SYSTEM ACCOUNTABILITY REPORT

PERFORMANCE
OUTCOMES

2009-2010

INDIANA UNIVERSITY

PASSHE
Pennsylvania State System
of Higher Education

System Accountability Report

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2009-2010 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 2009-2010 System Accountability Report is comprised of two main components that together provide quantitative, qualitative and strategic performance measurement. Comprised of 16 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 16 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 16 measures used in the System Accountability Program, establishing specific expectations for improvement in the System-average performance to be achieved by 2010. The System Accountability Measures are as follows:

(1) Degrees Awarded
(2) Second Year Persistence
(3) Accreditation
(4) Graduation Rates
(5) Faculty Productivity
(6) Distance Education
(7) PRAXIS Aggregate Passing Rates
(8) Internships
(9) New Pennsylvania Community College Transfers or Associate Degrees Awarded

(10) Diversity of Entering Class
(11) Enrollment Diversity
(12) Employee Diversity
(13) Degree Programs with Few Graduates
(14) This measure was not evaluated in 2009/2010
(15) Private Support
(16) Instructional Cost
(17) Faculty Terminal Degrees

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.

Executive Summary
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Indiana University of Pennsylvania's 2009/2010 accountability report provides evidence of the universities achievements and commitment to both the University Strategic Plan "Advancing a Legacy of Excellence" and to PASSHE's strategic goals. The narrative assessment section details quantitative and qualitative outcomes related to the strategic goals. The performance measure provides measures of success related to 16 measures. Overall IUP shows increased performance in the 2009/2010 than the prior year in the categories related to the system performance measures. IUP overall decreased the number of measures and sub-measures in the "not met" category by eleven (11) from the prior year. IUP remained stable in the number of measures that were exceeded and increased by eight (8) measures that were met. The personnel ratio was not included in this year's analysis and funding.

Second Year Persistence and Graduation Rates

Persistence and graduation rates are targeted measures in which IUP continues to meet and exceed targets in particular for baseline and benchmark comparisons. IUP in exceeded in 3 of the sub-measures (total 12) and met in 6 of the sub-measures of the categories for second year persistence. IUP exceeded target in 11 of the sub-measures (total 24) and met target in 10 of the sub-measures in 4 & 6 year graduation rates. The improvement of the retention and graduation rates will have a positive impact on the outcome measure of degrees awarded in the next several years.

The average SAT score increased slightly and the overall retention rate increased from 73.72% to 74.60%. Preliminary retention for fall 2010 is 77%.

IUP continues to expanded living-learning opportunities in the new residential suites. The living-learning communities play a key role in the success of our students.

The Center for Student Success continues to enhance the coordination among IUP's varied academic and student support services.

Fall 2010 is a record high enrollment of 15,126 for the university with an overall main campus SAT score of 990. IUP has steadily increased the quality of students entering IUP over the past several years.

PRAXIS/Accreditation

IUP continues to enhance distinctive programs as evidenced by the PRAXIS passing rate of 99.75% and the continued accreditation rate of 95.65% of the programs that can be accredited. Computer Sciences will have a visit from the accrediting agency in late October 2010.

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. The University successfully implemented the second pilot of the Winter Session of online courses; 68 undergraduate and 3 graduate courses were offered, which increased enrollment from the first pilot year (2008) by 54% to 1,239 enrollments in 2009 (second pilot year). Also, revenues were increased by $285,287 from Winter Session 2009 to $899,234 from Winter Session 2010.

Employee Diversity / Enrollment Diversity

IUP strives to increase the diversity of the faculty, staff and students. The University Diversity Plan was developed to serve as a road map for the university to celebrate and value diversity.

IUP exceeded or met in 20 of the 24 sub-measures for employee diversity for baseline, benchmark and system.

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.

Private Support

IUP exceeded target in 6 of 8 measures for Private Support. This is extraordinary given the economic times that the country is currently facing.

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 continues 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).

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 exceeded in system with a 93.58% for faculty with terminal degrees measure.

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.

IUP continues to strive toward excellence despite the decline in state funding. Evidence of goals, objectives and outcomes will become a major emphasis as we balance the 2011-2012 budget.

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Goal: 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: Best Business Schools

The Princeton Review selected the IUP Eberly College of Business and Information Technology for inclusion in the publication of the Best Business Schools for the sixth straight year in 2010.

Narrative Objects: Accreditation, External recognition/measures of program quality

Outcome: College of Fine Arts

The College of Fine Arts (CFA) supported department efforts in achieving program accreditation across the CFA in the following areas:

National Association of Schools of Theater commission response was submitted in April 2010. Department of Music submitted a response to the National Association of Schools of Music in May 2010. The Commission will award re-accreditation approval of the department following their May meeting. The Department of Art is conducting their Self-Study in preparation for a Spring 2011 visit from the site team of the National Association of Schools of Art and Design.

Narrative Objects: Accreditation

Outcome: Recognition

The Department of Spanish received national recognition for the second time in a row from the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for Accreditation of Teacher Education (NCATE). The IUP Spanish Education program was the first foreign language program in the nation to be awarded consecutive national recognition.

The second cohort of students graduated from the Business Honors Program during 2009-2010. There were 14 students who completed this intensive-integrated program; The Center for Applied Psychology was granted Five Year Full Approval with Inquiry by the Continuing Education Committee of the American Psychological Association. Undergraduate students in the Bachelor of Science degree program in Athletic Training achieved an average first time pass rate for the National Athletic Trainers' Association (NATA) certification exam of 62.5%, exceeding the national average pass rate of 43.3%.The number of IUP Athletic Training graduates certified by the NATA exceeds national average by 20 percentage points.

Narrative Objects: Accreditation

Action: High-quality programs and courses

Timeframe: Single Year

IUP continued to develop and offer new high-quality programs and courses based on faculty strengths, changing needs, and resources.

Outcome: Asian Studies

The Asian Studies major, which just began in fall 2008, has grown to 52 majors and 25 minors (as of May 2010), well outpacing the growth predicted for the major. Six

students graduated with the major in May 2010.
Narrative Objects: Curriculum

Outcome: College of Education and Education Technology

The College of Education and Education Technology (COE-ET) developed new programs to comply with Pennsylvania Department of Education (PDE) as follows:
New programs in Early Childhood/Special Education, Secondary Special Education, and Middle level Mathematics were approved by PDE and target enrollment goals were met for fall 2010. Education Honors Track courses were consolidated as dual level courses to cut costs and maintain program. Community College of Allegheny County (CCAC) collaborative in Elementary Education was revised to Early Childhood/Special Education. The COE-ET participated in regional consortium to develop new guidelines for Early Childhood articulation agreements.
Narrative Objects: Curriculum

Outcome: Culinary Dietetics Track

Department of Culinary Arts and the Department of Food & Nutrition developed a Culinary Dietetics track in the Food and Nutrition Department. The proposal was approved by University-wide Senate in March 2010. Policies and procedures for the program are being finalized. One student was enrolled as a prototype and we are now enrolling students for fall 2010.
Narrative Objects: Curriculum

Goal: Graduate Education Support

Strengthen and expand support for graduate education.

Action: New Graduate Courses - High Demand

Timeframe: Single Year

IUP continues to create new graduate courses and programs in high demand areas to strengthen available graduate offerings, as approved by senate.

Outcome: Entrepreneurship

The Eberly College of Business And Information Technology implemented a MBA concentration in entrepreneurship and two new Graduate courses in entrepreneurship.
Narrative Objects: Graduate programs

Outcome: F.B.I.

The Criminology M.A. Degree Completion Program for the F.B.I was developed to permit F.B.I. personnel who completed the Certificate of Recognition program to complete an M.A. degree. Members of the first cohort graduated in December 2009 and May 2010. Members of the second cohort (n = 18) are enrolled; graduation is anticipated in December 2010/May 2011.
Narrative Objects: Graduate programs, Program collaborations

Outcome: Fitness Technology

New course proposals were developed and taught for M.Ed. Health and Physical Education: HPED 681, Fitness Technology for Health and Physical Educators.   NCATE standards for assessment and use of technology are now met. This gives students the opportunity to obtain the National Association of Sports and Physical Education (NASPE) Physical Best Certification.
Narrative Objects: Curriculum, Healthcare-related programs

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Action: Recruitment and Retention
Timeframe: Single Year
IUP continues to pursue aggressive recruitment and retention of students for existing graduate programs and courses.

