SYSTEM ACCOUNTABILITY REPORT

Performance Outcomes
2008-2009

Indiana University

STATE SYSTEM OF Higher Education
COMMONWEALTH OF PENNSYLVANIA

System Accountability Report

Table of Contents

2008-2009 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 2008-2009 System Accountability Report is comprised of two main components that together provide quantitative, qualitative and strategic performance measurement. Comprised of 17 primary measures, the SAP Accountability Matrix provides direct, objective evidence of university performance. The Matrix Narratives offer qualitative information in a standardized and common format about university performance. By design, the Accountability Measures and the Matrix Narratives provide a standardized reporting format to ensure comparability of data and information across the 14 universities.

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*.

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

(1)	Degrees Awarded	(10)	Diversity of Entering Class
(2)	Second Year Persistence	(11)	Enrollment Diversity
(3)	Accreditation	(12)	Employee Diversity
(4)	Graduation Rates	(13)	Degree Programs with Few
(5)	Faculty Productivity		Graduates
(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 Degree

Matrix Narratives

The Matrix Narratives are focused on performance results that are observable but not easily quantified. The reporting structure is organized around each university's own strategic plan or planning document. The Matrix Narratives provide a strategic view of university performance outcomes, and capture actions and achievements in areas that are of a tactical or general operations-based value to the System and universities.

Indiana University

Accountability Report Summary 2008-2009, prepared by President Tony Atwater

Overall IUP shows increased performance in 2008/2009 than the prior year in the categories related to the performance measures. IUP increased the number of measures and sub-measures in the "exceed" category by six (6) and decreased the number of measures and sub-measures in the "not met" category by seven (7) from the prior year.

Retention and Graduation Rates

Retention and graduation rates are targeted measures in which IUP continues to meet and exceed targets for baseline and benchmark comparison. IUP in particular exceeded in 6 of the 9 measures and met in 2 of the categories in the benchmark area. IUP has continued emphasis for retention and graduation with the creation of the Center for Student Success and continued efforts and collaboration with Academic Affairs and the Enrollment Management team.

IUP has expanded living-learning opportunities in the new residential suites. A total of 22 living-learning communities are currently in place including the Crimson Connections, which is a community for undeclared students in the College of Fine Arts.

The Center for Student Success was created to identify and implement enhanced coordination among IUP's varied academic and student support services.

Fall 2009 enrollment was 14,638 with an overall university increase in SAT score of 8 points, increasing the quality of students entering IUP.   The average SAT score increased 57 points at the Punxsutawney regional campus.

PRAXIS / Accreditation

IUP continues to enhance distinctive and rewarding undergraduate, master's and doctoral programs at the university through accreditation and program review.

IUP exceeded in baseline and system by reaching a 100% PRAXIS passing rate. The percent of programs accredited increased to 95.65% with the recent accreditation by the Council of Accreditation of Counseling and Related Educational Programs for the M.A. and M.S.ED in Counseling. This exceeds target for benchmark.

Distance Education

IUP exceeded the system target and met the baselines related to Distance Education. IUP has expanded distance education offerings through the development of additional opportunities for teaching, additional programs approved for hybrid delivery and a Winter Term that was offered for the first time in 2008.

Employee Diversity / Enrollment Diversity

IUP strives to increase the diversity of the faculty, staff and students. A Diversity Strategic Plan was developed to serve as a road map for the university to celebrate and value diversity. The Diversity Strategic Plan compliments the goals of the University Strategic plan "Advancing a Legacy of Excellence."

IUP exceeded or met in 21 of the 24 sub-measures for employee diversity for baseline, benchmark and system. This is a significant increase in performance from the prior year.

IUP exceeded or met in 6 of the 8 sub-measures for enrollment diversity for baseline, benchmark and system and exceeded and met targets in 7 of the 8 sub-measures for Diversity of the Entering class for all 3 categories.

Value of the Endowment

IUP exceeded target for the baseline for the value of the endowment and the rate of change of the endowment. This was extraordinary given the economic times that we currently face.

Instructional Costs

Managing resources effectively and efficiently to accomplish the university mission and strategic plan has been challenging in the current economy. IUP has been able to maintain quality education at an affordable price and continue to maintain a balanced budget.

IUP exceeded or met in all but 1 sub-measure for baseline, benchmark and system for instructional costs (9 sub-measures). This is a significant increase in performance from the prior year.

Faculty with Terminal Degrees

Attracting and retaining highly qualified diverse faculty is a goal of the university strategic plan. IUP met target in baseline, benchmark and system with a 91.42% for faculty with terminal degrees. IUP has increased from 89.20% in the prior year and from 82.95% in 2001/2002.

In summary, IUP continues to show progress and a strong overall performance in many of the measures as evidenced above. It is important as we assess the institution that we consider not only the targets but the progress that is made in each of the measures.

The performance funding allocation awarded to IUP reflects a reduction from that of the prior year. It is important to understand that this reduction is due in part to several measures that lack external validity. Consequently, such measures potentially disadvantage IUP relative to performance funding and IUP's doctoral mission.

The university looks forward to the revisions of the performance funding process that will help to incorporate goals of the university strategic plan and IUP's unique mission.

Indiana University of Pennsylvania – Matrix Narratives

Goal: 1-A: Undergraduate/Graduate/Doctoral Programs

Further develop and enhance distinctive and rewarding undergraduate, master's, and doctoral programs.

Action: Accreditation - Specialized

Timeframe: Multi-Year

IUP continued to seek and maintain recognition of quality education through specialized accreditation with appropriate discipline-based associations and other honors and awards.

Outcome: Accreditation Activities

Programs that engaged in accreditation activities, such as site visits, application submission, or data collection include: Department of Music hosted a site visit by National Association of Schools of Music; first year report submitted for recently accredited Exercise Science Program submitted to Commission on Accreditation of Allied Health Education Programs; the Department of Geography and Regional Planning applied for accreditation with the Planning Accreditation Board; and Safety Sciences collected data and completed self-study questionnaire for Accreditation Board of Engineering and Technology.

Narrative Objects: Accreditation.

Outcome: Accreditation/Reaccreditation

A new accreditation of the M.A.in Counseling and the M.S.Ed. in Counseling by the Council for Accreditation of Counseling and Related Educational Programs was awarded this year. Programs that received reaccreditation include: Department of Theater by the National Association of Schools of Theater; Athletic Training Education Program by the Commission on Accreditation of Athletic Training Education; IUP Center for Information Assurance awarded a five-year accreditation as a National Center of Excellence in Information Assurance by the National Security Administration; IUP's Computer Science Department's curriculum meets the national training and educational standards for the duties and responsibilities of the following certificates: Information Systems Security Professionals: Senior System Managers, System Administrators, and as determined by the Committee on National Security Systems; and the Commission on Collegiate Nursing Education preliminary report approved the B.S. in Nursing and the M.S. in Nursing for reaccreditation with no exceptions, with a highly complementary review.

Narrative Objects: Accreditation.

Outcome: Other Recognition

Currency and excellence in programming received other recognition in the past year, including: All secondary science education programs received "Full National Recognition" from the National Science Teacher Association; and The Princeton Review included the IUP Eberly College of Business and Information Technology in its edition of the Best Business Schools for the fifth straight year in 2009.

Narrative Objects: External recognition/measures of program quality.

Indiana University of Pennsylvania – Matrix Narratives

Action: Development of Existing Programs

Timeframe: Single Year

IUP's division of Academic Affairs fostered the development of new courses, new tracks or majors, and new sites for existing programs.

Outcome: New Courses

New courses in AY 08-09 included: ENGL 753/853; GEOG 425, JRNL 261, JRNL 400; PLSC 376; SOC 802,SOC 881, LDRS 900; SPAN 510, 511, 512, 513, 520, 531, 553, 611, 612, 613, 614, 615, 625, 630, 720, 725, and 750; CHSS 342; MGMT 572

Narrative Objects: Curriculum.

Outcome: New/Conversions of Tracks

Development of new tracks, or conversions of existing tracks include: an existing track in Physical Education and Sport Athletic Training was converted into an separate B.S. in Athletic Training; and the Environmental Biology Track received college approval; Department of Culinary Arts in collaboration with the Department of Food & Nutrition developed a Culinary Dietetics track.

Narrative Objects: Curriculum, Program collaborations.

Outcome: Site Expansion

Site expansions include: the Department of Industrial and Labor Relations received approval to offer M.A. in Employment and Labor Relations at IUP's Punxsutawney campus; and the 2+2+2 Workforce Leadership Program in Electro-Optics has expanded its regional penetration with a partnership with Butler Area School District College Tech-Prep Program.

Narrative Objects: Curriculum, Program collaborations, Learning environment.

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Goal: 1-B: Graduate Education Support

Strengthen and expand support for graduate education.

Action: Dean of Graduate Studies

Timeframe: Single Year

IUP conducted a national search for a Dean of the School of Graduate Studies and Research.

Outcome: Graduate School Dean

IUP hired Dr. Timothy Mack who began his responsibilities effective July 1, 2009.

Narrative Objects: Strengthening management practices.

Action: Expanded Resources

Timeframe: Multi-Year

IUP expanded resources to attract and recruit graduate students.

Outcome: Scholarships

The College of Natural Science and Mathematics provided $40,000 in scholarships to recruit 8 new master's students in Biology, Chemistry and Physics.

Narrative Objects: Enrollment management, Other.

Indiana University of Pennsylvania – Matrix Narratives

Action: Library Support

Timeframe: Single Year

IUP enhanced library support for curriculum.

Outcome: Web of Science

The library completed acquisition of the Web of Science electronic database and its back files. The Web of Science is a series of citation indices that include natural and applied sciences, social sciences, humanities and fine arts. It provides wide coverage of the university curriculum and is especially useful for faculty and graduate students in doing advanced research in their disciplines.

Narrative Objects: Curriculum, Library.

Action: New Programs

Timeframe: Single Year

IUP developed new programs that utilize IUP's strengths to meet unmet market opportunities.

Outcome: Expanding Sites

Existing programs are expanding their sites. The Flexible MBA Program is now operating in Butler, PA and Bangelore India.

Narrative Objects: Graduate programs, Learning environment.

Outcome: Program Implementation

Two graduate programs began implementation in 2008/09. The Ph.D. in Nursing Education enrolled its first students in Fall 2008, and the new M.S. in Applied Archeology began recruiting, with an August 2009 implementation plan.

The Masters in Criminology is now offered on-line.

Narrative Objects: Graduate programs, Healthcare-related programs, Instructional technology.

Outcome: Programs Approved

Two new graduate programs were approved by the Council of Trustees this year. These are an M.A. in Spanish and Ph.D. in Safety Sciences. Both are scheduled to be considered by the Board of Governors in October 2009.

Narrative Objects: Graduate programs.

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Goal: 1-C: Innovative Teaching

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

Action: Distance Education

Timeframe: Multi-Year

IUP expanded distance education offerings through developing additional opportunities for teaching and streamlining institutional policies and procedures.

Outcome: Expansion of Online Activities

Expansion of online activities in AY 2008-09 include: 13 faculty members taught online courses for the first time, 21 courses were approved to be taught on line, and 24 courses were actually taught online for the first time; the total count of online course enrollment for the year was 7,062; 9 out of 12 MBA courses were approved for hybrid delivery; the Criminology

Department developed an online M.A. degree completion program open to FBI agents who have completed our Certificate of Recognition [COR] Program.; and the Online MA program approved by Senate; recruitment for Fall 2009 is under way.

Narrative Objects: Learning environment, Instructional technology.

Outcome: Institutional Enhancements

Through University Senate action, a cross-divisional committee was formed to address institutional barriers to distance education. Institutional enhancements this academic year included: obtained University Senate approval for procedures for curriculum review of fully online undergraduate programs; the undergraduate curriculum committee created a separate review process of all DE proposals to permit these to be processed quickly; review of academic integrity options, and recommended IUP not utilize a technological solution at this time, but promote strategies through the design of course assessment activities; began online student evaluations this year; developed procedures for course redevelopment compensation, and forwarded to Meet and Discuss; transitioned to a new learning management system, Moodle, beginning May 2009; trained a small subgroup in Quality Matters rubric application, and have recommended incorporating the checklists and review procedures in the Moodle training, and begin training additional faculty; and developed a policy statement for compliance with 508 regulations for accessibility for online education and developed a procedure for ensuring accessibility for all new and ongoing courses.

Narrative Objects: Learning environment.

Outcome: Winter Term

In AY 2008-09, a Winter Term was offered for the first time, and consisted solely of online instruction. A total of 43 faculty participated, 6 for the first time; 42 courses were conducted, with enrollment of 805 producing 2,747 credit hours. As the library is traditionally closed during this period, library services were expanded through the web page and use of phone and email reference service to accommodate the pilot term. As a result of this effort, the library maintained support for students and faculty throughout the three week Winter Term.

Narrative Objects: Learning environment, Instructional technology.

Action: Innovative Programming

Timeframe: Single Year

IUP promoted research-based efforts to develop innovative programming included.

Outcome: Collaboration Grant

A collaboration of the Departments of Criminology, Professional Studies in Education, and Counselor Education were awarded a $1.1 million grant to co-develop "Correctional Education Clearinghouse and Educational Program Development Project." The project involves data collection on types of educational programs offered in prisons to develop and implement a customized graduate educational program at IUP designed specifically for correctional educators.

Narrative Objects: Program collaborations.

Outcome: Field Placement

Dr. Laurie Nicholson, Director of Field Placement, conducted a workshop with twenty-five local school teachers designed to investigate the research and best practices concerning successful student teaching experiences.

Narrative Objects: Teaching quality.

Action: Showcasing the Arts

Timeframe: Single Year

IUP expanded the opportunities for students to participate in a variety of venues showcasing the arts.

Outcome: Environmental Remediation

The course titled "Recycle the Beach" provided students with an opportunity to explore art as Environmental Remediation with the collection of plastic items and marine debris from the beaches of Andros Island, transforming it into art and small architecture. Their work culminated with an exhibition and silent auction, One Island: One Project – Recycling the Beach, on the Island of Nassau. Offered in collaboration with The Maritime Arts Inspiration Centre, Andros Island, students offered a workshop, Recycling the City, at the College of the Bahamas.

Narrative Objects: Learning environment.

Outcome: Performances outside of IUP

Performances outside of IUP included: The Department of Music offered IUP Plays Pittsburgh at Pittsburgh's Heinz Hall, showcasing the talents of the IUP Symphony Orchestra and tuba-euphonium ensemble, IUP Percussion Ensemble, IUP Jazz Ensemble, the Gorell Trio and the IUP Marching Band. Also Theater and Dance students participated in the Region II Kennedy Center American College Theatre Festival; several students achieved national and regional recognition.

Narrative Objects: Student publications/presentations.

Outcome: Pittsburgh Filmmakers

The College of Fine Arts Dean's Office, along with the Department of Theater and Dance and the IUP Center for Film Studies, developed an academic partnership with Pittsburgh Filmmakers to create opportunities for IUP students to complete course work at Filmmakers that complements their IUP program of studies. Additionally, the IUP Center for Film Studies and the College of Fine Arts are collaborating with Pittsburgh Filmmakers to present the IUP Cinema Series: Short Shots and Fresh Frames beginning in the 2009 – 2010 Academic Year.

Narrative Objects: Learning environment.

Action: Technology-based Innovations

Timeframe: Single Year

IUP created education opportunities in technology-based innovations for students.

Outcome: Classroom Response Systems

Research on the use of classroom response systems (clickers) in four large sections introductory geosciences, which increased the critical thinking capabilities of students who used them regularly as documented by exam scores, instructor assessment and student self-assessment.

Narrative Objects: Instructional technology.

