	Faculty Terminal Degrees	Percent of Full-time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	90.00%	92.98%	87.02%

Note: Private Support and Instructional Cost performance targets are set as annual growth rates. For Private Support, the annual rate is set to be the market rate of growth using the Standard and Poor's 500 Index July 2006 to July 2007.

Table 6-2 below summarizes the three-level performance evaluation compared to System performance targets. Chart 6-1 provides a graphical example of current year actual data, System performance target, and upper and lower bounds. Table 6-3 provides detail of performance relative to System performance targets by measure and sub-measure.

Table 6-2: System Performance Target Evaluation Categories

System Performance Target Evaluation	Interpretation
Exceeded	System performance target is exceeded if performance is at or above the upper bound for measures that are expected to increase (at or below the lower bound for measures that are expected to decrease).*
Met	System performance target is met if performance is below the upper bound and equal to or greater than the lower bound around the target (above the lower bound and at or below the upper bound for measures expected to decrease).*
Not Met	System performance target is not met if performance is below the lower bound for measures that are expected to increase (above the upper bound for measures that are expected to decrease).*

*These measures are #13 Degree Programs with Few Graduates, #14 Personnel Ratio, and #16 Instructional Costs per Full Time Equivalent Student.

Chart 6-1: Example of Evaluation Relative to Performance Target Attainment

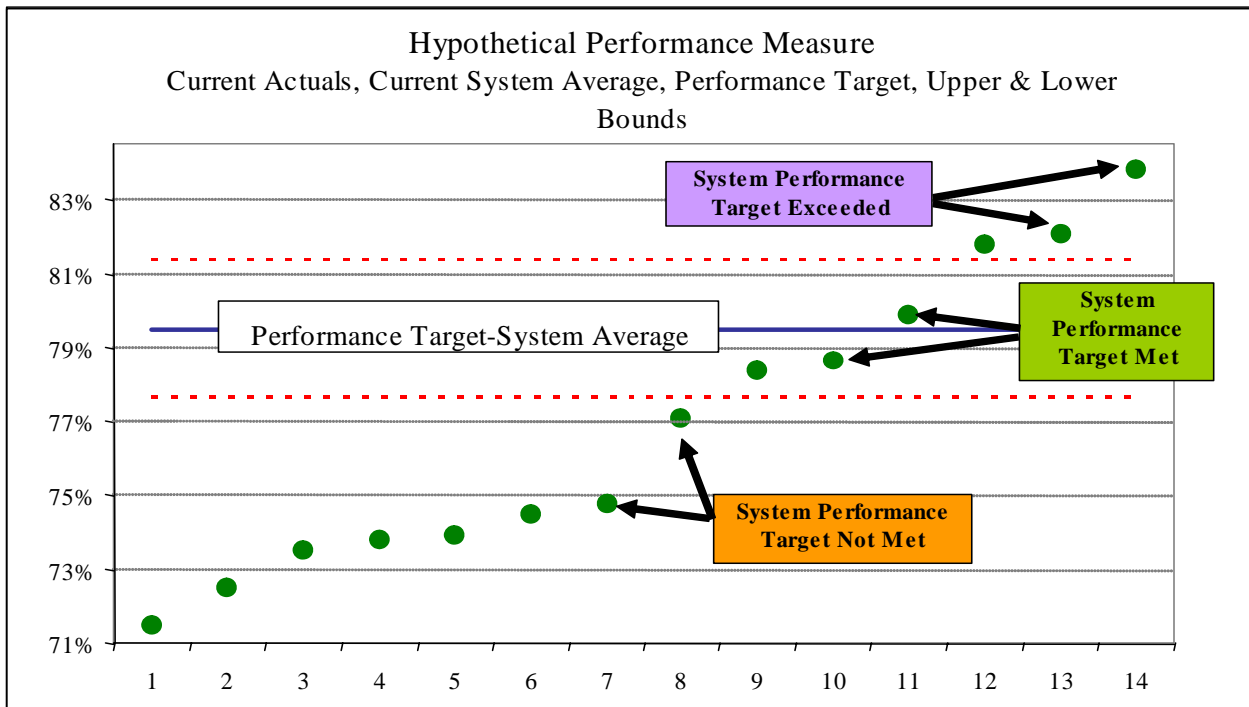


Table 6-3: Performance Compared to System Performance Targets 2006-2007									
University	Accountability Measures			Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
	#	Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2006-07	20.99%	21.50%	20.36%	22.64%	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2006-07	52.08%	67.00%	59.81%	74.19%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2006-07	6.33%	9.00%	7.78%	10.22%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2005-06	75.77%	79.00%	77.12%	80.88%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2005-06	74.53%	79.00%	71.81%	80.88%	Met
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2005-06	62.50%	79.00%	62.03%	80.88%	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	2006-07	93.33%	100.00%	100.00%	100.00%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	Fall 2002-06	28.62%	30.00%	28.03%	31.97%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2002-06	7.73%	30.00%	25.05%	31.97%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2002-06	34.48%	30.00%	17.38%	31.97%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2000-06	49.09%	55.00%	52.48%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2000-06	25.00%	55.00%	48.64%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2000-06	27.78%	55.00%	36.77%	57.52%	Not Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2005-06	550.56	565.00	548.49	581.51	Met
Indiana University	6	Distance Education	Percent of Student Enrollments in Distance Education Courses	2006-07	3.13%	2.50%	1.93%	3.07%	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2005-06	99.54%	100.00%	100.00%	100.00%	Not Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2006-07	3.30%	3.00%	2.81%	3.19%	Exceeded
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2006	7.78%	11.00%	10.31%	11.69%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2006	13.51%	8.50%	7.28%	9.72%	Exceeded
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2006	2.20%	2.50%	2.11%	2.89%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2006	7.91%	7.00%	5.60%	8.40%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2006	1.16%	2.50%	1.80%	3.20%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2006	36.51%	45.00%	40.62%	49.38%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2006	11.11%	15.00%	12.11%	17.89%	Not Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Table 6-3: Performance Compared to System Performance Targets 2006-2007									
University	Accountability Measures			Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
	#	Measure	Sub-Measure						
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2006	43.17%	46.00%	43.54%	48.46%	Not Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2006	14.00%	15.00%	13.98%	16.02%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2006	52.83%	50.30%	48.10%	52.50%	Exceeded
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2006	5.19%	15.00%	13.43%	16.57%	Not Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	2006-07	41.43%	25.00%	18.78%	31.22%	Not Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	2005-06	74.39%	73.00%	70.96%	75.04%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	2004-05 & 2005-06	3.22%	4.63%	2.00%	6.26%	Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	2004-05 & 2005-06	8.43%	4.63%	2.00%	6.26%	Exceeded
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	2005-06	\$4,062	\$4,125	\$4,045	\$4,205	Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	2005-06	\$6,205	\$6,480	\$6,263	\$6,697	Exceeded
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	2005-06	\$6,880	\$7,716	\$7,283	\$8,148	Exceeded
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2006	88.45%	90.00%	87.02%	92.98%	Met

Financial data are based on fiscal years.

See Tab 8 for a complete definition of time periods used for each measure.

Methodology: Establishing Benchmarks and Evaluating Performance on Accountability Measures

Introduction and Overview

In the Spring of 2002, the Chancellor and University Presidents jointly developed a set of 17 accountability measures that were designed to replace the quantitative measures of the Performance and Outcomes Plan. The measures are intended to capture quantitative information that provides insight into the accomplishments of universities relative to enhancing System values. The measures and their corresponding sub-measures are commonly used to understand university performance nationally.

The quantitative measures provide insight into university accomplishments relative to System values and performance standards. The five PASSHE System values are: *Stimulating Intellectual Growth; Applying Knowledge; Serving the Common Good; Fostering Citizenship, Social Responsibility, and Diversity; and Practicing Stewardship.* The three standards of performance are: *Enhancing Organizational Effectiveness, Pursuing and Rewarding Excellence, and Enhancing Operational Efficiency.*

The System Accountability Measures are as follows:

- | | |
|---|---|
| (1) Degrees Awarded | (10) Diversity of Entering Class |
| (2) Second Year Persistence | (11) Enrollment Diversity |
| (3) Accreditation | (12) Employee Diversity |
| (4) Graduation Rates | (13) Degree Programs with Few Graduates |
| (5) Faculty Productivity | (14) Personnel Ratio |
| (6) Distance Education | (15) Private Support |
| (7) PRAXIS Aggregate Passing Rates | (16) Instructional Cost |
| (8) Internships | (17) Faculty Terminal Degrees |
| (9) New Pennsylvania Community College Transfers or Associate Degrees Awarded | |

Of the 17 measures, numbers 2, 4, and 10-12 include diversity data, which are typically presented as Black and Hispanic, although for measure 12 (employee diversity) all minority groups are represented. Because Cheyney University of Pennsylvania is a Historically Black institution, all evaluations for these measures that would normally include Black students or employees have been changed to White.