Outcome: College of Education and Education Technology
The College of Education And Education Technology provided active support for graduate programs within the college. Communications Media Ph.D. enrolled its third full cohort for 2010-11. This year the Counseling programs received continuing Council for Accreditation of Counseling and Related Educational Programs (CACREP) approval for both the M.ED in School Counseling and the M.A. in Community Counseling following a mandated interim report. The department maintained cohort size within CACREP requirements which lowered enrollment in the programs. The college obtained a $10,000 grant to conduct a feasibility study for a collaborative doctorate in Early Childhood Education.
Narrative Objects: Enrollment management, Graduate programs

Outcome: Natural Sciences and Mathematics
The College of Natural Sciences and Mathematics provided supplemental stipends to recruit new Master's level Students. IUP Physics and Biology Department received $25,000 for five supplemental stipends to attract new MS students. The college secured additional funding for graduate students in the M.S. in Applied Mathematics. An NSF-STEM grant will provide funding for five additional graduate students based on financial need and up to ten undergraduate students interested in pursuing an undergraduate degree in Mathematics. The college encouraged graduate professional training through partnership with other universities and research facilities. The American Crystallographic Association course on Small Molecule Crystallography was held on the IUP campus for Ph.D. students from the USA, India, South Korea, Brazil and Uruguay. Faculty came from Argonne National Labs, MIT, Notre Dame, Hauptman-Woodward, Fox Chase Cancer Center, University of Toledo and Stanford.
Narrative Objects: Enrollment management, Graduate programs, Science and technology programs

Action: Research capability and infrastructure
Timeframe: Single Year
IUP will continue to work towards strengthening the research capability and infrastructure across the university.

Outcome: Health and Human Services
In the College of Health and Human Services (HHS), all departments and the Office of the Dean give support to graduate student research through mentoring, stipends for travel, the teaching assistant evaluation process, and recognition on departmental web sites. This year, 73 scholarly presentations at professional conferences were given by the HHS students and at least 8 articles by students were published. The departments of Criminology and Professional Studies received a two-year, $1.1 million appropriation for a Correctional Education Clearinghouse and Educational Program Development in 2009 and are carrying it out in 2009-10. Researchers are collecting data on types of educational programs offered in prisons and develop and implement a customized educational program at IUP at the graduate level designed specifically for correctional educators. The program is an interdisciplinary one, involving the Department of Criminology, Professional Studies in Education, and the Counselor Education programs.

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The grant was awarded to IUP in 2008-2009; work on this two-year project began in September 2009. Project PIs are developing partnerships with members of the Correctional Education Association, the U.S. Department of Justice, the U.S. Department of Education, and related organizations. Project PIs presented at Correctional Education Association Leadership Forum, April 2010, to outline the project to representatives of several state Departments of Corrections.
Narrative Objects: Teaching quality, Student publications/presentations, New or expanded revenue sources

Outcome: Policy Update

The School of Graduate Studies and Research reviewed and updated policies in support of graduate education. Four policy changes were approved: Dissertation/MFA Credit/Extended Credit Registration policy, International Applicant Test Requirement policy, Electronic Thesis/Dissertation Submission policy, Course Repeat policy.
Narrative Objects: Graduate programs, Other

Goal: Innovative Teaching

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

Action: Delivery modes

Timeframe: Single Year

IUP continues to explore innovative delivery modes and online offerings as a means to improve access and viability of various programs and courses.

Outcome: Criminology Department

In the College of Health and Human Services: The Criminology department instituted the first entirely online M.A. program at IUP. Initial cohort (n = 14) began the program in Fall 2009. Recruitment for the 2011 cohort will begin summer 2010.
Narrative Objects: Graduate programs, Learning environment, Instructional technology

Outcome: Wimba Server Software

In the College of Natural Sciences and Mathematics, Wimba server software which provides students with real-time interactive classroom experiences via the internet is now used in two large-section courses (GEOS101 – Dynamic Earth and GEOS150 – Geology of National Parks). Student response (clicker) systems were used in several introductory courses in Geoscience and Psychology. In addition, eight sections of eight different undergraduate Psychology courses are offered during the 2010 summer session. Students who have completed PSYC 101 can complete a psychology minor online during the three summer sessions.
Narrative Objects: Instructional technology

Outcome: Winter Session

The University successfully implemented the second pilot of the Winter Session of online courses; 68 undergraduate and 3 graduate courses were offered, which increased enrollment from the first pilot year (2008) by 54% to 1,239 enrollments in 2009 (second pilot year). Also, revenues were increased by $285,287 from Winter Session 2009 to $899,234 from Winter Session 2010.
Narrative Objects: Enrollment management, Instructional technology, New or expanded revenue sources

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Action: Distance Education
Timeframe: Single Year
IUP strengthened the policy and infrastructure framework for online and distance education.

Outcome: IT Support Center
The IT Support Center provided over 900 support calls for the fully online 09-10 Winter Term.
Narrative Objects: Instructional technology, Administrative technology support

Outcome: New Positions
The positions of Online-Learning Specialist and Extended Learning Specialist were created and filled within the Office of Distance Learning and Continuing Education to support the development of on-line programs. Identified and actively pursued the development of 12 undergraduate, 11 graduate, and 9 certificate on-line programs. Launched a comprehensive plan to redevelop the distance education website to market on-line courses and programs, support students participating in on-line offerings, and provide resources for faculty developing and teaching on line.   A liaison position with PASSHE groups focused on issues relating to on-line learning and distance education was established.
Narrative Objects: Curriculum, Learning environment, Instructional technology

Outcome: Training and Workshops
Established training and workshop opportunities for faculty to facilitate the development of on-line teaching with attention to pedagogy, instructional design, and course quality.   Two workshops regarding on-line learning in December 2009 for 30 faculty members was presented. Through the combined efforts of the Center for Teaching Excellence, Instructional and Research Technologies, and the Office of Distance Learning and Continuing Education conducted a week-long intensive seminar in on-line pedagogy that addressed effective on-line instruction, copyright, accessibility, course technologies, and curriculum procedures for 35 faculty members. One-on-one faculty consultations in on-line course and curriculum development on an ongoing basis were provided.
Narrative Objects: Teaching quality, Development of faculty

Action: Outside of main campus
Timeframe: Single Year
IUP continues to improve access through course offerings and student activities outside the main campus.

Outcome: College of Fine Arts
The College of Fine Arts expanded the opportunities for students to participate in a variety of venues showcasing the arts. An M.F.A. candidate in Metals and Jewelry, Bifei Cao exhibited at the Luke and Eloy Gallery in Pittsburgh. The exhibit, "Paper or Plastic?" was held in January, 2010. A design by Mike Stofiel, an M.F.A. candidate in Wood Turning and Furniture Design, was selected as runner-up in a 2009 national competition sponsored by the Cleveland Public Library in partnership with Cleveland Public Art. The competition invited artists to propose temporary public art projects in the Eastman Reading Garden. The program commissions innovative, thought-provoking works of art that add to the library's already broad range of educational and cultural

programming. Each year, one artist or team of artists is selected to exhibit an installation from May until October in this highly visible space.
Narrative Objects: Student publications/presentations, Student recognition

Outcome: Criminology M.A. Program

Criminology M.A. Program offered off-Campus: We deliver the M.A. program in Monroeville, PA; the program is intended to serve personnel already working in the criminal justice system. The current cohort has 36 currently enrolled. Recruiting new cohort for Fall 2010; five recruitment fairs scheduled for May and June 2010. Six students have been admitted to date.
Narrative Objects: Graduate programs, Learning environment

Goal: Diversity of Employees

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

Action: Professional Development

Timeframe: Single Year

IUP continues to provide professional development and training opportunities for faculty and staff.

Outcome: Center for Teaching Excellence

The Center for Teaching Excellence (CTE) sponsored Reflective Practice Project and Cross-Disciplinary and Departmental Teaching Circles. Fourteen teaching circles, both cross-disciplinary and departmental, were formed. Ninety-five (95) full time faculty members were involved in these teaching circles. For the Reflective Practice Project: Large group monthly meetings on a range of topics of interest to faculty; total attendance at the eight meetings was approximately 220 faculty members; Saturday Seminars for faculty addressing teaching and learning were offered; sponsorship of two Saturday Seminars for faculty with 90 participants; CTE Faculty Recognition Awards in Teaching and Advising. Three faculty members received $500 each in recognition of their excellence in teaching and/or advising.
Narrative Objects: Teaching quality, Development of faculty

Outcome: Hospitality Management

Hospitality Management department has paid memberships for faculty in International Council of Hotel, Restaurant and Institutional Management, Club Managers Association of America, Pennsylvania Restaurant Association, American Hotel and Lodging Association. The department supports certification of faculty in Serve-Safe, Sever, Seller training in Responsible Alcohol Service. Tom VanDyke and Bonnie Bakos attended Nemacolin Resorts Educator's Conference 2009.
Narrative Objects: Faculty quality, Development of faculty

Outcome: Online Pedagogy Seminar

Online Pedagogy Seminar: The Seminar represented the first-ever collaboration among IUP's Center for Teaching Excellence, Instructional and Research Technologies, and Office of Distance Learning and Continuing Education with funding provided by the Associate Provost's Office. Forty faculty members participated in the week-long seminar designed to enhance the pedagogical components of online instruction.
Narrative Objects: Curriculum, Program collaborations

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Action: Recruitment
Timeframe: Single Year
IUP continues to aggressively recruit highly qualified faculty and staff.