Outcome: Digital Production Studio

Increased use of Digital Production Studio by both students and faculty to assist with streaming video, creating flyers, Webcam assistance, instructional guide creation, laptop support and general technology assistance. Also expanded the use of "Live Classroom" in graduate distance education classes in the Safety Sciences.

Narrative Objects: Instructional technology.

Outcome: LibGuides

The library acquired the LibGuides software program to improve customized access and description of resources in an on-line, multimedia format for students.

Narrative Objects: Library, Instructional technology.

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Goal: 1-D: Diversity of Employees

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

Action: Diversity

Timeframe: Single Year

IUP continued to promote diversity of faculty.

Outcome: Frederick Douglass Program

Two minority scholars were supported at IUP through the Frederick Douglass Program. One of these, Carla Ardila, from Virginia Tech, was subsequently hired as a temporary instructor by the Department of Sociology for Fall 2008. The Math department hosted Ms. Deidra Coleman, A.B.D. from North Carolina State University.

Narrative Objects: Faculty, administrators, and staff initiatives.

Outcome: International Partner Schools

Eberly College of Business and Information Technology hosted four visiting professors from international partner schools during the academic year.

Narrative Objects: Faculty, administrators, and staff initiatives.

Outcome: Tenure Track Hires

In academic year 2008-09, out of 18 tenure track hires, 12 were female, 5 were Asian and 1 was Latino. Out of 20 temporary hires, 12 were female, 1 was Asian, and 1 was African American.

Narrative Objects: Faculty, administrators, and staff initiatives.

Action: Quality Faculty

Timeframe: Single Year

IUP continued to provide division-wide activities to support and retain quality faculty.

Outcome: New Faculty Orientation

The Center for Teaching Excellence provided New Faculty Orientation, which was attended by 22 new tenure-track faculty members August 18-20, 2008. In addition, 49 temporary faculty and 13 Teaching Assistants attended a full-day workshop in August 2008, the first time a full-day workshop was provided to temporary faculty. Last year, 27 temporary faculty attended a half-day orientation workshop.

Narrative Objects: Faculty quality.

Indiana University of Pennsylvania – Matrix Narratives

Outcome: Ongoing Faculty Support

Center for Teaching Excellence (CTE) sponsored activities in AY 2008-09 that provide ongoing support for faculty include: 17 workshops specifically oriented toward new faculty, an increase from 8 such workshops the previous year; 10 Reflective Practice Project and Cross-Disciplinary and Departmental Teaching Circles were formed, involving 81 faculty/professional staff participants, an increase from 60 participants the previous year; 10 large group Reflective Practice Project meetings were hosted on a range of topics of interest to faculty with a total attendance of 247, an increase from 9 large group meetings with 252 participants the prior year; 3 Weekend Workshops for faculty were conducted, with a total 126 participants. Two of the workshops were limited in number due to the limitations of the computer laboratory in which they were held. In 2007-2008, four workshops were offered with 273 participants; Awarded 3 faculty members $500 each through the CTE Faculty Recognition Awards in Teaching.
Narrative Objects: Faculty quality.

Action: Terminal Degree

Timeframe: Multi-Year

IUP supported faculty in attaining a terminal degree.

Outcome: Doctoral Degrees

IUP's percent of faculty with terminal degrees increased from 89.20% to 91.42% this year.
Narrative Objects: Faculty quality.

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Goal: 1-E: International Learning

Expand opportunities for students to participate in international learning experiences.

Action: International Exchange Partnerships

Timeframe: Single Year

IUP continues to strategically renew, expand and/or establish new, international exchange partnerships.

Outcome: Agreements

Agreements completed in 2008-2009 include: Alexandria University, Egypt (new), KNUST, Ghana (renewal), Sichuan University, PR China (new), Nanjing University, PR China (new), Leeds Metropolitan University, UK (expansion), University of Botswana, Botswana (new). In addition, Eberly College Of Business and Informational Technology maintains exchange agreements with 30 institutions in 13 different countries.
Narrative Objects: Program collaborations, Learning environment, Other.

Outcome: Faculty Activity

Faculty activity to lay the groundwork for future exchanges include: Psychology faculty are exploring the possibility of reciprocal study abroad experiences with the Director of the International Office at Osnabrück University; and in March 2009, the College of Fine Arts and the Department of Music hosted Dean Pavel Mihelcic from the Music Academy at the University of Ljubljana in Slovenia. During his visit Dean Mihelcic made presentations and taught master classes for IUP composition students. In addition, conversations designed to bolster our student exchanges, further faculty exchange and collaborations were advanced.   Two of our faculty

members have been commissioned to write music for Dean Mihelcic's professional ensemble, MD7.   MD7 will perform at IUP during the 2010-2011 academic year. The visit also laid the groundwork for development of exchange possibilities in Music Education.
Narrative Objects: Program collaborations, Learning environment, Other.

Outcome: Office of International Education

Office of International Education accomplished the following sponsored exchange experiences: new sponsor, FORECAST, hosted 3 Serbian undergraduate exchange students; new sponsor, Global UGRAD, hosted 13 undergraduate exchange students from Asia and the Western Hemisphere; through established sponsor, MUSKIE, IUP hosted a degree-seeking graduate student from former USSR; through established sponsor, Chevron, hosted 2 degree-seeking undergraduates in Safety Science from Angola; through established sponsor, Fulbright, hosted 9 undergraduate students, 11 graduate students, 1 Research Scholar, 5 non-degree-seeking undergraduate students in the Study America program and 2 Fulbright Language Teaching Assistants (FLTAs) in Russian and Urdu.
Narrative Objects: Program collaborations, Learning environment, Other.

Action: International Experiences

Timeframe: Single Year

IUP continues to provide international experiences for IUP students as part of their academic programs.

Outcome: Bangalore, India

Twelve IUP business seniors participated in an intercollegiate business competition ("MANAGE") in Bangalore, India. The IUP team finished 2nd among 50 participating schools in international competition.
Narrative Objects: Student publications/presentations, Student recognition.

Outcome: Culinary Study Tours

Culinary study tours involved a total of 20% (17 out of 90) students in an international experience. These included 13 culinary students, 2 baking and pastry students and one alumnus who studied in Switzerland, and 4 culinary students who traveled to Italy.
Narrative Objects: Learning environment, Student research.

Outcome: Humanities and Social Sciences

International experiences in the humanities included the following:
- Dr. Theresa Smith (Religious Studies) developed and led a study abroad program titled "Religious Studies Experiential Studies: Summer 2009 Sacred Pagan Landscapes of England."
- Dr. Stuart Chandler (Religious Studies led a study-abroad group in summer 2009 to Sichuan Province, China.
- 25 Honors College students participated in 5-week comparative study of the political uses of history in Turkey and Cyprus taught by Dr. Scott Moore (history) and Dr. Janet Goebel (English).
Narrative Objects: Learning environment, Student research.

Action: Study Abroad

Timeframe: Multi-Year

Facilitate student participation in study abroad experiences.

Indiana University of Pennsylvania – Matrix Narratives

Outcome: Annual Study Abroad Fair

The Office of International Education conducted multiple workshops, information sessions, Annual Study Abroad Fair (over 300 student participants), 6 O'Clock series presentation; updated printed materials, updated and improved website; and provided one-on-one counseling sessions.

Narrative Objects: Learning environment.

Outcome: Fulbright

In a summary of Fulbright scholarships published this year for the outcomes of the 2007-08 winners, national statistics were compiled. Based on the population of the Honors College, .3% of our total population wins Fulbrights. This is a larger number than Reed College (.27%), Sarah Lawrence (.07%), Northwestern (.28%) and Oberlin (.21%) as well as many other prestigious colleges and universities. At a gathering of Fulbright alumni hosted by IIE in New York Janet Goebel was recognized by the Chairman for outstanding work in mentoring Fulbright applicants at a school which previously had virtually no applicants or winners.

Narrative Objects: Student recognition.

Outcome: Participation/Study Abroad

Two hundred and twenty-five IUP students participated on study abroad during 2008-2009. Some individual student experiences of note at other institutions include:

- Laura Heiman, Honors College/History major was honored as a distinguished student studying at King's College, London. She is one of only five American students, and the only student from a public institution selected for this honor, which includes a monetary gift of $3,600.

- Stephanie Bearjar, Honors College/Economics major, was selected as an alternate for the Boren Scholarship for a year of study in Russia.

- Jessica Sabol, Honors College/English and Theater major, received the Caroll Mills Young CLA Study Abroad Fellowship for study at Cambridge.

- Laura Fox, Honors College/Chemistry major is interning as an analytical chemist in Scotland through the American Chemical Society.

- Nadia Szymanski, Honors College/ Science major is attending the Cambridge University Summer School for Science.

- Kimika Hudson, Honors College/ Political Science major is currently learning Arabic in Jordan. She has been admitted to the University of Cairo for the coming academic year.

- In Fall 2008, Octavia Green was awarded the Benjamin A. Gilman International Scholarships from the United States Department of State, Bureau of Educational and Cultural Affairs and the Institute of International Education. She received $4,000 for semester exchange at IUP's partner, Kyungpook National University, in South Korea.

Narrative Objects: Learning environment, Other.

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Indiana University of Pennsylvania – Matrix Narratives

Goal: 1-F: Faculty Research and Scholarship

Increase faculty research and scholarship in all its forms.

Action: External Resources

Timeframe: Multi-Year

IUP continues to seek external resources to support research and scholarship.

Outcome: Grant Projects

IUP faculty members were involved in many externally-funded grant projects, with 104 submitting 274 grant proposals during AY 08-09. Total amount awarded university wide as of 8-26-09 is $15,043,571.00, with 80 proposals still pending.

Narrative Objects: Increasing productivity, New or expanded revenue sources.

Outcome: Grants in excess of $100,000

University-wide, 15 grants were awarded in excess of $100,000. These included a new grant for The Institute for Mine Mapping, Archival Procedures and Safety received a $172,230 grant from the Pennsylvania State System of Higher Education. Dr. John Benhart (Geography and Regional Planning) was co-Principal Investigator. Dr. Benhart and the Institute also received a congressional grant of $95,000 sponsored by US Senator Arlen Specter.

Narrative Objects: Increasing productivity, New or expanded revenue sources.

Action: Fine Arts

Timeframe: Single Year

IUP continues to enhance and recognize scholarship and research across the arts.

Outcome: Ceramics

Ceramics professor Kevin Turner is the recipient of an Honorable Mention for his ceramic work submitted to the Kerameikon International Competition in Croatia. The Kerameikon International Competition is one of the most prestigious venues for the ceramic artist. This year, 170 artists from forty-three countries were accepted, and it is the first year any artist from the USA was juried into the exhibition. Turner was one of only fourteen USA artists accepted. Turner's work was the only award received by an artist from the USA. Kipp Gallery Director, Kyle Houser's work was also accepted to the Competition; as such two of the fourteen USA artists accepted are on the faculty in the Department of Art.

Narrative Objects: Faculty quality.

Outcome: Honors in Music

Honors in music include:

- Stanley Chepaitis, violin, and Mary Logan-Hastings, soprano, of the Department of Music, performed and presented master classes in Zagreb, Croatia, and in Ljubljana, Slovenia
- The Sutton Trio, an IUP faculty ensemble comprised of Dr. Christine Clewell on piano, Dr. Therese Wacker on flute, and Dr. Linda Jennings on cello, presented a performance and master class at the Universidad de las Americas Puebla in Mexico in January.
- Kevin Eisensmith, professor of Trumpet and vice president/president elect of the International Trumpet Guild, was a guest artist at the fourth China International Trumpet Week and Conference at Nanchung University.
- Stephanie Caulder, professor of Oboe and Jason Worzbyt, professor of Bassoon performed at the thirty-seventh annual conference of the International Double Reed Society.

- Several Department of Music faculty members made presentations or performed at the annual PMEA In-service Conference. The event attracts over one thousand music educators from across the state and features performances of high school and college ensembles chosen from dozens of applicants every year.

Narrative Objects: Faculty quality.

Outcome: Honors in Theater and Dance

Honors in theater and dance include:

- Joan Van Dyke, Department of Theater and Dance faculty, choreographed and set Matko Srsen's DARSA/FARSA at the Dubrovnik International Festival in Dubrovnik, Croatia. Professor Van Dyke also collaborated with Dean of Fine Arts and Professor Michael Hood for his professional production of Macbeth3 for Pittsburgh's Unseam'd Shakespeare.

- IUP Associate Professor of Dance Holly Boda-Sutton Professor Boda-Sutton was awarded Dance Educator of the Year by the Pennsylvania State Association for Health, Physical Education, Recreation, and Dance.

- Dr. C. Thomas Ault received the Herbert D. Greggs Award at the annual conference of the U.S. Institute for Theater Technology in Cincinnati for his article "Color in Sixteenth and Seventeenth Century Italian Stage Design," which was published in TD&T, the journal of theater design and technology. This is the second time that Dr. Ault has received this prestigious award.

Narrative Objects: Faculty quality.

Action: Published Faculty

Timeframe: Single Year

IUP continues to enhance and recognize published faculty scholarship and research.

Outcome: Awards and Honors

Over 18 faculty received awards and honors for their scholarship, with one faculty awarded a Fulbright.

Narrative Objects: Faculty quality.

Outcome: Books and Articles

In academic year 2008-09, IUP faculty published: 21 books, 26 chapters in edited books, and 149 peer-reviewed articles. IUP faculty serve as editors for 30 national and international journals, including among them: International Journal of Commerce and Management; Journal of Business and Information Technology; Early Childhood Education Journal; Work & Days; and Anxiety, Stress and Coping: An International Journal.

Narrative Objects: Faculty quality.

Outcome: Papers

IUP faculty presented papers at over 400 state, national and international scholarly conferences in academic year 08-09.

Narrative Objects: Faculty quality.

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Indiana University of Pennsylvania – Matrix Narratives

Goal: 1-G: Student Learning Outcomes
Foster achievement of student learning outcomes.

> ### Action: Institutional Structures
> *Timeframe: Multi-Year*
> IUP continues develop institutional structures for implementing student learning outcome assessment and incorporate findings into course and program revisions.
>
> > **Outcome: Continued Development of Assessment**
> > IUP continued development of college and regional campus assessment support structures in a variety of mechanisms. A few examples include:
> > - The Provost's Office has administered the Collegiate Learning Assessment for two consecutive years, providing feedback on student general education performance. The National Survey of Student Engagement (NSSE) has been administered biannually at IUP, and items relevant to general education student learning outcomes were identified, and are incorporated into assessment of the Liberal Studies program.
> > - Northpointe Regional Campus established three assessment committees were established (First Year Experience; Workforce Development, Professional Development, and Partnerships; and IT and Support Services). All of the committees completed their work at the end of the 2009 Spring semester and submitted their final reports. In addition, students in enrolled in the Small Business Institute (SBI) Project completed a comprehensive assessment of the campus with strategic overview and recommendations. The reports will be reviewed in the Fall 2009 semester for action;
> > - In AY 08-09, College Humanities and Social Sciences Assessment Committee expanded on existing program level assessment by rolling it into college-level assessment, including designing a data collection system, and analysis of preliminary results.
> > - At the Punxsutawney Regional Campus, learning outcomes data for First Year students on academic probation who participated in the academic mentor program were collected and analyzed. Outcomes will be used to further develop the 09-10 mentor project.
> > - The College with the Assistance of IT Services substantially completed Phase II of the NCATE site for data entry of pre-student teacher and student teacher field placement student ratings. The Key Assessment Rating System (KARS -an electronic assessment system developed at IUP with the collaboration of IT Services) measures candidate performance in each course included as part of our initial and advanced programs, and links program standards to the domains of the respective Conceptual Framework.
> > *Narrative Objects: Strengthening management practices.*
> >
> > **Outcome: Feedback on Academic Programs**
> > Student learning outcomes assessment is being used to provide feedback on academic programs. Examples include:
> > - Findings from two years of assessment of general education student learning outcomes have been collected to be incorporated into the development and revision of coursework for the revised Liberal Studies program, to be completed in AY 09/10.
> > - The Developmental Studies Department analyzed the impact of placement testing on course enrollment and student success and made adjustments to the reading placement cut-off score

and made recommendations to the Math Department regarding Math placement scores. Remedial reading and math courses were offered to all students eligible for these courses at both the Punxsutawney and Northpointe campuses for the first time as well as on main campus. - Ninety-three graduating seniors participated in the Educational Testing Service Major Field Test to assess their knowledge across the functional areas of business. Students scored above the national average.

