SYSTEM ACCOUNTABILITY REPORT

Performance Outcomes
2007-2008

COMMONWEALTH OF PENNSYLVANIA
STATE SYSTEM OF
Higher Education

Pennsylvania State System of Higher Education
2007-2008 System Accountability Report
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2007-2008 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 2007-2008 System Accountability Report is comprised of three components providing quantitative, qualitative and strategic performance measurement and follows a similar framework to that used in 2006-2007. 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
(2) Second Year Persistence
(3) Accreditation
(4) Graduation Rates
(5) Faculty Productivity
(6) Distance Education
(7) PRAXIS Aggregate Passing Rates
(8) Internships
(9) New Pennsylvania Community College Transfers or Associate Degrees Awarded
(10) Diversity of Entering Class
(11) Enrollment Diversity
(12) Employee Diversity
(13) Degree Programs with Few Graduates
(14) Personnel Ratio
(15) Private Support
(16) Instructional Cost
(17) Faculty Terminal Degrees

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)	Strengthening management practices (NAS-5)
	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 2008

System Accountability Report
Indiana University of Pennsylvania

Executive Summary

This Executive Summary of the Fiscal Year 2007-2008 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 *2007-2008 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.

Institutional Improvement (Comparison to Institutional Historic Baseline)
The baseline performance expectations were "exceeded" for the following 7 sub-measure(s): Black Persistence Rate (Number Persisting); Hispanic Persistence Rate (Number Persisting); Overall Four-Year Graduation Rate (Number Graduated); Overall Four-Year Graduation Rate (Percent Graduated); Hispanic Six-Year Graduation Rate (Percent Graduated); Black Enrollment (Number); Black Enrollment (Percent).
The baseline performance expectations were "not met" for the following 4 sub-measure(s): Overall Persistence Rate (Percent Persisting); Hispanic Four-Year Graduation Rate (Number Graduated); Hispanic Four-Year Graduation Rate (Percent Graduated); Overall Six-Year Graduation Rate (Number Graduated).

Comparative Achievement (Comparison to External Standard/Benchmark)
Performance expectations were "exceeded" for the following 5 sub-measure(s): Overall Persistence Rate (Percent Persisting); Black Persistence Rate (Percent Persisting); Overall Four-Year Graduation Rate (Percent Graduated); Overall Six-Year Graduation Rate (Percent Graduated); Hispanic Six-Year Graduation Rate (Percent Graduated).
Performance expectations were "not met" for the following 6 sub-measure(s): Hispanic Persistence Rate (Percent Persisting); Hispanic Four-Year Graduation Rate (Percent Graduated); Distance Education Enrollments (Percent); Pennsylvania Community College Transfers (Percent); New Entering Hispanic Students (Percent); Hispanic Enrollment (Percent).

Performance Target Attainment (Comparison to System Performance Target)
The System performance targets were "exceeded" for the following 5 sub-measure(s): Overall Four-Year Graduation Rate (Percent Graduated); Distance Education Enrollments (Percent); Internship Enrollments (Percent); New Entering Black Students (Percent); Black Enrollment (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); Hispanic Four-Year Graduation Rate (Percent Graduated); Overall Six-Year Graduation Rate (Percent Graduated); Black 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: Persistence Rate (Black); Four-Year Graduation Rate (Overall); Six-Year Graduation Rate (Hispanic); Enrollment (Black).

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

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.

Institutional Improvement (Comparison to Institutional Historic Baseline)

The baseline performance expectations were "exceeded" for the following 1 sub-measure(s): Female Executives (Number).

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

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 5 sub-measure(s): Bachelor's Degrees Awarded (Ratio); Female Executives (Percent); Female Professional Non-Faculty (Percent); Minority Executives (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): Bachelor's Degrees Awarded (Ratio); Accredited Programs (Percent); Female Executives (Percent); Minority Executives (Percent); Minority Professional Non-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.

There were no overall strengths identified in this Goal Category.

The overall weakness(es) were identified in the following areas: Degrees Awarded (Bachelor's); Accredited Programs; Minority Executives; Minority Professional Non-Faculty.

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.

Institutional Improvement (Comparison to Institutional Historic Baseline)

The baseline performance expectations were "exceeded" for the following 1 sub-measure(s): Masters Degrees Awarded (Number).

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

Comparative Achievement (Comparison to External Standard/Benchmark)

Performance expectations were "exceeded" for the following 1 sub-measure(s): Masters Degrees Awarded (Ratio).

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)

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

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.
There were no overall weaknesses identified in this Goal Category.

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.

Institutional Improvement (Comparison to Institutional Historic Baseline)
The baseline performance expectations were "exceeded" for the following 2 sub-measure(s): Market Value of Endowment; Rate of Change in Market Value of Endowment.
The baseline performance expectations were "not met" for the following 1 sub-measure(s): Lower Division Cost per FTE Student.

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): Faculty Productivity; Personnel Ratio; 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 1 sub-measure(s): Rate of Change in Market Value of Endowment.
The System performance targets were "not met" for the following 4 sub-measure(s): Faculty Productivity; Programs with Few Graduates (Percent); Lower Division Cost per FTE Student; Upper Division Cost per FTE Student.

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: Market Value of Endowment (Overall).
The overall weakness(es) were identified in the following areas: Faculty Productivity; Undergraduate Cost per FTE Student (Overall).

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.

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 University Performance Plan with Narrative Assessment Statement
Indiana University of Pennsylvania

Goal: 2% Performance Funding
IUP will allocate the PASSHE 2007-2008 Program Initiative Performance Funding based on PASSHE guidelines.

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: NCATE Accreditation
The College of Education and Educational Technology received $191,850, which included $48,000 specifically directed towards student teaching. The College of Humanities and Social Sciences received $52,756 towards NCATE accreditation, which included $36,000 towards technical support.

Relates to: NAS: (2A) Academic Quality - Accreditation (required) and UPP: University and System Excellence - Quality Academic Programs

Outcome: Nursing Accreditation
The Nursing Department received $275,000 for the Commission on Collegiate Nursing Education (CCNE) Nursing Accreditation, which included $75,000 for the specialized simulation lab.

Relates to: NAS: (2A) Academic Quality - Accreditation (required) and UPP: University and System Excellence - Quality Academic Programs

Outcome: Other Accreditations
The Eberly College of Business and Informational Technology received $150,000 towards AACSB accreditation. The College of Fine Arts received $55,000 towards National Association of Schools of Art and Design (NASAD) Art Accreditation and $80,600 towards National Association of Schools of Theatre (NAST) Theatre Accreditation.

Relates to: NAS: (2A) Academic Quality - Accreditation (required) and UPP: University and System Excellence - Quality Academic Programs

Action: Library 2007-2008
Timeframe: Multi-Year

The library will spend performance funding according to PASSHE guidelines.

Outcome: Books
The library has allocated $130,000 for the purchase of books across all disciplines emphasizing new graduate programs.

Relates to: NAS: (1B) Academic Quality - Library and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: DVDs
The library has allocated $20,000 for the purchase of DVDs across all disciplines.

Relates to: NAS: (1B) Academic Quality - Library and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Serials and Databases
The library has allocated $236,000 for serials and databases across all disciplines. In addition, $39,000 was allocated to Information Commons equipment for students.

Relates to: NAS: (1B) Academic Quality - Library and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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Goal: Civic Engagement Opportunities
Develop and expand civic engagement opportunities for students, faculty, and staff.

Action: Civic Engagement through Business
Timeframe: Single Year

IUP Eberly College of Business and Information Technology continue efforts to contribute to civic engagement through various models.

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

Outcome: Business Day
The theme of Business Day 30 was "Corporate Responsibility for Civic Engagement." This included five external speakers on the topic with over 600 students and faculty in attendance.

> *Relates to: NAS: (2B) Academic Quality - Learning Environment and UPP: University and System Excellence - Diversity and Excellence*

Outcome: Web Development
Civic Engagement is fostered through a Web Development course, which resulted in assisting 11 community agencies in web development projects including: Conservation Officers of PA; Life-Way; Homer City Library; Kinport Assembly of God; In His Hands Ministry; Cub Scouts; American Red Cross; Visiting Nurses; Penn State Cooperative Extension; Citizens Ambulance; and Chevy Chase Community Center.

> *Relates to: NAS: (2B) Academic Quality - Learning Environment and UPP: University and System Excellence - Diversity and Excellence*

Action: IUP Cares
Timeframe: Single Year

The second annual IUP Cares event was held with a theme of Childhood Obesity.

Outcome: IUP Cares
A collaboration with the University Food and Nutrition and the College of Health and Human Services sponsored the second annual IUP Cares event with the new theme of Childhood Obesity: Understanding the Crisis, Weighing the Solutions. Over 200 students, faculty, staff and community members attended.

> *Relates to: NAS: (3B) Academic Quality - Learning Environment and UPP: Commonwealth Service - Regional Economic Development*

Action: IUP ENGAGE
Timeframe: Multi-Year

IUP established a more civic-minded campus (students, faculty, staff) through a campaign called IUP ENGAGE.

Outcome: IUP ENGAGE Campaign
IUP ENGAGE posters were set up at various locations around campus and approximately 700 students were involved in the service learning.

> *Relates to: NAS: (1C) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Leadership and Life-long Learning*

Outcome: Service Learning
The Citizenship and Civic Engagement Initiative (CCEI) identified and supported professors who regularly integrate Service Learning into their classes. Approximately 70 faculty regularly integrated Service Learning into their courses. A total of 16 projects were funded by CCEI.

> *Relates to: NAS: (1C) Academic Quality - Curriculum and UPP: Student Achievement and Success - Leadership and Life-long Learning*

Goal: Civic Engagement Partnerships
Develop strong partnerships with the local, national, and global communities.

Action: Center for Economic Education
Timeframe: Multi-Year

IUP will continue to promote new community-university partnerships.

Outcome: Center for Economics Education
IUP established the First Commonwealth Center for Economics Education at IUP, a partnership between IUP (College of Humanities Social Sciences, Department of Economics faculty, College of Education and Educational Technology, Eberly College of Business and Informational Technology) and First Commonwealth Bank of Economics Pennsylvania. The First Commonwealth Center for Economics Education at IUP will increase teacher and student participation in a variety of financial and investment literacy initiatives.

> *Relates to: NAS: (1A) High-need Academic Programs - Science and Technology Programs and UPP: Student Achievement and Success - Manage Growth and Quality*

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

Action: FBI
Timeframe: Single Year
IUP developed a partnership with the FBI for education offerings.

    Outcome: Certificate of Recognition
The first cohort (18 students) of FBI agents was seated for the Certificate of Recognition: Criminology, Law Enforcement Leadership, and Weapons of Mass Destruction.

        Relates to: NAS: (3D) Academic Quality - Curriculum and UPP: Commonwealth Service - Graduate Programs

Action: PES
Timeframe: Single Year
IUP continues its partnerships for the MBA program with Peoples Educational Society (PES), Bangalore India

    Outcome: PES Partnership
The partnership with PES in Bangalore, India is entering its fourth year. Two groups of MBA students have completed their MBA program. In May 2007, 20 students from the first year graduated. In May 2008, 75 students graduated from the program. Currently, there are 88 students studying in the program. For the cohorts starting their MBA in July 2008, 62 admissions have been completed.

        Relates to: NAS: (2B) Academic Quality - Learning Environment and UPP: University and System Excellence - Diversity and Excellence

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Goal: Community Involvement - Enrollment Management
Engage all members of the university community to strengthen recruitment and retention efforts.

    Action: Recruitment and Enrollment Efforts
Timeframe: Multi-Year
IUP enhanced academic expos and other recruitment efforts to achieve fall 2008 enrollment management goals.

    Outcome: Academic Expos
On-campus expo days were reengineered, increasing participation from 3,021 to 4,350, or 44%. Identified College of Business students for special "break-out" sessions. Actively supported expo programs among all division departments.

        Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality

    Outcome: Telecounseling
Actively engaged faculty in spring 2008 in the telecounseling of students of high interest. Specifically worked with the Biology department to target their program and created a list based on the Hot Prospect score for telecounseling, which increased admissions by 19%.

        Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality

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Goal: Continuous Improvement - Mission and Goals
Develop and implement a process to realize university mission and goals.

    Action: Outcomes Assessment
Timeframe: Multi-Year
Incorporate an outcomes assessment within Student Affairs and share results with university community.

    Outcome: Surveys and Assessments
The following surveys and assessments were conducted in 2007-2008: Common Freshman Reader Student and Faculty Assessment; 2007 web-based EBI Resident Assessment; and Phase III Housing Survey. Re-appointed and convened Student Affairs Division Student Learning Outcomes Committee, prepared and distributed FOCUS (Assessment) newsletter to all Student Affairs staff, conducted web-based financial aid customer service survey, conducted a Student Use and Satisfaction survey, identified

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

key success indicators and 2007-2008 benchmarks upon which the CoRSSA business plan initiatives are assessed, and completed Assessment Plan for the Entertainment Network.
> *Relates to: NAS: (2D) Student Achievement and Success - Student Service and UPP: University and System Excellence - Continuous Improvement*

Action: Strategic Plan
Timeframe: Multi-Year
Developed an instrument to measure institutional and divisional goals related to the university's strategic plan.