Outcome: Assistant Dean
In the School of Graduate Studies and Research, a successful nation-wide search resulted in the appointment of Dr. Hilliary Creely will become Assistant Dean for Research on Aug 1st. Dr. Creely has won a prestigious Fullbright Scholarship and an equally prestigious Max-Planck Institute Postdoctoral Research Fellowship. She has published scholarly articles, a book chapter, and is a co-Principal Investigator on a patent. Dr. Creely has a Ph.D. from Brown University in molecular biology, cell biology, and biochemistry; she also has a J.D. from the University of California at Berkeley, with a certificate of specialization in Law and Technology- specifically technology transfer (intellectual property). Dr. Creely is currently an American Association for the Advancement of Science Fellow in the Office of the Director of the National Institute of Health. Also, Dr. Shari Robertson was awarded the Dean's Associate position in the School of Graduate Studies And Research.
Narrative Objects: Strengthening management practices

Outcome: Faculty
Faculty hires during the period were as follows:
New tenure-track appointments were 23; new (first time) temporary faculty hires were 25; total temporary faculty headcount were 188; and new non-instructional hires were 6.
Narrative Objects: Faculty quality

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

Action: International Study
Timeframe: Single Year
IUP continues to promote student access to international study opportunities

Outcome: Culinary Arts
Department of Culinary Arts offered multiple international study experiences: Study Tour to Switzerland during spring break, 7% of culinary students attended (7 of 100), 3% of Baking and Pastry students (3 of 27) and one alumnus attended. Five culinary students (5 out of 60 attending fall externship=8%) enrolled at DCT University Center for fall 2010 start/completing externship in Switzerland.
Narrative Objects: Student research

Outcome: ECOBIT
Eberly College of Business and Information Technology supported two students in expenses associated with studying in Macao China during Spring 2010. In addition, Twelve IUP business seniors participated in an intercollegiate business competition ("MANAGE") in Bangalore, India. The IUP team finished 2nd among 50 participating schools.
Narrative Objects: Curriculum, Student publications/presentations

Outcome: Humanities and Social Sciences
The College of Humanities and Social Sciences faculty assisted students in their applications for international study fellowships and to participate in study abroad

programs. Sarah Flewelling (International Studies/Asian Studies/ Honors College) received the Pickering Fellowship, which is offered by the Woodrow Wilson National Fellowship Foundation to undergraduate and graduate students who are interested in pursuing Foreign Service careers in the U.S. Department of State. She was the first IUP student to receive this award. In May-June, 2009 fifteen IUP students (including ten Asian Studies majors) spent seven weeks at Southwest University of Finance and Economics (Chengdu, China). Three IUP Asian Studies majors are currently studying at Shanghai Teachers College, and two Asian Studies majors spent fall 2009 studying in Japan. Students in the French and Spanish majors must study abroad as part of their program requirements.
Narrative Objects: Curriculum, Student research

Action: Student Exchange
Timeframe: Single Year
IUP continues to strengthen the existing international student exchanges and linkages.

Outcome: ECOBIT
The Eberly College of Business and Information Technology maintained the following exchange agreements: Exchange agreements with 24 institutions; One new business school exchange partner added - MBA Institute, Groupe , INSEEC, Paris France; Two new partners in the process of being added (1) Korea University, South Korea (2) Univ. de VIC, Spain; Exchange Program activities with PES. India and SWUFE, China expanded to include large numbers of undergraduate students coming to IUP for bachelor's degree program
Narrative Objects: Enrollment management, Initiatives for Students of Color, Initiatives for Students of low socio-economic backgrounds

Outcome: Fine Arts
The College of Fine Arts (CFA) has expanded outreach across the arts on an international level. Artist and educator Patricia Belli, founder of Espora a contemporary school of visual arts in Managua, Nicaragua, served as the juror for the Emerging Artists 2010 exhibition to be presented by the University Museum. Belli visited IUP in the Fall 2009 semester to select the works to be exhibited; while at IUP she gave critiques to art students and presented a public talk about her own work. Belli is also founder of La Espira, a place for artistic reflection and creation. To date, she has brought hundreds of emerging artists from Latin America, particularly Central America, to Nicaragua for an artist residency, where artists of the region work with international visiting artists As part of the College of Fine Arts International Exchange Program, Nela Saric, a vocal performance major, and Antonia Mimica, majoring in Music Theory, came from the Music Academy in Zagreb, Croatia, to study at IUP in the Music Department in Fall 2009. Nela Saric studied voice with Dr. Hastings. Antonia Mimica studied music theory with Professor Perlongo. IUP Music Education major Kevin Huhn, a student of Nathan Santos returned from a semester of study at the Music Academy in Zagreb, Croatia. Kevin performed jazz standards on bass with Dr. Stanley Chepaitis on violin and Dr. Mary Logan Hastings (Voice) at a concert in Zagreb during their faculty exchange visit to the music conservatories of Croatia and Slovenia. Tibetan Buddhist Ritual Music experts Tom Schmidt and Lama Topgyal presented lectures to IUP music classes and Honors College classes concluding with a session open to the IUP and Indiana community in October 2009. The event was sponsored by the IUP Department of Music, the College of Fine Arts, the Honors College, the Asian Studies Committee, and

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Karma Thegsum Choling (a Tibetan meditation center). Tom Schmidt and Lama Topgyal are associated with KTD, Karma Triyana Dharmachakra, one of the main Tibetan monasteries in the U.S., located outside of Woodstock, N.Y., as well as Kunzang Palchen Ling, a Tibetan center in Redhook, N.Y. During the sessions, they demonstrated Tibetan instruments and discussed their use and significance in Tibetan Buddhist liturgical music. Other international linkages strengthened by the CFA included: The Faculty Student Exchange agreement with the Music Academy in Ljubljana was signed by both institutions. The College of Fine Arts hosted visiting music faculty artists, Juam Hermida and Misa Ito from Universidad de las Americas, Puebla, Mexico. Master classes and recitals were held in March 2010. The Department of Theater and Dance hosted visiting faculty, Tomislav Pavkovic and Helena Tetkovic, from the National Academy of Drama, University of Zagreb, Croatia. In a continuation of faculty exchanges and collaborations with the Music Academy of Zagreb, Croatia, Professor Cynthia Hansell-Bakic presented a master class, which was open to the public, and lectured, in the classes of the Department of Music voice majors in February, 2010. Ms. Fabienne Fanord, a survivor of the January 12 earthquake in Haiti, arrived in Indiana in February to pursue her professional development during the 2010 Spring semester. Ms. Fanord has been a cello teacher and member of the orchestra at l' École de Musique Ste Trinité in Port au Prince, the musical center of Haiti. Ms. Fanord has also served as the main cello teacher at l'École de Musique Dessaix-Baptiste in Jacmel, a city on the southern coast. She performed with the IUP String Ensemble on March 30, 2010. Ms. Fanord continued her musical and pedagogical studies while at IUP as a visiting scholar as well as participating in performances of the Johnstown Symphony Orchestra.
Narrative Objects: Student publications/presentations, Student recognition

Outcome: Natural Sciences and Mathematics

The College of Natural Sciences and Mathematics maintains the Southern Africa Partnership. This established partnership among IUP Departments of Anthropology, Biology, Geography/Regional Planning, Geosciences and Sociology as well as local secondary schools to conduct outreach activities with the Universities of Botswana and Namibia in southern Africa. The college has submitted grant proposal to support activities.
Narrative Objects: Student research

Action: Support Staff

Timeframe: Single Year

IUP served as support personnel for staff, faculty and students experiencing international learning.