Narrative Objects: Other.

Outcome: University Assessment Committee

Initiated a University Assessment Committee, whose outcomes included: initiated development of a division wide data management system; conducted assessment of Liberal Studies program; identified software system for managing and monitoring academic student learning outcomes assessment activities; and identified faculty training needs for the next academic year.

Narrative Objects: Advance System vision, Other.

Action: Liberal Studies Revision

Timeframe: Single Year

The Liberal Studies Curriculum revision was approved in 2009 after many years of dedicated hard work.

Outcome: Curriculum

The curriculum involves a ranger of credits, divided among learning skills, knowledge areas, and synthesis. The Expected Student Learning Outcomes will be the provision of informed, empowered, and responsible learners. A time-line and action plan will be developed for implementation.

Narrative Objects: Curriculum, Learning environment.

Action: Standardized Test Pass Rates

Timeframe: Multi-Year

IUP continues to support and monitor standardized test pass rates in particular PRAXIS and NCLEX.

Outcome: NCLEX

The National Council of State Boards of Nursing (NCSBN) program report from April 2008 to September 2008 shows that IUP had a 95 percent pass rate on NCLEX, the National Council Licensure Examination for Registered Nurses. The national pass rate for this period was 87 percent.

Narrative Objects: Accreditation, Other, Healthcare-related programs.

Outcome: PRAXIS

IUP PRAXIS pass rates were 100% for 2008-09.

Narrative Objects: Accreditation, Teacher certification tests (PRAXIS).

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Goal: 2-A: 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 2008-2009 Common Freshman Reader Initiative.

Outcome: Events

Some of the events related to the Common Freshman Reader included: Freshman Orientation Continuous Improvement Study (FOICS) Committee incorporates new extracurricular activities into the 2009 Welcome Week-end; one formal building-wide program highlighting the information from the Common Freshman Reader was presented in each of the Residential Communities throughout the Fall semester. Additional informal 'Blink' discussions were conducted in staff, RHA/C, and Floor meetings; copies of the Common Freshman Reader (CFR) were provided to staff for incorporating activities on this topic; assisted in the development and implementation of co-curricular activities for Common Freshman Reader program; participated in planning and development of freshman convocation and its advertisement, advertising and dissemination of common freshman reader and development of pre-fall co-curricular program; provided training on common freshman reader and convocation as a part of Orientation Peer Adviser training; conducted staff development programs with community assistants and Residence Hall Council; implemented the 2008/2009 Common Freshman Reader (CFR) Initiative — including in the Fall: Provost's Essay, Family Weekend, CFR Film Series, Table Talks; in the Spring: Film Series and Provost's Essay; partnered with the Student Co-op association to purchase the book and contract for the author's speaking engagement on campus .
Narrative Objects: Retention/Graduation, Curriculum, Program collaborations.

Action: Parent Communication Action Team

Timeframe: Single Year

IUP continued and advanced the inter-divisional collaboration of the Parent Communication Action Team with efforts focusing on accommodating parents as critical partners in student retention and success and the exploration of a Parent Association.

Outcome: Student Affairs

The Office of Student Affairs completed 3 Parent Newsletters; actively participated in Parent Orientation to establish principles that guide the highest level of productivity of parent-advocates; regularly and appropriately communicated with parents and family members in response to questions or concerns regarding their students' matriculation, retention and success; actively engaged parents during opportunities afforded at Academic Expos, summer orientations, fall move-in, Family Weekend, and student award ceremonies and receptions; actively assisted or delegated assistance requested of parents in support of difficulties or needs being expressed by students; developed and presented Parent Orientation; serves as first response to electronic parent comment forms are just a few initiatives.
Narrative Objects: Retention/Graduation, Other.

Action: Student Research

Timeframe: Multi-Year

Actively mentor and provide other appropriate support to enhance student research.

Outcome: Library

During AY 2008-09 IUP Librarians conducted 324 bibliographic instruction sessions for 5096 students from all disciplines to improve access and use of library resources. Also, "Bring Your Assignment" program was used to encourage students to meet individually with librarians by appointment or by walk-in. The focus is to provide support for advanced research.

Indiana University of Pennsylvania – Matrix Narratives

Narrative Objects: Learning environment, Library.

Outcome: Presenting and Publishing Papers

Faculty mentored numerous IUP graduate students through presenting and publishing papers. Some of these include:

-Communications Media graduate student George Konetes published a second article on the political forces that affect distance education programs in the Midwest Journal for Educational Communications and Technology.

-Scott Shaw, an IUP graduate student in the counseling program, presented on the topic of Career Counseling for Military Veterans at the 40th Annual Pennsylvania Counseling Association Conference.

-Dr. Edward Levinson, chair of the Department of Educational and School Psychology, and Dr. Denise L. Ohler (D.Ed. '94) of Edinboro University were co-guest editors of the June 2009 issue of the Journal of Employment Counseling. This special issue on school-to-work transition, published by the National Employment Counseling Association (a division of the American Counseling Association), also included an article by Levinson and program graduates Kristene Toomey (D.Ed.) and Eric Palmer (M.Ed.) titled "A Test of Holland's Theory of Vocational Personalities and Work Environments."

-Five faculty members, five current graduate students, and seven alumni from the Educational and School Psychology Department combined to present twenty-two papers, posters, mini-skills sessions, symposia, and workshops at the 2009 convention of the National Association of School Psychologists held in Boston, Mass., in February.

-Graduate student Jason Lee and Dr. John Mueller, from the Department of Student Affairs in Higher Education, presented a session titled "Serving Atheist Students" at the recent ACPA annual convention in Washington, D.C.

-Graduate students in the Department of Criminology presented 28 papers at national conferences, and another 12 papers at the Pennsylvania conference for criminal justice educators.

Narrative Objects: Learning environment, Student publications/presentations, Student recognition, Student research.

Outcome: Undergraduate Scholars Forum

Undergraduate research was again showcased at the Undergraduate Scholars Forum on April 7, 2009. A total of 279 students participated, with 22 of these chairing sessions. 87 faculty served as sponsors, and 48 as faculty judges. A total of 72 undergraduate students presented papers, with another 102 presenting posters. In the arts, 3 performances were offered and 19 students provided juried art exhibits. Three presented business cases for competition. Awards distributed included 20 for Outstanding Paper with another 9 for Honorable Mention, 6 Best Poster Awards, 1 Best Performance, 1 Best Business Case in the Business Case Competition, 7 Awards for Best Bibliography, 4 Awards for Juried Art, and 3 in the Sigma Xi Best Science Poster Award.

Some additional individual undergraduate research accomplishments include:

-15.4% of 2009 Honors College graduates completed an undergraduate thesis. 11% had one or more publication upon graduation.

-Melissa Rogers, Honors College English major, presented her paper at the National Literature and Culture Since 1900 Conference in Louisville, KY as part of a panel with faculty Dr. Chauna Craig and Dr. John Marsden. Her attendance was made possible by the Honors College Achievement Fund.

-Jennifer Beveridge, Honors College chemistry major received the prestigious American Chemical Society Internship, funded by the Department of Energy. It includes all textbooks, housing, transportation, tuition, and lab supplies. The fellowship took place at the Brookhaven National Laboratory in New York from June 14 to July 25.

Narrative Objects: Learning environment, Student publications/presentations, Student recognition, Student research.

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Goal: 2-B: Living-Learning

Promote living-learning experiences for students.

Action: Living Learning

Timeframe: Multi-Year

IUP continues efforts to expand Living Learning opportunities in the new residential suites.

Outcome: 2008-2009 Review

For the 2008-2009 academic year, there were a total of 22 living-learning communities in place. Including the Robert E, Cook Honors College, the Suites, as well as other thematically-based living-learning communities in traditionally-based residence halls, a total of 2,196 or approximately 56% of on-campus students resided in a living-learning community this past year. The Suites at IUP (Putt Hall, Delaney Hall, Suites on Maple East, Suites on Maple West and the Northern Suites) have been utilized for a variety of learning activities, including Supplemental Instruction, faculty/student meet and greets, tutoring, study groups, programming by academic liaisons, meetings of clubs and organizations, as well as performances, exhibits and displays, all designed to support the academic mission of the university. In addition, the Suites hosted the "Crimson Common Hour," which is the residential component of a Learning Community called "Crimson Connection." Crimson Connection is a learning community for undeclared students in the Colleges of Health and Human Services, as well as Fine Arts.

Narrative Objects: Enrollment management, Student service, Other.

Outcome: Enhanced Communities

During the 08 – 09 Academic Year two new Learning Communities were organized in the Art and Music Departments. Activities included several Artist Lectures held in Pratt Hall, allowing students and faculty members from across the campus to participate. Initiatives of these communities were coordinated by Professor Kyle Houser in Art and Dr. Zachary Collins in Music. Crimson Connections, a Learning Community for Undeclared students in the college, completed its second year. The program provides students with the skills necessary to be successful in the college classroom. In the pilot year, the student retention rate from the fall 2007 semester to the spring 2008 semester was 88% with 41 of the original 47 students returning to the university. This rate was higher than that of the university-wide retention rate of 64%. Persistence to the Fall 2008 semester showed thirty-three of the original forty-seven students

returning to campus for a persistence rate of 71%, comparable to the university-wide rate. Students participating in the Crimson Connections Program were, for the most part, academically successful. At the end of the fall semester 66% of the students were in good academic standing with a Grade Point Average (GPA) of 2.0 or higher. The average GPA was 2.41 with two students achieving a 4.0. At the end of the spring semester 62% of the students (29) remained in good academic standing. The average GPA for the spring semester was 2.45, an increase over the previous semester, with one student achieving a 4.0. The Cumulative Grade Point Average (CGPA) for students participating in the program was 2.51 for the academic year. The Crimson Connections Program is coordinated by Assistant Dean Michele Norwood.
Narrative Objects: Learning environment, Student service.

Outcome: Leaving Outcomes - Living Learning

During the summer 2008, learning outcomes were developed to assess and track living-learning initiatives at IUP. The Housing and Residence Life Assessment Committee developed exemplars for the learning outcomes, and identified variables in the EBI Resident Study and NSSE in order to measure the learning outcomes.
Narrative Objects: Enrollment management, Learning environment, Other.

Action: Residential Revival

Timeframe: Multi-Year

The Foundation for IUP and IUP's Residential Revival is a program to replace over 3,800 beds of existing dormitory-style housing with a new program of suite-style living that promotes the IUP Living-Learning program.

Outcome: Center for Health and Well-Being

Successfully transitioned Health Services from previous location to the Center for Health and Well-Being (CHWB) and held 2 Open House events, one targeting employees and the other targeting students to market CHWB to the IUP Community.

Also offered programs in CHWB, such as yoga and meditation, to attract students beyond those seeking direct services.
Narrative Objects: Student service.

Outcome: Physical Structure

Phase I included the demolition of one existing dormitory and replaced it with two Living-Learning suite-style facilities that included 734 beds and support amenity space for student life and learning. The total bond issue for Phase I was $52,000,000. These buildings were fully occupied in August, 2007. Phase II included the demolition of four existing dormitories which were replaced with three suite-style facilities including 1,118 beds along with student life support space to accommodate the IUP Living –Learning program. The total bond issue for Phase II was $81,000,000. These buildings will open in August, 2008. At this time both Phase I and II are showing well over 95% occupancy for fall, 2008. Phase III included the demolition of three dormitory style facilities and will be replaced with two new suite-style facilities including 1,084 beds with the IUP Student Living –Learning program as the basis for the design. The total bond issue for Phase III was $73,000,000. Phase III will be ready for occupancy in fall, 2009. Phase IV, and the final phase of the 2005 IUP Housing Master Plan, has begun construction with

completion scheduled for fall, 2010. Approximately 550 to 600 beds and Living- Learning support space will be provided. With construction of Phase IV started in June, 2009.
Narrative Objects: Other.

Outcome: University Recognition

The scope and magnitude of IUP's Residential Revival has been recognized on a national scale, as the project was the subject of a front-page feature article in the April 11, 2008 issue of the Chronicle of Higher Education, and later that year was included in a five-page article in the College Services magazine published by National Association of College Auxiliary Services (NACAS). In addition, IUP has played host to administrators from a number of institutions, including the University of Tennessee, University of Pittsburgh, Shippensburg University, Penn State, as well as the University of Nevada at Reno, all of whom have recognized Residential Revival as an exemplar in university housing construction. Finally, the living-learning component for Residential Revival has garnered attention beyond the scope of IUP, as IUP's unique model for living-learning has been presented to peers at national and international conferences. IUP also compares favorably with other institutions with respect to construction costs. A report of our residence hall construction projects completed in 2008 was in the May 2009 College Planning & Management magazine.
Narrative Objects: Enrollment management, Other, Other.

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Goal: 2-C: Experiential Learning

Provide students with opportunities for experiential learning.

Action: Classroom Based Education

Timeframe: Single Year

Experiential learning opportunities were included as part of classroom based education.

Outcome: American Cancer Society

Research experience include an American Chemical Society undergraduate fellowship in nuclear and radiochemistry, funded by the Department of Energy through SUNY at Stony Brook and the Brookhaven National Laboratory, and an opportunity for a chemistry major to participate in a research project this summer through the University of Arizona's Research Experiences for Undergraduates program.
Narrative Objects: Science and technology programs, Student recognition, Student research.

Outcome: Communications Media

Communications Media provided a high level of hands-on experience with communications technology. WIUP-FM , IUP's 1600-watt, non-commercial, student-operated radio station featured a variety of musical formats, as well as news and public-affairs programming. The television station, WIUP-TV, is a campus-wide activity with approximately one hundred students involved in management and production. New facilities this year included two studios, one for news and one for classroom and other productions. The studio was recently upgraded to digital format and includes four screenplay digital editing systems, one state-of-the-art media 100 digital editing system, five new digital camcorders, four new digital ENG cameras, and a new digital remote broadcasting system equipped with two digital cameras, wireless headsets, and a

full remote editing system. Also included in the upgrade were new digital equipment for the master control room, lighting adjustments, new speakers for the master control room and studio A, major changes in news programming and re-birth of sports programming, new curtains for Studios A and B, a new digital character generator, two new digital studio cameras, and repainting and repair to all the facilities. The station broadcasts over a cable system that has a potential audience of one hundred thousand people.

Narrative Objects: Learning environment, Instructional technology.

Outcome: Eberly College of Business and IT

The Eberly College of Business and Informational Technology offers multiple additional opportunities for experiential learning. For example, students participate in the Small Business Institute. Through that experience, IUP won first place in 2009 Small Business Institute National Case of the Year contest. IUP also won in the graduate student category for the Small Business Institute's work with Indiana Printing and Publishing. In total, 12 Small Business Institute Cases in 2008-2009 were conducted by student teams in the senior policy course.   In addition, the ExcEL Center conducted the Idea to Investment Seminar Series, which resulted in 15 students awarding the top three entrepreneurs' $1,000 in start-up funds.

Narrative Objects: Student recognition, Student research.

Action: Community Service

Timeframe: Single Year

Provide experiential learning opportunities involving community service and service learning.