Outcome: Divisional Template
Developed a detailed template related to actions and outcomes for each strategic planning goal. Divisions will enter information into a relational database to provide reports for evaluation.
> *Relates to: NAS: (5B) Resource Development and Utilization - Strengthening Management Practices and UPP: Public Leadership - Advance System Vision*

Outcome: Institutional Template
Developed a template to monitor specific institutional measures, identifying baseline and measurement of outcomes.
> *Relates to: NAS: (5B) Resource Development and Utilization - Strengthening Management Practices and UPP: Public Leadership - Advance System Vision*

Action: Student Learning Outcomes
Timeframe: Multi-Year
Develop and implement a centralized process for ensuring 1) high-quality assessment of students learning outcomes at the program level and 2) use of the resulting data to inform and sustain the continuous improvement of academic programs.

Outcome: Committee Development
Developed the charge and composition for a University Assessment Committee. This committee will consist of representatives from: each college and regional campus, Liberal Studies Steering Committee, APSCUF, Student Affairs, Council of Chairs, Institutional Research, the library, the Provost's Office, and IT Services.
> *Relates to: NAS: (2A) Academic Quality - Curriculum and UPP: University and System Excellence - Quality Academic Programs*

Outcome: Written Plan
Completed a written plan for implementing a centralized process for conducting liberal studies student learning outcome assessments and developing/monitoring program-level student learning outcome assessments.
> *Relates to: NAS: (2A) Academic Quality - Curriculum and UPP: University and System Excellence - Quality Academic Programs*

Goal: Continuous Improvement Process
Engage the university community in a process of continuous improvement.

Action: IUP EasyPay
Timeframe: Single Year
The IUP EasyPay was developed in the spring of 2008.

Outcome: IUP EasyPay
The IUP EasyPay tuition payment system was initiated in January of 2008 and is scheduled to be effective for the summer 2008 semester. In addition to the timeliness and convenience for students, the university will realize savings on postage, printing, human resources, and machine maintenance. The savings will be calculated in the next fiscal year.
> *Relates to: NAS: (2D) Resource Development and Utilization - Reducing Costs and UPP: University and System Excellence - Continuous Improvement*

Action: Physical Plant
Timeframe: Single Year
Participate in Sightline Physical Plant study and Comprehensive Facilities Planning Space Study.

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

Outcome: Sightlines
The study has provided statistical and objective analyses of the physical plant and the efficiency of the operations. Assessment of the facilities identifies the deferred maintenance required for asset improvement.

Relates to: NAS: (4A) Resource Development and Utilization - Strengthening Management Practices and UPP: Resource Development and Stewardship - Effective Use of Resources

Outcome: Space Study
The first phase of the Space Study was completed with input from all areas of the university. This phase provides the foundation for the university to better plan for future space arrangements concerning the physical assets. The study has also provided statistical and objective analyses of the physical plant and the efficiency of the operations. Assessment of the facilities identifies the deferred maintenance required for asset improvement.

Relates to: NAS: (4A) Resource Development and Utilization - Strengthening Management Practices and UPP: Resource Development and Stewardship - Effective Use of Resources

Action: Women's Commission
Timeframe: Single Year
IUP held its first Women's Commission Conference, "Empowering Women to Build a Better Future."

Outcome: Conference Attendees
Over 160 individuals, from both IUP and the community, attended the first annual Women's Commission Conference, "Empowering Women to Build a Better Future." This conference was targeted specifically at the hourly-wage earner for professional development purposes.

Relates to: NAS: (2B) Resource Development and Utilization - Employee Development and Training and UPP: University and System Excellence - Diversity and Excellence

Outcome: Conference Presenters
A call for proposals resulted in 14 presenters ranging from discussions on "Diversity in the Work Place" to "Achieving Balance in your Life" to "Breast Cancer Awareness."

Relates to: NAS: (2B) Resource Development and Utilization - Employee Development and Training and UPP: University and System Excellence - Diversity and Excellence

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Goal: Diversity Culture
Provide a culture that celebrates differences and values diversity.

Action: Increase Student Exposure
Timeframe: Single Year
IUP increased students' exposure to cultural diversity and diverse teaching styles.

Outcome: Douglass Scholars
IUP hosted two Douglass Scholars in summer 2008, one in Mathematics and the other in Anthropology. Over 60 students were taught by and/or worked with these two faculty of color during their tenure. In 2007, seven of 21 applications to the Douglass Scholars program listed IUP as their first choice. In 2008, IUP received approximately 17 applications to the program. IUP also received two requests from Ph.D. granting institutions to add them to the mailing list that announces the IUP Douglass Scholars program.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

Outcome: First Year Experience Course
The College of Humanities and Social Sciences developed, funded, implemented and evaluated a pilot interdisciplinary First Year Experience course, entitled "The World You Inherit: Power, Privilege and Purpose in the Modern Human Experience." Team-taught by faculty from the History, Sociology and Philosophy departments, this seminar examined past- and present-day systems of oppression and resistance, exploring implications for class, race, gender and nationality.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

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

Outcome: Punxsutawney Campus
Students on the campus participated in the IUP Punxsutawney Campus Divine Gospel Choir. The choir had a diverse representation that came under the leadership of IUP staff. The choir was invited to perform at various sites including East Stroudsburg University and Slippery Rock University.
> *Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence*

Action: Value for Diversity
Timeframe: Single Year
IUP's students Affairs Division demonstrated its value for diversity through campus culture, programs/services, trainings and workshops, and forms of communication.

Outcome: Events
Designed the Tunnel of Hope simulation to help develop awareness with issues of racism, sexism, ableism, heterosexism, Native American issues, and poverty. Provided professional and undergraduate formal diversity training during summer/winter sessions in addition to over 35 informal in-house staff development activities. Provided a one-day seminar for all OHRL staff members by s national consultant. Sponsored over 79 diversity-oriented Community Assistant Programs. Incorporated a multiculturalism component, focusing on the needs of minority students, disability support, GLBT and power and privilege for orientation peer advisors. Provided "Diversity" workshop in summer orientation, introducing concepts of diversity and understanding on a college campus to all freshmen participating. Provided a calendar of diverse activities, cosponsored activities with a number of departments and/or university agencies, and hosted a number of ethnic celebratory events (e.g., MLK, BHM, Kwanzaa). AACC Express newsletter was produced and distributed.
> *Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence*

Goal: Diversity of Employees
Attract and retain a highly qualified, diverse faculty and academic support staff.

Action: Employee Diversity
Timeframe: Multi-Year
IUP will enhance employee diversity.

Outcome: Employee Diversity
IUP increased faculty minority diversity from 14% in 2006-2007 to 14.5% in 2007-2008.
> *Relates to: NAS: (2B) Academic Quality - Faculty Quality and UPP: University and System Excellence - Diversity and Excellence*

Goal: Enrollment Management Plan
Refine and execute a university enrollment management plan to recruit, retain, and graduate all students.

Action: Admission Plan Targeted Populations
Timeframe: Multi-Year
IUP formulated fall 2008 recruitment and admission plans to increase targeted students populations meeting admission standards in an increasingly competitive market.

Outcome: Out-of-State
IUP completed a draft plan for enhanced recruitment/enrollment in targeted states with the following results: increased out-of-state deposits by 56%; worked with Marketing to target tuition differential agreements in newspaper ads for a particular state; and enhanced our letter campaign highlighting tuition differential agreements.
> *Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality*

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

Outcome: Pittsburgh Area

IUP completed a draft plan for enhanced recruitment/enrollment in the Pittsburgh metropolitan area, and began executing the plan with the following results: created the first Pittsburgh Showcase program, one in downtown Pittsburgh and one in Monroeville; targeted additional NRCCUA search buys within the Pittsburgh metropolitan area; and worked with Marketing to develop an ad for Cosmo Girl and Seventeen magazine to create mindshare for teens within the Pittsburgh area.

Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Targeted Populations

IUP completed its 2007-2008 Enrollment Management Action Plan with the following results: increased new Indiana freshman by 26%; developed a hot prospect model targeting human and dollar resources; intensified Communication Plan with a focus to push students through the funnel; increased off campus Crimson Showcase programs by 100% or 343 to 682; created admission counselor territory specific communication plans, including telephone, e-mails and letters; stream-lined the Honors College application process; and developed a new Transfer EXPO with over 300 students and guests.

Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality

Action: Collaborative/Articulated Programs
Timeframe: Single Year
IUP will enhance the number of collaborative/articulated programs.

Outcome: Collaborations/Articulations

IUP increased the number of collaborative programs from two to five. Articulated, program-to-program agreements increased from five to 70 within the five community colleges.

Relates to: NAS: (1A) Student Achievement and Success - Community College Transfer and UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: MOA

IUP increased the number of memorandums of agreements with the following community colleges: Butler County Community College, Community College of Beaver County, Community College of Allegheny County, and Westmoreland County Community College.

Relates to: NAS: (1A) Student Achievement and Success - Community College Transfer and UPP: Student Achievement and Success - Manage Growth and Quality

Action: Diversity
Timeframe: Multi-Year
IUP developed outreach efforts to high-achieving students of color.

Outcome: Deposits

IUP increased deposits by 25% among students of color.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

Outcome: Enrollment

IUP increased enrollments of undergraduate students of color from 1,033 in fall 2006 to 1,232 in fall 2007.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

Outcome: Outreach Students of Color

IUP worked with the Office of Social Equity and Civic Engagement to develop a collaborative program with the Pittsburgh Urban League. IUP developed new programs in Philadelphia and on-campus targeting high achieving students of color and acquired additional targeted search name buys for students of color.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

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

Goal: Experiential Learning
Provide students with opportunities for experiential learning.

Action: Internships
Timeframe: Single Year

IUP provides leadership to the Internship Task Force during 2007-2008, using special PASSHE funding to prioritize and resolve issues that will increase student participation in experiential courses (internships, practica, students teaching, co-ops, etc.).

Outcome: Internship, Field-Placement, Student Teaching
IUP's College of Education and Educational Technology expanded internship sites for Communication Media by 400 and signed continuing affiliation agreements with 250 school districts for field placement and student teaching.

Relates to: NAS: (1A) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Internships
Provided 5,271 internships in 2007-2008 compared to 4,876 in 2006-2007.

Relates to: NAS: (1A) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: PASSHE Funding
IUP used PASSHE grants of $30,000 to increase student and employer outreach, revise its website, and forward recommendations for improvements to the campus internship program.

Relates to: NAS: (1A) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Manage Growth and Quality

Action: Resources/Service Learning
Timeframe: Single Year

IUP expanded student opportunities for studying abroad, experiential and service learning, civic engagement, and student leadership development and scholarship programs.

Outcome: Resources/Service Learning
Applied for and received funding from the Pennsylvania Higher Education Fund in support of nursing scholarships. Total received for 2007-08 was $152,748, which assisted 250 nursing students. Applied for and received funding from the Pennsylvania Higher Education Assistance Agency (PHEAA) in the Workforce Advancement Grant for Education (WAGE) in the amount of $192,832 to assist 69 students with their educational needs. Conducted the Internship and Summer Job Fair, in February 2008. Hosted two Community Involvement Fairs; two Into the Street service days; KidsRead literacy program; blood, clothing and food drives; and other events. Sponsored the "Hearts for the Hungry" Haiti project among coaches and student-athletes. Student-athletes participated in the United Way fundraising campaign. Athletic teams participated in a civic engagement activity. Project ROCS students participated in volunteer community services activities.

Relates to: NAS: (1A) High-need Academic Programs - Healthcare-related Programs and UPP: Student Achievement and Success - Manage Growth and Quality

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Goal: Facilities and Technology
Provide facilities and technology commensurate with academic mission.

Action: KCAC
Timeframe: Multi-Year

IUP continued efforts in the development of the Kovlachick Convention and Athletic Complex (KCAC).

Outcome: KCAC
Progress continues on the development of the KCAC with the design being finalized and submitted to the Department of General Services (DGS). Permits, easements, and other certifications and approvals from various municipal agencies have all been acquired. The DGS has determined that the Best Value contracting method will be used to determine the prime contractors for the project. The selection process is scheduled for completion on or before August 15, 2008 followed by ground breaking in

September. In addition, the Governor's office released the funds necessary to proceed with bidding and construction of the facility.

> *Relates to:* NAS: (4A) Economic Development Activities - Regional Economic Development *and UPP: Resource Development and Stewardship - Effective Use of Resources*

Outcome: KCAC-Hotel

The Foundation for IUP has selected a private developer to design and construct a new hotel adjacent to the KCAC. The developer selection will be finalized on May 30, 2008 after which contract documents will be prepared. The developer is expected to begin design activities in July 2008. The hotel is expected to open concurrently with the opening of the KCAC in April 2011.

> *Relates to:* NAS: (4A) Economic Development Activities - Regional Economic Development *and UPP: Resource Development and Stewardship - Effective Use of Resources*

Action: Major Facilities Improvements

Timeframe: Single Year

IUP continues its efforts to renovate major facilities in support of the university mission.

Outcome: Fisher/Waller and the Performing Arts Center

Fisher Auditorium, built in 1938, is currently being renovated to meet the growing needs of the university and the community. The project addresses three major initiatives: (1) life cycle renovation of the HVAC system that will update the air handling and heating system and add air-conditioning; (2) construction of an addition/infill building of approximately 20,500 gross square feet between Fisher and Waller Halls to address the show performance space inadequacies; and (3) construction of an addition to the existing Boiler Plant of approximately 3,700 gross square feet to accommodate two 1,000-ton variable speed centrifugal chillers required to meet the existing and immediate planned needs of authorized projects. The addition to Fisher, The Performing Arts Center (PAC), provides support facilities such as dressing rooms and rehearsal space that were not constructed with the original facility. It also provides for handicapped access to both Fisher and Waller, new handicapped accessible restrooms, and an expanded entrance lobby that will serve both buildings. The PAC is on schedule and will open in fall 2008.