A detailed description of each measure used is included in **Tab 8: Documentation: Notes, Definitions, and Sources for Accountability Measures.** A number of measures are composed of sub-measures resulting in a maximum of 65 unique elements for any one university. Within each measure, data for certain years may be missing due to historical changes in data collection or because the measure is not applicable (e.g., no doctoral degrees are awarded). Universities, therefore, may have less than 65 elements (including measures and sub-measures). Baseline performance is evaluated for all measures except the sub-measure *percent of eligible programs that are accredited* due to the lack of comparable historical data for this measure. The sub-measure, *percent of*

eligible programs that are accredited is, however, included in the external standard/benchmark and System Performance Target evaluations.

The 2006-2007 System Accountability Program follows the framework and methodology for evaluating performance that was used in 2005-2006. Starting in 2004-2005, the performance of universities on the quantitative measures includes three areas of evaluation: Institutional Improvement relative to a historical baseline; Comparative Achievement relative to external peers; and Performance Target Attainment relative to the 2009 System Performance Targets.

Institutional Improvement: Evaluation of Performance Relative to Historical Baselines

Important insights on university performance outcomes for quantitative measures are provided by an examination of current year results in relation to historical trends. Using such historical trends, a statistically reasonable set of expectations relative to future performance on measures can be established. The comparison of actual performance outcomes to such expectations is helpful in understanding the effectiveness of institutional efforts towards the improvement in those areas described by a measure.

Evaluation of institutional improvement examines changes in current year university performance in comparison to a historical baseline developed using the university's historical data for a measure. Ten years of historical data provided by the universities for each measure and sub-measure are used to develop the baseline, including a projected baseline value for year 11. The eleventh (current) year of data is used to compare **actual** performance to that projected by the historical trends for the university.

For each measure, in addition to the baseline, statistical bounds (lower and upper bounds) around the baseline are also developed. Baselines are calculated by averaging four different trend estimates: a ten-year trend, a three-year trend and a two-year change that are based on a university's historical data for a measure; and a ten-year trend based on System-wide data for the measure. This combination of projection methodologies reduces the impact of data anomalies; further, no one methodology drives subsequent analysis. Additionally, the use of long-term and short-term statistical methods ensures that recent changes in trends are taken in to account in developing the projections for the current year. The calculated 'baseline' is constructed as the average of these predicted values and used in the evaluation of current year performance for each measure and sub-measure.

The projected baseline value for the current year represents an expected level of performance on a measure assuming no significant changes have occurred relative to the historical trends for the measure or sub-measure. In other words, if a university's performance has been declining for ten years, the baseline predictions for future years will continue to decline and vice versa. The trends are not always linear—in instances where the university's over-time performance changes (such as a change in trend

direction, topping-out or bottoming-out), the persistence of the change is captured in the baseline by the averaging of the four projection methods.

The two-year change method adjusts for immediate (short-term) changes, the three-year trend for intermediate term changes (that appear to have persistence), and the ten-year trend for longer-term shifts. The use of the ten-year System-wide trend ensures that larger external pressures that impact all universities are taken into account in developing the baseline (this would include such things as changes in the demographic make-up of the Commonwealth).

To provide meaningful statistical inference, it is useful to develop confidence intervals or boundaries around these baseline predictors. For each measure, the standard deviation calculated using the ten-year history of actual data is used to construct +/- one standard deviation boundaries around the baseline. In interpreting the bounded measure strategy, outcomes that are above the upper bound represent 'significant' positive changes in performance while those below the lower bound represent 'significant' negative changes in performance. **Table 7-1** summarizes the three-level performance evaluation compared to the baseline.

Table 7-1: Baseline Evaluation Categories

Baseline Evaluation	Interpretation
Exceeded	Actual performance is at or above the upper bound for measures for which greater values are the preferred outcome (and at or below the lower bound for measures for which lower values are the desired outcome).*
Met	Actual performance is within the established bounds: at or above the lower bound and below the upper bound for most measures (the reverse is true for measures for which lower values are desired).*
Not Met	Actual performance is below the lower bound for measures for which greater values are the preferred outcome (and above the upper bound for measures for which lower values are the desired outcome).*

*These measures are #13 Degree Programs with Few Graduates, #14 Personnel Ratio, and #16 Instructional Costs per Full Time Equivalent Student.

Performance at or above the upper bound is categorized for the baseline evaluation as "Exceeded"; performance within the bounds as "Met"; and performance below the lower bound as "Not Met." This categorization works for a majority of measures; however, desired performance outcomes for certain measures are such that values at or below the lower bound are interpreted for the baseline evaluation as "Exceeded." **Charts 7-1** and **7-2** provide an example of the development of the baseline, bounds, and evaluation categories. Individual university baseline results are provided in **Tab 4 (Table 4-1)**, which contains output for each measure and sub-measure. Each table includes lower boundaries, baselines, actual data, and upper boundaries for each measure or sub-measure, as well as the current year performance and evaluation.

Chart 7-1: Calculation of Baselines

Example of the four projection methods from which the baseline is obtained.

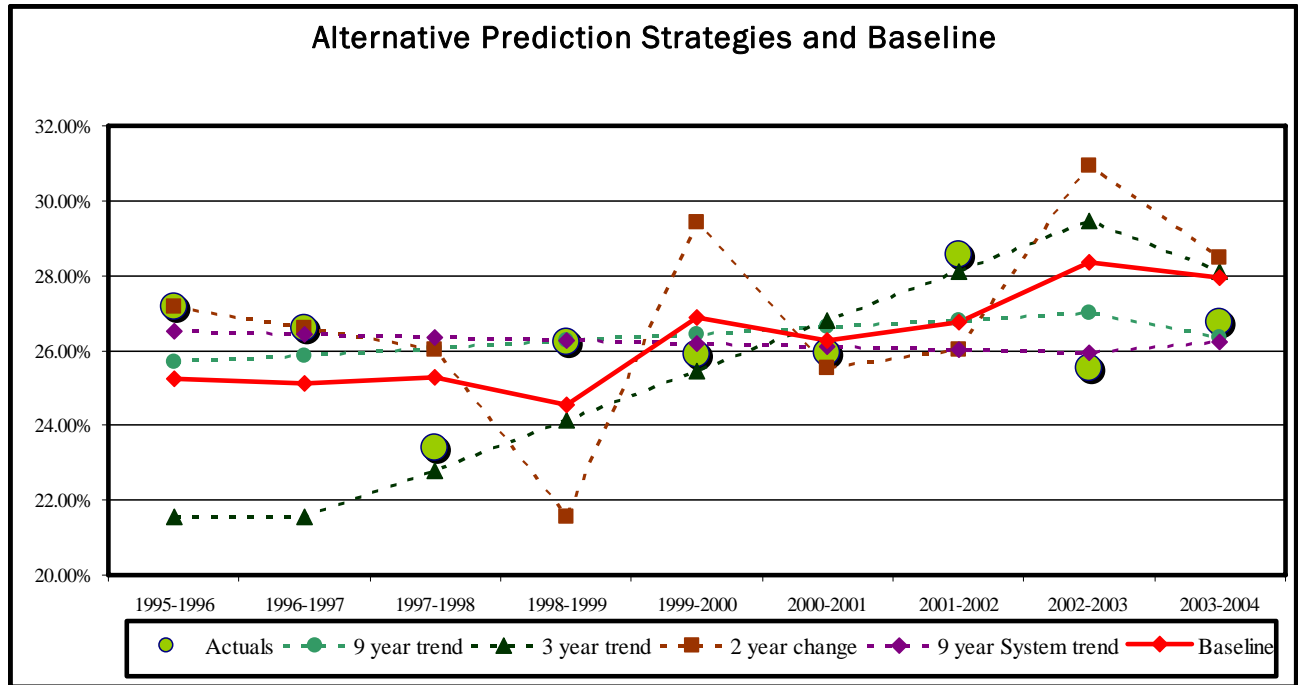
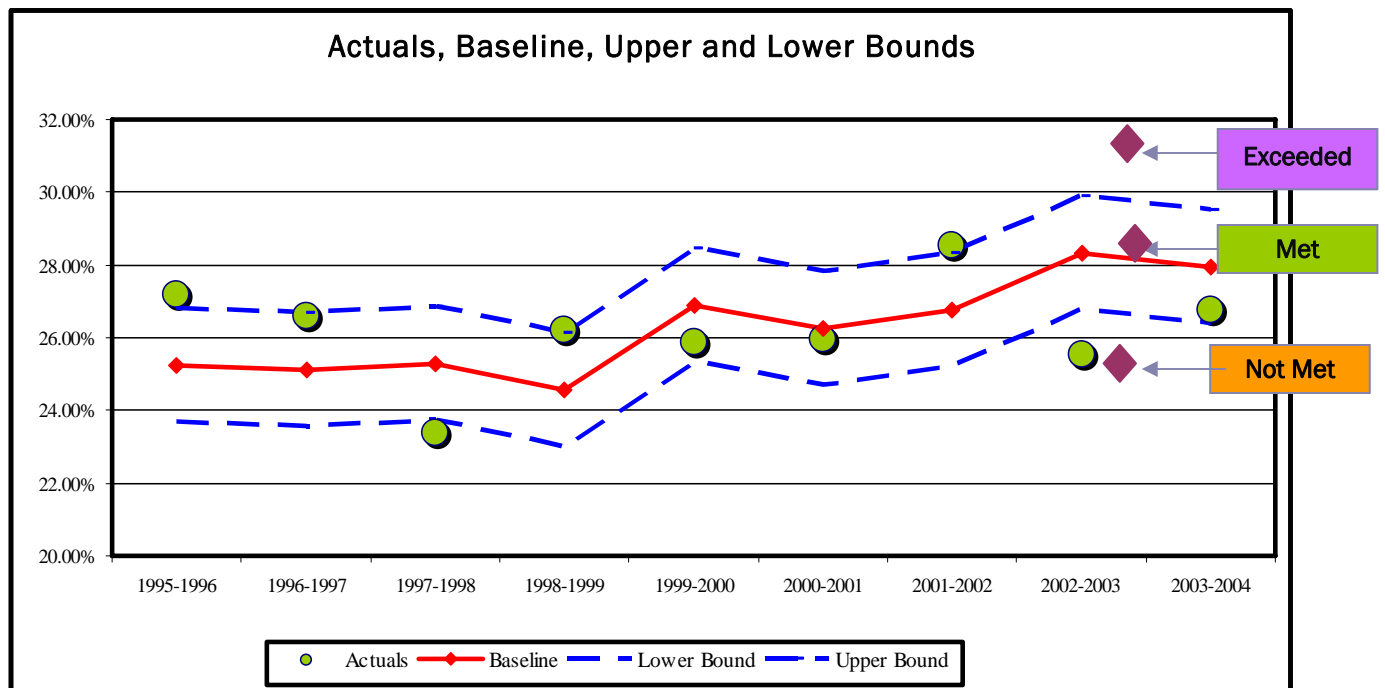