Outcome: Education-related

Education-related community service included programs such as:

-Special Needs Activity Program (SNAP) conducted during Fall, Spring, and Summer semesters. Practical learning opportunities were provided for 125 HPED and PESP students in this required course experience (HPED 344 and HPED 370) and physical activity and aquatic instruction were provided to more than 70 children and adults with wide variety of disabilities from Indiana and surrounding communities

-Another course, HPED 318, requires pre-professional experience at a local (St. Bernard's) elementary school for teacher education students. HPED students gain practical experience planning, teaching, assessing elementary school children in physical education, and parochial school children receive physical education instruction.

-In HPED 230, Aerobic Leadership and HPED 410, Exercise Prescription for Exercise Science, students are assigned to work with apparently healthy clients and those with chronic disease. Students gain practical experience in physical fitness appraisal and exercise prescription. IUP and local community members gain personal fitness instruction.

Narrative Objects: Healthcare-related programs, Student research.

Action: Teaching Experiences

Timeframe: Single Year

Provide opportunities for students to participate in teaching experiences.

Outcome: College Level Teaching

Opportunity and training for teaching at the college level was afforded to a select group of students. The Center for Teaching Excellence supported a special project called "PACT:

Professors and Associates Collaborating on Teaching" which created academic internships in college classrooms for undergraduate students (called Instructional Associates) wishing to gain experience as college professors. 17 Undergraduate students worked as Instructional Associates with 5 faculty members. The Center also received a $6090 PASSHE Faculty Professional Development Grant to conduct training for additional faculty who wish to become Faculty Mentors in the PACT program.

Narrative Objects: Program collaborations, Teacher preparation programs.

Outcome: Other Opportunities

Other opportunities for teaching provided for students in AY08-09 include:

-The Department of Theater and Dance coordinates Footlight Players Theater-for-Youth Day Camp. Local youth become members of the company, and the company spends a month together creating and rehearsing plays for public performance. Theater and Dance majors teach daily workshops in performance and backstage technology, and participants get to learn by doing creative projects. The experience is an extension of the major as it prepares students to serve in a variety of roles they may not have considered.

-Health and Physical Education undergraduates engaged in pre-student teaching at an economically deprived rural school in western PA. HPED teacher education students gain practical experience, and economically underserved school children receive health and physical education instruction.

-A secondary mathematics education student provided tutoring through a grant to students in the Purchase Line School District.

Narrative Objects: Teacher preparation programs, Learning environment.

Outcome: Student Teaching

Nearly 400 students completed student teaching experiences in over 100 different school districts. Fourteen students completed the IUP Urban Education Track. Twenty-seven graduated from our collaborative Elementary Education Program with the Community College of Allegheny County (CCAC). Eight students completed International Student Teaching experiences abroad (England, Ireland, the Netherlands).

Narrative Objects: Program collaborations, Teacher preparation programs, Learning environment.

Action: Transitioning into Careers

Timeframe: Single Year

Provide direct support to students transitioning into careers.

Outcome: Career Development Center

The Internship Office posted over 200 internship opportunities to College Central Network daily and forwarded to appropriate department chairs and internship coordinators for distribution. Two interns received compensation through their federal work study award for internships this summer.

A $30,000 PASSHE Economic Development grant for Internships was managed by the Center. For the second year, a PASSHE Economic Development grant of $30,000 was awarded to each of the fourteen institutions as part of an Internship Initiative. The Career Development Center has applied this funding to creating marketing materials for high need occupations, an internship

coordinator recognition program, support for the salary of the Interim Assistant Director for Employer Relations & Development, travel and supporting expenses. Recommendations by the Internship Task Force, for which much of this money was originally designed in the first year of the grant, have not been acted upon by the Cabinet this year.

The creation of the Advisory Board has assisted in providing input from employers, faculty and staff.   Discussion about the need for increased external financial support resulted in the recommendation from the Advisory Board that IUP should host a general campus-wide Career Expo in the Fall of 2009. Efforts are underway to create an event that will kick off the beginning of the year with student participation in career exploration and investigation of opportunities for summer jobs, internships, professional positions, and graduate studies. Revenue generated from this event should help to support the Center's underfunded activities throughout the academic year that support student participation in other programs, such as transportation to off-campus job fairs, speakers, and networking events.

Summer Job and Internship Fair: The 2009 Summer Job & Internship Fair was held in the HUB Ohio and Susquehanna rooms on Wednesday, February 25, 2009. In addition to the summer camps and amusement parks that typically participate, local employers were also invited to attend. A total of 40 organizations visited campus to recruit for seasonal, internship, or part-time positions. Over 350 students participated in the 2009 Summer Job & Internship Fair this year. After tallying the submitted Student Evaluations, a total of 73 students were offered a position that day.

Narrative Objects: Enrollment management, External recognition/measures of program quality, Learning environment.

Outcome: Externships

Department of Culinary Arts continues to incorporate a paid externship into the culinary and baking & pastry programs. Thus all culinary and baking & pastry students participate in an externship/on-the-job-training. Culinary students went to 21 different sites in 10 states and 1 in Switzerland. Baking and pastry students went to 15 different sites in 6 states.

Narrative Objects: External recognition/measures of program quality, Learning environment, Student recognition.

Outcome: Internships

A sample of the numbers of internships that took place in various colleges and departments include:

-At least 55% of 2009 Honors College graduates completed at least one pre-professional experience, many partially funded by the Honors College Achievement Fund.   This represents an increase from the 46% among 2008 graduates.

-139 Business Students participated in internships at 98 different companies during the Summer 08 to Summer 09 period.

-The College of Natural Sciences and Mathematics reports that 65 students completed undergraduate practicum or internship experiences during Summer 08 through Spring 09.

-Over 100 Communications Media students completed internships in a variety of industries related to the field.

In addition a number of Honors College alumni seek out current Honors College students for paid internships with their companies (for example, Maggio at her marketing firm, Bogacz with McLagan, Weitz with Pittsburgh Symphony, etc..) Numerous other alumni offered free housing in major cities for interning students. Some Honors College internships of note include:

-Political Science major, Amberlee Taylor, interned through the Human Rights Campaign with the Jerry McNerney for Congress campaign.

-Biology major, Matt Browe, interned with the Department of Defense in Monterrey Bay, CA.

-Christina Samuels is interning as a Women's Rights Officer in Ghana with the support of the Honors College Achievement Fund.

-Philosophy and Science major Ruth Retassie interned with the Consortium for (Medical) Ethics in Pittsburgh with support of the Honors College Achievement Fund

Narrative Objects: External recognition/measures of program quality, Learning environment, Student recognition.

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Goal: 2-D: Student Leadership

Promote the development of student leadership skills, personal character, and ethics.

Action: Liberal Studies

Timeframe: Single Year

IUP integrated attention to character and ethics into curriculum.

Outcome: Business Advisory Council

The Business Advisory Council focused on ethics for AY 2008-2009. The role of the Eberly College of Business and Information Technology Business Advisory Council is to link higher education with the business community, providing business leaders the opportunity to help shape the education of IUP business students. The Council works closely with the college to improve curriculum, facilitate recruitment of students, and to enhance internship and career placement opportunities of business graduates. The focus for the 08-09 academic year was on integrating ethics into the training of future business leaders.

Narrative Objects: Curriculum, Learning environment.

Outcome: Liberal Studies

The Liberal Studies Curriculum was revised, with an implementation target of Fall 2011 for incoming freshman. The new Expected Undergraduate Student Learning Outcome #3 addresses this goal: "Responsible learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values." Coursework for the new LS curriculum will be developed to help students achieve this goal.

Narrative Objects: Curriculum, Learning environment.

Action: Student Leadership and Involvement Model

Timeframe: Single Year

IUP designed a Student Leadership and Involvement Model incorporating underclass emerging leaders, experiential education, and reflective learning.

Indiana University of Pennsylvania – Matrix Narratives

Outcome: Outcomes

Some of the outcomes were: 109 students participated as community assistants, peer mentors, desk workers, and Residence Hall Council members and received appropriate training; promote the leadership skills and impact of undergraduate students through participation as peer advisors, peer tutors, workshop leaders, orientation presenters, Community Assistants, Residence Hall Association leadership, and SI leaders; supported the election of Student Government Association (SGA) officers resulting in the highest turnout since 2001 with all At-Large positions and Student Co-op Board positions filled; coordinated seven fall Greek new Member Initiative workshops with 50 new members; significantly revised sorority recruitment method in consultation with national Panhellenic volunteers; coordinated Annual Spring Greek Leaders retreat with 51 students participating; supported the First Annual Student Organizations Forum sponsored by SGA and Graduate Student Association with 85 students participating (38% of recognized organizations); advised the IUP Cheerleaders and provided extensive support to the redevelopment of the IUP Spirit Squad; trained 47 students to serve as members of the university judicial board; created and disseminated the "Student Organization Resource Manual"; 12 Residence Hall Association members attended and presented at CAACURH, and 9 Residence Hall Association members attended and presented at NACURH; employed and trained 12 undergraduate and 2 graduate student employees with various computer programs, customer service skills, financial aid regulations and general office skills; major and Career Exploration peer advisers (4-5) assisted with paraprofessional service through provision of Majors Fair and meetings with students, as well as provision of intake and career assessment instruments; orientation peer advisers (14) served as residence counselors, test administrators, program leaders and presenters and advisement group assistants; employed students as peer health educators.

Narrative Objects: Curriculum, Learning environment, Student recognition.

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Goal: 2-E: Student Life Experiences

Foster student life experiences that respond to students' unique needs and interest.

Action: President's Commission

Timeframe: Multi-Year

IUP had many areas work collaboratively using the recommendations of the President's Commission on Reducing Student Substance Abuse to provide leadership, counseling and outreach to students and the IUP community regarding responsible drinking. An on-line assessment to gather student use information in order to better assist in making recommendations for referrals was developed.

Outcome: Education and Prevention

The following items were completed to help with the education: maintained and expanded the social norm campaign to educate students regarding accurate alcohol patterns of IUP students including Penn # ads and # NEW campus posters; designed and issued public postings, media releases, campus and residence hall posters, flyers and Penn ads that disseminate information regarding specific alcohol and other drug topics; purchased and implemented the use of web-based educational tools including E-Chug and E-Toke that provided a non-invasive opportunity

for # students to learn more about their alcohol and other drug choices; continued opportunities for Greek new members to participate in sessions with 120 students participating in Spring 2009; offered three PIE (Partners in Education) trainings to the university community to increase ability to recognize and respond to students in distress; submitted a Pennsylvania Liquor Control Board grant and received an award of $10,500 in support of social norming and Partners In Education.

The following items were completed to hep with prevention: introduced student behavioral expectations to prospective students and their families during Academic Expo Days and other student recruitment opportunities; continued the incorporation of Alcohol-Wise into the spring and summer Indiana campus student and parent orientation process-23 orientations held in summer 2009); continued to actively engage parents in the prevention process by marketing the Alcohol-Wise parent program during Parent Orientation; informed students of alcohol and other drug behavioral expectations by disseminating the University Alcohol and Other Drug Policy; implemented a deferred recruitment policy for the Greek Community; promoted programs and events, through the daily electronic journal and departmental event listings that demonstrated the quantity, quality and diversity of alcohol-free alternatives available for student involvement; coordinated an Oak Grove Festival in order to mitigate traditional celebratory alcohol abuse during Homecoming and directing the Homecoming Parade to conclude on Oakland Avenue; continued to have strong IUP representation on the Collective Action Against Underage Drinking task force; promoted the HUB Fitness Facility and HUB Sponsored activities to the Campus Community. The Intramural Program was extremely successful and offered a variety of programs that were offered to IUP Students.

Narrative Objects: Student service, Other.

Outcome: Enforcement

The following items were done to aid in the enforcement of the commission: continued the collaborative relationship between the university, the borough, the Pennsylvania Liquor Control Enforcement and state police to provide targeted enforcement during orientation, College Undergraduate Success Program and the first few weeks of the semester; increased enforcement efforts during traditional high-risk celebratory occasions; continued to monitor the time period between incident discovery and adjudication to ensure timely resolution of alcohol and other drug cases; continued to hold students and student groups accountable for alcohol-related behaviors that are disruptive to the residential and academic functions of the University; continued use of the judicial educator program in response to policy violations involving drugs/alcohol with 706 students completing the program; developed and utilized a paragraph in judicial sanction letters to suspended students which recommends contact with the Center for Health and Well Being upon return to IUP.

Narrative Objects: Student service, Other.

Outcome: Intervention/Treatment

The following items were completed to aid in the intervention and treatment of IUP students: supported the early identification and intervention of at-risk students engaging in high-risk alcohol by including Alcohol, Tobacco and Other Drug (ATOD) members on the Crisis Assessment and Response Team; continued treatment services based upon demonstrated student need

within the new Center for Health and Well Being (CHWB) model with 143 students being served; continued collaborative relationships with community agencies such as The Open Door to provide easily accessible and cost-effective services for students; maintained six staff members trained to offer brief motivational enhancement interventions including (Brief Intervention and Screening for College Students) in the CHWB; developed an online assessment tool to be used for gathering student information to expedite assessment process; in collaboration with Office of Student Conduct and ATOD, developed a re-entry support program for students who return to IUP after an alcohol/drug suspension.
Narrative Objects: Student service, Other.

Action: Student Surveys

Timeframe: Single Year

IUP established priorities based on the feedback from student surveys regarding issues such as noise management and the development of virtual community resources to augment on-campus living communities.

Outcome: Alcohol Culture

IUP also expanded the social norms marketing campaign to change campus alcohol culture by 28 Pennsylvania Liquor Control Board funded advertisements in the Penn newspaper. IUP also provided 38 Social Norms posters on campus.
Narrative Objects: Other.

Outcome: EBI

Utilized the departmental assessment committee to identify applications for data from 2009 Educational Benchmarking, Inc. (EBI) Resident Study. And feedback from EBI states that 35% of students do not know where to go for academic support services. Also developed a plan to brand and market the academic support services in Pratt Hall.
Narrative Objects: Other.

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Goal: 3-A: Civic Engagement Opportunities

Develop and expand civic engagement opportunities for students, faculty, and staff.

Action: Center for Civic Engagement and Student Leadership

Timeframe: Single Year

IUP established a university center for student civic engagement and leadership that actively expands campus attention to civic engagement.

Outcome: Establishment

The Center for Civic Engagement and Student Leadership (CCESL) was established under the Office of the Provost in spring 2009 with Dr. Caleb Finegan (Dept. of History) as its director. The center has been developed to sensitize students to the value of citizenship and the broader applications of their education. The CCESL seeks to help students build the skills and gain the experience with which they can assume their rightful roles as active, engaged citizens who make their communities and nations better places in which to live, to work, and to learn. It will initiate services in AY 09-10.
Narrative Objects: Student service, Other.

Indiana University of Pennsylvania – Matrix Narratives

Outcome: Service Learning

CCESL emerged from the Citizenship and Civic Engagement Initiative (CCEI), sponsored by the College of Humanities and Social Sciences. Outcomes of CCEI in AY 08-09 include:

-Approximately 70 faculty regularly integrate Service Learning into their courses.

-A total of 15 projects were funded by CCEI.

-Approximately 5,000 students were involved in the service learning.

-IUP ENGAGE posters were set up at various locations around campus

Narrative Objects: Curriculum, Learning environment.

Action: Civic Related Activities - Community

Timeframe: Single Year

Provide civic related educational activities for both IUP and the surrounding community.