> *Relates to:* NAS: (4A) Resource Development and Utilization - Strengthening Management Practices *and UPP: Resource Development and Stewardship - Effective Use of Resources*

Outcome: Wilson Hall

One of the first buildings on the campus, Wilson Hall, was constructed in 1893. Currently it serves as a classroom facility for the Criminology Department. The building underwent a complete life cycle renovation in 2007. The renovation addressed many issues, including structural, mechanical, and electrical infrastructure; doors, windows, and brick facade; interior and exterior finishes and cosmetics; restrooms; asbestos and lead-containing materials; ADA issues; utility service; and building air-conditioning through the university's central chiller plant. Mechanical and circulation space was added, which includes a second stair tower and an elevator shaft. Classes resumed in the building for the spring 2008 semester.

> *Relates to:* NAS: (4A) Resource Development and Utilization - Strengthening Management Practices *and UPP: Resource Development and Stewardship - Effective Use of Resources*

Action: Multimedia Classrooms

Timeframe: Single Year

IUP's Chief Information Officer will coordinate the deployment and maintenance of multimedia classrooms and coordinate the service related to the multimedia equipment with the College Technology Managers and explore the use of other classroom technologies to support the delivery of instruction.

Outcome: College Technology

As part of the College of Education, IUP installed Landros observation systems in the Speech and Language clinic and in the Counseling Department at Penn Center. As part of Health and Human Services, IUP developed and implemented a high-fidelity and moderate-fidelity simulation lab. The lab opened as a pilot in fall 2007 and will be utilized by all levels of the nursing program to complete skill

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competencies. The masters and doctoral programs will have hands-on learning experiences in how to teach clinical concepts through stimulation technologies.

Relates to: NAS: (1B) Academic Quality - Technology *and* UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Library

IUP completed development of a second public computer lab in the library, which integrated 30 additional computers and provided tables and power for wireless access devices.

Relates to: NAS: (1B) Academic Quality - Technology *and* UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Student Technology Fee Funds

Applying the Student Technology Fee funds to the multimedia classroom project has resulted in 32 additional classrooms being equipped with the standard IUP multimedia configuration, which results in a total of 239 multimedia classrooms on campus. The use of multimedia equipment in the classroom is expected by both faculty and students.

Relates to: NAS: (1B) Academic Quality - Technology *and* UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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Goal: Faculty Research and Scholarship

Increase faculty research and scholarship in all its forms.

Action: Research Appreciation Week

Timeframe: Single Year

IUP showcased and supported research and scholarship through Research Appreciation Week, sponsored by the School of Graduate Studies and Research in conjunction with the IUP Research Institute.

Outcome: Research Week

Research Appreciation Week held April 14-18, 2008 which included: Two grant writing sessions; Annual awards luncheon to recognize excellence in graduate student research and sponsored research; Poster Session; Stats for Lunch presentation; Centers and Institutes breakfast; and two collaborative sessions: Women in Science Program (Poster Session, Keynote Address, and Awards) by College of Natural Sciences and Mathematics, and the Academic Computing Policy Advisory Committee (ACPAC) Innovation Forum—Poster Session by Recipients of 06-07 Technological Exploration and Innovation Fund Awards.

Relates to: NAS: (2C) Academic Quality - Faculty Quality *and* UPP: University and System Excellence - Development of Faculty, Administrators, and Staff

Outcome: University Senate

IUP increased activity by University Senate Research Committee (USRC) for Small Grant Awards: 15% increase in proposals reviewed (146 to 171), 20% increase in awards (105 to 132), and $46,610 more awarded in 2007-2008 than in 2006-2007. Total amount awarded during 2007-2008 was $132,630. IUP increased awards and amounts in these USRC Small Grant Awards categories: Student/Faculty Research Awards (13 awards up from 4 in the previous year for $15,509), New Investigator Awards (9 awards up from 3 in the previous year, for $10,925), Domestic Conference Presentations (50 awards up from 47 in the previous year, for $23,472), and International Conference Presentations (42 awards up from 39, for $57,780).

Relates to: NAS: (2C) Academic Quality - Faculty Quality *and* UPP: University and System Excellence - Development of Faculty, Administrators, and Staff

Action: University Professor/Faculty Fellow

Timeframe: Single Year

IUP continues its efforts to recognize outstanding faculty.

Outcome: Faculty Fellow

Dr. LeAnn Wilkie was named a Faculty Fellow for the John P. Murtha Institute. This new program is designed to provide a forum for IUP faculty to discuss and share expertise on homeland security-related topics and to enhance and promote research and teaching capabilities in the area of homeland security.

Relates to: NAS: (2C) Academic Quality - Faculty Quality *and* UPP: University and System Excellence - Development of Faculty, Administrators, and Staff

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Outcome: University Professor

Dr. John (Jack) Stamp was named University Professor for 2008-2009. This award recognizes Dr. Stamp's reputation as an outstanding educator in the college classroom as well as his influence in high school music classrooms through his musical compositions for bands. He is a much sought after composer and arranger with works performed nationally by a variety of bands.

Relates to: NAS: (2C) Academic Quality - Faculty Quality and UPP: University and System Excellence - Development of Faculty, Administrators, and Staff

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Goal: Graduate Education Support

Strengthen and expand support for graduate education.

Action: Electronic Dissertations

Timeframe: Single Year

IUP continued to support growth in electronic theses and dissertations.

Outcome: Collaborative Efforts - Dissertation

The Graduate School worked with University Libraries and the Provost's Office to plan technical infrastructure for the Electronic Thesis/Dissertations (ETD) to support long-term growth. The updated Thesis/Dissertation Manual will include instructions for electronic submissions of theses and dissertations after consultation with University-Wide Graduate Curriculum Committee.

Relates to: NAS: (2D) Academic Quality - Technology and UPP: University and System Excellence - Continuous Improvement

Outcome: Electronic Dissertations

The number of students submitting electronic dissertations increased from three in 2004-2005 to 42 in 2007-2008. The percent of dissertations submitted electronically during 2007-2008 is 50% of total dissertations submitted (84 total dissertations, 42 submitted electronically).

Relates to: NAS: (2D) Academic Quality - Technology and UPP: University and System Excellence - Continuous Improvement

Action: New Programs

Timeframe: Single Year

IUP expanded new PhD programs.

Outcome: Communications Media

A new PhD in Communications Media and Instructional Technology was approved by the Board of Governors. The new program plans to seat its first class in fall 2008.

Relates to: NAS: (3A) High-need Academic Programs - Science and Technology Programs and UPP: Commonwealth Service - Commonwealth Programs

Outcome: Nursing

A PhD in Nursing was approved by the Board of Governors.

Relates to: NAS: (3A) High-need Academic Programs - Healthcare-related Programs and UPP: Commonwealth Service - Commonwealth Programs

Outcome: Other Master Level Programs

A Masters in Applied Archaeology Degree and a Certificate of Recognition in Law Enforcement Leadership were approved by the Board of Governors.

Relates to: NAS: (1B) Academic Quality - Curriculum and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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Goal: Innovative Teaching

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

Action: Alcohol-Wise

Timeframe: Single Year

IUP piloted the use of Alcohol-Wise by offering its use to all faculty to implement in their course curriculum.

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Outcome: Alcohol-Wise Orientation
Trained ten Orientation peer advisors on using Alcohol-Wise and introduced 3,100 entering freshmen to Alcohol-Wise at Orientation via VPSA letter and instructions to do before fall arrival.

> *Relates to: NAS: (2D) Student Achievement and Success - Student Service and UPP: University and System Excellence - Continuous Improvement*

Outcome: Curriculum Training
IUP implemented a curriculum-infusion training for faculty, covering the issues of alcohol use among college students. Two teaching faculty and ten members of student affairs and administration were trained during fall 2007. World renowned speaker, Dr. Robert Ackerman, addressed all student-athletes on drug/alcohol abuse.

> *Relates to: NAS: (2D) Academic Quality - Learning Environment and UPP: University and System Excellence - Continuous Improvement*

Action: Distance Education
Timeframe: Single Year

IUP will expand teaching modalities to strengthen and enhance curriculum.

Outcome: Graduate Courses
IUP approved 21 existing graduate courses for Distance Education delivery. IUP approved the Variability of Delivery for four programs: COR-Criminology-Law Enforcement Leadership in WMD (off-campus); the MA in Criminology (online); Adult and Community Education (off-campus), Technology Track; MBA Bangalore program (off-campus).

> *Relates to: NAS: (1B) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support*

Outcome: Live Classroom
IUP piloted new technology "Live Classroom" (Horizon Wimba) in Distance Education courses. Department of Safety Science used "Live Classroom" in all graduate Distance Education classes because it increased the level of participation, through synchronous communications with voice, video, and accompanying visuals. This means 15 instances of communication were added to each course.

> *Relates to: NAS: (1B) Academic Quality - Technology and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support*

Action: Off-Campus Programs
Timeframe: Single Year

IUP will continue to expand opportunities at off-campus locations.

Outcome: Bangalore, India
In May 2008, 75 students from the second cohort graduated. This group is three times larger than the first cohort.

> *Relates to: NAS: (1B) High-need Academic Programs - Program Collaborations and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support*

Outcome: MBA Program
The MBA program is now available at the campus of Butler County Community College (BCCC); a total of 21 students enrolled in the first cohort at BCCC. A new cohort of 18 students for the Executive MBA began in Monroeville.

> *Relates to: NAS: (1B) High-need Academic Programs - Program Collaborations and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support*

Goal: Integrated Marketing Plan
Elevate the visibility of IUP through implementation of an integrated marketing communications plan.

Action: Integrated Advertising Campaign
Timeframe: Single Year

IUP enhanced the use of an integrated advertising campaign.

Outcome: Advertising
Created an integrated campaign utilizing an IUP student for all advertising (television, radio, newspaper, billboards, and web) focusing on the message pillar of "Student Opportunities." Created an integrated

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campaign utilizing an IUP alumnus for all advertising (television, radio, newspaper, billboards, and web) focusing on the message pillar of "Successful Outcomes."

> *Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality*

Outcome: Graduate Marketing

IUP developed a more specific "look" for graduate marketing. Both the Graduate Catalog and the Graduate View book have a new design that is more appealing to a graduate population. IUP also expanded the communications plan for both prospects and applicants for graduate study. Radio campaigns were developed and initiated for several off-campus programs.

> *Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality*

Action: Integrated Marketing Task Force
Timeframe: Single Year
IUP created an Integrated Marketing Task Force.

Outcome: Internal Controls

The task force initiated controls to prevent "rouge" marketing efforts counter to the integrated marketing efforts.

> *Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality*

Outcome: Task Force

IUP hired a new Associate Vice President of Communications and Community Relations. Lead by this AVP position a task force was created with the strategy of educating the campus community on the basics of a true integrated marketing campaign. A new graphic standards manual was implemented to produce consistent brand and image.

> *Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality*

Action: Web Design
Timeframe: Single Year
IUP implemented a new web design for the entire university.

Outcome: Content Management

The content management system was implemented to ensure information is used consistently throughout the web.

> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Outcome: Roll-out

The full roll-out was implemented creating one common look for all webpages at the "upper-structure." A process for continual updating new information was created.

> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Goal: International Learning
Expand opportunities for students to participate in international learning experiences.

Action: Financial Aid Process/Consortium
Timeframe: Single Year
IUP's International Affairs Office works directly with the Financial Aid Office to continually improve the financial aid consortium agreement process for students.

Outcome: Exchange Agreements

IUP has increased exchange agreements from 24 to 30 institutions in 13 different countries.

> *Relates to: NAS: (2B) Student Achievement and Success - Student Service and UPP: University and System Excellence - Diversity and Excellence*

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Outcome: International Affairs

The Director of International Affairs reviewed the policies regarding admissions and financial aid for international student-athletes with the IUP coaching staff. Assigned two Financial Aid Office staff members to collaborate directly with the International Affairs Office and students considering study abroad, consortium and national student exchange programs. Implemented procedures to institutionalize the costs for students studying in the same study abroad program in order to simplify the process for students. Streamlined the process for International students applying to IUP. Developed a communication plan for prospective International Students. Athletics developed a program with the International Affairs Office to ensure accurate assessment of international student-athlete financial aid packages. Director assisted and wrote recommendations for two AACC Office Assistants who were accepted for a Master's Program at the University of Glasgow for 2008-2009. Continued to study tax assessment issues as applied to international students with Administration and Finance reaching a new assessment practice.

Relates to: NAS: (2B) Student Achievement and Success - Student Service and UPP: University and System Excellence - Diversity and Excellence

Action: International Learning Opportunities
Timeframe: Single Year
IUP has enhanced international learning opportunities university-wide.

Outcome: Bangalore Partnership

IUP had 12 students travel to India as part of this partnership as compared to five students in 2006-2007.

Relates to: NAS: (1B) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: College of Education and Educational Technology

The College of Education and Educational Technology created a service learning course in Costa Rica (Communications Media and Geography) and placed seven students in international student teaching sites.

Relates to: NAS: (1B) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Culinary Arts

Culinary Arts offered an international study tour to Switzerland during spring break, enrolling 22 students and developed a six-credit, three-week course in Switzerland in August 2008.

Relates to: NAS: (1B) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Action: International Student Experiences
Timeframe: Single Year
IUP continues to enhance student opportunities for international education experiences.