Chart 7-2: Baseline, Boundaries, and Actual Performance



Comparative Achievement: Development and Use of External Standards/Benchmarks

The evaluation of university performance in comparison to an external standard/benchmark provides a means of recognizing university accomplishments in relation to appropriately selected peers. The specific comparison group for a given measure is determined by the definition of the measure and availability of peer data. Benchmark comparisons are conducted for the measures in either ratio or percentage form to ensure that differences in size across universities do not impact the perceived performance of a university relative to its selected peer groups.

For the PASSHE System Accountability Program, university performance outcomes are compared to either: PASSHE System-wide averages, Pennsylvania statewide benchmarks, national benchmarks, or individual university peers. **Table 5-2** in **Tab 5** provides a convenient listing of the specific external standard used for each of the measures and sub-measures.

Institution Peer Group Comparisons

For each PASSHE university, 15 public peer institutions were selected on the basis of their similarity using a list of 34 characteristics, such as Carnegie Classification, enrollments, degrees awarded, types of academic programs, and student demographics. The 15 institutions were selected by each university from a list of the 20 most similar peers. Data for these institution-specific peer measures were collected from the Integrated Postsecondary Education Data System (IPEDS).

National benchmarks are based on peer “cluster groups.” The peer cluster group to which a university’s performance is compared is comprised of institutions with the same Carnegie Classification and selectivity characteristics. Selectivity is measured by the average Scholastic Assessment Test (SAT) scores for entering freshmen.

Table 7-2: Benchmark Performance Evaluation Categories

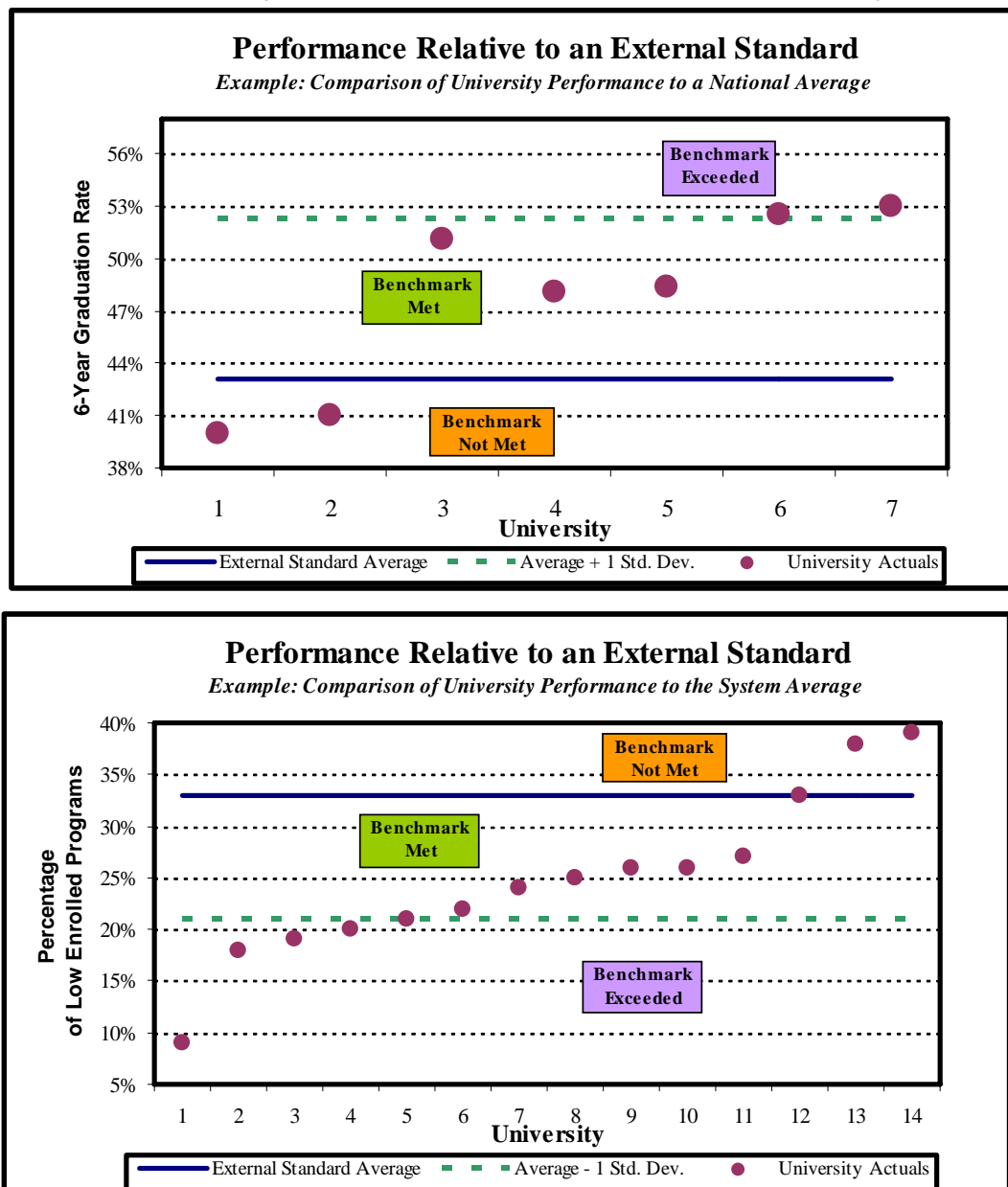
Benchmark Evaluation	For measures that are expected to increase in value over time:	For measures that are expected to decrease in value over time:*
Exceeded	One standard deviation or more above the average level of performance for the external standard	One standard deviation or more below the average level of performance for the external standard
Met	Above or equal to the average level of performance for the external standard but below the average plus one standard deviation	Below or equal to the average level of performance for the external standard but above the average minus one standard deviation
Not Met	Below the average level of performance for the external standard	Above the average level of performance for the external standard

*These measures are #13 Degree Programs with Few Graduates, #14 Personnel Ratio, and #16 Instructional Costs per Full Time Equivalent Student.