Outcome: Civic Educational Programming

Other civic educational programming, or courses with a civic focus, included:

-Professor Steve Loar and 10 students from the Department of Art traveled to Andros Island for a three week immersion in the creation of art from recycled materials. The project, titled Recycle the Beach, incorporated beach debris found on the island resulting in collaboration with local artists and community leaders. Results of the project included an exhibition, One Island: One Project at the HUB Gallery on Nassau and a workshop for local education leaders highlighting the importance of recycling for the health of the islands.

-IUP Athletic Training Education Program (ATEP) Community Outreach for AT students and local Allied Health Care providers included bi-monthly lecture series with CEUs available for local professionals.

-The Office of Distance Learning and Continuing Education provided courses to the local community through the Community University Studies program and the Great Decisions program at St. Andrews Village.

-The Library hosted the annual Schafer Distinguished Speaker Series. The speaker in April 2009 was Dr. Richard Striner, author of Father Abraham: Lincoln's Relentless Struggle Against Slavery. The lecture and a library exhibit commemorated the bicentennial of the birth of Abraham Lincoln. Approximately 75 attended the lecture.

-The Library hosted "Music in the Orendorff Commons" concert in April 2009 with the Folkmer Family Singers from Gettysburg.

-The Library hosted the "Breakfast and a Book" lecture series. Each month an IUP faculty member is invited to discuss with the campus community a recent publication. The library provides a continental breakfast. The lectures are recorded and later posted to the library website.

-The Library hosted "A Yearning for Learning": Workers' Education and the Labor Chautauqua," Dr. Elizabeth Ricketts and   Dr. Irwin Marcus. IUP Libraries' Fall Friends of the Library Event. November 12, 2008.

-The Library hosed "The Galapagos: Before, During and after Darwin," by Dr. Clarence Harms. IUP Libraries' Spring Friends of the Library Event. April 14, 2009. This lecture, together with a library exhibit, commemorated the bicentennial of the birth of Charles Darwin.

-The Library hosted "The Electoral College: Its origins, rationale, and evolution and alternatives" Dr. Edward Platt. Constitution Day, September 17, 2008.
-The Library hosted "The Nominating Process: From congressional party caucuses to public primaries". Dr. Edward Platt, October 1, 2008.
-"Common Women: Uncommon Courage," Pam Selighman and Elaine DeFrank, Coal and Coke Heritage Center, was presented on March 18, 2009 as a Women's History Month Event, sponsored by the Northern Appalachian Center, Women's Studies, and IUP Libraries
Narrative Objects: Curriculum, Learning environment.

Outcome: IUP Cares

The College of Humanity and Social Sciences and the Eberly College of Business and Information Technology coordinated the 2009 IUP Cares Event, held on March 25, 2009. The event was entitled "IUP Cares: Economic Crisis, Bracing for Change," and was co-chaired by Deans Yaw Asamoah and Robert Camp; Dr. David Yerger (Department of Economics) gave the plenary address, entitled "Overview of Economic Crisis and Policy Responses to the Crisis." Many members of the faculty in various colleges chaired sessions or otherwise participated in the symposium.
Narrative Objects: Curriculum, Learning environment, Collaboration with business and industry.

Action: Community Service Activities

Timeframe: Single Year

Support and expand community service activities in courses, student organizations and programs.

Outcome: Alternative Spring Break

IUP's Alternative Spring Break is a student-run community service organization whose mission is to promote critical thinking, social action, and continued community involvement by combining education and direct service on the local, regional, national, and international levels. A total of 103 students and faculty participated in ASB in academic year 2009/10, visiting five locations to help people and projects in need.
Narrative Objects: Curriculum, Student recognition.

Outcome: Community Service Activities

Community service activities of students in courses and student organizations include:
-Honors College students provided 21,784 hours of community service in the 2008-09 academic year, most of it to Indiana area organizations. One notable example of this was the effort of Chris Stanis, Honors College pre-optometry major traveled to Accra, Ghana volunteering with Unite for Sight, an international non-profit organization. While in Ghana, he worked with a team of eye doctors and eye nurses to provide free eye care to people. As a volunteer, he pledged to raise a minimum of $1500 for the program and 500 pair of used eyeglasses. Chris won an IUP award for his inspiring volunteerism.
-The Sociology Club participated in "Make a Difference Day" in Indiana by performing maintenance and care of the Center for Family Life; the Club also raised $1,000 for the Children's Advocacy Center of Indiana County.
-Punxsutawney Regional Campus enhanced the Student Activities Board, expanding campus programs beyond social experiences to include fundraising projects for breast cancer awareness, autism, Toys for Tots, care packages for soldiers in Iraq and autism. Punxy students also worked

with the county elections/voter registration officials to register students, and invited campaign committees to send representatives to the campus to offer information on the candidates who were running for election.

-The American Society for Quality participated in kite flying at St. Andrew's Village Retirement Home and in the IUP Relay for Life event.

-The Student Accounting Association participated with the following community service events: participating in Bowl-for-Kids which aided the Big Hands Little Hearts organization, Indiana Lifesteps charity dinner at H.B. Culpeppers, Adopt-A-Highway, worked parking at ECOBIT's annual business day, and assistant in a Red Cross Blood Drive. Through their work with the Red Cross, SAA won an award for most blood donors.

-Thirty-six faculty in the four HDES programs aid in civic engagement through classroom volunteer assignments to over 30 community agencies and through student professional organization community projects.

-Activities provided to IUP and local community through the Center for Health Promotion and Cardiac Disease Prevention: served approximately 263 members of Adult Fitness Program in Mill Fitness Center including faculty, staff, community members; provided fitness assessment for 100 cadets at the Criminal Justice Training Center; earned $925 for scholarships for special needs participants in the SNAP Program through a student led (HPED 325) fund raising project; provided weight certification for 10 athletes at local school PIAA high school wrestling; provided fitness and strength conditioning provided for local high school girls' volleyball team (15 athletes trained); tested IUP athletes (18) body composition using new Bod Pod technology.

-Students in general psychology courses in Punxsutawney engage in approximately 800 hours of service learning activities each academic year including service to Big Brothers/Sisters, Homebound Meals, Head Start, Mulberry Square Nursing Home, and Playhouse Daycare.
Narrative Objects: Curriculum, Learning environment.

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Goal: 3-B: Civic Engagement Partnerships
Develop strong partnerships with the local, national, and global communities.

Action: Articulation Agreements
Timeframe: Single Year
Seek, create and maintain articulation agreements with other educational institutions.

Outcome: Expansion
Efforts to create, develop or expand articulations include:

-The College of Fine Arts Dean's Office and the Department of Art worked closely with Andrew Barnette, Dean, Public Service, Humanities, and Social Sciences and Kathleen Dlugos, Associate Professor of Art at Westmoreland County Community College in the development of their Associate in Fine Arts degree. The degree was approved by the WCCC Board during the spring semester; development of an Articulation Agreement will follow in 2009 – 2010.

-The College of Educational and Educational Technology took part in the Western Pennsylvania Early Childhood articulation agreement meetings bringing together community colleges and

four-year colleges in Western Pennsylvania to work out a process for easy transfer of early childhood teacher education credits.

Narrative Objects: Community college transfer, Program collaborations.

Outcome: Post-secondary Institutions

Existing articulations with post-secondary institutions maintained this year include:

-Articulations with Western PA community colleges include: Butler County Community College (Business, Communications Media, Elementary Education, Exercise Science, Hospitality Management, Marketing Collaborative (3 Options), Nursing (RN-BSN), Physical Education, Psychology, Sport Administration; Community College of Beaver County (Business, Criminology, Elementary Education, Respiratory Care); Community College of Allegheny County (Business, Criminology, Child and Family Studies, Elementary Education (Collaborative), Hospitality Management, Management (Collaborative) Psychology; Penn Highlands Community College (Business, Child and Family Studies, Elementary Education, Hospitality Management, Psychology); and Westmoreland County Community College (Business, Criminology - AA degree and AAS degree, Elementary Education, Hospitality Management, Nursing - RN/BSN and regular BSN, Psychology, Safety Sciences).

-Bloomsburg Au.D. program

-Butler Elector-Optics 2+2+2 Agreement and Lenape Electro-Optics 2+2+2 Agreement

-Penn State MOU Nanofabrication Manufacturing

-INTI College, Malaysia

Narrative Objects: Community college transfer, Program collaborations.

Outcome: School Districts

The College of Education and Educational Technology maintained articulation agreements with 206 school districts to provide field and clinical experiences for our teacher candidates and placed students in over 100 different school districts this year.

Narrative Objects: Enrollment management, Teacher preparation programs.

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Goal: 3-C: Diversity Culture

Provide a culture that celebrates differences and values diversity.

Action: Diversity Strategic Plan

Timeframe: Multi-Year

IUP developed a Diversity Strategic Plan that compliments the IUP University Strategic Plan.

Outcome: Diversity Strategic Plan

The Office of Social Equity and Civic Engagement developed a Diversity Strategic Plan 2009-2012. This plan will help provide a road map for the university to celebrate and value diversity.

Narrative Objects: Other, Advance System vision.

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Indiana University of Pennsylvania – Matrix Narratives

Goal: 4-A: Integrated Marketing Plan
Elevate the visibility of IUP through implementation of an integrated marketing communications plan.

> **Action: IUP Banners**
> *Timeframe: Single Year*
> Install IUP Banners in downtown Indiana Community.
>> **Outcome: Installation**
>> Banners were installed in downtown Indiana to promote awareness of IUP's presence in the community for the first time.
>> *Narrative Objects: Other.*
>
> **Action: STAMATS**
> *Timeframe: Multi-Year*
> IUP continued implementation of the recommendations of Stamats report.
>> **Outcome: Media Plan**
>> A targeted media plan was developed to primary audience segment in Pittsburgh Demographic Marketing Area and executed the media buy to support that plan, the media plan also led to 400 percent increase in unique web visitors during advertising flight runs, 388 percent increase in time spent on web site during advertising flight runs, and a nearly 500 percent increase in average numbers of web pages visited during advertising runs.
>> *Narrative Objects: Enrollment management, Other.*
>
> **Action: Strategic Communications Plan**
> *Timeframe: Multi-Year*
> University Relations Strategic Communications plan was developed and implemented university-wide.
>> **Outcome: Delivery**
>> Communications matrices were developed to define levels of communications types for community; primary and secondary communications channels were also developed. Presentation was developed and delivered to all campus constituencies to educate community regarding plan specifics and implementation dates.
>> *Narrative Objects: Strengthening management practices, Other.*

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Goal: 4-B: IUP Brand
Brand IUP on a local, national, and international scale by using the brand promise.

> **Action: Get My Story**
> *Timeframe: Single Year*
> IUP continued to implement the Get My Story advertising campaign locally and in Pittsburgh Demographic Marketing Area.
>> **Outcome: Advertising**
>> IUP had a 400 percent increase in unique web visitors during advertising flight runs; 388 percent increase in time spent on web site during advertising flight runs; and nearly 500 percent increase in average numbers of web pages visited during advertising runs.
>> *Narrative Objects: Enrollment management, Other.*

Indiana University of Pennsylvania – Matrix Narratives

Action: Media Contacts

Timeframe: Multi-Year

IUP developed and implemented a biweekly tip sheet for distribution to all local, regional, and national media contacts.

Outcome: Contact Points

IUP produced 22 additional contact points as regular outreach to identified media gatekeeper; documented 72 inquiries related to tip sheet; and 48 direct media placements as a result of media tip sheet.

Narrative Objects: Other.

Action: Media Relations Office Processes

Timeframe: Single Year

IUP restructured the media relations office processes and procedures.

Outcome: Featured Stories

IUP has integrated the use of the pitch as a primary means placing targeted or desired feature stories, providing key contact points with desired media outlets. Prior to restructure, all placements were news release-based, with little emphasis placed on cultivating media contact relationships in order to provide top-of-mind awareness.

Narrative Objects: Other.

Outcome: News Releases

All news release requests are now submitted through department news feeds, providing rich content for "googleabilty" and news and information for website visitors.

Narrative Objects: Enrollment management, Other.

Outcome: Specific Media Outlets

News releases are now tailored and targeted to specific media outlets, rather than blanket news release blasts, allowing for more targeted placements.

Narrative Objects: Other.

Action: Targeted Media Outreach Plan

Timeframe: Multi-Year

IUP continues to work and refine developed targeted media outreach plan.

Outcome: College Deans and Departments

University Relations developed a regular meeting with college deans and department heads to identify message and stories that would be of local, regional, or national media interest.

No Narrative Objects identified.

Outcome: Geographic Hot Spots

University Relations aligned media outreach contacts with geographic hot spots as identified by enrollment trends provided by the Associate Vice President for Enrollment Management.

No Narrative Objects identified.

Outcome: Presidential Media Hits

A specific component to position the president in the media was developed. Presidential media hits are now documented in a bimonthly presidential media hit packet, which is prepared for the President and Vice President for University relations.

No Narrative Objects identified.

Indiana University of Pennsylvania – Matrix Narratives

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Goal: 4-C: IUP Pride

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

Action: IUP on the Road

Timeframe: Multi-Year

IUP continued implementation of IUP on the Road, an outreach initiative designed to build outreach in 14 targeted geographic regions in the United States.

Outcome: Increased Alumni Giving

During 2008-09 alumni giving increased by 25%.

Narrative Objects: Private giving and endowment growth.

Outcome: IUP Alumni Events

The IUP Alumni Association sponsored more than 60 events throughout the United States.

Narrative Objects: Private giving and endowment growth.

Outcome: Outreach Events

More than 3,500 alumni and guests connected with IUP through these outreach events. In addition to "On the Road" events, alumni connections through electronic engagement increased to 38,000 utilizing a monthly e-newsletter.

Narrative Objects: Private giving and endowment growth.

Action: Pittsburgh Initiative

Timeframe: Multi-Year

Implementation of the Pittsburgh Initiative, a strategic plan to build outreach and support in IUP's closest metropolitan city.

Outcome: IUP Pittsburgh Office

IUP held the grand opening for IUP's Pittsburgh Office at 20 Stanwix Street. 75 people attended. A director was hired for Regional Advancement who has responsibility for fundraising and to help facilitate outreach in the Pittsburgh market for IUP awareness and recruitment.

Narrative Objects: Enrollment management, Other, New or expanded revenue sources.

Outcome: IUP Plays Pittsburgh

The 2nd annual IUP Plays Pittsburgh concert was held in Heinz Hall. Featured performance by IUP students and faculty. Approximately 750 people attended.

The 2nd annual IUP Legacy Gala fundraising dinner in Pittsburgh, which generated nearly $100,000 in revenue was also held this year. Net revenue will be used for the Fund for Academic Excellence.   193 people attended.

Narrative Objects: External recognition/measures of program quality, Learning environment, Student recognition.

Outcome: Pittsburgh Events

The IUP Alumni Association sponsored 15 events in the Pittsburgh area to build alumni outreach with more than 1,200 alumni and friends of the university.

Narrative Objects: Private giving and endowment growth.

Indiana University of Pennsylvania – Matrix Narratives

Action: Social Media Strategy

Timeframe: Single Year

Integrated social media strategy to augment communication of news and events related to IUP.

Outcome: Partnership with Enrollment Management

University Relations develop a partnership with enrollment management to launch a pilot Facebook page for prospective students in order to augment communication with this key group. The IUP Facebook page was in top 5 in fan growth for colleges with 10,000-19,999 students during first two quarters of 2009, currently over 5,000 fans. IUP also developed and launched branded YouTube Channel to augment video messaging.
Narrative Objects: Enrollment management, Other.

Action: Student Affairs

Timeframe: Single Year

IUP's Student Affairs Division helped to increase IUP spirit and pride amount students through active leadership and participation in various university-wide endeavors, including the Convocation Committee, Homecoming, Welcome Weekend, new student orientation "Catch the Spirit", and Athletic events.