Outcome: Benjamin A. Gilman Scholarship

Two College of Humanities and Social Sciences students received Benjamin A. Gilman International Scholarships from the US Department of State, Bureau of Education and Cultural Affairs, and the Institute of International Education. Chad Buckwalter, an Asian Studies major, will study at Sichuan University in China. Natalie McCauley, an English/History major, will study in St. Petersburg, Russia.

Relates to: NAS: (1B) Student Achievement and Success - Student Recognition and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Fulbright Scholar

Gina Russo, a senior History-Asian studies major in the Robert E. Cook Honors College, was selected as a Fulbright Scholar for the 2008-2009 academic year. She will be based at Shanghai University in Shanghai, China.

Relates to: NAS: (1B) Student Achievement and Success - Student Recognition and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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Outcome: New Study Abroad
The College of Humanities Social Sciences added a new study abroad experience in Cheng Du, China (as part of the Asian Studies program) to our existing international programs in Oxford, UK; Valladolid, Spain; Cuernavaca, Mexico; Heredia, Costa Rica; and Nancy, France.
> *Relates to: NAS: (1B) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support*

Goal: IUP Brand
Brand IUP on a local, national, and international scale by using the brand promise.

Action: Stamats
Timeframe: Single Year
IUP continued the implementation of the recommendations of the Stamats consulting report.

Outcome: Brand Promise
IUP implemented a university-wide "brand promise" that is the basis of all marketing, promotional and advertising tactics, and developed key market segments based on geography and relationship to IUP. In addition, IUP further enhanced the five message pillars and their use throughout the university.
> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Action: Targeted Media Coverage
Timeframe: Single Year
IUP developed a targeted media outreach plan aimed at enhancing desired media coverage of key university events and activities.

Outcome: Electronic Inquiries
IUP proactively answers electronic inquiries (i.e., PR Newswire) to find opportunities to match faculty expertise with breaking news stories and features.
> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Outcome: National/Regional
IUP continued to cultivate and refine national and regional media outlets, which resulted in stories being placed in the Chronicle of Higher Education (Residential Revival), US News (article on student workers), and many other regional outlets.
> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Outcome: Speakers Bureau of Faculty
Initiated and produced speakers bureau of faculty experts to proactively engage media on stories of current trends.
> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Goal: IUP Pride
Enhance IUP spirit and pride among all members of the university community.

Action: Crimson Hawk Logo
Timeframe: Single Year
IUP implemented the Crimson Hawk logo and graphic identity.

Outcome: Graphic Standard Manual
IUP created and implemented a graphic standard manual to ensure the proper use of the logo and image.
> *Relates to: NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

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Outcome: Royalties

Royalties from sales of merchandise more than quadrupled from those of the previous mascot (approximately $120,000 now compared to $41,000 two years ago). There has been a dramatic increase in the number of students, faculty, and staff who are wearing the Crimson Hawk apparel.

Relates to: NAS: (4B) Resource Development and Utilization - New or Expanded Revenue Sources and UPP: Resource Development and Stewardship - Alternative Funding

Action: IUP on the Road
Timeframe: Single Year
IUP created and implemented the "IUP on the Road" concept.

Outcome: Donors

IUP engaged potential donors in many new geographic areas (including, but not limited to: Houston, San Francisco, San Diego, Naples, etc.).

Relates to: NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding

Outcome: Engaged Alumni

IUP proactively communicated with and engaged over 15,000 alumni through various events and activities since January 2008.

Relates to: NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding

Outcome: Recruitment-Alumni

IUP used alumni events to recruit students in Pittsburgh, Philadelphia, Washington DC, and Harrisburg. This was a more comprehensive program with Pittsburgh as a brand new event.

Relates to: NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality

Action: Pittsburgh Initiative
Timeframe: Single Year
IUP implemented the Pittsburgh Initiative.

Outcome: Heinz Hall

IUP held the inaugural "IUP Plays Pittsburgh" concert where IUP students and faculty played at Heinz Hall. Over 1,200 people were in attendance.

Relates to: NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding

Outcome: Legacy Gala

IUP held its inaugural Legacy Gala fundraising dinner in Pittsburgh, which generated $143,000 in revenues. Net revenues will be used for the newly created Fund for Academic Excellence. Approximately 331 were in attendance.

Relates to: NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding

Outcome: Pittsburgh Office

IUP opened an office in downtown Pittsburgh to support fundraising, recruitment and outreach activities.

Relates to: NAS: (4B) Resource Development and Utilization - Strengthening Management Practices and UPP: Resource Development and Stewardship - Alternative Funding

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Goal: Leverage Resources
Strategically leverage optimal availability of resources for scholarships, programs, services, and facilities.

Action: Scholarship Database
Timeframe: Single Year
IUP continues to enhance scholarship technical resources available to campus colleagues in order to make more timely and targeted scholarship decisions.

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Outcome: Database

Created a new scholarship database to more effectively track scholarship awards and disbursements.
> *Relates to:* *NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Outcome: Deans and Assistant Deans

Created a new scholarship report to be used by Deans and Assistant Deans in order to monitor their scholarship funds and utilize funds to their fullest extent.
> *Relates to:* *NAS: (2D) Resource Development and Utilization - Strengthening Management Practices and UPP: University and System Excellence - Continuous Improvement*

Outcome: Website

Worked on ensuring that all scholarships that should be included on the IUP website are available on the website and removing those that are no longer available from the website. Began discussions about a complete web overhaul with regard to the scholarship website.
> *Relates to:* *NAS: (2D) Student Achievement and Success - Enrollment Management and UPP: University and System Excellence - Continuous Improvement*

Action: Student Financial Leveraging

Timeframe: Single Year

IUP reviewed and enhanced existing need-based and merit-based scholarship programs for new and current students with a particular emphasis on the utilization of a student financial leveraging scheme.

Outcome: Reviewed Scholarships

Reviewed scholarships available from the Foundation for IUP and determined the appropriate awarding agent/committee.
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Strengthening Management Practices and UPP: Resource Development and Stewardship - Alternative Funding*

Outcome: Scholarship Committee

IUP formed a University Scholarship Committee to award those scholarships not designated for a specific College and included a representative from the Admissions office so as to utilize these funds for recruitment efforts, where applicable.
> *Relates to:* *NAS: (1A) Student Achievement and Success - Enrollment Management and UPP: Student Achievement and Success - Manage Growth and Quality*

Goal: Living-Learning

Promote living-learning experiences for students.

Action: Crimson Connection

Timeframe: Single Year

IUP developed a Crimson Connection program focusing on undecided students within the College of Health and Human Services and College of Fine Arts.

Outcome: Declaring a Major

Of the 50 students who participated, 50% were able to select a major at the completion of the program.
> *Relates to:* *NAS: (1A) Academic Quality - Academic Advising and UPP: Student Achievement and Success - Manage Growth and Quality*

Outcome: Participation

Fifty undeclared students participated in the pilot program of Crimson Connections. The students, 20 from the College of Fine Arts and 30 from the College of Health and Human Services, participated in linked courses and Crimson Common Hours during both academic semesters. The purpose of the program is to help students make the transition to college, guide their selection of a major and encourage academic success. The program was included in an article in the Chronicle of Higher Education that focused on the Residential Revival at IUP.
> *Relates to:* *NAS: (1B) Academic Quality - Academic Advising and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support*

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Action: Residential Revival
Timeframe: Multi-Year
IUP successfully opened Phase I complex of the students Residential Revival.

Outcome: Living-Learning Communities
IUP is developing new and enhanced living-learning communities. Six Living-Learning Planning Team meetings were held during the academic year and the Team met with specific academic departments to develop academic themes for Delaney Hall (Global Awareness), Suites on Grant – Upper (Fine Arts), Suites on Maple East (Wellness), Suites on Maple West (Leadership, Civic Engagement and Education, and Northern Suites, (Natural Sciences and Mathematics).
Relates to: NAS: (1B) Academic Quality - Learning Environment and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Suites on Grant
Successfully opened the Suites on Grant for fall 2007.
Relates to: NAS: (1B) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Technologies
IUP continued to incorporate technologies into Residential Revival living-learning areas that are consistent with the ones used across campus (multimedia classrooms, wireless, data carts, lab PC software). Provided with full wireless internet, a multipurpose room with a fully functioning multimedia station, and a portable multimedia cart that can be used in any public reserved space. Furnished computer labs with standard software and SPSS, Mathematica and Arc GIS.
Relates to: UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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Goal: Partnerships - R. Benjamin Wiley
IUP supports partnerships through the R. Benjamin Wiley Partnership Program.

Action: R. Benjamin Wiley Partnerships
Timeframe: Single Year
IUP participated in the R. Benjamin Wiley Partnership Program.

Outcome: High School Participation
IUP solicited additional high schools for participants resulting in the addition of one high school to our recruitment pool. The number of high schools participating has increased from 19 to 20.
Relates to: NAS: (1A) Student Achievement and Success - System Partnerships (required) and UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Peer Advisors
IUP worked with Wiley Partnership peer advisors on campus to actively recruit rising senior participants to IUP, resulting in over 40% (37 out of 91) applying to IUP.
Relates to: NAS: (1A) Student Achievement and Success - System Partnerships (required) and UPP: Student Achievement and Success - Manage Growth and Quality

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Goal: PRAXIS
IUP will continue efforts to provide students preparation for PRAXIS testing.

Action: Improve Scores
Timeframe: Multi-Year
Improve scores on PRAXIS I and II by establishing guidelines for entry into teacher certification programs.

Outcome: Aggregate Academic Content Areas
The Aggregate Academic Institutional Pass Rate was 100%, with a state-wide pass rate of 96%.
Relates to: NAS: (3C) High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required) and UPP: Commonwealth Service - Teacher Preparation

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Outcome: Aggregate Institutional Pass Rate
The aggregate institutional pass rate was 99.28% with a state-wide pass rate of 96%.
> *Relates to:* *NAS: (3C) High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required) and UPP: Commonwealth Service - Teacher Preparation*

Outcome: Basic Skills
The Institutional Pass Rate for Basic Skills was 100%, with a state-wide pass rate of 99%.
> *Relates to:* *NAS: (3C) High-need Academic Programs - Teacher Certification Tests (PRAXIS) (required) and UPP: Commonwealth Service - Teacher Preparation*

Goal: Private Giving
IUP will continue to focus on total giving to IUP, event fundraising, leadership giving, and endowment growth.

Action: Alumni Gifts
Timeframe: Single Year
IUP implemented a computerized phone system to increase alumni gifts.

Outcome: Average Gift
Increased average gift from $68 to $84 ($16 or 24%).
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

Outcome: Phone-a-thon
Alumni pledges from the phone-a-thon have increased from 5,550 to 6,269 (an increase of 719 or 13%).
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

Outcome: Total Giving
Increased total giving from $377,320 to $526,973 ($149,653 increase or 40%).
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

Action: Endowment Growth
Timeframe: Multi-Year
IUP has continued to focus efforts on endowment growth.

Outcome: Endowment Growth
As of March 31, 2008, total endowment is $42,779,560. This is an increase of 2% from the same time period last year.
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

Outcome: New Endowments
As of March 31, 2008, 12 new endowments have been created.
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

Action: Focus on Giving to IUP
Timeframe: Multi-Year
IUP continues to focus on overall giving to the university.

Outcome: Leadership Giving
Total leadership giving includes 752 donors, an increase of 55 people, or 8% over the previous year.
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

Outcome: Unrestricted Gifts
Total unrestricted gifts (to IUP and/or colleges) is $601,879, this is an increase of 13.4%.
> *Relates to:* *NAS: (4B) Resource Development and Utilization - Private Giving Endowment Growth (required) and UPP: Resource Development and Stewardship - Alternative Funding*

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Goal: Resource Base

Strengthen the financial resource base of the university through increases in research grants, annual giving, endowment, major gifts, outreach to alumni, and advocacy to policymakers.

Action: ExCel

Timeframe: Multi-Year

IUP established the Excellence in Entrepreneurial Leadership Center (ExCel) as a result of funding provided by the PASSHE Economic Development Appropriation.

Outcome: Academic Coursework

Academic Entrepreneurship Coursework included: MBA concentration in Entrepreneurship approved by University-Wide Graduate Curriculum Committee (UWGCC); two new graduate courses in entrepreneurship approved by UWUCC; development of a preliminary proposal to implement a University-Wide Minor in Entrepreneurship; development of a preliminary proposal to create multiple new undergraduate courses in entrepreneurship.

Relates to: UPP: Student Achievement and Success - Leadership and Life-long Learning

Outcome: Entrepreneurship Support

Re-established the IUP Center for Family Business; established a strong tie to the Indiana County Keystone Innovation Zone; and consulted with multiple student entrepreneurs, providing business planning assistance. Entrepreneurship Student Involvement - created the Academy for Entrepreneurial Leadership; a residential summer camp for high school students; placed 15 students into entrepreneurial internships through the Entrepreneur Student Placement Center; conducted a survey of 300 students pertaining to students involvement in internships; Hosted Razi Imam as an Entrepreneur-In-Residence where he spoke with over 300 students and conducted various roundtable discussions; and established a chapter of the Collegiate Entrepreneur's Organization and recruited nearly 40 members from diverse academic backgrounds.

Relates to: UPP: Resource Development and Stewardship - Alternative Funding

Outcome: PASSHE Grant

IUP received $220,000 from PASSHE for the establishment of a center to aid in economic development of region and expansion of IUP's entrepreneurial involvement and activity.