Data for retention and graduation rates are obtained from the Consortium for Student Retention Data Exchange (CSRDE). Pennsylvania statewide comparisons use data obtained from IPEDS for public colleges in Pennsylvania. Because data availability for the private giving measure is limited, it requires that a separate peer list be developed using data from the Council for Aid to Education (CAE).

Once the appropriate external standard is identified, the evaluation of comparative achievement in performance for a given measure can be characterized as: performance at or above the benchmark upper bound is categorized as “Exceeded”; performance between the benchmark average and upper bound as “Met”; and performance below the benchmark average as “Not Met.” **Table 7-2** summarizes the three performance levels compared to external standards/benchmarks. **Chart 7-3** provides two examples.

Chart 7-3: Two Examples of Evaluation Relative to External Standard/Benchmark



Performance Target Attainment: Comparison to 2009 System Performance Targets

In addition to the comparison of performance relative to historical trends and external peers, it is useful to evaluate performance in light of known PASSHE strategic goals. As part of the PASSHE Strategic Plan, *Leading the Way*, performance targets were set for each of the 17 quantitative measures. These targets establish specific expectations for improvement in the System-average level of performance to be achieved by 2009. As such, each university's performance contributes to the achievement of the System Performance Target for a measure. The performance targets are listed below in **Table 7-3**. Depending on measure, targets were set based on some combination of: expected System-wide change between 2005 and 2009; national benchmark averages; the average of the five highest external peers; or the average of the five highest performing System universities. The targets and associated upper/lower bounds are intended to be challenging yet achievable. University performance outcomes for a measure above the upper bound typically represent substantial positive performance; those below the lower bound indicate a need for improvement.

Table 7-3: System Performance Targets, Upper and Lower Bounds

Measure Number	Measures	Sub-Measures	System Performance Targets	Upper Bounds	Lower Bounds
1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	21.50%	22.64%	20.36%
		Degree to Enrollment Ratio - Masters	67.00%	74.19%	59.81%
		Degree to Enrollment Ratio - Doctoral/First Professional	9.00%	10.22%	7.78%
2	Second Year Persistence	Retention Rate - Overall	79.00%	80.88%	77.12%
		Retention Rate - Black	79.00%	80.88%	71.81%
		Retention Rate - Hispanic	79.00%	80.88%	62.03%
		Retention Rate - White (Cheyney only)	79.00%	80.88%	62.03%
3	Accreditation	Percent of Eligible Programs that are Accredited	100.00%	100.00%	100.00%
4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	30.00%	31.97%	28.03%
		Percent of Students who Graduated in Four Years - Black	30.00%	31.97%	25.05%
		Percent of Students who Graduated in Four Years - Hispanic	30.00%	31.97%	17.38%
		Percent of Students who Graduated in Four Years - White (Cheyney only)	30.00%	31.97%	17.38%
		Percent of Students who Graduated in Six Years - Overall	55.00%	57.52%	52.48%
		Percent of Students who Graduated in Six Years - Black	55.00%	57.52%	48.64%
		Percent of Students who Graduated in Six Years - Hispanic	55.00%	57.52%	36.77%
		Percent of Students who Graduated in Six Years - White (Cheyney only)	55.00%	57.52%	36.77%
5	Faculty Productivity	Total Credits per FTE Instructional Faculty	565.00	581.51	548.49
6	Distance Education	Percent of Students Enrolled in Distance Education Courses	2.50%	3.07%	1.93%
7	PRAXIS Aggregate Passing Rates	Aggregate Pass Rate	100.00%	100.00%	100.00%

Table 7-3 (continued): System Performance Targets, Upper and Lower Bounds

Measure Number	Measures	Sub-Measures	System Performance Targets	Upper Bounds	Lower Bounds
8	Internships	Percent of Enrollments in Internship Courses	3.00%	3.19%	2.81%
9	New Pennsylvania Community College Transfers or Associate Degrees Awarded	Percent of New Community College Students	11.00%	11.69%	10.31%
		Degree to Enrollment Ratio - Associate	1.20%	1.40%	1.00%
10	Diversity of Entering Class	Percent of New Students who are Black	8.50%	9.72%	7.28%
		Percent of New Students who are Hispanic	2.50%	2.89%	2.11%
11	Enrollment Diversity	Percent of Students who are Black	7.00%	8.40%	5.60%
		Percent of Students who are Hispanic	2.50%	3.20%	1.80%
12	Employee Diversity	Percent of Executives who are Female	45.00%	49.38%	40.62%
		Percent of Executives who are Minority	15.00%	17.89%	12.11%
		Percent of Faculty who are Female	46.00%	48.46%	43.54%
		Percent of Faculty who are Minority	15.00%	16.02%	13.98%
		Percent of Professional Non-Faculty who are Female	50.30%	52.50%	48.10%
		Percent of Professional Non-Faculty who are Minority	15.00%	16.57%	13.43%
13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	25.00%	31.22%	18.78%
14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	73.00%	75.04%	70.96%
15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	4.63%	6.26%	2.00%
		Endowment - Rate of Change in Market Value	4.63%	6.26%	2.00%
16	Instructional Cost	Undergraduate Cost per FTE Student (annual rate of change)	3.50%	6.00%	1.00%
		Lower Division Cost per FTE Student (annual rate of change)	3.00%	5.00%	1.00%
		Upper Division Cost per FTE Student (annual rate of change)	4.50%	8.00%	1.00%
		Masters Cost per FTE Student (annual rate of change)	7.00%	13.00%	1.00%
17	Faculty Terminal Degrees	Percent of Full-time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	90.00%	92.98%	87.02%

Note: Private Support and Instructional Cost performance targets are set as annual growth rates. For Private Support, the annual rate is set to be the market rate of growth using the Standard and Poor's 500 Index July 2005 to July 2006.

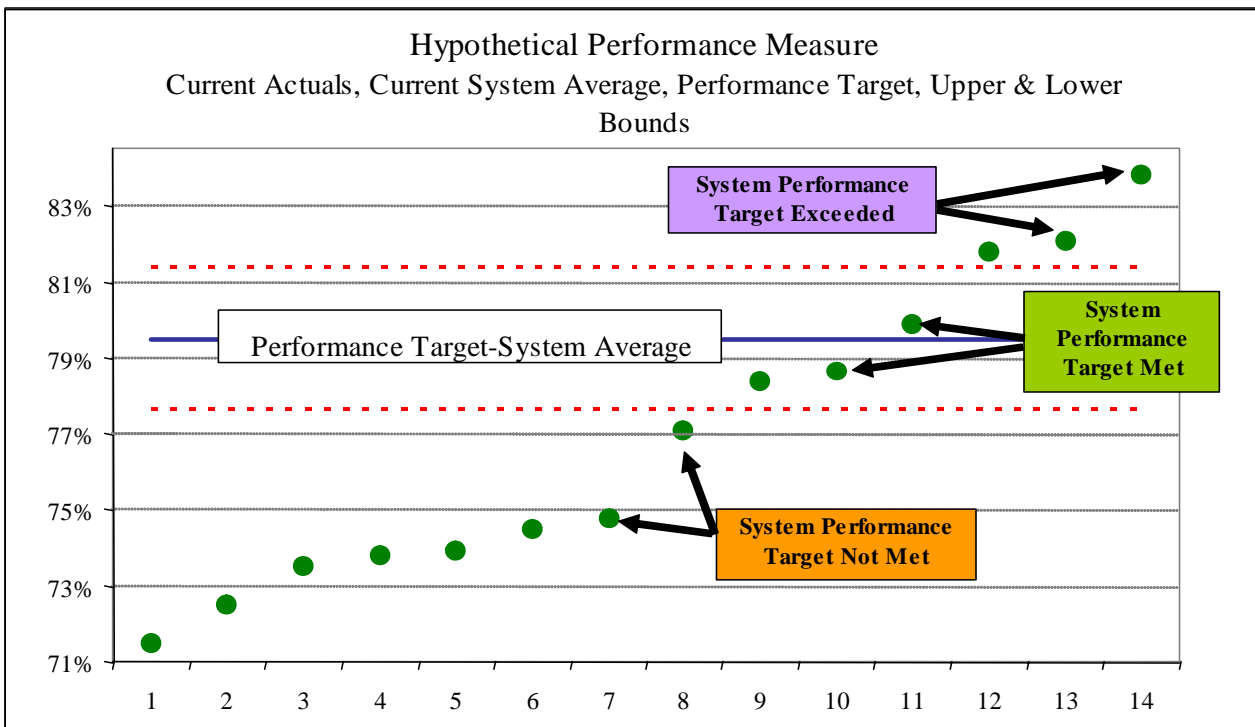
Table 7-4 summarizes the performance evaluation compared to System Performance Targets. As before, performance outcomes are characterized as having "Exceeded," "Met," or "Not Met," the System Performance Target. Chart 7-4 provides a graphical example of the evaluation of performance.