Outcome: Events

Student Affairs employees contributed by creating, hosting, or participating in the following: provided support for the "Coach of the Year" contest; hosted IUP-Day; organized the Homecoming Parade and Pre-Game Oak Grove Festival; organized and implemented Family Weekend; participated in "Spirit Pride Fridays" wearing IUP-related clothing in fall 2008; coordinated the production of the 9-11 Remembrance Ceremony and Homecoming Weekend events; information pertaining to IUP spirit and pride activities was posted in residential buildings, and attendance at these activities was encouraged by staff; provided support and mentorship to the mascot, the Crimson Hawk; used the Student Co-op 75th Anniversary theme to help enhance IUP spirit and pride throughout the 2008-2009 school year; used the mascot, Norm, in the social norms marketing campaign for alcohol use; Norm was invited to campus wide health promotion events.
Narrative Objects: Student recognition, Other.

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Goal: 5-A: Enrollment Management Plan

Refine and execute a university enrollment management plan to recruit, retain, and graduate all students.

Action: Enhanced recruitment/enrollment

Timeframe: Single Year

IUP worked on completing the draft plan for enhanced recruitment/enrollment in targeted states.

Outcome: Out-of-State Applications

Out-of-State applications increased by 9%, admits by 8%, deposits by 18%, over the previous year.
Narrative Objects: Enrollment management, Other.

Indiana University of Pennsylvania – Matrix Narratives

Outcome: Out-of-State Recruitment

IUP conducted numerous out-of-state recruitment activities in New Jersey, Maryland, Ohio, West Virginia, Delaware, New York, and Virginia.

Narrative Objects: Enrollment management, Other.

Outcome: Tuition Differential Plan

Proposed tuition differential plan for New Jersey was approved by the Board of Governors.

Narrative Objects: Retention/Graduation, Other.

Action: Enrollment

Timeframe: Single Year

IUP continues efforts to increase enrollment and while maintaining the quality of students.

Outcome: Fall Enrollment

IUP has increased enrollments from 14,018 to 14,310 with a projected 14,638 for Fall 2009.

Narrative Objects: Enrollment management, Other.

Outcome: SAT Scores

SAT scores have increased on the Indiana campus from 974 to 985 and are projected to increase once again for Fall 2009. Punxsutawney Campus is also projected to have an average SAT score 50 points higher than the previous year.

Narrative Objects: Enrollment management, Other.

Action: Faculty Engagement

Timeframe: Single Year

Engage faculty in recruiting students to IUP.

Outcome: 2008-09 Expos

All colleges and department representatives participated in 2008-09 Expos and the IUP Hotel Programs in Philadelphia and Harrisburg, and also supplement student scholarships. The College of Natural Science and Mathematics reported awarding a total of $106,586 to new students.

Narrative Objects: Enrollment management, Healthcare-related programs, Academic advising.

Outcome: Activities

All colleges hosted additional activities geared toward attracting students to their programs at IUP. Some particular examples include:

-The Eberly College of Business and Information Technology supported faculty to attend the Pennsylvania Future Business Leaders of America Conference on March 31, 2009 in Hershey Pennsylvania. The college sponsored a dessert reception for IUP Alumni and a recruitment exhibit table. The reception was attended by over 75 business education IUP alumni, and over 3700 potential college students. In addition, the College mails Hard Copy of Princeton Review, along with cover letter to over 20 high schools

-Northpointe: holds Electro-Optics Science Experience Workshops at the regional campus; provides hands-on Electro-Optics activities to students during high school visits to area schools; introduces students to Electro-Optics at the SciTech Spectacular at the Pittsburgh Science Center; hosts students at an Electro-Optics Summer Camp at the Northpointe Campus; informs students about Electro-Optics at Lenape Technical School's Open House/Recruitment Days; informs students about Electro-Optics at Armstrong County School District's Career Day at the

Northpointe Campus; and informs students about Electro-Optics at Career Fairs and Parent Nights. A total of 9,490 students and parents learned about Electro-Optics through the above hands-on experiential activities this past year, while 14,502 people learned about Electro-Optics during the past four years.

-The COE&ET supported undergraduate recruitment efforts with design assistance and produced a successful viewbook for the Communications Media programs and is close to completing a Teacher Education Folder which will be able to contain program fact sheets that are easily changed as PDE standards change.

-The faculty and students within the College of Fine Arts continue to serve as a strong recruitment tool as they tour local high schools. The faculty and student Music Ensembles provide Master Classes in conjunction with their performances, while the Department of Theater and Dance continue to develop plays designed for touring to local venues. These efforts bring students to the Arts as well as other disciplines across the university, serving as an exemplary recruitment tool.

-The Honors College hosts three two-day Open House events each year, each engaging 20-68 students and their families. President Atwater addresses the prospective students and their families on the first day, followed by a student panel, then an evening of social activities hosted by Honors College students. The second day offers students a mock HNRC 101 class provided by IUP faculty who volunteer for this Saturday experience, followed by a visit to the IUP expo. The Honors College makes an extra effort to include minority students in these events, recently bringing 20 students from the Jonathan Levin High School for Media and Communications to IUP.

-The Honors College arranges individual campus visits for over 200 students per year. Prospective students tour the Honors College and the IUP campus with an Honors College student host devoted exclusively to them and their interests. Special visits are arranged in advance with faculty from majors which interest them as well as with facilities or sponsors for extra-curricular activities such as sports. About one-third of these visits are "overnight visits" during the academic year. The prospective student spends the night with an Honors College student in his/her prospective major and attends a full day of classes with the student host.

-The Honors College provided individual interviews (in person or by phone) for 295 prospective students. Of the 202 who reported their ethnicity, 29 were non Caucasian.

-The Honors College organized and hosted the IUP Summer Honors Program which brought 132 high school students from 20 states to IUP for classes in a number of fields to increase IUP visibility and recruitment. Among this group were 21 minority students from Philadelphia recruited with the help of HC alumna (Joanna Stone) in the Teach for America Program. In the course of recruiting for this program the Honors College contacted over 600 guidance counselors in Pennsylvania. Many high school science coordinators were contacted and asked to nominate a student for a partial scholarship. In many cases this resulted in a competition within the high school, publicity within that school, and links to IUP on that school's website. For about nine months IUP was ranked #1 in Google searches under "Summer Honors Program" at a time when many universities have expanded their outreach through similar programs.
Narrative Objects: Faculty quality, Development of faculty.

Indiana University of Pennsylvania – Matrix Narratives

Action: Students of Color
Timeframe: Single Year

IUP continues to develop outreach efforts to high-achieving students of color.

Outcome: Philadelphia Crimson Scholars

Conducted the Philadelphia Crimson Scholars program targeted specifically at high-achieving student of color, 61% of these students are now enrolled at IUP. Philadelphia school district is a partner with our dual enrollment program with high schools.

Narrative Objects: Enrollment management, Initiatives for Students of Color, Initiatives for Students of low socio-economic backgrounds.

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Goal: 5-B: Community Involvement - Enrollment Management
Engage all members of the university community to strengthen recruitment and retention efforts.

Action: Engage Faculty
Timeframe: Single Year

Engage faculty in Spring 2009 in the telecounseling of students of high interest.

Outcome: Recruitment

Enrollment Management personnel met with Math, Biology, Physics, Nursing , and Dietetics to discuss more active major specific approaches to recruitment.

Narrative Objects: Enrollment management, Healthcare-related programs, Science and technology programs.

Action: Student-Athletes
Timeframe: Single Year

IUP continues to help maintain a high academic success rate for student-athletes.

Outcome: Academic Success Rate

The Academic Success Rate for student-athletes was 80%.

Narrative Objects: Retention/Graduation, Academic advising, Learning environment, Student recognition.

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Goal: 6-A: Continuous Improvement - Mission and Goals
Develop and implement a process to realize university mission and goals.

Action: Assessment Tool
Timeframe: Multi-Year

An assessment tool was developed to evaluate the implementation of the University Strategic Plan.

Outcome: Metrics

The assessment tool indentifies metrics for each goal area of the strategic plan. The metrics plan will be updated annually for review. This metric be implemented in Fall 2009.

Narrative Objects: Advance System vision, Strengthening management practices.

Action: Improve Performance
Timeframe: Single Year

IUP used a wide variety of the Performance Measures and external surveys to improve performance.

Indiana University of Pennsylvania – Matrix Narratives

Outcome: Outcomes

This includes: seven National Survey of Student Engagement (NSSE) variables to track goal 2 of University Strategic Plan, Student Development and Success; shared Institutional Measures with colleagues in Student Affairs; shared 2007 NSSE, 2009 Educational Benchmarking, Inc. Resident Study, and Living-Learning survey results with members of Student Affairs; Shared information pertaining to the Voluntary System of Accountability, as well as the Assessment measures used in the College Portrait with members of Student Affairs; utilized Dashboard technology for Enrollment Management, while Alcohol, Tobacco and Other Drugs and the Office of Housing and Residence Life have identified applications for this technology.

Narrative Objects: Other, Other, Strengthening management practices.

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Goal: 6-B: Continuous Improvement Process

Engage the university community in a process of continuous improvement.

Action: Healthy U

Timeframe: Single Year

Promote and encourage participation in PASSHE's new health care management program, Healthy U.

Outcome: Communication

Regular ongoing communication was communicated to employees in regard to program participation, completion, support and training.

Narrative Objects: Strengthening management practices, Reducing Cost.

Outcome: Healthy U Participation

IUP had an 81% participation rate among eligible employees in Phase 1.

Narrative Objects: Strengthening management practices, Reducing Cost.

Action: Student Affairs - Continuous Improvement

Timeframe: Single Year

IUP's Student Affairs Division continued to require each division department to conduct at least one continuous improvement study.

Outcome: Continuous Improvement

These included: chaired the FOCIS (Freshman Orientation Continuous Improvement) Committee; completed the Deferred Recruitment continuous improvement study; increased student participation; provided students with T-shirts; hosted picnic at local church after event; assessed, in conjunction with the Enrollment Management Team, the student's habits and attitudes with working on federal/UE and outside employment; conducted a continuous improvement study of the peer mentor training program; utilized results of the living-learning Activities Survey to revise and guide programming efforts in residential facilities for 2008-2009; improved data collection with Titanium to assess ongoing utilization of services; developed, in conjunction with financial aid, a scholarship processing model; served on the committee for the distribution and activities/events surrounding the Common Freshman Reader; conducted annual analysis of Orientation procedures and Majors Fair; conducted a conduct campus accessibility

survey from point of view of student in a wheel-chair by a DSS Intern; revamped membership in Recording for the Blind and Dyslexic, Open Book and Book Share and recorded book procedures.
Narrative Objects: Retention/Graduation, Other, Student service.

Action: Student Affairs - Professional Development

Timeframe: Single Year

IUP's Student Affairs Division continued to provide multiple opportunities for professional development.

Outcome: Student Affairs Outcomes

These include: visited to Youngstown State University to review Center for Student Progress (VPSA,CSS); attended PASSHE annual Diversity Summit and PASSHE annual Student Affairs Conference; attended conferences for MAEE, EACE, NSE,NSEE Workshop on Experiential Education, PennACE, NSEA, the PA Compact, Scholars in Service to Pennsylvania Summer Institute for Campus Administrators, PASSHE Internship meeting, PASSHE Career Services Assoc. Meetings, PennACE Workshop on Employer Relations; encourage all staff members to participate in both IUP and non-IUP training opportunities as cost allows; attended ACPA, NASPA, NACCA, Mini No-Frills, PASSHE, and Living-learning conference; faculty attended and/or presented at professional conferences or, in other ways, to meet the requirements to attain or maintain their professional licensure; encouraged graduate staff to attend and/or present at professional conferences (e.g., ACCF, AGPA) and workshops ('Recognizing and responding to suicide risk'); faculty member provided post-doctoral supervision to support the psychology license requirement for non-licensed faculty member; encouraged staff participation in SAP finance workshops (ATH-FIN); attended the annual PLCB Conference; achieved Aggression Management Certification through the Center for Aggression Management; participated in on-campus professional development opportunities, and faculty personally funded participation in continuing education and attendance at ACPA; provided leadership for the Second Women's Professional Development Conference; attended PASSHE Registrar's conference, PA Banner Users Group, MSACROA conference and Sunguard Sumit; attended PUAA, NACAC, PACAC, NGLA, AFA, ACPA, PCPA conferences and NEW Leadership Institute.
Narrative Objects: Administrators and staff development/training.

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Goal: 7-A: 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: Diversity in Investing

Timeframe: Single Year

In 08-09 the Investment Committee and the Board of Directors of the Foundation for IUP sought to diversify the investment portfolio to minimize the risk of large losses, as well as to provide funding for current operations, combined with capital appreciation to support future endeavors.

Outcome: Investment Objectives

Based on the investment objectives and risk tolerances stated in the Investment Policy, the following asset mix target was implemented for the Foundation's investment portfolio: Fixed

Income 25%, Domestic Equity 45% (Large Cap 35%, Mid/Small Cap 10%), International Equity 10%, Other (Alternate, Real Estate, Commodities) 10% resulting in the Endowment portfolio retaining more value during these turbulent financial times.
Narrative Objects: Private giving and endowment growth.

Action: Fundraising

Timeframe: Single Year

In difficult economic times, focused fundraising on maintaining relationships and completing several principal gift solicitations.

Outcome: Gifts from Alumni and Businesses

Increased cash from alumni by 25%, and cash from corporations and foundations by 14%.
Narrative Objects: Private giving and endowment growth.

Outcome: Leadership Society

Increased number of members in the Leadership Society from 870 to 877.
Narrative Objects: Private giving and endowment growth.

Outcome: Philanthropy

Increased total philanthropy (gifts and pledges) by 110%, including 3 gifts of $1M+, one of those pledges was the $2.5M from Robert E. Cook in support of the Robert E. Cook Honor's College.
Narrative Objects: Private giving and endowment growth.

Action: Planned Giving Program

Timeframe: Multi-Year

Continued implementation of planned giving program (integrated with major gifts).

Outcome: Deferred Payment Plans

Developed new templates to allow Foundation for IUP to accept Deferred and Deferred Payment - Flexible Commencement Date. Provided another giving option for the Development Officer's to provide to donors/prospective donors (younger than 62).
Foundation for IUP registered in North Carolina to accept Charitable Giving Annuity's (CGA) which allowed us to accept a $100,000 CGA.
Narrative Objects: Private giving and endowment growth.

Outcome: Planned Giving Consultant

Extended and entered into an additional contract with Planned Giving Consultant, for on-going consultation for administrative and development staff for Charitable Giving Annuity activity and other Planned Giving vehicles; on-site training for staff; modify and create documents (templates, agreements, etc.) to reflect changes.
Narrative Objects: Private giving and endowment growth.

Outcome: Restricted and Unrestricted Gifts

Decreased the minimums for Charitable Giving Annuity's to $10,000 unrestricted and $15,000 restricted. Development Officers report several now in the pipeline.
Narrative Objects: Private giving and endowment growth.

Indiana University of Pennsylvania – Matrix Narratives

Action: Spending Policy

Timeframe: Multi-Year

In 08-09 the Investment Committee and the Board of Directors of the Foundation for IUP examined the spending policy to ensure the endowment's longevity. With that targeted goal in mind, the spending policy was adjusted.

Outcome: Endowment Spending Policy

Using a base rate of 4% plus the Higher Education Price Index (HEPI), 5-year rolling average of net returns to the extent that the net rate exceeds the base rate plus HEPI, would payout 4% plus 20% differential. The rate which comes out of the base 4% and 20% of the out performance would be multiplied by the 5-year rolling average of the portfolio assets.

Narrative Objects: Private giving and endowment growth.