Relates to: UPP: Resource Development and Stewardship - Alternative Funding

Action: KIZ

Timeframe: Single Year

IUP continues efforts to increase opportunities as part of the KIZ

Outcome: KIZ

Robin

Relates to: NAS: (5A) Economic Development Activities - Regional Economic Development and UPP: Public Leadership - Public Advocacy

Action: Upward Bound

Timeframe: Single Year

IUP received an Upward Bound Math and Science grant through the US Department of Education.

Outcome: Grant Award

IUP received a $250,000 Upward Bound Math and Science grant from the US Department of Education with an opportunity of over $1.2 million in continued funding over the next five years. Only five programs were awarded to Pennsylvanian Institutions with approximately 130 programs funded nationally.

Relates to: UPP: Resource Development and Stewardship - Alternative Funding

Outcome: Program Start-up

Through this program, 50 participants will be recruited annually and required to participate in a variety of academic activities throughout the academic year and over the summer at IUP. At this time, 38 of 50 potential students have been accepted into the program with many applications still pending. Of the selected students, 71% qualify as both first generation and low income, and 29% as either first generation or low income. Eighteen are 9th graders, nine are 10th graders and 11 are 11th graders from Indiana county schools. Schools targeted for participation include Marion Center, Penns Manor, Purchase Line, and United high schools.

Relates to: UPP: Student Achievement and Success - Manage Growth and Quality

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

Goal: Safety and Security
Enhance and strengthen a safe, secure, and healthy environment for members of the university community.

Action: Arming University Police
Timeframe: Single Year
IUP has finalized the arming of all university police.

Outcome: Fire Range Instruction
IUP prepared and instituted classroom and firing range instruction plans. Three range qualifications exercises were conducted, training 24 police officers.
Relates to: UPP: University and System Excellence - Development of Faculty, Administrators, and Staff

Outcome: MOPEC
Municipal Police Officer Educational Training Commission standards were applied to range qualifications exercises.
Relates to: UPP: University and System Excellence - Development of Faculty, Administrators, and Staff

Action: CART
Timeframe: Single Year
IUP implemented a Crisis Assessment and Response Team (CART).

Outcome: CART Team
Appointed CART with 12 standing members. The team will meet biweekly through the 2007-2008 academic year and an additional six times in response to an immediate critical student need; regular meetings included committee educational development, a discussion of the campus environment, and a close review of observed behavioral or verbalized concerns with identified students-in-need.
Relates to: UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Intervention Strategies
Identified intervention strategies for a total of 57 students in-need.
Relates to: UPP: Student Achievement and Success - Manage Growth and Quality

Action: Highway Safety
Timeframe: Single Year
The IUP Highway Safety Center Emergency Services received a grant of $150,000.

Outcome: Training Organizations
The IUP grant provided training for mine safety, first responders, confined space training for power plants, and first-aid training for private companies to increase safety for area organizations.
Relates to: UPP: Commonwealth Service - Commonwealth Programs

Action: Reverse 911
Timeframe: Single Year
IUP completed implementation of Reverse 911 Emergency Messaging system campus-wide.

Outcome: Registrants
Through communication programs to enlist registrants, 81% of IUP students and 54% of IUP faculty and staff are now registered.
Relates to: UPP: University and System Excellence - Continuous Improvement

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Goal: Student Academic Success
Support student academic success.

Action: Common Freshman Reader
Timeframe: Multi-Year
IUP completed curricular, marketing and co-curricular and external collaborations relative to the 2007-2008 Common Freshman Reader Initiative.

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

Outcome: Common Freshman Reader

Implemented the 2007-2008 Common Freshman Reader, Field Notes from a Catastrophe, authored by Elizabeth Kolbert.

Relates to: UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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. Some of these activities included movies, panel discussions, lectures, essay contests, undergraduate scholars forum, exhibits, chalk on the walk, and a building wide residence life program. The website for the Common Freshman Reader was also an excellent resource to begin their study with the book.

Relates to: UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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 while others used it as an upper-class requirement.

Relates to: UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Action: Peer Mentor

Timeframe: Single Year

IUP continued to improve and enhance peer mentor selection, training, and program delivery throughout students Affairs departments.

Outcome: Peer Mentors

IUP restructured the Peer Mentor (PM) selection process for Office of Housing and Residence Life into a process including an application, a two-week seminar and an individual interview. IUP also increased the number of the PM position from ten in one community to 20 spread over three communities for next year.

Relates to: UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Project ROCS

IUP conducted two training retreats for 25 Project ROCS Peer Mentors (10 paid, 15 volunteers).

Relates to: UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Student-athletes

Using an NCAA grant, IUP provided tutoring and study hall monitoring for student-athletics, and utilized the minority peer mentoring program with all minority freshman student-athletes.

Relates to: UPP: Student Achievement and Success - Manage Growth and Quality

Action: Undergraduate Research

Timeframe: Multi-Year

IUP supported undergraduate research in many forms.

Outcome: Grants/Conference Presentations

Awarded nine research grants to undergraduate students for the 2008-2009 year worth $2,559, an increase of six awards and $1,680 over the previous academic year. Funded 39 undergraduate students who made conference presentations in the amount of $7,723, an increase of 17 students and $2,310 in funding over the previous academic year.

Relates to: UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Undergraduate Scholars Forum

The Undergraduate Scholars Forum was held on April 1, 2008. Two hundred thirteen students presented their work through paper presentations (62), research and scholarly posters (48), business case competition (3), performances (3), juried art works (32), and the Common Freshman Reader essay contest and creative works display. Awards made in seven categories. First-ever Forum dinner featured Keynote Speaker, Dr. Kenneth Takeuchi, and the Awards Reception was culminating event. The conference website featured online abstract submission system, all conference materials, and presentation tips for student scholars.

Relates to: UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

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

Goal: Student Leadership
Promote the development of student leadership skills, personal character, and ethics.

Action: CCEI
Timeframe: Single Year
IUP provided for students leadership skill development through the Citizenship and Civic Engagement Initiative (CCEI).

Outcome: Leadership Projects
Five of the funded projects were directly related to developing student leadership qualities. Two of the projects enabled students to attend leadership conferences in Washington DC and Baltimore.

Relates to: NAS: (1C) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Leadership and Life-long Learning

Action: Student Leadership Model
Timeframe: Single Year
IUP designed a student Leadership and Involvement Model incorporating underclass emerging leaders, experiential education, and reflecting learning.

Outcome: Awards
IUP granted 19 Chacivity Awards in 2007-2008, 15% more than in 2006-2007, recognized seven women students through the Women's Leadership Awards sponsored by the Center for Student Life, via Residence Hall Association/National Residence Hall Honorary 58 Of the Month (OTM) submissions, 37 OTM winners and 4 Regional winners in addition to 25 of the year (OTY) submissions, and held three programs that recognized students for their leadership and/or accomplishments (ROCS Awards, People of the Year Awards, Pre-Commencement Awards).

Relates to: NAS: (1C) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Leadership and Life-long Learning

Outcome: Leadership
IUP conducted four campus-wide leadership workshops for students in spring 2008, day-long early spring retreats for all Greek leaders, developed a "Crimson Leader" e-newsletter which was disseminated to student leaders throughout the Student Affairs division, and Residence Hall Association student leaders attended both national and regional leadership development conferences.

Relates to: NAS: (1C) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Leadership and Life-long Learning

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Goal: Student Learning Outcomes
Foster achievement of student learning outcomes.

Action: Project ROCS
Timeframe: Single Year
Implemented and expanded Project ROCS focusing on the Punxsutawney Regional Campus and supported the efforts of other departments to enhance the retention of minority students.

Outcome: Project ROCS - Punxsutawney
IUP continued sponsorship of Project ROCS, implementing a component at the Punxsutawney Campus entitled "An Evening with Dr. Princes and Friends," where 32 students participated and 16 completed enrollment materials for the 2008-2009 ROCS program. IUP provided funding to support a new sophomore component of Project ROCS in 2008-2009, with the enrollment of those who participated in the 2007-2008 ROCS Punxsutawney Program.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

Outcome: Project ROCS Retention
Project ROCS served 121 eligible students, of which, 69 were fully enrolled Board of Governors (BOG) and non-BOG participants. IUP's retention rate for students of color increased from 74.53% to 76.18%. In spring 2007 an evaluation was completed: 81% of the project participants reported that the project

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

helped them to establish a sense of community at IUP; 85% reported that the project helped them with their adjustment to college life; and 82% indicated that it helped them to focus on academic excellence.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

Outcome: Project ROCS Support
IUP allocated performance enhancement funding to employ 1 temporary full-time SUA I to support retention of minority students. Undergraduate Admissions also provided data to all academic departments, campuses, and relevant persons on campus to determine eligibility for Project ROCS. Project ROCS was advertised through Orientation with two additional presentations to Project ROCS participants. Faculty/student receptions held during each semester of the academic year.

Relates to: NAS: (2B) Student Achievement and Success - Initiatives for Students of Color and UPP: University and System Excellence - Diversity and Excellence

Action: Student Learning Outcomes
Timeframe: Single Year
IUP continued to develop and implement a centralized process for ensuring 1) high-quality assessment of students learning outcomes at the program level and 2) use of the resulting data to inform and sustain the continuous improvement of academic programs.

Outcome: Assessment Plan
Completed a written plan for implementing a centralized process for conducting liberal studies student learning outcomes assessment and developing/monitoring program-level student learning outcome assessment. The plan was approved by the Council of Deans.

Relates to: NAS: (2A) Academic Quality - Curriculum and UPP: University and System Excellence - Quality Academic Programs

Outcome: Chair's Retreat
IUP conducted a half-day training on student learning outcomes assessment for 76 chairs and administrators at the Annual Chairs Retreat on October 5, 2007, and conducted a training session on October 12, 2007 for 20 chairs and faculty on how to use student learning outcomes assessment findings in the five-year program reviews.

Relates to: NAS: (2A) Academic Quality - Curriculum and UPP: University and System Excellence - Quality Academic Programs

Outcome: Collegiate Learning Assessment
Administered the Collegiate Learning Assessment to a sample of first year students in fall 2007 and graduating seniors in spring 2008 and conducted the first assessment of student learning outcomes of the liberal studies program in spring 2008 (to be concluded by June 2008).

Relates to: NAS: (2A) Academic Quality - Curriculum and UPP: University and System Excellence - Quality Academic Programs

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Goal: Student Life Experiences
Foster student life experiences that respond to students' unique needs and interest.

Action: ActiveMinds.org
Timeframe: Single Year
IUP will create a chapter of activeminds.org among students.

Outcome: ActiveMinds.org
IUP formed a chapter with a doctoral student in Psychology as president. Active Minds is the nation's only peer-to-peer organization dedicated to raising awareness about mental health among college students. The organization serves as the young adult voice in mental health advocacy on over one hundred college campuses nationwide.

Relates to: NAS: (3A) Student Achievement and Success - Student Research and UPP: Commonwealth Service - Commonwealth Programs

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

Action: CORSSA
Timeframe: Single Year
Work collaboratively using the recommendations of the President's Commission on Reducing students Substance Abuse (CORSSA) to provide leadership, counseling and outreach to students and the IUP community regarding responsible drinking.

Outcome: Assessment
Assessed 44 students for Alcohol and Other Drugs (AOD) problems or behaviors; 32 of whom were mandated to receive assessment.
Relates to: NAS: (1C) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Leadership and Life-long Learning

Outcome: Staff Training
IUP trained four Alcohol, Tobacco, and Other Drugs (ATOD) staff members in brief motivational interviewing, increased the number of trained Brief Alcohol Screening and Intervention of College Students (BASICS) from zero to four.
Relates to: NAS: (1C) Student Achievement and Success - Student Service and UPP: Student Achievement and Success - Leadership and Life-long Learning

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Goal: Undergraduate/Graduate/Doctoral Programs
Further develop and enhance distinctive and rewarding undergraduate, masters, and doctoral programs.

Action: Graduate Programs
Timeframe: Single Year
IUP continues to expand graduate concentrations and program revisions.

Outcome: Concentrations
The Eberly College of Business and Informational Technology concentrations in Accounting, Finance, Marketing, HR, International Business, Supply Chain Management for the MBA Degree were approved by the University Graduate Committee and will be implemented fall 2008.
Relates to: NAS: (1B) Academic Quality - Curriculum and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Outcome: Program Revisions
IUP had two program revisions approved - Bachelor of Science: General Management Track Program and Bachelor of Science: Business Education.
Relates to: NAS: (1B) Academic Quality - Curriculum and UPP: Student Achievement and Success - Quality Instruction, Resource, and Support

Action: New Programs
Timeframe: Single Year
IUP continues to enhance new degree programs.

Outcome: Asian Studies
IUP obtained Board of Governors' approval of a new bachelor's degree program in Asian Studies.
Relates to: NAS: (1A) Academic Quality - Curriculum and UPP: Student Achievement and Success - Manage Growth and Quality

Outcome: Pre-Physician Assistant Track
The College of Natural Science and Math received approval of a Pre-Physician Assistant Track and increased enrollment among pre-professional majors, from 383 in 2007 to 473 in 2008.
Relates to: NAS: (3A) High-need Academic Programs - Healthcare-related Programs and UPP: Commonwealth Service - Commonwealth Programs

Analysis of 2007-2008 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 6-3)**.