Table 7-4: System Performance Target Evaluation Categories

System Performance Target Evaluation	Interpretation
Exceeded	System performance target is exceeded if performance is at or above the upper bound for measures that are expected to increase (at or below the lower bound for measures that are expected to decrease).*
Met	System performance target is met if performance is below the upper bound and equal to or greater than the lower bound around the target (above the lower bound and at or below the upper bound for measures expected to decrease).*
Not Met	System performance target is not met if performance is below the lower bound for measures that are expected to increase (above the upper bound for measures that are expected to decrease).*

*These measures are #13 Degree Programs with Few Graduates, #14 Personnel Ratio, and #16 Instructional Costs per Full Time Equivalent Student.

Chart 7-4: Example of Evaluation of Performance Target Attainment



Documentation, Notes, Definitions, & Sources for Accountability Measures

The following pages present documentation for each measure and include information regarding sources, a description of each measure, notes, benchmarks, and appropriate definitions.

Measure #1: Degrees Awarded

Value: Stimulating Intellectual Growth
Standard: Effectiveness
Sources: Fall student data files (freeze submissions) and Completions files

Sub-Measures:
Number – Bachelor's
Degree to Enrollment Ratio – Bachelor's
Number – Masters
Degree to Enrollment Ratio – Masters
Number – Doctoral/First Professional
Degree to Enrollment Ratio – Doctoral/First Professional

Description of
Sub-Measures:

The sub-measures are the number of degrees awarded by level (includes second degrees) and ratio of degrees to fall FTE enrollment for bachelor's, masters, and doctoral/first professional degrees.

Bachelor's degrees:

Baselines: 2006-2007 degrees awarded and the average of fall 2001-2003 undergraduate enrollments

Benchmark: 2005-2006 degrees awarded and the average of all fall 2000-2002 undergraduate enrollments

Masters and Doctoral/First Professional degrees:

Baselines: 2006-2007 degrees awarded and the average of fall 2005 and 2006 graduate enrollments

Benchmark: 2005-2006 degrees awarded and the average of all fall 2004 and 2005 graduate enrollments

Notes:

Degrees include graduates from summer, fall, and spring commencements. All degrees from the October 2006, March 2007, and July 2007 submissions are included. To convert IPEDS headcount enrollment to FTE, each part-time student was equated to 0.33 full-time. Doctoral/First Professional degrees are not benchmarked. Graduates who are not cleared in time to be reported in the current year may be reported the following year.

Benchmark: Institutional Peer Group

Benchmark Source: IPEDS Enrollment 2000-2002, 2004-2005, IPEDS Completions 2005-2006

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are preferred.

Definitions:

Bachelor's Degree: An award (baccalaureate or equivalent degree) that normally requires at least four but not more than five years of full-time equivalent college-level work.

Masters Degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one or more academic years of work beyond the bachelor's degree.

Doctoral Degree: The highest award a student can earn for graduate study. The doctoral degree classification for the State System includes Doctor of Education and Doctor of Philosophy.

First-Professional Degree: For the State System, currently any degree awarded by the following programs: Slippery Rock--Doctor of Physical Therapy (DPT) and Indiana--Doctor of Psychology (PSYD).

Full-time Equivalent Students (FTES): A measure that combines full and part-time student credit loads and equates those totals to a full-time number by using a specific formula. One undergraduate FTE equals 15 credit hours per semester and one graduate FTE equals 12 credit hours per semester.

Measure #2: Second Year Persistence

Value: Stimulating Intellectual Growth
Standard: Effectiveness
Sources: Fall student data files (freeze submissions)

Sub-Measures:	
Students Persisting – Overall	
Retention Rate – Overall	
Students Persisting – Black	
Retention Rate – Black	
Students Persisting – White (Cheyney only)	
Retention Rate – White (Cheyney only)	
Students Persisting – Hispanic	
Retention Rate – Hispanic	

Description of Sub-Measures: Number and percent of first-time freshmen who returned for their second year (fall semester). The sub-measures are the number of students persisting as follows: overall, Black, and Hispanic; and retention rate as follows: overall, Black, and Hispanic. For Cheyney University, White is used instead of Black. Non-resident aliens and students who have an unknown or multi-racial ethnicity are excluded from ethnicity sub-measures.

Notes: This includes all first-time, full-time (12 credits or more), baccalaureate degree-seeking freshmen in the cohort. Transfers are excluded. First enrollment must be either the previous summer or the current fall. High school students who take college courses are still considered first-time when they enroll following high school graduation. Black and Hispanic ethnic categories are in accordance with federal data reporting guidelines. Changes in ethnicity are explained in the definitions section below. Students who stop out after the fall freeze date but return the following fall are counted as persisters. Full-time students who become part-time the following fall are also counted. Exclusions are also described in the definitions section below.

Benchmark: National Cluster (Consortium for Student Retention Data Exchange) by SAT selectivity, based on fall 2005 average SAT score, and Carnegie classification

Benchmark Source: Consortium for Student Retention Data Exchange

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Cohort Year: The year full-time students enter college for the first time. For the State System, students who attend university summer sessions as first-time students or who enter with advanced standing are counted as first-time freshmen on fall reports.

Degree-seeking Students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award. For this measure, only students who are seeking a bachelor's degree are included.

Ethnic/Racial Categories: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. A person may be counted in only one racial/ethnic group. The groups used to categorize U.S. citizens, resident aliens, and other non-citizens are: White, Black, Hispanic, Asian/Pacific Islander, Native American, Non-resident alien, Multi-racial and Unknown. **Ethnicity Changes:** Because an increasing number of students are refusing to indicate an ethnicity when they apply to college, or select more than one ethnicity, statistics of students by race now include unknown and multi-racial categories. Some of these students will inform the university of their actual race once they have enrolled; others will change their racial designation later in college. In order to maximize the accuracy of ethnicity data, universities have the option of updating student ethnicity. Original files submitted will not be changed to reflect these ethnicity changes. Retention rates are calculated using the ethnicity reported in the year of persistence. Students who do not persist do not have their ethnicity updated; those who do persist are classified in both the cohort and persisting group under their ethnicity at the time of persistence.

Exclusions From the Cohort: Students who are deceased, serving in the armed forces, foreign aid, on official church missions or are permanently disabled, may be excluded from the graduation cohort by universities if they supply evidence of one of these conditions (e.g., death certificate, military order, letter). Exclusions were first used for State System universities starting with the 1997 cohort for six year graduation rates, the 1999 cohort for four year graduation rates, and the 2003 cohort for second year retention rates. Once a student is excluded from the cohort, they are permanently removed from cohort calculations from that point forward, even if they return from their time of service.

First-time Freshman: An entering freshman who has never attended any postsecondary educational institution. This includes students enrolled in the fall term who entered the institution in the prior summer term as well as students who took college classes prior to high school graduation. The definition also includes students who entered with advanced standing.

Official Enrollment Reporting Date: End of 15th day of class.

Retention Rate: The number of cohort students still enrolled at the institution at the beginning of each subsequent fall semester divided by the number in the cohort group.

Persisting Student: Cohort student still enrolled in the institution during the term in which student advancement is calculated and reported.

Program Level: A structure that organizes academic programs according to degree level. For second-year persistence, only baccalaureate (level H) students are included.

Measure #3: Accreditation

Value: Stimulating Intellectual Growth
Standard: Excellence
Sources: Pennsylvania State System of Higher Education approved Accrediting Agencies, Program Accreditation Submissions

Measure:
Percent of Eligible Programs that are Accredited

Description of Measure: Percent of accredited eligible professional programs
Notes: Education programs accredited by NCATE are counted as a single accreditation. All eligible active programs are included. The current approved list of accrediting bodies was determined by the Division of Academic and Student Affairs. Due to lack of comparable historical data, there is no baseline attainment evaluation for this measure.
Benchmark: Average of System universities
Desired Direction: For this measure, values above the benchmark and equal to the System performance target are the desired outcomes.

Definitions:

Accredited Programs: Professional academic programs that meet standards established by external agencies.

Accrediting Agencies: Agencies that establish standards for educational or professional institutions or programs, determine the extent to which the standards are met, and publicly announce their findings. Accrediting bodies considered for this measure are those approved by the Council on Higher Education Accreditation.