Outcome: Investment Markets

During strong investment markets, the Foundation will be able to pay out a higher rate while conversely, a floor is applied to maintain a minimum level of funding in poor environments. The 5-year rolling average helps smooth funding from dramatic swings. Such a method will help us meet the competing demands of current and future students.

Narrative Objects: Private giving and endowment growth.

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Goal: 7-B: Leverage Resources

Strategically leverage optimal availability of resources for scholarships, programs, services, and facilities.

Action: IUP Promise Plus

Timeframe: Single Year

IUP secured a Heinz Endowment of Pittsburgh Award to support IUP's Promise Plus Initiative.

Outcome: Award

The Heinz Endowment of Pittsburgh has awarded IUP $160,000 to support IUP's Promise Plus Initiative. Promise Plus aims to expand the impact of the Pittsburgh Promise - a program designed to help all students in Pittsburgh Public Schools plan, prepare, and pay for education beyond high school at an accredited postsecondary institution within the Commonwealth of Pennsylvania.

Narrative Objects: Collaboration with business and industry, New or expanded revenue sources.

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Goal: 7-C: Facilities and Technology

Provide facilities and technology commensurate with academic mission.

Action: Academic Mission

Timeframe: Multi-Year

Academic affairs units engaged in efforts to support development of facilities that further the academic mission.

Outcome: IUP Performing Arts Center

The College of Fine Arts played an integral role in the successful design, furnishing and opening of the IUP Performing Arts Center. The Center, opened on September 18, 2008, provides venues

for student and faculty performances in music, theater, and dance, while highlighting the works of art faculty and alumni in the Grand Lobbies and the Mezzanine Lobbies. Also, the Center for Turning and Furniture Design completed the design and construction of the Wood Drying Shed in June 2009. The design and construction of the Shed were a collaboration of the Center and the Construction and Engineering Office.

Narrative Objects: Learning environment, Student publications/presentations.

Outcome: Labs

The Eberly College of Business and Information Technology completed renovation and upgrade of Lab111 to serve Management Information Systems & Decision Science Majors, and other business majors.

The College of Natural Sciences and Mathematics enhanced classroom technology installing 5 University multi-media platforms (1 in Uhler, 4 in Stright), replaced computers in labs (220 Stright, 112 Lab), installed 2 departmental multi-media set-ups in graduate classrooms (223 Uhler and 109 Uhler, and began installing o f closed-circuit television technology in the lobby of Uhler Hall to increase student awareness of departmental activities and make announcements available; to be completed in early Fall 2009.

Narrative Objects: Learning environment, Instructional technology.

Outcome: Stabley Teaching Lab

During the fall term of 2008 the new Stabley Teaching Lab was completed and made available for use in the Spring of 2009. The Stabley Teaching Lab is equipped with forty-four laptop computers and may be reserved for classroom use by any IUP faculty member. The first semester was very successful with more than fifty sessions scheduled. Video conferencing equipment will be added to the facility.

Narrative Objects: Learning environment, Instructional technology.

Action: KCAC

Timeframe: Single Year

Construct a convention center and hotel to provide economic and cultural revitalization in the Indiana region.

Outcome: Ceremony - Groundbreaking

The Groundbreaking Ceremony for the Kovalchick Convention and Athletic Complex was held on November 13, 2008.

Narrative Objects: Collaboration with Government, Regional economic development, Other, Other.

Outcome: Construction

Construction for the KCAC began on February 6, 2009. The work is on schedule to be completed by June 6, 2011. Progress is proceeding as planned. Mascaro Construction, the General Contractor, with supervision by DGS and representatives from the IUP Facilities Operation, have kept the project on schedule.

Narrative Objects: Collaboration with Government, Regional economic development, Other, Other.

Indiana University of Pennsylvania – Matrix Narratives

> **Outcome: Hotel**
>
> The Foundation for IUP with the assistance of the Horizon Team has completed the franchise selection process for the University Hotel. In late May of 2009, the Foundation for IUP Board of Directors approved the selection of the franchise brand best suited to the needs of IUP, the KCAC Project and the local Indiana Community.
>
> *Narrative Objects: Collaboration with business and industry, Regional economic development, Other, Other.*

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Goal: 7-D: Resources-University Mission

Manage resources effectively and efficiently to accomplish the university mission and strategic plan.

> **Action: ICETEC**
>
> *Timeframe: Single Year*
>
> IUP implemented the Industrial/Commercial Energy Technologies (ICETEC) contract to create a new funding source.
>
> > **Outcome: Cogen**
> >
> > ICETEC provide consulting services to advise IUP when to operate the S.W. Cogeneration Plant in a productive, cost-effective manner only during profitable economic events to receive additional revenue. IUP realized income and cost-avoidance of approximately $123,000 in the first year.
> >
> > *Narrative Objects: Strengthening management practices, Administrative streamlining, Reducing Cost.*
>
> **Action: Workforce Education and Economic Development**
>
> *Timeframe: Multi-Year*
>
> IUP enhanced productivity in the area of economic development and workforce education in the region and state by establishing a university-wide Office of Workforce Education & Economic Development.
>
> > **Outcome: Achievements**
> >
> > Achievements of the first 9 months include: launched a new website that provides ready access to university services for research, training, business consulting and internships; submitted a grant application with a biology faculty in the amount of $199,352 under the Keystone Innovation Zone Starter Kit Grant, submitted a grant application with the Institute for Mine Mapping for the PASSHE Infrastructure Grant in the amount of $172,230; submitted a grant application for economic development operating funds in the amount of $201,575 to the Dept of Community and Economic Development; referred over 10 new accounts to university service units for outreach initiatives; employed one graduate and one undergraduate student for project assistance.
> >
> > *Narrative Objects: Collaboration with business and industry, Regional economic development, Workforce development.*
> >
> > **Outcome: PA Dept of Education Grant**
> >
> > Pennsylvania Department of Education Grant in the amount of $200,000 awarded to IUP for University-wide Economic Development Outreach Initiative to support a full-time Director position, the alignment of existing outreach services and the establishment of new services for

business and industry. The Director's position was established on October 27, 2008, and the new office was launched within the Academic Affairs division through meetings with College Deans, Faculty Chairpersons, Administrators, Center Directors and Staff. Formulated the role and function of the Office and implemented projects to develop university/industry collaborative partnerships.

Narrative Objects: Collaboration with Government, Regional economic development.

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Goal: 8-A: Safety and Security

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

Action: CART

Timeframe: Single Year

IUP's Student Affairs Division directed the initiatives of the Crisis Assessment and Response Team (CART).

Outcome: CAM Software

CART achieved Aggression Management Certification through the Center for Aggression Management and also identified case management software that will catalogue the identification and intervention of students-at-risk.

Narrative Objects: Student service, Strengthening management practices.

Outcome: Committee

The creation of the committee which includes 17 standing members included the following accomplishments: Identified and provided support to 53 undergraduate and graduate students-at-risk representing each of the University colleges. The CART team met biweekly to engage in professional development experiences and exercise the CART functions of discovery, verification, assessment and intervention on behalf of students-at-risk.

Narrative Objects: Student service, Strengthening management practices.

Outcome: Instruction

The IUP community was educated in the following ways: Presented information regarding CART and the role of "first observers" in identifying and assisting students-at-risk at Office of Housing and Residential Life Residence Director and Community Assistant training, one open university meeting, one college department chair meeting, two department meetings, three Partners in Education workshops and two FERPA presentations; developed and published a CART website and brochure with an emphasis on the role the "first observer."; consulted with individual faculty instructors, administrators and staff members with concerns regarding identified student behaviors, and provided direction and referral information.

Narrative Objects: Learning environment, Student service.

Action: Phase III and Phase IV

Timeframe: Single Year

IUP enhanced security systems in Phase III and Phase IV of the Residential Revival Project to address issues raised with security system in Phase II buildings.

Outcome: Safety Implementation

The following updates were included: acquired, and directors received, training for panic buttons; investigated purchase and installation of additional panic buttons in Center for Health and Well-Being; added/moved cameras to cover multipurpose and recreation rooms in Phase III/IV building's; installed camera viewing software at University Police.

Narrative Objects: Student service, Strengthening management practices.

Action: Reverse 911

Timeframe: Single Year

Implement Reverse 911 emergency messaging system campus-wide, and lead the Reverse 911 communications program to enlist registrants throughout the university community.

Outcome: Freshman Orientation

Outlined Reverse 911 to all incoming freshman and transfer students through Orientation Technology Training.

Narrative Objects: Student service, Strengthening management practices.

Outcome: Student Participation

95% of IUP students participated in the Reverse 911 and 54% of employees participated.

Narrative Objects: Student service, Strengthening management practices.

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Goal: 8-B: Security of Assets

Enhance security of the physical and informational assets of the university.

Action: Background Checks

Timeframe: Single Year

Human Resources developed an IUP policy for background investigations of new employees.

Outcome: Process

Human Resources developed and implemented an official university policy on background investigation. The university policy was written to ensure a consistent level of pre-employment background investigations for instructional and non-instructional vacancies. Pre-employment checks will include criminal background, personal and professional references, employment verification, education verification, licensures, certifications, military discharge, and credit history.

Narrative Objects: Strengthening management practices.

Outcome: Vendor

ATS Inc. was selected to conduct background investigations for successful candidates for all positions at IUP.

Narrative Objects: Strengthening management practices.

Table 1: Summary of Performance Results							
University	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline/ Target	Benchmark	System Performance Target
Indiana University	1	Degrees Awarded	Number - Bachelor's	2079	Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	18.50%	Met	Not Met	Not Met
Indiana University	1	Degrees Awarded	Number - Masters	698	Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	53.59%	Not Met	Exceeded	Not Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	101	Exceeded		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	7.76%	Exceeded		Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	1851	Met		
Indiana University	2	Second Year Persistence	Retention Rate - Overall	73.72%	Met	Exceeded	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	225	Met		
Indiana University	2	Second Year Persistence	Retention Rate - Black	61.31%	Not Met	Exceeded	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	44	Exceeded		

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
			Table 1: Summary of Performance Results				
		Accountability Measures			**Performance Evaluation**		
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	77.19%	Exceeded	Exceeded	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	95.65%		Exceeded	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	766	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	31.20%	Met	Exceeded	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	20	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	13.79%	Met	Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	5	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	21.74%	Exceeded	Met	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	1242	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	51.28%	Met	Exceeded	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	42	Not Met		

University	#	Measure	Sub-Measure	Current Year Actual	Performance Evaluation		
					Baseline/ Target	Benchmark	System Performance Target
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	23.20%	Not Met	Not Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	15	Exceeded		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	51.72%	Met	Exceeded	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	538.30	Met	Not Met	Not Met
Indiana University	6	Distance Education	Number of Enrollments in Distance Education Courses	7014	Met		
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	5.26%	Met	Not Met	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	100.00%	Exceeded	Met	Exceeded
Indiana University	8	Internships	Number of Enrollments in Internship Courses	3800	Met		
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2.85%	Not Met	Met	Met
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	264	Met		

The table above is titled **Table 1: Summary of Performance Results** with column groupings **Accountability Measures** and **Performance Evaluation**.

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	6.81%	Not Met	Not Met	Not Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	407	Met		
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	13.23%	Met	Met	Exceeded
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	76	Exceeded		
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	2.47%	Met	Not Met	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	1407	Met		
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	9.83%	Met	Met	Exceeded
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	239	Exceeded		
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	1.67%	Exceeded	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Female Executives	29	Met		
Indiana University	12	Employee Diversity	Percent of Executives who are Female	42.65%	Met	Met	Met

Table 1: Summary of Performance Results

Table 1: Summary of Performance Results							
University	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline/ Target	Benchmark	System Performance Target
Indiana University	12	Employee Diversity	Number of Minority Executives	9	Exceeded		
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	13.24%	Exceeded	Met	Met
Indiana University	12	Employee Diversity	Number of Female Faculty	269	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	45.44%	Met	Exceeded	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	88	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	14.86%	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	51.98%	Met	Not Met	Met
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	4.85%	Met	Not Met	Not Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	27	Met		

University	#	Measure	Sub-Measure	Current Year Actual	Baseline/ Target	Benchmark	System Performance Target
		Accountability Measures			**Performance Evaluation**		
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	39.13%	Met	Met	Not Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	75.87%	Met	Not Met	Not Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	-7.93%	Met	Not Met	Not Met
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	$3,256,424	Not Met		
Indiana University	15	Private Support	Endowment - Market Value	$44,348,477	Exceeded		
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	0.03%	Exceeded	Met	Not Met
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	$5,003		Met	
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	$4,253	Exceeded		Exceeded
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	$6,613	Met		Exceeded
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	$7,410	Met	Not Met	Exceeded
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	$15,621	Met		

56

Table 1: Summary of Performance Results							
University	Accountability Measures			Current Year Actual	Performance Evaluation		
	#	Measure	Sub-Measure		Baseline/ Target	Benchmark	System Performance Target
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	501	Met		
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	91.42%	Met	Met	Met

Table 2: Performance Compared to Baseline 2008-2009								
University	Accountability Measures			Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
	#	Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Number - Bachelor's	2008-2009	2079	2093	1958	2228	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2008-2009	18.50%	18.76%	17.41%	20.11%	Met
Indiana University	1	Degrees Awarded	Number - Masters	2008-2009	698	707	626	788	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2008-2009	53.59%	57.84%	55.00%	60.68%	Not Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	2008-2009	101	78	69	87	Exceeded
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2008-2009	7.76%	5.84%	4.49%	7.19%	Exceeded
Indiana University	2	Second Year Persistence	Students Persisting - Overall	Fall 2007 - Fall 2008	1851	1885	1806	1964	Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2007 - Fall 2008	73.72%	73.53%	71.72%	75.34%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	Fall 2007 - Fall 2008	225	239	186	292	Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2007 - Fall 2008	61.31%	73.91%	64.89%	82.93%	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	Fall 2007 - Fall 2008	44	35	27	43	Exceeded

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures							
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2007 - Fall 2008	77.19%	66.21%	56.28%	76.14%	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	Fall 2004 - Spring 2008	766	801	725	877	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	Fall 2004 - Spring 2008	31.20%	32.49%	29.22%	35.76%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	Fall 2004 - Spring 2008	20	20	16	24	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2004 - Spring 2008	13.79%	12.95%	9.66%	16.24%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	Fall 2004 - Spring 2008	5	3	1	6	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2004 - Spring 2008	21.74%	11.14%	1.75%	20.53%	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	Fall 2002 - Spring 2008	1242	1258	1179	1337	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2002 - Spring 2008	51.28%	51.50%	49.21%	53.79%	Met

Table 2: Performance Compared to Baseline 2008-2009

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures							
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	Fall 2002 - Spring 2008	42	56	46	66	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2002 - Spring 2008	23.20%	32.95%	27.90%	38.00%	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	Fall 2002 - Spring 2008	15	9	5	13	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2002 - Spring 2008	51.72%	49.84%	36.68%	63.00%	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2007-2008	538.30	543.63	523.33	563.93	Met
Indiana University	6	Distance Education	Number of Enrollments in Distance Education Courses	2008-2009	7014	5519	3715	7323	Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	2008-2009	5.26%	4.75%	3.37%	6.13%	Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2007-2008	100.00%	100.00%	92.32%	100.00%	Exceeded
Indiana University	8	Internships	Number of Enrollments in Internship Courses	2008-2009	3800	4086	3771	4401	Met

Table 2: Performance Compared to Baseline 2008-2009

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures							
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2008-2009	2.85%	3.15%	2.93%	3.37%	Not Met
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	Fall 2008	264	278	250	306	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2008	6.81%	8.10%	7.13%	9.07%	Not Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	Fall 2008	407	359	291	427	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2008	13.23%	14.26%	11.25%	17.27%	Met
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	Fall 2008	76	56	41	71	Exceeded
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2008	2.47%	2.27%	1.63%	2.91%	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	Fall 2008	1407	1296	1102	1490	Met

The table is titled **Table 2: Performance Compared to Baseline 2008-2009**.