Outcome: Opportunities

Developed Global Awareness, Asian Studies, and Piso Cervantes living-learning communities in Wallwork Hall utilizing the hall to house international students, and providing break-housing during designated break periods accommodating these students with the installation of international DVD and VCR players in the Multipurpose room. Co-sponsored with Office of International Education a healthcare forum for International women, a ½ day workshop on women's health for international female students and female partners of students; Met regularly with Office of International Education (OIE) to design and implement the recruitment of International Students including communications plan; Promoted National Student Exchange through IUP Career Expo and International Education Week, with 2 students outgoing and 3

incoming for 2010-2011. Hosted recruiter from Washington Center at career fairs and class visits, with over 20 interns being placed for Summer 2010. Promoted International and National exchange programs in Orientation and other classroom venues. Presented information in group and private settings regarding financial aid opportunities for students considering study abroad experiences. Hosted Study Abroad Workshop for Project ROCS Mentor Training Retreat with OIE Staff member; Worked directly with the Office of International Education to continually improve the financial aid process/consortium agreement process for students; Provided placement testing, overview of results, advising assistance and description of liberal studies to degree seeking undergraduate, some exchange and some graduate international students each semester; Improved the grant-in-aid process for international student-athletes; Provided counseling services for 16 individuals who were identified as international students; Provided training on preventing violence and seeking support if violence occurs for students who will study abroad.
Narrative Objects: Other, Initiatives for Students of Color
Diversity Identified

Goal: Faculty Research and Scholarship
Increase faculty research and scholarship in all its forms.

Action: Conferences and professional societies
Timeframe: Single Year
IUP continues to support for faculty participation in conferences and professional.

Outcome: Editorial Work
The Eberly College of Business and Information Technology (ECOBIT) continue to support faculty in editorial work. ECOBIT faculty and administrators serve as editors for the following national/international journals: International Journal of Commerce and Management (IJCM); Advances in Competitiveness Research (ACR); Competitiveness Review; Competition Forum; Journal of Business and Information Technology; Journal of Global Competitiveness; and Journal of Digital Business. The IUP ECOBIT plays a prominent role in the activities of the American Society for Competitiveness (ASC). Faculty serves on the Board and edit associated journals. The ASC promotes world economic growth, unrestricted international trade, and healthy national economies on a worldwide basis that will simultaneously enhance the American posture in the global marketplace and contribute to the improvement of American living standards. About 150 faculty and practitioners attended the 2009 conference in Washington, D.C. Over a dozen IUP students attended the conference.
Narrative Objects: Faculty quality, Strengthening management practices

Outcome: Faculty Travel
The Natural Sciences and Mathematics (NSM) provided support for faculty travel for regional, national and international conference presentations and for faculty professional development. Departments provided $40,515 for research and professional development conferences and workshops. The NSM provided $5600 to support international travel for research and professional development.
Narrative Objects: Faculty quality

Outcome: Professional Journals

In the College of Health And Human Services, Criminology faculty edit or serve on editorial boards of professional journals: Two faculty members served as the editors of well respected, refereed journals: Criminal Justice Policy Review and The Prison Journal. Six (6) other members of the department serve on the editorial boards of 10 different professional journals, and one faculty member serves as the Associate Editor, International Journal of Police Science and Management.
Narrative Objects: Faculty quality

Action: Faculty Productivity
Timeframe: Single Year
IUP continues to acknowledge and reward faculty productivity in research and scholarship.

Outcome: Recognition Events

The University recorded significant research/scholarship productivity during the period, and two recognition events were held in Spring 2010 to honor faculty research/scholarship productivity. Scholarly output by IUP faculty during the period is indicated in the following list: Number of creative works - 132; Number of books published - 33; Number of book chapters published - 27; Number of refereed proceedings published - 15; Number of refereed journal articles published - 246; Number of non-refereed journal articles published; Compositions (music-commissioned works/original works) - 3; Compositions (music-arrangements/edited works) - 5; Other scholarly works - 107.
Narrative Objects: Faculty quality, Strengthening management practices

Action: Funding Resources
Timeframe: Single Year
IUP continues to strengthen the resource base for research and productive works.

Outcome: External Funding

All colleges and departments actively pursued external funding in support of academics activities. For example, in the College of Humanities and Social Sciences (CHSS) faculty members were involved in many externally-funded grant projects during 2009-10, receiving awards totaling $1,233,755 as of May 19, 2010. The five-year, $2,339,997 grant from the Department of Transportation for coordination and training services for maintenance-related operations awarded to Dr. John Anderson of the Sociology Department was extended, with $253,654 distributed during 2009-2010.
Narrative Objects: Faculty quality, New or expanded revenue sources

Outcome: Internal Funding

All colleges and departments actively pursued internal funding in support of academics activities. College of Humanities and Social Sciences (CHSS) faculty submitted 23 funded proposals for University Senate Research Committee grants for a total of $22,556. Two University Senate Research Committee Fellowships totaling $5,500 were awarded to CHSS faculty members. College faculty submitted 21 grant proposals in 09-10 and received 15 grant awards to date. College faculty received 27 awards for professional activity.
Narrative Objects: Development of faculty

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Goal: Student Learning Outcomes

Foster achievement of student learning outcomes.

Action: Assessment

Timeframe: Single Year

Enshrine a culture of assessment in the Academic Division.

Outcome: Humanities and Social Sciences

In the College of Humanities and Social Sciences (CHSS) all departments align program objectives with student learning outcomes and develop assessment plans. Ten of the twelve CHSS departments have developed and are implementing assessment plans. One other is about implement its new plan in fall 2010, and another is in the design phase. The CHSS departments implement assessment plans, analyzing data on an annual basis, adjusting objectives, outcomes, or curriculum where necessary. The CHSS departments send representatives to monthly College Assessment Committee meetings to discuss assessment plans and data.

Narrative Objects: Accreditation, Strengthening management practices

Action: Curriculum/infrastructure

Timeframe: Single Year

IUP continues to review and revise the liberal arts curriculum and strengthen the administrative and technical infrastructure in support of assessment.

Outcome: IT Support

The College of Education and Education Technology, with the assistance of Information Technology substantially completed Phase III 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. This year students (program completers) in Teacher Education again received 100% passing rates on both the Praxis I and Praxis II Teacher Education exams (Title II PDE postings).
Information Technology Services will initiate several projects to support ongoing efforts of the university to adhere to accreditation standards in the various academic departments and programs. IT Services has completed multiple projects to enhance the NCATE accreditation system. IT Services has begun to create a central course assessment ratings system. IT Services has begun to work with the TracDAT system with an aim toward possible deployment for a number of accreditation and assessment-related initiatives.

Narrative Objects: Accreditation, Administrative technology support

Outcome: Liberal Studies

Reviewed course proposals for Liberal Studies curriculum and ensured new courses are meeting stated learning outcomes. Considerable progress has been made in the revision of the Liberal Studies curriculum. Over a dozen criteria were approved by Senate in Fall 2010, while others are making their way through the University-wide Undergraduate Curriculum Committee.

Narrative Objects: Curriculum

Action: Student Success Center

Timeframe: Single Year

IUP continued with the implementation of a Student Success Center

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Outcome: College Prep 101
Incorporated College Prep 101 for Latinos into physical space in Pratt Hall in January 2010 and opened its doors to serve the academic needs of the IUP Latino student population that included a peer mentoring role specifically for first year students in this program.
Narrative Objects: Retention/Graduation, Academic advising, Initiatives for Students of Color

Outcome: Lab/Training
Designed and implemented labs and training as part of the Center for Student Success. The PATH lab was implemented in Pratt Hall for students who need assistance with classroom projects and assignments and provided semester long course as overview/theoretical background and training for Peer Mentors.
Narrative Objects: Retention/Graduation, Academic advising

Outcome: Project ROCS
Continued to sponsor the Project Returning Our College Students (ROCS) program, which served 120 students that were assisted by 4.1 graduate students and 30 undergraduate students (15 paid and 15 BOG volunteers).
Narrative Objects: Retention/Graduation, Initiatives for Students of Color
Diversity Identified

Goal: Student Academic Success
Support student academic success.

Action: First-Year Students
Timeframe: Single Year
Provide support to improve academic success and retention especially for first year students.