Measure #4: Graduation – Four Year and Six Year

Value: Stimulating Intellectual Growth
Standard: Efficiency
Sources: Fall student data files (freeze submission), Completions files

Sub-Measures:
Number of Students who Graduated in Four Years – Overall
Percent of Students who Graduated in Four Years – Overall
Number of Students who Graduated in Four Years – Black
Percent of Students who Graduated in Four Years – Black
Number of Students who Graduated in Four Years – White (Cheyney only)
Percent of Students who Graduated in Four Years – White (Cheyney only)
Number of Students who Graduated in Four Years – Hispanic
Percent of Students who Graduated in Four Years – Hispanic
Number of Students who Graduated in Six Years – Overall
Percent of Students who Graduated in Six Years – Overall
Number of Students who Graduated in Six Years – Black
Percent of Students who Graduated in Six Years – Black
Number of Students who Graduated in Six Years – White (Cheyney only)
Percent of Students who Graduated in Six Years – White (Cheyney only)
Number of Students who Graduated in Six Years – Hispanic
Percent of Students who Graduated in Six Years – Hispanic

Description of

Sub-Measures: The sub-measures are: Number and Percent of Students who Graduated in Four Years (overall, Black, and Hispanic); Number and Percent of Students who Graduated in Six Years (overall, Black, and Hispanic). For Cheyney University, White students are used instead of Black.

Notes: The measure includes all first-time, full-time (12 credits or more), baccalaureate degree-seeking freshmen in the cohort; includes fall, spring, and summer commencements. Students must have graduated with a bachelor's degree by August 2006 to be counted as having graduated within the time frame. The measure excludes transfers. Students are included in the cohort whose first enrollment is the previous summer or the current fall. Non-resident aliens and students who have an unknown or multi-racial ethnicity are excluded from ethnicity sub-measures. High school students who take college courses in high school are still first-time when they enroll in college following their high school graduation. Black and Hispanic ethnic categories are in accordance with federal data reporting guidelines. For changes in ethnicity, see explanation in definitions below. Exclusions are also described in the definitions section below.

Benchmark: National Cluster (Consortium for Student Retention Data Exchange) by SAT selectivity, based on fall 2005 average SAT score, and Carnegie classification

Benchmark Source: Consortium for Student Retention Data Exchange

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Cohort Year: The year that a full-time student enters college for the first time. For the State System, students who attend university summer sessions prior to the fall cohort year as first-time students or who enter with advanced standing are counted as first-time freshmen on fall reports.

Degree-seeking Students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award. For this measure, only students who are seeking a bachelor's degree are included.

Ethnic/Racial Categories: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. A person may be counted in only one racial/ethnic group. The groups used to categorize U.S. citizens, resident aliens, and other non-citizens are: White, Black, Hispanic, Asian/Pacific Islander, Native American, Non-resident alien, Multi-racial and Unknown. **Ethnicity Changes:** Because an increasing number of students are refusing to indicate an ethnicity when they apply to college, or select more than one ethnicity, statistics of students by race now include unknown and multi-racial categories. Some of these students will inform the university of their actual race once they have enrolled; others will change their racial designation later in college. In order to maximize the accuracy of ethnicity data, universities have the option of updating student ethnicity. Original files submitted will not be changed to reflect these ethnicity changes. Graduation rates are calculated based on the ethnicity recorded for the graduation, and the cohort is also changed in cases where ethnicity changed. In the case of universities changing students into the Unknown or Multi-racial categories, which were not options when the cohort was set, these students will be tracked following their original ethnic classification until the cohorts contain the new codes.

First-time Freshman: An entering freshman who has never attended any postsecondary educational institution. This includes students enrolled in the fall term who entered the institution in the prior summer term as well as students who took college classes prior to high school graduation. The definition also includes students who entered with advanced standing.

Exclusions From the Cohort: Students who are deceased, serving in the armed forces, foreign aid, on official church missions or are permanently disabled, may be excluded from the graduation cohort by universities if they supply evidence of one of these conditions (e.g., death certificate, military order, letter). Exclusions were first used for State System universities starting with the 1997 cohort for six year graduation rates, the 1999 cohort for four year graduation rates, and the 2003 cohort for second year retention rates. Once a student is excluded from the cohort, they are permanently removed from cohort calculations from that point forward, even if they return from their time of service.

Graduation Rate: The total number of graduated cohort students divided by the total number of the cohort within the period of measurement. Graduation rates are calculated separately by degree level. Note: Universities are not permitted to report estimated graduation dates on completions files.

Official Enrollment Reporting Date: End of 15th day of class.

Program Level: A structure that organizes academic programs according to degree level. For graduation rates, only baccalaureate (level H) students are included.

Measure #5: Faculty Productivity

Value: Stimulating Intellectual Growth
Standard: Efficiency
Source: Common Cost Accounting Report (discipline)

Measure:
Total Credits per FTE Instructional Faculty

Description of

Measure: Number of student credit hours divided by total FTE instructional faculty (from July 1, 2005 to June 30, 2006).

Note: Instructional faculty includes release time for department chairs, assistant department chairs, graduate program coordinators, and internship coordinators.

Benchmark: Average of System universities

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Credit Hour: A unit of measurement representing progress made toward completion of the requirement of a degree, diploma, certificate, or other formal award. Typically, one credit hour equals roughly 15 contact hours, and represents an hour (50 minutes) of instruction per week over a 15-week semester. Credit hours are a combination of CCAR categories 1.1 (General Instruction) and 1.5 (Other Scholarly Activities).

Full-time Equivalence (FTE): A measure that combines full and part-time faculty workloads and equates those totals to a full-time number by using a specific formula. For faculty, one FTE equals 12 contract hours per semester and 24 per year. An FTE faculty equals 1 full-time 9-month appointment.

Instructional Faculty (FTEIF): The FTE calculation applied to the total number of faculty whose primary responsibility is in support of the general instructional mission of the university. This includes release time for a department chairperson, assistant department chair, graduate program coordinator, and internship coordinators associated with specific academic departments. FTEIF is a combination of CCAR categories 1.1 (General Instruction) and 1.5 (Other Scholarly Activities).

Measure #6: Distance Education

Value: Stimulating Intellectual Growth
Standard: Efficiency
Sources: Distance Learning Submissions (end of term)

Sub-Measures:
Number of Student Enrollments in Distance Education Courses
Percent of Student Enrollments in Distance Education Courses

Description of Sub-Measures: Number and percent of enrollments taken in distance education credit courses.

Note: This measure includes total annualized distance education credit enrollments as a percent of all credit enrollments (summer, fall, spring, other sessions). Submissions cover Summer 1 and 2 2006, Fall 2006, Intersession 2007 (if applicable), and Spring 2007.

Benchmark: Average of System universities

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definition:

Distance Education: Any method for instructional delivery that occurs when students are not at the same location (i.e., classroom) as the instructor when the instruction is received. Examples include: cable television, Internet, satellite classes, videotapes, and correspondence courses.

Measure #7: PRAXIS Aggregate Passing Rate

Value: Applying Knowledge
Standard: Effectiveness
Sources: Pennsylvania Department of Education, Educational Testing Services

Measure:
Pass Rate

Description of Measure: Pass rate on examinations for initial applicants for teacher certification (number of students passing divided by number of students taking examinations). The aggregate pass rate for all tests is used (2005-06).

Note: Because Principles of Learning and Teaching K-6 and Principles of Learning and Teaching 7-12 tests are no longer offered in Pennsylvania, the aggregate pass rate for all tests is used instead.

Benchmark: Average of System universities

Desired Direction: For this measure, values above the baseline, benchmark, and equal to the System performance target are the desired outcome.

Definitions:

Passing Score: The minimum score needed to be certified. The Pennsylvania Department of Education sets a different passing score for each examination.

PRAXIS Exams: A battery of teacher certification tests that all graduates are required to pass before they can teach in Pennsylvania public schools. Examinees may re-take any tests they fail.

Measure #8: Internships

Value: Applying Knowledge
Standard: Efficiency
Sources: Internship Data Submissions (end of term)

Sub-Measures:
Number of Student Enrollments in Internship Courses
Percent of Student Enrollments in Internship Courses

Description of Sub-Measures: Annualized number and percent of all enrollments in internship courses. Total annualized unduplicated internship enrollments divided by total annualized course enrollments.

Notes: Credit internships include student teaching, practicum, clinical field, other field experiences, and paid and unpaid internships. This excludes non-credit internships and service learning. The number of students enrolled in internship courses is an unduplicated count of students participating in internships by term. Students enrolled in multiple internship courses within the same term are counted only once per term, but can be counted in more than one term within the year. The denominator for this measure is the total count of all course enrollments for the year. Submissions cover Summer 1 and 2 2006, Fall 2006 Intersession 2007 (if applicable), and Spring 2007.