The 17 System Accountability Measures are as follows:

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

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 on the quantitative measures for the 2007-2008 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 11 sub-measure(s): Black Persistence Rate (Number Persisting), Hispanic Persistence Rate (Number Persisting), Overall Four-Year Graduation Rate (Number Graduated), Overall Four-Year Graduation Rate (Percent Graduated), Hispanic Six-Year Graduation Rate (Percent Graduated), Black Enrollment (Number), Black Enrollment (Percent), Female Executives (Number), Masters Degrees Awarded (Number), Market Value of Endowment, Rate of Change in Market Value of Endowment.

Performance expectations were "not met" for the following 8 sub-measure(s): Overall Persistence Rate (Percent Persisting), Hispanic Four-Year Graduation Rate (Number Graduated), Hispanic Four-Year Graduation Rate (Percent Graduated), Overall Six-Year Graduation Rate (Number Graduated), Bachelor's Degrees Awarded (Number), Bachelor's Degrees Awarded (Ratio), Masters Cost per FTE Student, Lower Division Cost per FTE Student.

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

Baseline Evaluation	Number	Percent
Exceeded	11	17%
Met	46	71%
Not Met	8	12%
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	3	13%
Met	15	65%
Not Met	5	22%
Total	23	100%
Effectiveness	Number	Percent
Exceeded	5	22%
Met	15	65%
Not Met	3	13%
Total	23	100%
Excellence	Number	Percent
Exceeded	3	16%
Met	16	84%
Not Met	0	0%
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	7	21%
Met	11	32%
Not Met	16	47%
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 7 sub-measure(s): Overall Persistence Rate (Percent Persisting), Black Persistence Rate (Percent Persisting), Overall Four-Year Graduation Rate (Percent Graduated), Overall Six-Year Graduation Rate (Percent Graduated), Hispanic Six-Year Graduation Rate (Percent Graduated), Female Faculty (Percent), Masters Degrees Awarded (Ratio).

Performance expectations in relation to peers were "not met" for the following 16 sub-measure(s): Hispanic Persistence Rate (Percent Persisting), Hispanic Four-Year Graduation Rate (Percent Graduated), Distance Education Enrollments (Percent), Pennsylvania Community College Transfers (Percent), New Entering Hispanic Students (Percent), Hispanic Enrollment (Percent), Bachelor's Degrees Awarded (Ratio), Female Executives (Percent), Female Professional Non-Faculty (Percent), Minority Executives (Percent), Minority Professional Non-Faculty (Percent), Masters Cost per FTE Student, Faculty Productivity, Personnel Ratio, Rate of Change in Market Value of Endowment, Undergraduate 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	7	19%
Met	10	28%
Not Met	19	53%
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 7 sub-measure(s): Overall Four-Year Graduation Rate (Percent Graduated), Distance Education Enrollments (Percent), Internship Enrollments (Percent), New Entering Black Students (Percent), Black Enrollment (Percent), Female Professional Non-Faculty (Percent), Rate of Change in Market Value of Endowment.

The System performance targets were "not met" for the following 19 sub-measure(s): Overall Persistence Rate (Percent Persisting), Black Four-Year Graduation Rate (Percent Graduated), Hispanic Four-Year Graduation Rate (Percent Graduated), Overall Six-Year Graduation Rate (Percent Graduated), Black Six-Year Graduation Rate (Percent Graduated), Pennsylvania Community College Transfers (Percent), Hispanic Enrollment (Percent), Bachelor's Degrees Awarded (Ratio), Accredited Programs (Percent), Female Executives (Percent), Minority Executives (Percent), Minority Professional Non-Faculty (Percent), Masters Degrees Awarded (Ratio), Doctoral/First Professional Degrees Awarded (Ratio),

Aggregate PRAXIS Passing Rate (Percent Passing), Faculty Productivity, Programs with Few Graduates (Percent), Lower Division Cost per FTE Student, Upper Division Cost per FTE Student.

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

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
					Performance Evaluation		
Indiana University	1	Degrees Awarded	Number - Bachelor's	2099	Not Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	18.85%	Not Met	Not Met	Not Met
Indiana University	1	Degrees Awarded	Number - Masters	720	Exceeded		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	57.36%	Met	Exceeded	Not Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	79	Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	6.29%	Met		Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	1857	Met		
Indiana University	2	Second Year Persistence	Retention Rate - Overall	73.40%	Not Met	Exceeded	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	259	Exceeded		
Indiana University	2	Second Year Persistence	Retention Rate - Black	76.18%	Met	Exceeded	Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	35	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	819	Exceeded		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	32.68%	Exceeded	Exceeded	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	18	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	11.18%	Met	Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	1	Not Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	5.56%	Not Met	Not Met	Not Met

Table 3-5: Summary of Performance Results

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

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
			Table 3-5: Summary of Performance Results				
		Accountability Measures			Performance Evaluation		
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	1219	Not Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	51.11%	Met	Exceeded	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	56	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	30.43%	Met	Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	8	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	47.06%	Exceeded	Exceeded	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	538.80	Met	Not Met	Not Met
Indiana University	6	Distance Education	Number of Enrollments in Distance Education Courses	5038	Met		
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	3.91%	Met	Not Met	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	99.28%	Met	Met	Not Met
Indiana University	8	Internships	Number of Enrollments in Internship Courses	4147	Met		
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	3.22%	Met	Met	Exceeded
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	268	Met		
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	7.88%	Met	Not Met	Not Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	371	Met		
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	14.66%	Met	Met	Exceeded
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	57	Met		
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	2.25%	Met	Not Met	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	1321	Exceeded		

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

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
			Accountability Measures		**Performance Evaluation**		
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	9.42%	Exceeded	Met	Exceeded
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	195	Met		
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	1.39%	Met	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Female Executives	27	Exceeded		
Indiana University	12	Employee Diversity	Percent of Executives who are Female	38.57%	Met	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Minority Executives	7	Met		
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	10.00%	Met	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Female Faculty	268	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	45.19%	Met	Exceeded	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	86	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	14.50%	Met	Met	Met
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	118	Met		
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	52.91%	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	4.93%	Met	Not Met	Not Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	26	Met		
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	37.68%	Met	Met	Not Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	74.02%	Met	Not Met	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	6.11%	Met	Met	Met

Table 3-5: Summary of Performance Results

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

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
			Table 3-5: Summary of Performance Results				
		Accountability Measures			**Performance Evaluation**		
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	$3,536,710	Met		
Indiana University	15	Private Support	Endowment - Market Value	$44,335,062	Exceeded		
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	14.46%	Exceeded	Not Met	Exceeded
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	$5,339		Not Met	
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	$4,631	Not Met		Not Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	$6,841	Met		Not Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	$7,416	Not Met	Not Met	Met
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	$13,611	Met		
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	504	Met		
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	89.20%	Met	Met	Met

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		
(6)	Distance Education	(14)	Personnel Ratio
(7)	PRAXIS Aggregate Passing Rates	(15)	Private Support
(8)	Internships	(16)	Instructional Cost
(9)	New Pennsylvania Community College Transfers or Associate Degrees Awarded	(17)	Faculty Terminal Degrees

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*.

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
Table 4-2: Performance Compared to Baseline 2007-2008

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
Indiana University	1	Degrees Awarded	Number - Bachelor's	2007-2008	2099	2307	2135	2479	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2007-2008	18.85%	20.90%	19.38%	22.42%	Not Met
Indiana University	1	Degrees Awarded	Number - Masters	2007-2008	720	623	558	688	Exceeded
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2007-2008	57.36%	52.30%	44.94%	59.66%	Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	2007-2008	79	73	63	83	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2007-2008	6.29%	5.80%	4.30%	7.30%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	Fall 2006 - Fall 2007	1857	1806	1727	1885	Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2006 - Fall 2007	73.40%	75.68%	73.78%	77.58%	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	Fall 2006 - Fall 2007	259	183	151	215	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2006 - Fall 2007	76.18%	73.34%	65.06%	81.62%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	Fall 2006 - Fall 2007	35	27	21	33	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2006 - Fall 2007	62.50%	63.49%	53.83%	73.15%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	Fall 2003 - Spring 2007	819	718	662	774	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	Fall 2003 - Spring 2007	32.68%	28.89%	26.79%	30.99%	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	Fall 2003 - Spring 2007	18	16	12	20	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2003 - Spring 2007	11.18%	9.15%	5.67%	12.63%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	Fall 2003 - Spring 2007	1	9	6	12	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2003 - Spring 2007	5.56%	33.90%	23.66%	44.14%	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	Fall 2001 - Spring 2007	1219	1339	1263	1415	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2001 - Spring 2007	51.11%	49.36%	47.00%	51.72%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	Fall 2001 - Spring 2007	56	53	42	64	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2001 - Spring 2007	30.43%	27.63%	22.72%	32.54%	Met

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

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures		Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation

Table 4-2: Performance Compared to Baseline 2007-2008

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	Fall 2001 - Spring 2007	8	5	1	9	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2001 - Spring 2007	47.06%	29.00%	16.26%	42.15%	Exceeded
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2006-2007	538.80	551.22	530.47	571.97	Met
Indiana University	6	Distance Education	Number of Enrollments in Distance Education Courses	2007-2008	5038	4371	2755	5987	Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	2007-2008	3.91%	3.74%	2.51%	4.97%	Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2006-2007	99.28%	100.00%	92.49%	100.00%	Met
Indiana University	8	Internships	Number of Enrollments in Internship Courses	2007-2008	4147	4249	3950	4548	Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2007-2008	3.22%	3.24%	3.04%	3.44%	Met
Indiana University	9	New Pennsylvania Community College	Number of New Community College Students	Fall 2007	268	267	243	291	Met
Indiana University	9	New Pennsylvania Community College	Percent of New Community College Students	Fall 2007	7.88%	7.81%	6.95%	8.67%	Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	Fall 2007	371	339	280	398	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2007	14.66%	13.36%	10.77%	15.95%	Met
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	Fall 2007	57	56	42	70	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2007	2.25%	2.24%	1.68%	2.80%	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	Fall 2007	1321	1114	978	1250	Exceeded
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2007	9.42%	7.99%	7.09%	8.89%	Exceeded
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	Fall 2007	195	174	150	198	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2007	1.39%	1.25%	1.09%	1.41%	Met
Indiana University	12	Employee Diversity	Number of Female Executives	Fall 2007	27	24	21	27	Exceeded
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2007	38.57%	38.42%	33.95%	42.89%	Met
Indiana University	12	Employee Diversity	Number of Minority Executives	Fall 2007	7	7	6	8	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2007	10.00%	10.93%	8.63%	13.23%	Met

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

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures							
Indiana University	12	Employee Diversity	Number of Female Faculty	Fall 2007	268	264	252	276	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2007	45.19%	44.42%	41.64%	47.20%	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	Fall 2007	86	86	78	94	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2007	14.50%	14.49%	12.89%	16.09%	Met
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	Fall 2007	118	115	106	124	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2007	52.91%	53.18%	51.37%	54.99%	Met
Indiana University	12	Employee Diversity	Number of Minority Professional Non-faculty	Fall 2007	11	12	10	14	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2007	4.93%	5.49%	4.59%	6.39%	Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	2007-2008	26	28	24	32	Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	2007-2008	37.68%	39.70%	34.38%	45.02%	Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	FY 2006-07	74.02%	74.58%	72.50%	76.66%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	FY 2005-06 to FY 2006-07	6.11%	3.83%	-10.00%	17.66%	Met
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	FY 2006-07	$3,536,710	$3,494,052	$3,198,619	$3,789,485	Met
Indiana University	15	Private Support	Endowment - Market Value	FY 2006-07	$44,335,062	$31,977,447	$26,159,035	$37,795,858	Exceeded
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	FY 2005-06 to FY 2006-07	14.46%	-1.41%	-8.79%	5.97%	Exceeded
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	FY 2006-07	$4,631	$4,132	$3,887	$4,377	Not Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	FY 2006-07	$6,841	$6,307	$5,727	$6,887	Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	FY 2006-07	$7,416	$7,109	$6,885	$7,333	Not Met
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	FY 2006-07	$13,611	$13,352	$9,989	$16,715	Met
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2007	504	485	454	516	Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2007	89.20%	90.02%	86.31%	93.73%	Met