Outcome: Becker CPA Review
In the Eberly College of Business and Information Technology, a partnership was established in the Spring 2009 with Becker CPA Review, a national professional exam preparation company, in order to enhance CPA exam success for IUP accounting graduates. The second annual session of the Becker FastPass program began on May 11, 2010. There are 11 students enrolled in the four part course which includes extensive preparation for passing the CPA exam. There are students enrolled from IUP, PITT and other surrounding universities. The four parts of the course include sections on financial, regulation, auditing and business law. The course will conclude on June 24, 2010.
Narrative Objects: Retention/Graduation, Learning environment

Outcome: Punxsutawney Efforts
In collaboration with the Department of Developmental Studies, IUP-Punxsutawney initiated a First Year Experience "package" for ay 2009/20010. The program included, for the first time, consistent, strategic advising for ALL freshmen on campus. The First year Experience literature emphasizes the great importance of strong advising and relationship building for the retention of first time students. This program delivers these interpersonal program qualities. In addition, our program provided essential transition tools/skills courses including DVST 150, Introduction to Higher Education, DVST 160, Learning Strategies, and DVST 170, Career Explorations.   All students on

campus were enrolled in these classes; therefore, of 251 new students enrolled at the Punxsutawney Campus for fall 2009, as of 6/11/2010, 190 of those students are currently registered for classes. That represents a 75.69% retention rate.

The College of Education and Education Technology provided support to at-risk student populations. All students enrolled at the Punxsutawney campus were enrolled in the complete Freshman Year Experiences (Learning Strategies, Career Awareness, and Introduction to Higher Education courses and intrusive advisement). DVST submitted a TRIO grant to expand service but have not received word yet on acceptance. The CUSP program was offered to 565 students in the fall (about 100 more than the year before) and up to 675 students are projected for Fall 2010. A sophomore seminar for students transitioning from the Punxsutawney to Main campus was designed for delivery in 2010-11. The Developmental Studies Department analyzed the impact of placement testing on course enrollment and student success and continued to make adjustments to the reading placement cut-off score and made recommendations to the Math Department regarding math placement scores. Remedial reading and math courses continued to be offered to all students eligible for these courses at both the Punxsutawney and Northpointe campuses as well as on main campus. The Developmental Studies Department received full funding for our Act 101 Program on main campus as well as for an Act 101 Program at the Punxsutawney Campus. Both programs were successfully implemented.

Narrative Objects: Enrollment management, Retention/Graduation, Academic advising, Initiatives for Students of Color
Diversity Identified

Outcome: Writing Center

IUP Writing Center continues to provide one-on-one tutoring to students across the university. Because the Center serves many first-year students, it has a direct impact on academic success and retention during the undergraduate years. Each year more than 2,500 IUP students benefit from the Writing Center, and in Fall 2009 a record number of 2,148 tutoring sessions were conducted.

Narrative Objects: Retention/Graduation, Teaching quality

Action: Learning Environment

Timeframe: Single Year

Provide a learning environment that fosters active learning, academic progress, student-faculty interaction, and student success to improve the persistence of all students.

Outcome: Collaborations

Student Affairs Division worked collaboratively with Academic Affairs to address students' academic needs: Presented financial aid information to community assistants in order for them to better understand how to refer students who may have financial concerns; Provided facilities and financial assistance for Crimson Connection/Common Hour, a learning community for undeclared majors in the College of Health and Human Services and the College of Fine Arts; Collaborated with A-Deans and academic advisors in support of individual students in need; Provided assistance and information to A-Deans and academic advisors regarding financial aid concerns of students with whom they may be working, as requested; Assisted students with seeking academic advice and advised students with withdrawals concerns about academic impact.

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The Student Affairs division also worked together with the Greek social organizations to advise them in the following ways: Conducted policy awareness and recruitment strategy workshops in early Sept. 2009 for Greek leaders, who accepted responsibility for educating chapter officers and members; Supported the advancement and continued consensus building of deferred recruitment with the implementation of the deferred recruitment policy in mid-Sept. 2009 by 14 fraternities and 11 sororities; Partnered with multiple Greek chapters, governing council leaders, and Center for Student Life for identification of one sorority and four fraternity chapters in violation of the deferred recruitment policy; those chapters were addressed by the Dean of Students and Associate Dean of Students for Student Life; Coordinated Casino Night for incoming CUSP students.

Narrative Objects: Retention/Graduation, Academic advising, Initiatives for Students of low socio-economic backgrounds, Strengthening management practices

Outcome: Freshman

Continued to advance the freshman class first-year experiences, including convocation, common freshman reader, and Welcome Week: Held the Freshman Convocation the evening prior to the start of Fall classes, and had a student attendance of 2,000; Conducted reflective thinking exercises as students wrote inspirational messages on graffiti boards as part of Welcome Week; Sponsored a campus-wide essay competition; 275 essays were submitted; 23 faculty assigned the Common Freshman Reader (CFR) as part of their Fall Semester course syllabus; 19 topics were incorporated into the CFR Table Talks event held in February; Hosted an African American Cultural Center Talk n' Rap program that focused on the CFR; Redesigned the Fall Welcome Week to address the desired learning outcomes determined at the Welcome Week mini-retreat; Hired and trained 16 residential peer mentors to work directly with new and transfer residents and academic liaisons in the 23 living-learning communities; Provided Technology Training in new and transfer student orientations; Installed the same software programs in the Residential Computer Centers as is installed in the public computer labs; Emailed early warning notifications to students who are at risk for not completing sufficient credit hours in order to continue financial aid funding; Provided 21 Six O'Clock Series Programs which enhanced learning in health and wellness, social justice, career development, safety, politics, leadership and life skills; Provided semester offerings of individual meetings to 500-650 clients of Disability Support Services (DSS); provided focused individual meetings (accommodations; time management; study skills; personal growth and development to incoming DSS new clients, n=approx. 150), as well as continuing students. Provided DSS accommodations to ensure access to academics, a first step to success, for DSS clients; Provided the Student Guide, incorporating academic success strategies, to over 4000 entering students (first year, transfer, dual enrollment, CE) during AY '09-'10; Assisted over 3000 freshman and 550 transfer students with registration; answered over 15,000 emails about scheduling changes and/or questions during summer 2009; Advised students with general academic concerns, withdrawals decisions, and other academic concerns on options; Provided a book purchase program that made it possible for students, who receive Financial Aid, to pick up their books before they received their

Financial Aid checks this made it possible for students to get their books in time for the first day of classes.

Narrative Objects: Community college transfer, Retention/Graduation, Learning environment, Initiatives for Students of Color
Diversity Identified

Outcome: Punxsutawney

Implemented the Punxsutawney Regional Campus Success Model: Reviewed 119 Punxsutawney Summer Opportunity Program (PSOP) students for financial aid eligibility; Reviewed and revised the scheduling process and location of Punxsutawney formal university hearings to better accommodate the needs of students and staff; Provided training to Punxsutawney based Community Assistants (CA) and University Police; Altered delivery of alcohol workshops to accommodate participation by Punxsutawney students; solicited and served 16 transfer students from Punxsutawney Campus through Project ROCS; Continued the employment of two former Punxsutawney Campus students as African American Cultural Center (AACC) office aides and identified several Punxsutawney students for possible employment with AACC for 2010-2011; Prepared and presented for Punxsutawney campus students a 6 O'clock Series program regarding transitioning to IUP; Sought and presented Punxsutawney student with the annual AACC Bravo Award.

Narrative Objects: Retention/Graduation, Initiatives for Students of Color, Initiatives for Students of low socio-economic backgrounds, Strengthening management practices
Diversity Identified

Action: Peer mentoring

Timeframe: Single Year

Provide strong peer mentoring systems to support student learning and academic success.

Outcome: Peer Mentor Support

International Education provided support for a presentation by Don Asher to International Students (8 participants); Implemented the final year of Project Retaining Our College Students (ROCS) and incorporated the model into the Center for Student Success; Served 120 freshmen, Punxsutawney transfer, and probation second-year students, of which 80% are eligible to return fall 2010; 82% of 2008-2009 students returned fall 2009; Served 56 of 58 entering Board Of Governors (BOG) students (97%); Hired 15 paid peer mentors of diverse backgrounds and 15 volunteer BOG mentors; Overall CGPA of Project ROCS students was 2.41 with fully participating students having earned CGPA of 2.70 vs. 2.12 for those who did not fully participate (approximately 15%); Hosted week-long training program for Project ROCS mentors; Worked with Developmental Studies to enroll Project ROCS students in CUSP (The College Undergraduate Success Program), DVST 150, 160, & 170. Of 98 Project ROCS freshmen (82%) of 120 students, approximately 90% participated in DVST 150/CUSP, 81% in DVST 160, and 48% in DVST 170; Sponsored, cosponsored and supported an estimated 106 cultural, educational and social enrichment programs, (e.g., Direction's Minority freshman orientation, fall and spring African American Cultural Center pre-commencement programs, the annual Martin Luther King commemorative program) with several departments, including Pan-African Studies, Office of Housing and Resident Life, Office of Social Equity and Civic Engagement, Center for Health and Well-being, and the College of Education; Hosted 478 tutorial/study sessions that were