Internship codes: T (Credit Student Teaching Assignment)
P (Credit Practicum)
C (Credit Clinical Field Experience)
O (Other Credit Internship/Field Experience)

Benchmark: Average of System universities

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definition:

Internships: Formal arrangements designed to provide opportunities for students to study and experience professional career interests outside the university but under supervision by the appropriate academic department or program. All internships must have faculty and departmental approval.

Measure #9: New Pennsylvania Community College Transfers or Associate Degrees Awarded

New Pennsylvania Community College Transfers

(Note: Universities were given the opportunity to select either new Pennsylvania Community College transfers or associate degrees.)

Value: Serving the Common Good
Standard: Efficiency
Sources: Fall student data file (freeze submission)

Sub-Measures:
Number of New Community College Students
Percent of New Community College Students

Description of Sub-Measures: Number and percent of new undergraduate students transferring from Pennsylvania community colleges to PASSHE universities for Fall 2006. Number of new undergraduate Pennsylvania community college transfer students divided by the total number of all new undergraduate students (includes part-time and full-time; degree and non-degree seeking).

Notes: Official enrollment reporting date: end of 15th day of class.

Benchmark: Average of System universities

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definition:

Transfer Student (Incoming): A student entering the reporting institution for the first time but known to have previously attended another postsecondary institution at the same level (e.g., undergraduate, graduate). The student may transfer with or without credit. For this measure, include only students who have transferred from one of the 14 Pennsylvania community colleges.

Measure #9: New Pennsylvania Community College Transfers or Associate Degrees Awarded

Associate Degrees Awarded

(Note: Universities were given the opportunity to select either new Pennsylvania Community College transfers or associate degrees.)

Value: Serving the Common Good
Standard: Efficiency
Sources: Fall student data files (freeze submissions) and Completions files

Sub-Measures:
Number – Associate Degree to Enrollment Ratio – Associate

Description of

Sub-Measures: The two sub-measures are Number - Associate (degrees awarded), which includes second degrees and Degree to Enrollment Ratio – Associate Degrees, which is the number of associate degrees to fall FTE enrollment:

Baseline and Benchmark: 2006-2007 degrees awarded and the average of fall 2005 and fall 2006 FTE undergraduate enrollments

Note: This includes summer, fall, and spring commencements for each year. All degrees from the October 2006, March 2007, and July 2007 submissions are included. This measure was selected by Edinboro, Lock Haven, and Mansfield universities. Only these universities are used in the PASSHE average for this measure.

Benchmark: Average of System universities (Edinboro, Lock Haven, Mansfield only)

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Associate Degree: An award that normally requires at least 2 but less than 3 years of full-time equivalent of college work.

Full-time Equivalent Students (FTES): A measure that combines full and part-time student credit loads and equates those totals to a full-time number by using a specific formula. One undergraduate FTE equals 15 credit hours per semester.

Measure #10: Diversity of Entering Class

Value: Fostering Citizenship, Social Responsibility, and Diversity
Standard: Effectiveness
Source: Fall student data file (freeze submission)

Sub-Measures:
Number of New Black Students
Percent of New Students who are Black
Number of New White Students (Cheyney only)
Percent of New Students who are White (Cheyney only)
Number of New Hispanic Students
Percent of New Students who are Hispanic

Description of Sub-Measures: Number and percent of Black and Hispanic students in fall 2006 entering class (White and Hispanic for Cheyney University). For Cheyney, the number and percent of White students are assessed for baseline performance evaluations only.

Notes: These ethnic categories are in accordance with federal data reporting guidelines. This includes first-time freshmen who are certificate, associate, or baccalaureate level and are full or part-time with a first time code of "Y" (yes). Non-degree students are excluded. Students who have an unknown or multi-racial ethnicity are excluded from minority totals. New transfers are excluded from entering class. Non-resident aliens are excluded from the measure entirely. Official enrollment reporting date: end of 15th day of class.

Benchmark: Average of Pennsylvania Public Higher Education Institutions

Benchmark Source: IPEDS Enrollment 2006

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Ethnic/Racial Categories: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. A person may be counted in only one racial/ethnic group. The groups used to categorize U.S. citizens, resident aliens, and other non-citizens are: White, Black, Hispanic, Asian/Pacific Islander, Native American, Non-resident alien, Multi-racial and Unknown.

First-time Freshman: An entering freshman who has never attended any postsecondary educational institution. This includes students enrolled in the fall term who entered the institution in the prior summer term as well as students who took college classes prior to high school graduation. The definition also includes students who entered with advanced standing.

Measure #11: Enrollment Diversity

Value: Fostering Citizenship, Social Responsibility, and Diversity
Standard: Effectiveness
Sources: Fall student data file (freeze submission)

Sub-Measures:
Number of Black Students Percent of Students who are Black
Number of White Students (Cheyney only) Percent of Students who are White (Cheyney only)
Number of Hispanic Students Percent of Students who are Hispanic

Description of Sub-Measures: Number and percent of Black and Hispanic students in fall 2006 enrollment (White and Hispanic for Cheyney University). For Cheyney, the number and percent of White students are assessed for baseline performance evaluations only.

Notes: This includes all students, full- and part-time at all levels (undergraduate and graduate). Minority enrollments include Black and Hispanic. These ethnic categories are in accordance with federal data reporting guidelines. Students who have an unknown or multi-racial ethnicity are excluded from minority totals. Non-resident aliens are excluded from the numerator but included in the denominator. Official enrollment reporting date: end of 15th day of class.

Benchmark: Average of Pennsylvania Public Higher Education Institutions

Benchmark Source: IPEDS Enrollment 2006

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definition:

Ethnic/Racial Categories: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. A person may be counted in only one racial/ethnic group. The groups used to categorize U.S. citizens, resident aliens and other non-citizens are: White, Black, Hispanic, Asian/Pacific Islander, Native American, Non-resident alien, Multi-racial and Unknown.

Measure #12: Employee Diversity

Value: Fostering Citizenship, Social Responsibility, and Diversity
Standard: Excellence
Sources: IPEDS Fall Staff Report and snapshots of the SAP-Human Resources database

Sub-Measures:

Number of Female Executives
Percent of Executives who are Female
Number of Minority Executives
Percent of Executives who are Minority

Number of Female Faculty
Percent of Faculty who are Female
Number of Minority Faculty
Percent of Faculty who are Minority

Number of Female Professional Non-Faculty
Percent of Professional Non-Faculty who are Female
Number of Minority Professional Non-Faculty
Percent of Professional Non-Faculty who are Minority

Description of

Sub-Measures: This measure is the number and percent of full-time female and underrepresented racial and ethnic groups in the executive, other professional, and faculty workforce groups, by grouping for a total of 12 sub-measures including number and percent of female executives, minority executives, female faculty, minority faculty, female professional non-faculty, and minority professional non-faculty. These are EEO-6 employee classifications.

Notes: Number of full-time female or full-time underrepresented employees divided by the total number of full-time employees for fall semester. Minority counts include Black, Hispanic, Asian and Pacific Islander, and Native American (White used instead of Black for Cheyney University). Non-resident aliens are excluded from the minority totals. Faculty counts include only full-time, tenured and tenure-track individuals. Includes full-time permanent and full-time temporary employees. Official Employee Reporting Date was October 31 for 2006.

Benchmark: Institutional Peer Group

Benchmark Source: IPEDS 2005 Fall Staff

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Ethnic/Racial Categories: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. A person may be counted in only one racial/ethnic group. For PASSHE, the groups used to categorize employees are: White, Black, Hispanic, Asian/Pacific Islander, and Native American.

Executive, Administrative, and Managerial: All employees whose assignments require primary responsibility for management of the institution, or a customarily recognized department or subdivision. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. Assignments customarily and regularly require the incumbent to exercise discretion and independent judgment and to direct the work of others. Report all officers with titles such as president, vice president, dean, director, or equivalent, as well as those subordinate, such as associate dean, executive officer, etc.

Faculty: All persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Include executive officers of academic departments (chairpersons, heads, or the equivalent). Do not include student teachers or research assistants.

Other professionals (Support/Service): All persons employed for the primary purpose of performing academic support, student service, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Include employees such as librarians, accountants, systems analysts, computer programmers, research associates, and coaches.

Measure #13: Degree Programs with Few Graduates

Value: Practicing Stewardship
Standard: Effectiveness
Sources: Completions files, Academic Program Submissions

Sub-Measures:
Number of Undergraduate Programs with Fewer than 13 Graduates
Percent of Undergraduate Programs with Fewer than 13 Graduates

Description of

Sub-Measures: Number and percent of undergraduate degree programs with less than 13 graduates annually.