Table 4-2: Performance Compared to Baseline 2007-2008

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

Performance Relative to an External Standard
Example: Comparison of University Performance to a National Average
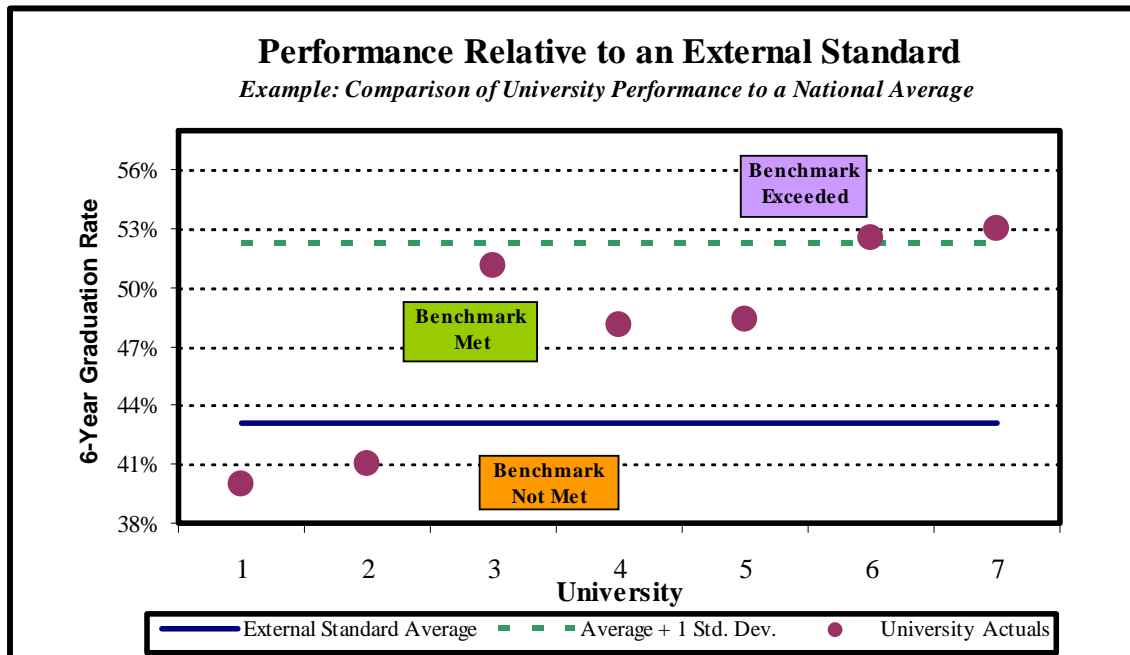
Chart 5-2: Example of Evaluation for Financial Measures and Programs with Few Graduates
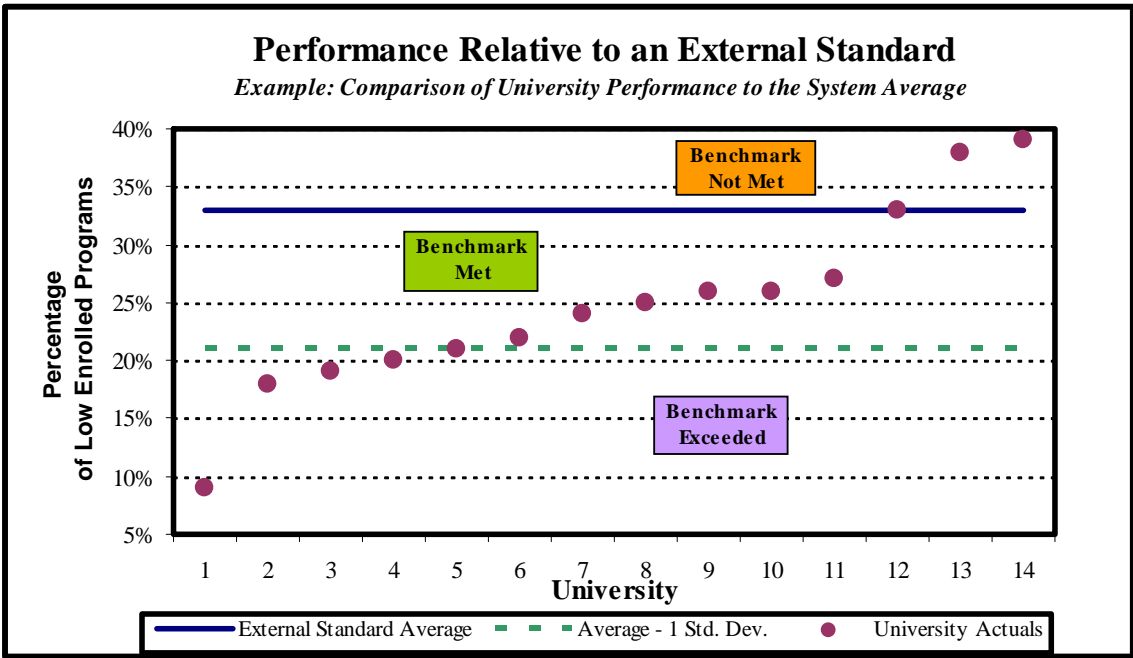
Performance Relative to an External Standard
Example: Comparison of University Performance to the System Average

Benchmark Not Met

Benchmark Met

Benchmark Exceeded

Percentage of Low Enrolled Programs

University

External Standard Average — Average - 1 Std. Dev. • University Actuals

University	#	Measure	Sub-Measure	Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
			Table 5-2: Performance Compared to Benchmarks 2007-2008						
		Accountability Measures		Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
University	#	Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	Institutional Peers	2007-2008	18.85%	19.17%	23.36%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	Institutional Peers	2007-2008	57.36%	39.37%	47.22%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Overall	National Cluster	Fall 2006 - Fall 2007	73.40%	63.40%	68.06%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Black	National Cluster	Fall 2006 - Fall 2007	76.18%	54.92%	59.46%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	National Cluster	Fall 2006 - Fall 2007	62.50%	64.24%	69.31%	Not Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	System Average	2007-2008	93.33%	74.42%	93.39%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	National Cluster	Fall 2003 - Spring 2007	32.68%	12.58%	19.78%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	National Cluster	Fall 2003 - Spring 2007	11.18%	5.44%	11.28%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	National Cluster	Fall 2003 - Spring 2007	5.56%	9.92%	18.23%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	National Cluster	Fall 2001 - Spring 2007	51.11%	32.52%	42.71%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	National Cluster	Fall 2001 - Spring 2007	30.43%	23.32%	34.32%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	National Cluster	Fall 2001 - Spring 2007	47.06%	21.26%	28.49%	Exceeded
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	System Average	2006-2007	538.80	554.01	610.69	Not Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	System Average	2007-2008	3.91%	5.54%	12.46%	Not Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	System Average	2006-2007	99.28%	97.47%	99.58%	Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	System Average	2007-2008	3.22%	2.62%	3.62%	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	System Average	Fall 2007	7.88%	8.91%	13.71%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Public State-wide Average	Fall 2007	14.66%	9.79%	19.20%	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Public State-wide Average	Fall 2007	2.25%	4.75%	9.98%	Not Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Public State-wide Average	Fall 2007	9.42%	8.46%	15.95%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Public State-wide Average	Fall 2007	1.39%	3.73%	7.40%	Not Met

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

University	#	Measure	Sub-Measure	Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
			Table 5-2: Performance Compared to Benchmarks 2007-2008						
		Accountability Measures							
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Institutional Peers	Fall 2007	38.57%	40.69%	51.71%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Institutional Peers	Fall 2007	10.00%	11.49%	18.51%	Not Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Institutional Peers	Fall 2007	45.19%	35.45%	41.71%	Exceeded
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Institutional Peers	Fall 2007	14.50%	13.69%	18.98%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Institutional Peers	Fall 2007	52.91%	55.20%	61.04%	Not Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Institutional Peers	Fall 2007	4.93%	13.87%	21.52%	Not Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	System Average	2007-2008	37.68%	44.89%	27.83%	Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	Institutional Peers	FY 2006-07	74.02%	69.63%	66.96%	Not Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	Institutional Peers	FY 2005-06 to FY 2006-07	6.11%	3.24%	21.88%	Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	Institutional Peers	FY 2005-06 to FY 2006-07	14.46%	17.87%	22.74%	Not Met
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	System Average	FY 2006-07	$5,339	$4,950	$4,614	Not Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	System Average	FY 2006-07	$7,416	$6,498	$5,728	Not Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	System Average	Fall 2007	89.20%	86.82%	92.78%	Met

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%
9	New Pennsylvania Community College Transfers or Associate Degrees Awarded	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%
10	Diversity of Entering Class	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%
11	Enrollment Diversity	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%
12	Employee Diversity	Percent of Executives who are Minority	15.00%	17.89%	12.11%
12	Employee Diversity	Percent of Faculty who are Female	46.00%	48.46%	43.54%
12	Employee Diversity	Percent of Faculty who are Minority	15.00%	16.02%	13.98%
12	Employee Diversity	Percent of Professional Non-Faculty who are Female	50.30%	52.50%	48.10%
12	Employee Diversity	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%
15	Private Support	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%
16	Instructional Cost	Lower Division Cost per FTE Student (annual rate of change)	3.00%	5.00%	1.00%
16	Instructional Cost	Upper Division Cost per FTE Student (annual rate of change)	4.50%	8.00%	1.00%
16	Instructional Cost	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 2007 to July 2008.

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

Hypothetical Performance Measure
Current Actuals, Current System Average, Performance Target, Upper & Lower Bounds

University	#	Measure	Sub-Measure	Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
		Accountability Measures							
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2007-2008	18.85%	21.50%	20.36%	22.64%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2007-2008	57.36%	67.00%	59.81%	74.19%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2007-2008	6.29%	9.00%	7.78%	10.22%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2006 - Fall 2007	73.40%	79.00%	77.12%	80.88%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2006 - Fall 2007	76.18%	79.00%	71.81%	80.88%	Met
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2006 - Fall 2007	62.50%	79.00%	62.03%	80.88%	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	2007-2008	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 2003 - Spring 2007	32.68%	30.00%	28.03%	31.97%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2003 - Spring 2007	11.18%	30.00%	25.05%	31.97%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2003 - Spring 2007	5.56%	30.00%	17.38%	31.97%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2001 - Spring 2007	51.11%	55.00%	52.48%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2001 - Spring 2007	30.43%	55.00%	48.64%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2001 - Spring 2007	47.06%	55.00%	36.77%	57.52%	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2006-2007	538.80	565.00	548.49	581.51	Not Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	2007-2008	3.91%	2.50%	1.93%	3.07%	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2006-2007	99.28%	100.00%	100.00%	100.00%	Not Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2007-2008	3.22%	3.00%	2.81%	3.19%	Exceeded
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2007	7.88%	11.00%	10.31%	11.69%	Not Met

Table 6-3: Performance Compared to System Performance Targets 2007-2008

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

University	#	Measure	Sub-Measure	Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
		Accountability Measures							
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2007	14.66%	8.50%	7.28%	9.72%	Exceeded
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2007	2.25%	2.50%	2.11%	2.89%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2007	9.42%	7.00%	5.60%	8.40%	Exceeded
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2007	1.39%	2.50%	1.80%	3.20%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2007	38.57%	45.00%	40.62%	49.38%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2007	10.00%	15.00%	12.11%	17.89%	Not Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2007	45.19%	46.00%	43.54%	48.46%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2007	14.50%	15.00%	13.98%	16.02%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2007	52.91%	50.30%	48.10%	52.50%	Exceeded
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2007	4.93%	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	2007-2008	37.68%	25.00%	18.78%	31.22%	Not Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	FY 2006-07	74.02%	73.00%	70.96%	75.04%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	FY 2005-06 to FY 2006-07	6.11%	4.63%	2.00%	6.26%	Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	FY 2005-06 to FY 2006-07	14.46%	4.63%	2.00%	6.26%	Exceeded
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	FY 2006-07	$4,631	$4,184	$4,103	$4,265	Not Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	FY 2006-07	$6,841	$6,484	$6,267	$6,701	Not Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	FY 2006-07	$7,416	$7,362	$6,949	$7,774	Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2007	89.20%	90.00%	87.02%	92.98%	Met

Table 6-3: Performance Compared to System Performance Targets 2007-2008

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		
(6)	Distance Education	(14)	Personnel Ratio
(7)	PRAXIS Aggregate Passing Rates	(15)	Private Support
(8)	Internships	(16)	Instructional Cost
(9)	New Pennsylvania Community College Transfers or Associate Degrees Awarded	(17)	Faculty Terminal Degrees

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 2007-2008 System Accountability Program follows the framework and methodology for evaluating performance that was used in 2006-2007. 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.

Alternative Prediction Strategies and Baseline

Legend: Actuals ● | 9 year trend ● | 3 year trend ▲ | 2 year change ■ | 9 year System trend ◆ | Baseline ◆
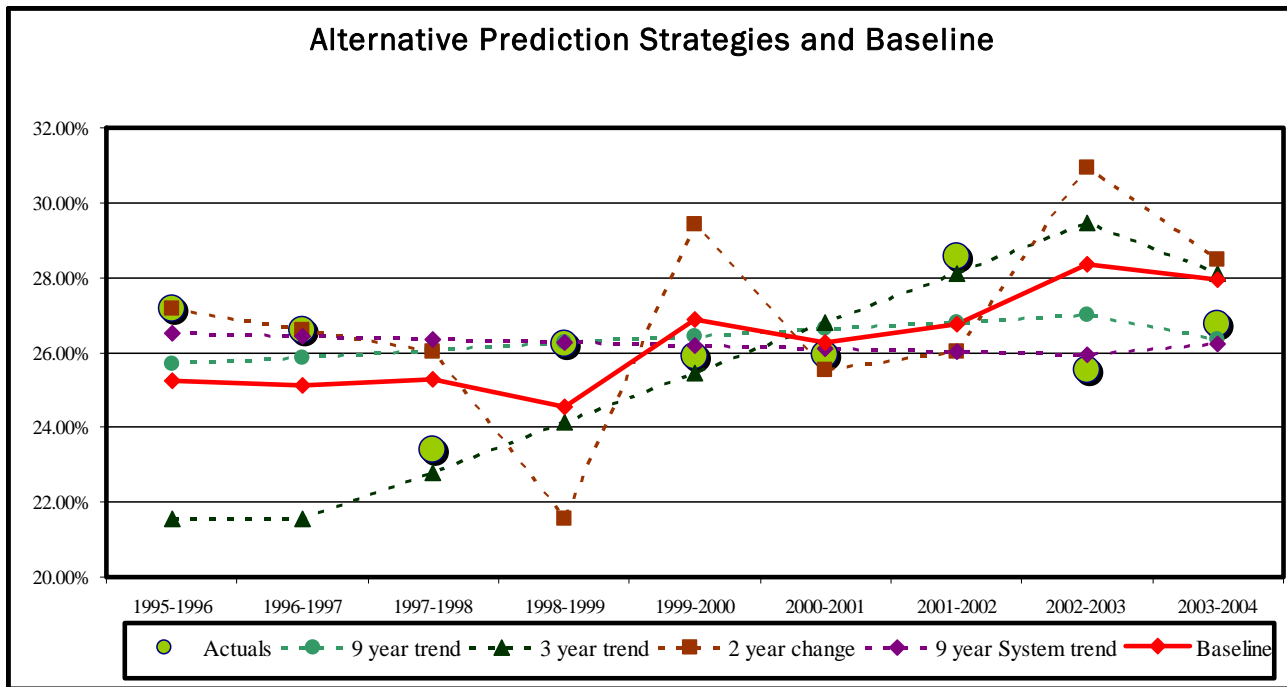
Chart 7-2: Baseline, Boundaries, and Actual Performance