attended by 533 students at approximately 620 hours; Sponsored 21 college empowerment,/personal development/leadership development workshops that were attended by over 201 students; Provided over 8552 contacts to students of Project ROCS program; Provided seminar on diversity to freshmen attending summer orientation, hosted workshop for students in April 2010, with plans to work with PNC to create a Diversity event in honor of Davie Huddleston, IUP alumnus and PNC executive; Sponsored, co-sponsored, or supported approximately 106 activities that were attended by an estimated 3,969 persons some of which include the fall/spring pre-commencement program (900); recognizing/honoring 334 graduating minority students, honoring 840 students, faculty and staff with outstanding awards; Distributed the $500 in funds to the 2009-2010 recipient of the African American Alumni Award; and solicited applications for the 2010-2011 award; Hosted, co-sponsored, and/or participated in 6 general minority programs, 30 ethnic/cultural-specific programs, (Hispanic, Asian, African American, Gay, Lesbian, Bisexual, and Transgender Issues, international, and women students), and 20 general programs; Served as advisor to Black Student League and Associations of Departments of English; successfully appealed BSL Coop budget; increased funds from $900 to $2,700; and successfully appealed request for office space for BSL; Implemented 5 new initiatives aimed at all students, which included a diverse student president's coalition named "Maat." Faculty members provided guest lecturers for students and peer mentors in Project ROCS and for members of "Crimson Connections."
Narrative Objects: Retention/Graduation, Student recognition, Initiatives for Students of Color, Other
Diversity Identified

Goal: Living-Learning
Promote living-learning experiences for students.
Action: Living-Learning
Timeframe: Single Year
IUP continues to develop new and enhanced living-learning communities.
Outcome: Living Learning Community
Supported course work and living learning of "Crimson Connections;" Delaney Hall housed the Social Justice and Civic Engagement Living-Learning Community for which three members of Academic Affairs served as liaisons during 2009-2010; Offered over 498 tutorial/study sessions and meetings in Delaney Hall that was attended by an estimated 718 persons for approximately 626 hours; Members of the Criminology living-learning community and Criminology faculty participated in a meet and greet in Delaney Hall; Wallwork Hall (Sutton Suites) housed the Global Awareness Community for which three members of Academic Affairs served as liaisons during 2009-2010; Two faculty members and the Director of International Education served as academic liaisons for the Global Awareness community; Relocated the Piso Cervantes Resource Room from Delaney Hall to Wallwork Hall; Maintained two living-learning clusters (Piso Cervantes and Asian Studies) and housing for international students in the Global Awareness community; Held a Cultural Exchange Night in the Global Awareness community; The Suites on Pratt served as the temporary home for the Business Living-Learning community during 2009-2010; Sponsored a College of Business &

Information Technology meet and greet, distributed Business tee-shirts, and organized faculty-sponsored Business activities in the Suites on Pratt; Met with and introduced all liaisons to residential peer mentors and CAs prior to the start of the fall semester; The Director of the CCESL and Housing and Residence Life staff met on a monthly basis during the fall semester to share information pertaining to civic engagement activities; Increased availability of technology in living-learning areas; Installed specific academic software in labs located in buildings for use with specific living learning communities located in those buildings; Added Spanish language channel to campus cable system using Tech Fee money in collaboration with CIO; Added digital signage to all suite style buildings to advertise living/learning activities; Authorized faculty access to the main entrances of the suites so they can utilize Living/Learning spaces in off hours; Installed additional technology in Wallwork Hall Multipurpose room; Continued the planning for the Project ROCS living-learning community by writing and submitting description and obtaining space for 48 students to enroll and discussing possible curriculum for floor with faculty member, Project ROCS mentors, and office staff; Drafted curriculum for the floor.
Narrative Objects: Retention/Graduation, Learning environment, Strengthening management practices
Diversity Identified

Outcome: Punxsutawney

The IUP-Punxsutawney Resident Housing Authority group was active this year. They were led by a Student Activities Board throughout the year which promoted and carried out activities, such as a student created and produced fashion show in Dec 09, and a trip to ski resort Seven Springs in early March, 2010. These events were open to, and well attended by all students. At the Second Annual Diversity 5000 road race, March 20, 2010, 55 runners from the region, and students from campus enjoyed a competition, lunch, and entertainment by IUP's campus gospel choir, "Divine Praise". Twenty two hand-made cups, made on the lathe by our resident artist and students were awarded to the champions.
Narrative Objects: Initiatives for Students of Color
Diversity Identified

Action: New communities
Timeframe: Single Year
IUP continued to establish new living learning communities

Outcome: Fairman Centre

A Culinary Living Learning Community opened in the Fairman Centre in Fall 2009. The Fairman Centre Community received national recognition as the National Community of the Month for April 2010 by the National Residence Hall Honorary. Twenty students from the Academy of Culinary Arts reside in the community.
Narrative Objects: Student recognition

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

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Action: CCESL
Timeframe: Single Year
Work collaboratively with Center for Civic Engagement and Student Learning (CCESL) in the provision and support of internships.

Outcome: Center for Civic Engagement and Student Learning
Provided phone and data lines and created space for Center for Civic Engagement and Student Learning Director, staff, and printer; Compiled internship data from coordinators and faculty on campus for 2008-2009 and for Summer and Fall 2009, as needed by the PASSHE Internship Initiative grant; Re-wrote marketing materials for employers; Established Moodle page for Internship Coordinators to have access to sample forms necessary for Internships; Continued to require volunteer activity as a part of ADVT 170: Career Exploration, serving over 250 students in AY '09-'10; More than 90 students completed 801-plus volunteer community service hours at 144 agencies that involved an estimated 161 activities; Convened meetings of the Career Development Center Advisory Board in October 2009 and March 2010, updating Priorities and Progress at each meeting and soliciting suggestions for future projects from employer and faculty/staff members; Conducted 41 programs and events on campus to promote career development and experiential education; Worked with Career Development to move alumni survey to Qualtrics; Continued the African American Cultural Center (AACC) Project Cares program, providing 3 students with an opportunity for service-learning through collaboration with Career Development Center and Chevy Chase Community Center; Hosted workshop on Resume Writing in cooperation with Career Development Center and Advising and Testing Center; Maintained bulletin Boards of jobs, professional schools and graduate school opportunities; Created display boards in atrium areas of AACC office and Diversity Resource Center; Utilized Qualtric for student's mid-term data reports; Increased attendance at university-wide annual fall "Majors Fair," serving over 500 students, an approximately 200% increase; Continued to cover 10 sections of ADVT 170 throughout the academic year; offering increased seats in popular fall sections.
Narrative Objects: Retention/Graduation, Learning environment, Initiatives for Students of Color
Diversity Identified

Action: Internships/clinicals
Timeframe: Single Year
IUP continued to actively promote and provide student internships and clinical experiences.

Outcome: College of Education and Education Technology
The College of Education and Education Technology provided quality clinical experiences and internships; 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; Regularly attended the Western Pennsylvania Intermediate Unit's Superintendent's meetings including membership on the ARIN (Armstrong-Indiana County) Superintendent's Advisory Council; The college has been a long-standing partner in the SDUC (School District University Collaborative). This partnership involves the Pittsburgh Public Schools and a number of area universities. The mission of the SDUC is to recruit and prepare pre-service candidates to become high quality, urban educators who consistently teach all students to high

standards of learning and positively influence student achievement by using research-based practices in a multi-cultural urban environment through collaboration and simultaneous renewal of all committed partners. A major result of this alliance has been the formation of two professional development school partnerships and the successful implementation of urban cohort groups of candidates.
Narrative Objects: Curriculum, Learning environment

Outcome: College of Health and Human Services

In the College of Health and Human Services, Human Development and Environmental Studies Department (HDES) provided national and international internship opportunities for students in any of its programs: The Child & Family Studies Program had three interns during the 2009-2010 program year. Two of these interns completed their internship with Children and Youth Services, Indiana County, and one - with the Bright Horizons Program, Plum Boro; Fashion Merchandising students find internship opportunities nationally both in large and small companies. They also have the opportunity of participating in an internship study abroad program through American Intercontinental University. In Summer 2009, 8 students completed the CNVS 493: Internship course. Locations included Nordstrom's, Maurice's, Lia's Bridal, East Meets West Emporium, Nautica, Laura Ferrara, Inc., Showroom Seven, and Clarissa's Boutique. Currently 6 students are participating in the for-credit internship program. The companies include Lia's Bridal, The Buckle, Shop 412, Lot 8, Nakturnal, and Milk and Honey Kids. 312 Internship opportunities provided this AY for Exercise Science and Sport Administration undergraduate and graduate students.
Narrative Objects: Curriculum, Learning environment

Outcome: Eberly College of Business and Information Technology

In Eberly College of Business and Information Technology, 130 students obtained internships at 120 different company sites during the periods Summer 09, Fall 09, Spring 10, and Summer 10. There were 11 employers who came to conduct interviews for 17 different positions and 106 students were interviewed.
Narrative Objects: Curriculum, Learning environment

Action: Service Learning
Timeframe: Single Year

IUP continues to encourage and expand service learning opportunities.