Notes: This measure includes associate and baccalaureate degree programs, programs in moratorium, second degrees and second majors. All degrees from the October 2006, March 2007, and July 2007 submissions are included. Graduates who are not cleared in time to be reported in the current year may be reported the following year. The measure excludes programs that are less than four years old. Beginning with 2003-2004, the CIP 2000 classifications were applied. Programs are aggregated by CIP code using the Academic Program submission.

Benchmark: Average of System universities

Desired Direction: For this measure, values below the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Associate Degree: An award that normally requires at least two but less than three years of full-time equivalent of college work.

Bachelor's Degree: An award (baccalaureate or equivalent degree) that normally requires at least four but not more than five years of full-time equivalent college-level work.

CIP Code: A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions.

Classification of Instructional Programs (CIP): A National Center for Educational Statistics publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

Measure #14: Personnel Ratio

Value: Practicing Stewardship
Standard: Excellence
Sources: University Financial Reports or FIN Reports

Measure:
Total Personnel Compensation as a Percent of Total Expenditures and Transfers

Description of Measure: Total Personnel Compensation costs as a percent of Total Expenditures and Transfers.

Note: This measure was modified for current and historical data in order to conform to GASB reporting requirements as of FY 2001-2002 (inclusion of restricted expenditures). Student aid expenditures are excluded for purposes of benchmark comparisons.

Benchmark: Institutional Peer Group

Benchmark Source: IPEDS Finance FY 2005-2006

Desired Direction: For this measure, values below the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Personnel Ratio Calculation: Numerator = [E&G Total Personnel Compensation]+[Restricted Total Personnel Compensation]+[Plant Total Personnel Compensation]-[E&G Compensated Absence adjustment - Sick]-[E&G Compensated Absence adjustment - Annual]-[E&G Postretirement in Excess of Pay-as-you-go]-[Restricted Compensated Absence adjustment - Sick]-[Restricted Compensated Absence adjustment - Annual]-[Restricted Postretirement in Excess of Pay-as-you-go]-[Plant Compensated Absence adjustment - Sick]-[Plant Compensated Absence adjustment - Annual]-[Plant Postretirement in Excess of Pay-as-you-go]

Denominator = [E&G Total Expenditures and Transfers]+[Restricted Total Expenditures and Transfers]-[E&G Postretirement in Excess of Pay-as-you-go]-[E&G Student Aid Expense]-[Restricted Student Aid Expense]-[Restricted Compensated Absence adjustment - Sick]-[Restricted Compensated Absence adjustment - Annual]-[E&G Compensated Absence adjustment - Sick]-[E&G Compensated Absence adjustment - Annual]-[Restricted Postretirement in Excess of Pay-as-you-go]-[Plant Compensated Absence adjustment - Sick]-[Plant Compensated Absence adjustment - Annual]-[Plant Postretirement in Excess of Pay-as-you-go]

Personnel Ratio = [Numerator]/[Denominator]

Total Personnel Compensation: Educational and general, restricted, plant funds, excluding auxiliary enterprises, unfunded compensated absences adjustment for sick and annual (educational and general, restricted, and plant funds), and unfunded postretirement in excess of pay-as-you-go (educational and general, restricted, and plant funds).

Total Expenditures and Transfers: Educational and general, restricted excluding auxiliary enterprises, plant funds, unfunded postretirement in excess of pay-as-you-go (educational and general, **restricted and plant**), and student aid (educational and general and restricted).

Unfunded Compensated Absences: An actuarial estimate of the future possible cost to the System of current employees' leave payouts upon retirement or termination.

Unfunded Postretirement: An actuarial estimate of the future possible cost to the System of current employees' retirement benefits for health care and tuition waivers.

Measure #15: Private Support

Value: Practicing Stewardship
Standard: Excellence
Source: Council for Aid to Education (CAE) National Database

Sub-Measures:
Private Funds Raised Less Three Largest Donor Totals
Rate of Change of Private Funds Raised Less Three Largest Donor Totals
Endowment - Market Value
Endowment - Rate of Change in Market Value

Description of Sub-Measures: The sub-measures are total private giving per year, one-year rate of change of private giving less the three largest donor totals, market value of endowment, and one-year rate of change of endowment value (see definition of private funds raised below).

Note: In order to capture the impact of market forces on endowment growth the baselines for this measure were generated using an equity market index (Standard and Poors 500) as an explanatory variable.

Benchmark: Institutional Peer Group

Benchmark Source: CAE National Database

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Private Funds Raised: Committed private voluntary support to the university and its affiliated foundations. This includes cash, the face value of planned gifts, and appraised value of gifts in kind; excludes pledges.

Market Value of Endowment: Current worth of funds that donors specify are to be retained and invested for income producing purposes. Income from endowments can be either restricted or unrestricted, based on donor direction.

Measure #16: Instructional Cost

Value: Practicing Stewardship
Standard: Efficiency
Source: Common Cost Accounting Report (by discipline)

Sub-Measures:

Lower Division Cost per FTE Student
Upper Division Cost per FTE Student
Undergraduate Cost per FTE Student

Masters Cost per FTE Student
Doctoral/First Professional Cost per FTE Student

Description of
Sub-Measures:

Undergraduate:

Total undergraduate instructional cost divided by total undergraduate FTE students. For baselines, lower division and upper division calculated separately. For benchmarks, total undergraduate instructional costs divided by total undergraduate FTE students. For the System performance target, the sub-measures include lower division and upper division.

Graduate:

For baselines, masters and doctoral/first professional are calculated separately. For benchmarking and the System performance target, total masters instructional costs are divided by total masters FTE students.

Notes:

Costs and students are reported by discipline, not program. For universities with doctoral/first professional programs, graduate includes masters and doctoral/first professional. Doctoral/first professional cost per FTE student is also reported separately for those universities.

Benchmark:

Average of System universities (for all but doctoral/first professional)

Desired Direction:

For this measure, values below the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Annualized Full-time Equivalent Students (FTES): A measure that combines full-time and part-time student credit loads from all academic sessions within a fiscal year and equates those totals to a full-time number by using a specific formula. One undergraduate FTES equals 30 credit hours per year. One graduate FTES equals 24 credit hours per year.

Total Instructional Cost: Total instructional cost reflects the general academic instructional costs of programs. It includes expenditures for instructional activities that are within the fiscal reporting year, associated with the academic offerings described by the National Center for Education Statistics discipline categories 01 through 54, and offered for credit as part of a formal postsecondary education degree or certificate program. These expenditures include release time for department chairs, assistant department chairs, and internship coordinators associated with a specific academic department. Total Instructional Cost is a combination of CCAR categories 1.1 (General Instruction) and 1.5 (Other Scholarly Activities).

Measure #17: Faculty Terminal Degrees

Value: Stimulating Intellectual Growth
Standard: Excellence
Source: HR and Faculty Terminal Degree Submission

Sub-Measures:

Number of Full-time Permanent Tenured or Tenure Track Instructional Faculty with Terminal Degrees
Percent of Full-time Permanent Tenured or Tenure Track Instructional Faculty with Terminal Degrees

Description of

Sub-Measures: For the System Accountability Plan, number and percent of full-time tenured and tenure-track instructional faculty with terminal degrees. Degrees approved for this measure are PhD, EdD, DEd, DBA, DMA, ScD, JD, MD, DPhil, DM, DMUS, DMUSIC, and MFA. The MFA is considered a terminal degree for faculty teaching art disciplines.

Note: Official Employee Reporting Date was October 31 for 2006. Faculty must have earned a terminal degree by the reporting date for the degree to be included in this measure.

Benchmark: Average of System universities

Desired Direction: For this measure, values above the baseline, benchmark, and System performance target are the desired outcome.

Definitions:

Faculty: All persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Include executive officers of academic departments (chairpersons, heads, or the equivalent). Do not include student teachers or research assistants.

Terminal Degrees: Degrees earned that are the highest in a discipline. For the State System, they are PhD, EdD, DEd, DBA, DMA, ScD, JD, MD, DPhil, DM, DMUS, DMUSIC, and MFA.

Terminal Degree abbreviation	Full Name of Degree
DBA	Doctor of Business Administration
DEd, EdD	Doctor of Education
DM, DMA, DMUS, DMUSIC	Doctor of Music
JD	Juris Doctor
MD	Doctor of Medicine
MFA	Master of Fine Arts
PhD, DPhil	Doctor of Philosophy
ScD	Doctor of Science