Actuals, Baseline, Upper and Lower Bounds

Exceeded

Met

Not Met

Legend: Actuals ● | Baseline ◆ | Lower Bound -- | Upper Bound --
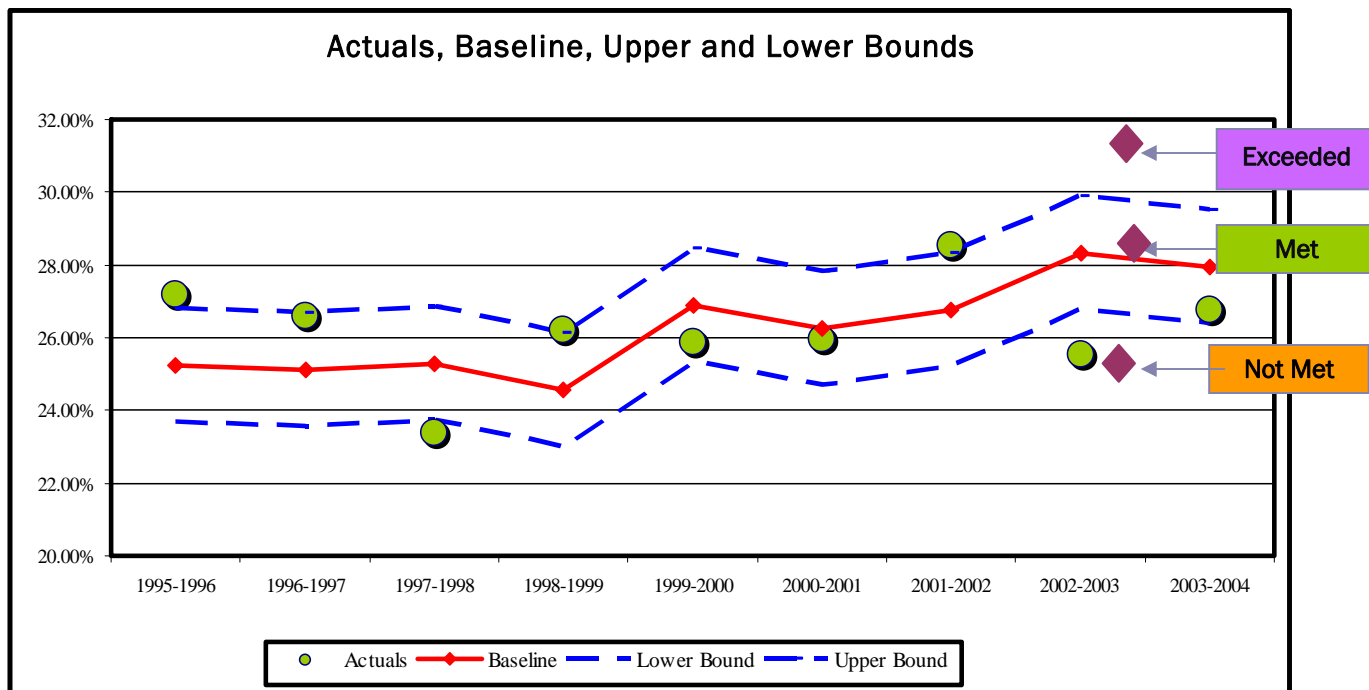
Comparative Achievement:
Development and Use of External Standards/Benchmarks

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
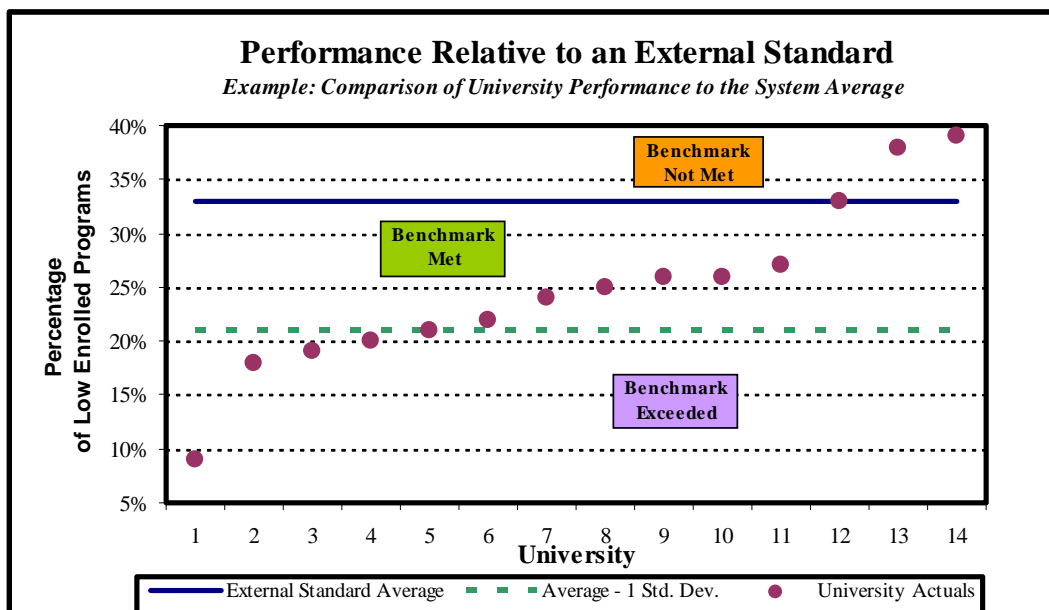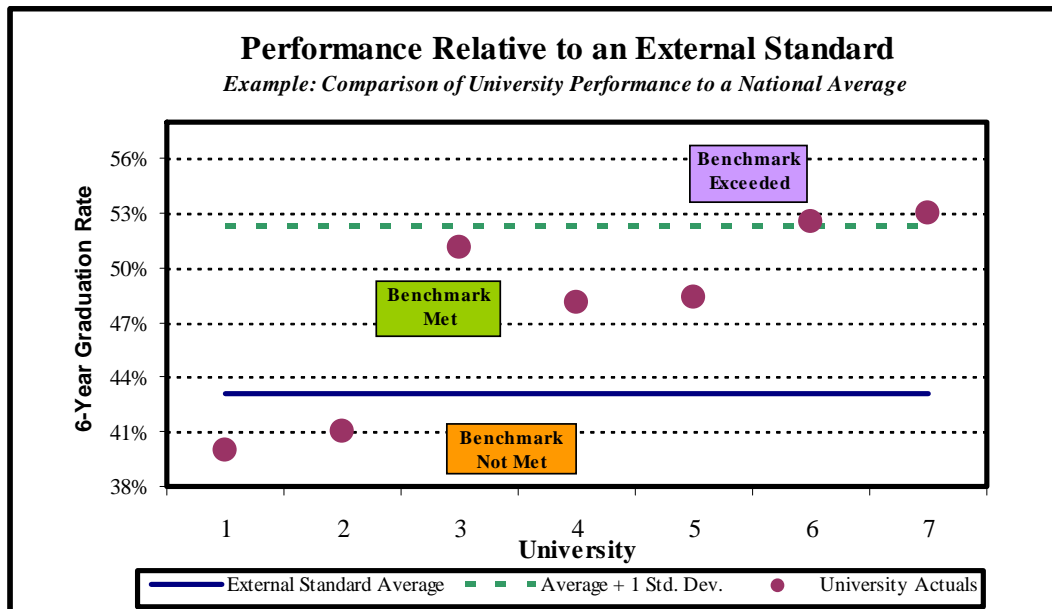
Performance Target Attainment:
Comparison to 2009 System Performance Targets

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 2006 to July 2007.

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

Hypothetical Performance Measure
Current Actuals, Current System Average, Performance Target, Upper & Lower Bounds
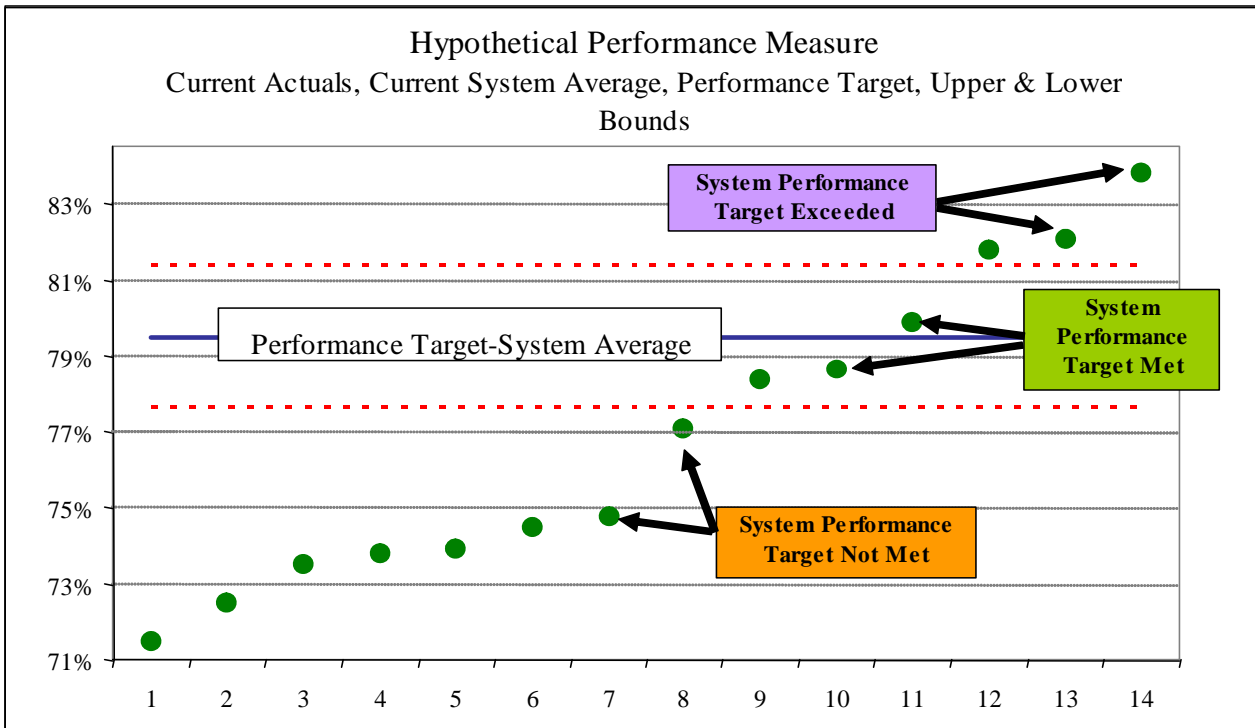
Documentation, Notes, Definitions, & Sources for Accountability Measures

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: 2007-2008 degrees awarded and the average of fall 2002-2004 undergraduate enrollments
Benchmark: 2006-2007 degrees awarded and the average of all fall 2001-2003 undergraduate enrollments

Masters and Doctoral/First Professional degrees:
Baselines: 2007-2008 degrees awarded and the average of fall 2006 and 2007 graduate enrollments
Benchmark: 2006-2007 degrees awarded and the average of all fall 2005 and 2006 graduate enrollments

Notes: Degrees include graduates from summer, fall, and spring commencements. All degrees from the October 2007, March 2008, and July 2008 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 2001-2003, 2005-2006, IPEDS Completions 2006-2007

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 2006 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 2007
                   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 2006 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 (CCAR) (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, 2006 to June 30, 2007).
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, and other sessions). Submissions cover
                               Summer 1 and 2 2007, Fall 2007, Intersession 2008 (if
                               applicable), and Spring 2008.
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 (e.g. 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 (2006-07).
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 2007, Fall 2007 Intersession 2008 (if applicable), and Spring 2008.

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 2007. 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:* 2007-2008 degrees awarded and the average of fall 2006 and fall 2007 FTE undergraduate enrollments

Note: This includes summer, fall, and spring commencements for each year. All degrees from the October 2007, March 2008, and July 2008 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 2007 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 2007

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
                                2007 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 2007
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 (White used
                    instead of Black for Cheyney University), Hispanic, Asian and
                    Pacific Islander, and Native American. 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 2007.
Benchmark: Institutional Peer Group
Benchmark Source: IPEDS 2006 Fall Staff
Desired Direction: For this measure, values above the baseline, benchmark, and
                    System performance target are the desired outcome.

<u>Definitions:</u>

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 2007, March
                        2008, and July 2008 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 2006-2007
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]

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.

<u>Definitions:</u>

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, DPH, D.N.Sc, and MFA. The MFA is considered a terminal degree for faculty teaching art disciplines.

Note: Official Employee Reporting Date was October 31 for 2007. 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, DPH, D.N.Sc, 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
D.N.Sc	Doctor of Nursing Science
DPH	Doctor of Public Health
JD	Juris Doctor
MD	Doctor of Medicine
MFA	Master of Fine Arts
PhD, DPhil	Doctor of Philosophy
ScD	Doctor of Science