Outcome: Center for Civic Engagement

The Center for Civic Engagement provided funding and support for professors engaged in service learning. Students learned hands-on skills which enhanced their overall learning experience. More than 200 students benefited from the Center's support. Also, Dr. Caleb Finegan led students on Alternative Spring Break (ASB), a service learning initiative that allows students to provide community service during the week of Spring Break. At least two dozen of the 135 students who participated in ASB this year choose to partake in certain trips because of their major or because of their life goals after college.
Narrative Objects: Student service

Outcome: College of Health and Human Services

In College of Health and Human Services, Human Development and Environmental Studies provided service learning activities, especially for the Child Development and Family Relations (CDFR) program in CDFR 463 Family and the Community class in the Indiana area. The Child & Family Studies utilized 16 agencies/programs in Indiana and

surrounding areas as service learning sites for 36 students. During their service learning experiences, students developed age appropriate child care activities; planned and assisted in implementing parenting programs; assisted with administrative responsibilities; and assisted with physical activities to enhance physical development, such as swimming programs for special needs and outdoor gross motor activities. Health and Physical Education (HPED) undergraduate pre-students taught at economically disadvantaged students at inner city and rural schools in western PA. 22 HPED teacher education students gained practical experience. Economically underserved school children at Fort Pitt Elementary and Penns Manor Schools received health and physical education instruction.
Narrative Objects: Student service

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

Action: CCESL
Timeframe: Single Year
The Office of Student Affairs continued working collaboratively with Center for Civic Engagement and Student Leadership, implement a Student Leadership and Involvement Model incorporating underclass emerging leaders, experiential education, and reflective learning.

Outcome: Student Leadership
Re-instituted a Greek Life awards system, presenting 14 awards to a variety of Greek Life chapters. Initiated over 125 new members into Delta Epsilon Iota in November 2009. Leadership provided more programming activities for the organization this year through work of Graduate Assistant David Tiscione and President Justin Rossi. Wait listed over 100 candidates for Scholars in Service in 2009 and acquired additional Scholarships from AmeriCorps for Indiana Community University Coalition. Facilitated the recognition of 30 new student organizations. Re-instituted a fall 8-hour Student Government Association Leadership retreat. Continued sponsorship of the Women's Leadership Awards and presented women's leadership awards to 7 female students; 2 graduate recipients, 2 senior recipients, and 3 PASSHE Women's Consortium recipients. Explored the development of a topically based leadership series for presidents of recognized student organizations. Supported the Student Government Association's Coalition of Student Organization's first annual meeting. Held Volunteer Service Awards reception in April, recognizing over 135 students, faculty and organizations for their work with Alternative Spring Break, Chacivity, and service projects. Increased students participating in all activities and events, including over 250 students for the Spring "Into the Streets." Approximately 90 Project ROCS/AACC students completed an estimated 801 hours of community service for 144 agencies and 161 activities.
Narrative Objects: Student recognition, Student service

Action: Leadership Model
Timeframe: Single Year
Implement the student leadership and involvement model.

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Outcome: Business Day XXXII
In Eberly College of Business and Information Technology, Business Day XXXII focused on "Leadership in the 21st Century". Business Day XXXII was held on April 6, 2010. The event, which was titled "Leadership in the 21st Century" included participation by over 700 students, faculty, business advisory council members, administrators, and business guests. Also, the Business Advisory Council – Executive in Residence – focuses on Ethics. Executive-in-Residence, Rick Ubinger, (CPA, Vice President of Finance, Chief Financial Officer and Treasurer, Universal Stainless & Alloy Products, Inc.) focused his visit on ethics. Rick spoke in several classes and networking sessions.
Narrative Objects: Learning environment

Outcome: Computer Science Ethics
The Natural Sciences and Mathematics taught and emphasized ethics in computer science, while implementing scientific ethics training for students; taught the expanded COSC 380 course with an additional 1 credit in computer ethics in Fall 2009 and Spring 2010; worked with the Research Institute to select appropriate content for on-line training modules for ethical conduct in scientific research and incorporate this into GEOS470 – Research Methods course.
Narrative Objects: Curriculum, Science and technology programs

Outcome: Model NATO Program
The Murtha Institute for Homeland Security coordinated and sponsored Model NATO program for undergraduate and graduate students. 14 students (12 undergraduate and 2 graduate) prepared for and participated in the Model NATO program held in Washington, DC, February 18-21, 2010; funded by the Murtha Institute; sponsored students to attend the "Top Secret: Challenges to National Security in a Global Society" seminar in Washington, DC. Three students (two undergraduate and one graduate) attended the week long seminar held at the Washington Center, May 16-21, 2010; funded by the Murtha Institute.
Narrative Objects: Program collaborations, Other high-need programs, Learning environment

Action: Student Success
Timeframe: Single Year
IUP continues to explore ways to enhance recognition of student displays of success.

Outcome: Punxsutawney Dean's List Dinner
IUP Punxsutawney held the Dean's List Dinner. Sixty five of 251 fall enrolled students achieved a 3.25 GPA or better. That is 25.8% of the student population. A celebration dinner was held in honor of these scholars at a restaurant off campus on March 29, 2010. A comprehensive tutoring program was set up in both the Fall 09 and Spring 2010 semesters by faculty from the Developmental Studies Department to support the learning needs of students, with an average of 15 sessions each week held in the spring and fall.
Narrative Objects: Retention/Graduation, Student recognition, Initiatives for Students of Color
Diversity Identified

Outcome: Scholarships
The Natural Sciences and Mathematics (NSM) recognized student academic achievement with scholarships: IUP's fifth Goldwater Scholarship recipient was a junior biology major; NSM awarded $4300 in scholarships to continuing students; The

Psychology Department Stanley Lore Scholarship was awarded to two undergraduate students ($750 per student); Computer Science presented the Barry Day scholarship to two students; Mathematics Department awarded $2,000 in scholarships; Recognize "Best in Class" students for each semester with a monetary award and recognition on the "Wall of Excellence" in Chemistry; Former IUP Biology major and Goldwater recipient was awarded a Phi Kappa Phi graduate fellowship.
Narrative Objects: Science and technology programs, Student recognition

Outcome: Undergraduate Scholars Forum

The School of Graduate Studies and Research planned and implemented the 5th annual Undergraduate Scholars Forum. The Undergraduate Scholars Forum was held April 1, 2010. More than 200 students presented their work through paper presentations, research and scholarly posters, business case competition, performances, and juried art works.
Narrative Objects: Learning environment, Student publications/presentations, Student recognition, Student research

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Goal: Student Life Experiences

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

Action: Direct Lending Program

Timeframe: Single Year

IUP implemented a Direct Lending program

Outcome: Student Loan Reform Legislation

The Direct Lending program was developed by the Department of Education as a result of Student Loan Reform legislation. IUP opted to move forward with the implementation and pilot the program in the Summer 2010 term. Ultimately, this is the loaning of federal dollars directly to the student. It replaces the alternative loan programs.
Narrative Objects: Strengthening management practices, Administrative streamlining, Other

Action: Healthy Lifestyle Choices

Timeframe: Single Year

Provide IUP students with engaged and empowering methods of dealing with healthy lifestyle choices.

Outcome: ATOD

Conducted focus group to gather more information to improve Alcohol, Tobacco and Other Drugs programs and services.
Narrative Objects: Strengthening management practices

Outcome: Fitness and Recreation

Developed and implemented a campus-wide Fitness and Recreation (FaR) that fosters a culture of friendly competition and healthy living choices. Participated in recreation activities expanded from 30,000 visits to 100,000 visits; Substantially expanded FaR website to include on-line registration; Integrated FaR activities into the employee program Wellness Works; Expanded FaR exercise classes to include summer classes.
Narrative Objects: Development of faculty, Administrators and staff development/training, Strengthening management practices

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Action: President's Commission
Timeframe: Single Year
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.