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures							
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2008	9.83%	9.27%	7.96%	10.58%	Met
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	Fall 2008	239	202	170	234	Exceeded
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2008	1.67%	1.46%	1.25%	1.67%	Exceeded
Indiana University	12	Employee Diversity	Number of Female Executives	Fall 2008	29	28	25	31	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2008	42.65%	40.55%	36.39%	44.71%	Met
Indiana University	12	Employee Diversity	Number of Minority Executives	Fall 2008	9	7	5	9	Exceeded
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2008	13.24%	9.72%	7.27%	12.17%	Exceeded
Indiana University	12	Employee Diversity	Number of Female Faculty	Fall 2008	269	273	264	282	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2008	45.44%	46.46%	43.78%	49.14%	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	Fall 2008	88	87	79	95	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2008	14.86%	14.97%	13.31%	16.63%	Met
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	Fall 2008	118	121	113	129	Met

Table 2: Performance Compared to Baseline 2008-2009

		Accountability Measures		Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
University	#	Measure	Sub-Measure						
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2008	51.98%	53.36%	51.62%	55.10%	Met
Indiana University	12	Employee Diversity	Number of Minority Professional Non-faculty	Fall 2008	11	12	10	14	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2008	4.85%	5.29%	4.22%	6.36%	Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	2008-2009	27	25	21	29	Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	2008-2009	39.13%	35.44%	29.67%	41.21%	Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	FY 2007-08	75.87%	74.56%	72.32%	76.80%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	FY 2006-07 to FY 2007-08	-7.93%	1.46%	-12.11%	15.03%	Met
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	FY 2007-08	$3,256,424	$3,614,621	$3,269,373	$3,959,869	Not Met

Table 2: Performance Compared to Baseline 2008-2009

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures							
Indiana University	15	Private Support	Endowment - Market Value	FY 2007-08	$44,348,477	$33,855,713	$27,099,450	$40,611,976	Exceeded
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	FY 2006-07 to FY 2007-08	0.03%	-6.39%	-12.81%	0.03%	Exceeded
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	FY 2007-08	$4,253	$4,592	$4,274	$4,910	Exceeded
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	FY 2007-08	$6,613	$6,957	$6,374	$7,540	Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	FY 2007-08	$7,410	$7,592	$7,370	$7,814	Met
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	FY 2007-08	$15,621	$14,369	$11,134	$17,604	Met
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2008	501	507	477	537	Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2008	91.42%	90.74%	87.35%	94.13%	Met

Table 2: Performance Compared to Baseline 2008-2009

University	#	Measure	Sub-Measure	Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
		Accountability Measures							
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	Institutional Peers	2008-2009	18.50%	19.11%	23.40%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	Institutional Peers	2008-2009	53.59%	40.23%	48.61%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Overall	National Cluster	Fall 2007 - Fall 2008	73.72%	63.40%	64.58%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Black	National Cluster	Fall 2007 - Fall 2008	61.31%	54.92%	59.73%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	National Cluster	Fall 2007 - Fall 2008	77.19%	67.83%	74.45%	Exceeded
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	System Average	2008-2009	95.65%	73.12%	94.97%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	National Cluster	Fall 2004 - Spring 2008	31.20%	13.00%	21.66%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	National Cluster	Fall 2004 - Spring 2008	13.79%	6.00%	13.94%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	National Cluster	Fall 2004 - Spring 2008	21.74%	11.97%	23.34%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	National Cluster	Fall 2002 - Spring 2008	51.28%	30.27%	40.46%	Exceeded

Table 3: Performance Compared to Benchmarks 2008-2009

Table 3: Performance Compared to Benchmarks 2008-2009									
University	Accountability Measures			Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
	#	Measure	Sub-Measure						
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	National Cluster	Fall 2002 - Spring 2008	23.20%	26.53%	40.98%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	National Cluster	Fall 2002 - Spring 2008	51.72%	28.33%	47.13%	Exceeded
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	System Average	2007-2008	538.30	550.46	609.71	Not Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	System Average	2008-2009	5.26%	6.45%	13.96%	Not Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	System Average	2007-2008	100.00%	96.78%	100.00%	Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	System Average	2008-2009	2.85%	2.58%	3.61%	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	System Average	Fall 2008	6.81%	9.01%	14.11%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Public State-wide Average	Fall 2008	13.23%	9.97%	19.69%	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Public State-wide Average	Fall 2008	2.47%	4.57%	9.64%	Not Met

University	#	Accountability Measures		Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
		Measure	Sub-Measure						
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Public State-wide Average	Fall 2008	9.83%	8.31%	16.00%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Public State-wide Average	Fall 2008	1.67%	3.71%	7.33%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Institutional Peers	Fall 2008	42.65%	38.70%	48.91%	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Institutional Peers	Fall 2008	13.24%	8.70%	14.04%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Institutional Peers	Fall 2008	45.44%	38.78%	42.61%	Exceeded
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Institutional Peers	Fall 2008	14.86%	12.29%	16.83%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Institutional Peers	Fall 2008	51.98%	55.25%	60.84%	Not Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Institutional Peers	Fall 2008	4.85%	12.57%	18.97%	Not Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	System Average	2008-2009	39.13%	44.16%	28.11%	Met
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	Institutional Peers	FY 2007-08	75.87%	68.41%	63.17%	Not Met

Table 3: Performance Compared to Benchmarks 2008-2009

University	#	Accountability Measures		Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
		Measure	Sub-Measure						
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	Institutional Peers	FY 2006-07 to FY 2007-08	-7.93%	14.49%	29.30%	Not Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	Institutional Peers	FY 2006-07 to FY 2007-08	0.03%	-0.99%	5.32%	Met
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	System Average	FY 2007-08	$5,003	$5,055	$4,589	Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	System Average	FY 2007-08	$7,410	$6,657	$5,804	Not Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	System Average	Fall 2008	91.42%	86.82%	93.66%	Met

Table 3: Performance Compared to Benchmarks 2008-2009

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	2008-2009	18.50%	21.50%	20.36%	22.64%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2008-2009	53.59%	67.00%	59.81%	74.19%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2008-2009	7.76%	9.00%	7.78%	10.22%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2007 - Fall 2008	73.72%	79.00%	77.12%	80.88%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2007 - Fall 2008	61.31%	79.00%	71.81%	80.88%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2007 - Fall 2008	77.19%	79.00%	62.03%	80.88%	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	2008-2009	95.65%	100.00%	100.00%	100.00%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	Fall 2004 - Spring 2008	31.20%	30.00%	28.03%	31.97%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2004 - Spring 2008	13.79%	30.00%	25.05%	31.97%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2004 - Spring 2008	21.74%	30.00%	17.38%	31.97%	Met

Table 4: Performance Compared to System Performance Targets 2008-2009

Table 4: Performance Compared to System Performance Targets 2008-2009									
University	Accountability Measures			Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
	#	Measure	Sub-Measure						
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2002 - Spring 2008	51.28%	55.00%	52.48%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2002 - Spring 2008	23.20%	55.00%	48.64%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2002 - Spring 2008	51.72%	55.00%	36.77%	57.52%	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2007-2008	538.30	565.00	548.49	581.51	Not Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	2008-2009	5.26%	2.50%	1.93%	3.07%	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2007-2008	100.00%	100.00%	100.00%	100.00%	Exceeded
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2008-2009	2.85%	3.00%	2.81%	3.19%	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2008	6.81%	11.00%	10.31%	11.69%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2008	13.23%	8.50%	7.28%	9.72%	Exceeded

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 Hispanic	Fall 2008	2.47%	2.50%	2.11%	2.89%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2008	9.83%	7.00%	5.60%	8.40%	Exceeded
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2008	1.67%	2.50%	1.80%	3.20%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2008	42.65%	45.00%	40.62%	49.38%	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2008	13.24%	15.00%	12.11%	17.89%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2008	45.44%	46.00%	43.54%	48.46%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2008	14.86%	15.00%	13.98%	16.02%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2008	51.98%	50.30%	48.10%	52.50%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2008	4.85%	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	2008-2009	39.13%	25.00%	18.78%	31.22%	Not Met

Table 4: Performance Compared to System Performance Targets 2008-2009

University	#	Measure	Sub-Measure	Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
		Table 4: Performance Compared to System Performance Targets 2008-2009							
		Accountability Measures							
Indiana University	14	Personnel Ratio	Total Personnel Compensation as a Percent of Total Expenditures and Transfers	FY 2007-08	75.87%	73.00%	70.96%	75.04%	Not Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	FY 2006-07 to FY 2007-08	-7.93%	4.63%	2.00%	6.26%	Not Met
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	FY 2006-07 to FY 2007-08	0.03%	4.63%	2.00%	6.26%	Not Met
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	FY 2007-08	$4,253	$4,770	$4,677	$4,863	Exceeded
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	FY 2007-08	$6,613	$7,149	$6,909	$7,388	Exceeded
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	FY 2007-08	$7,410	$7,935	$7,490	$8,380	Exceeded
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2008	91.42%	90.00%	87.02%	92.98%	Met

Summary of Accountability Measures

Measure #1: Degrees Awarded

Description:	The number of degrees awarded by level and ratio of degrees to fall Full Time Equivalent (FTE) enrollment for bachelors, masters, and doctoral/first professional degrees.
Importance:	The number of degrees awarded and degree to enrollment ratio are indicators of the effectiveness of universities in ensuring students are succeeding in their studies.
Sources:	Fall student data files (freeze submissions) and Completions files

Measure #2: Second Year Persistence

Description:	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.
Importance:	The highest dropout rate occurs between the first and second year of college, therefore, the second year persistence rates are an indicator of a universities' effectiveness in helping students successfully make the transition to college.
Sources:	Fall student data files (freeze submissions)

Measure #3: Accreditation

Description:	Percent of accredited eligible professional programs
Importance:	Accreditation is one indicator of the rigor and quality of professional undergraduate academic programs. Accreditation requires faculty and administrators to provide sufficient support so that the program can meet the standards of the accrediting agency, and ensures that faculty are qualified and the curriculum is appropriate.
Sources:	Pennsylvania State System of Higher Education approved Accrediting Agencies, Program Accreditation Submissions

Measure #4: Graduation – Four Year and Six Year

Description: The number and percent of students who graduate in four years (overall, Black, and Hispanic); number and percent of students who graduate in six years (overall, Black, and Hispanic). For Cheyney University, White students are used instead of Black.

Importance: For various reasons, fewer students graduate in four years with a baccalaureate degree than have historically done so. Recognizing the demographic shift in college students, who today are typically older, work more hours, participate in more internships or other field experiences and change their major more than their counterparts did 20 years ago, the federal government now uses six years as the standard to measure graduation rates.

Sources: Fall student data files (freeze submission), Completions files

Measure #5: Faculty Productivity

Description: Number of student credit hours divided by total FTE instructional faculty.

Importance: An important efficiency measure is the productivity of instructional faculty members, expressed in terms of the number of student credit hours taught. Typically, full-time faculty in PASSHE universities teach an average of eight courses per year, but the number of students enrolled in those sections varies widely.

Source: Common Cost Accounting Report (CCAR) (discipline)

Measure #6: Distance Education

Description: The number and percent of enrollments in distance education credit courses.

Importance: Although distance learning has its own unique challenges, it has the potential to increase awareness of the State System by reaching previously untapped and underserved audiences in Pennsylvania and elsewhere.

Sources: Distance Learning Submissions (end of term)

Measure #7: PRAXIS Aggregate Passing Rate

Description: Pass rate on examinations for initial applicants for teacher certification (number of students passing divided by number of students taking examinations).

Importance: Teacher education is synonymous with the Pennsylvania State System of Higher Education, and producing excellent teachers has always been a hallmark of the 14 universities.

Sources: Pennsylvania Department of Education, Educational Testing Services

Measure #8: Internships

      Description: The annualized number and percent of all enrollments in internship courses.

      Importance: Internship opportunities allow students to experience first-hand professional career interests outside the university but under supervision by the appropriate faculty and department.

      Sources: Internship Data Submissions (end of term)

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.)

      Description: The number and percent of new undergraduate students transferring from Pennsylvania community colleges to PASSHE universities (includes part-time and full-time; degree and non-degree seeking).

      Importance: The number of transfer students that a university enrolls each year impacts the resources and allows universities to backfill enrollment in areas where student attrition has made available opening for sophomores and upper-class students.

      Sources: Fall student data file (freeze submission)

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.)

      Description: The number of Associate Degrees awarded and the Degree to Enrollment Ratio (which is the number of associate degrees to fall FTE enrollment).

      Sources: Fall student data files (freeze submissions) and Completions files

Measure #10: Diversity of Entering Class

      Description: The number and percent of Black and Hispanic students in the fall entering class (White and Hispanic for Cheyney University).
This includes first-time freshmen who are certificate, associate, or baccalaureate level and are full or part-time. 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.

      Importance: One of the missions of the State System is to provide educational opportunities to all qualified citizens of the Commonwealth.

      Source: Fall student data file (freeze submission)

Measure #11: Enrollment Diversity

Description: The number and percent of Black and Hispanic students in the fall enrollment (White and Hispanic for Cheyney University). For Cheyney, the number and percent of White students are assessed for baseline performance evaluations only.

Importance: Enrollment diversity contributes to the intellectual and cultural environment of the PASSHE universities.

Sources: Fall student data file (freeze submission)

Measure #12: Employee Diversity

Description: 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. These are EEO-6 employee classifications.

Importance: Employee diversity contributes to the intellectual and cultural environment of the campus and helps to ensure our students are well prepared to work and live in a culturally diverse society.

Sources: IPEDS Fall Staff Report and snapshots of the SAP-Human Resources database

Measure #13: Degree Programs with Few Graduates

Description: The number and percent of undergraduate degree programs with less than 13 graduates annually.

Importance: Universities must offer a full array of academic programs to meet the needs of students and accrediting standards. At the same time, scarce resources require universities to evaluate the effectiveness of their programs in graduating students.

Sources: Completions files, Academic Program Submissions

Measure #14: Personnel Ratio

Description: The total Personnel Compensation costs as a percent of Total Expenditures and Transfers.

Importance: It is important to keep personnel costs under control to the greatest extent possible so universities have sufficient funding available to support all of their other necessary expenses, including those required to enhance academic programs, provide vital students services, purchase equipment and build and renovate facilities.

Sources: University Financial Reports or FIN Reports

Measure #15: Private Support

Description: These include total private giving per year, the one-year rate of change of private giving less the three largest donor totals, the market value of endowment, and the one-year rate of change of endowment value.

Importance: Historically, public universities derived all of their revenue from the government and tuition, but state appropriations now make up only 38.5 percent of total revenue. Tuition funds much of the remaining need, but private giving and endowment have become increasingly important revenue streams as relative public funding is cut back.

Source: Council for Aid to Education (CAE) National Database

Measure #16: Instructional Cost

Description: The total instructional cost divided by total FTE students.

Importance: PASSHE universities have a responsibility to be good stewards of public resources. One indicator of this stewardship is how efficient a university is in keeping instructional costs low.

Source: Common Cost Accounting Report (by discipline)

Measure #17: Faculty Terminal Degrees

Description: The number and percent of full-time tenured and tenure-track instructional faculty with terminal degrees. Degrees approved for this measure are PhD, EdD, DEd, DBA, DMA, ScD, JD, MD, DPhil, DM, DMUS, DMUSIC and MFA. The MFA is considered a terminal degree for faculty teaching art disciplines.

Importance: Faculty quality is a goal of all PASSHE universities. One indicator of quality is the percentage of full-time permanent tenured and tenure-track faculty with terminal degrees.

Source: HR and Faculty Terminal Degree Submission