Outcome: Outreach Activities
Maintained the Students Opting for Alcohol and Drug Free Residence (SOAR) living-learning community in the Suites on Maple East Wellness Community. Provided IUP-specific alcohol information to all parents at orientation. Implemented the goals of the PASSHE grant. Implemented the goals of the PLCB grant. Created a What it Seems (WISE) survey Facebook page. Provided alcohol awareness, alcohol/drug policy, and Alcohol-Wise materials and seminars to Orientation participants. Pre-test/post-tested orientation students on social norm marketing messages and showed a significant statistical difference in believability of data. Offered one social norming training session for Community Assistants and Residential Peer Mentors each semester. Developed a state-wide social norms campaign to be implemented in 2010/2011. Implemented a student-driven social norms marketing model that, upon post-test evaluation, showed a significant difference in message believability, Developed new posters and messages based on focus group feedback. Developed and implemented "suspension for one year" as a standard minimum sanction for possession of 30 or more grams of marijuana. Implemented a comprehensive Punxsutawney Alcohol and Other Drug Intervention Model. Conducted 34 alcohol workshops with a total of 403 students in attendance. Assisted 137 students in seeking alcohol and/or marijuana assessments.
Narrative Objects: Strengthening management practices

Action: Social, cultural, and security climate
Timeframe: Single Year
IUP continues to support initiatives that enhance the social, cultural, and security climate on campus.

Outcome: Criminology Lecture
In the College of Health and Human Services, Criminology Lecture Series was implemented. The department initiated a program of sponsored or co-sponsored lectures and graduate student colloquia on topics of interest to Criminology students and the larger university community: Program 1, presented by Maurita Bryant, Assistant Chief, Pittsburgh Police Department, and Calvin Lightfoot, former warden, Allegheny County Jail, consisted of two sessions highlighting career issues for undergraduate students. The morning session (58 undergraduate attendees) focused on trends in law enforcement and corrections. The afternoon session (38 undergraduate attendees) focused on preparing for careers in law enforcement and corrections. Program 2, presented by Dr. Jay Albanese, a nationally recognized expert on organized crime and white collar crime, consisted of a graduate student and faculty colloquium attended by approximately 35, and a general lecture presented to approximately 150 students and faculty/administrators. In collaboration with the department's graduate student chapter of the Pennsylvania Prison Society, two lecture/roundtable presentations were delivered: The first, fall 2009, was a panel presentation on Restorative Justice; Approximately 100-150 people attended; The second, spring 2010, was a panel presentation and discussion on the Innocence Project; Approximately 180 people attended. The department also co-sponsored two lectures: The first, co-sponsored with

the Murtha Institute, was the Homeland Security Presentation: Bob Staby, Field Intelligence Officer, Transportation Security Administration, and Jim Tanda, Resident Agent-in-Charge of the Western Pennsylvania Office of the Bureau of Alcohol, Tobacco, Firearms, and Explosives (n = over 200); The second, co-sponsored with the Pan-African Studies program was the lecture, "Wrong Place: Wrong Time: Trauma and violence in the lives of young Black men" by Dr. John A. Rich (120 students).
Narrative Objects: Curriculum, Learning environment

Outcome: Murtha Institute

The Murtha Institute implemented a Murtha Institute Speaker Series in Homeland Security; coordinated and sponsored campus-wide expert speaker events on March 4 (federal-level homeland security), April 7 (state-level homeland security), and April 19 (social networking and information security). Approximately 550 total students attended these events; in collaboration with the Political Science Department, sponsored and hosted the Eisenhower Series College Program. Approximately 10 representatives from the U.S. Army War College visited IUP on January 28-29, 2010, and spoke to various classes, student groups, and community organizations.
Narrative Objects: Program collaborations, Learning environment

Outcome: Student Gallery Project

The Eberly College of Business and Information Technology completed 2nd year of Student Gallery Project. Following an application and selection process, there were 7 students selected for recognition. Large framed gallery pictures featured in the first floor atrium recognize the academic and unique extracurricular accomplishments of the students.
Narrative Objects: Student recognition

Goal: Civic Engagement Opportunities

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

Action: Faculty & Staff

Timeframe: Single Year

Promote and support civic engagement opportunities for faculty & staff

Outcome: Health and Human Services

In the College of Health and Human Services, the HPED Department provided varied activities to IUP and local community through Center for Health Promotion and Cardiac Disease Prevention: 350 members of Adult Fitness Program in Mill Fitness Center in 2009-10, including faculty, staff, community members. Criminal Justice Training Center police recruit fitness assessment (100 cadets tested 2009-10). Student pre-professional experiences and student laboratory learning provided for personal training, exercise prescription, and supervision (HPED 230, Aerobic Leadership; HPED 411, Physical Fitness Appraisal; HPED 410, Exercise Prescription; HPED 343 Exercise Physiology, and HPED 347, Exercise Physiology Lab). Fitness and strength conditioning provided for local high school girls' volleyball team (20 athletes trained). IUP athletes (20) tested for body composition using Bod Pod technology. Exercise Science Student Majors' Club raised money for Leukemia and Lymphoma Society of PA ($513), Feb 2010. Exercise Science Student Majors' Club raised money for Indiana Relay for Life

($300), May 2010. Exercise Science students helped conduct health screenings for Integrated Corporate Health for S&T Bank.
Narrative Objects: Curriculum, Healthcare-related programs, Development of faculty, Administrators and staff development/training, Collaboration with business and industry

Outcome: Natural Sciences and Mathematics

Natural Sciences and Mathematics supported faculty civic engagement activities: The Visiting Scientist Program, sponsored by the Society for Analytic Chemists of Pittsburgh, gave 55 presentations in local schools throughout Western Pennsylvania to approximately 1,812 students. Geoscience faculty member developed and presentation five planetarium shows for the local community and for IUP's Upward Bound Science program. Computer Science faculty member sponsored a day long workshop for a Boy Scout troop to earn technology merit badges. A Geoscience faculty member presented "Climate Change" discussions to local and regional school districts (Indiana Area Schools, Lancaster Area Schools, Glen Burnie Schools (Md)). A Geoscience faculty member serves on the Board of Evergreen Conservancy and university liaison for PA Senior Environmental Corp. A Geoscience faculty member serves on U.S. Advisory Committee for Ocean Drilling which oversees multi-million dollar budget for scientific drilling of seafloor, education, and scholarship opportunities for undergraduate/graduate students working with ocean drilling.
Narrative Objects: Development of faculty

Action: Students
Timeframe: Single Year

Promote and support civic engagement opportunities for students

Outcome: ECOBIT

The Eberly College of Business and Information Technology actively supported Civic Engagement Activities of Business Students/Organizations: Phi Beta Lambda's Community service projects during the Fall 2009 term included participation in the Diabetes Walk at the Pittsburgh Zoo, volunteering at the Indiana County Humane Society, Collecting donations for ICCAP and the Alice Paul House, participating in a Flag Football tournament to benefit Autism Awareness, March for Babies, Into the Streets and working with Habitat for Humanity. Phi Gamma Nu participated in the Zeta Tau Alpha Kick Out Cancer Fundraiser for Breast Cancer Awareness. Society for Human Resource Management has given back to the community in many ways throughout the year. A list of the community service activities including hosting the icebreaker for the Kiwanis Indiana High School Leadership Workshop, participation in the ARC of Indiana Yard Sale, the Four Footed Friends Basket Party, organizing the annual high school leadership workshop and sponsoring a resume editing program for IUP students. The Student Marketing Association organized a clothing drive for the Indiana location of Goodwill Industries during the Fall of 2009. The College of Business Student Advisory Council held a blood drive on March 31, 2010. 70 donors donated 55 pints of blood during the event.
Narrative Objects: Student service

Outcome: Humanities and Social Sciences

College of Humanities and Social Sciences continued to support student activities, clubs, and organizations that seek to help members of the Indiana community at large: Dr. DeWhit Watts (Geography and Regional Planning) has helped to design and

establish "Inhabit Indiana," an employee-assisted housing program. He is currently working with the Indiana County Department of Recreation and Trails to update the US Army Corp of Engineers Mahoning Lake/ Park Master Plan. Karah Jennings (Journalism student) was selected to serve as the Public Relations Coordinator for Indiana Borough. The Civic Project Series (Journalism) joined the Indiana Community/ University Community Collaborative, a town-gown civic-engagement initiative. Dr. Mac Fiddner (Political Science) arranged for the Eisenhower National Security Team of the U.S. Army War College to visit IUP in January 2010. The Latin American Studies minor program brought Dr. Richard Gosser from Partners for Progress to present a forum about Haiti. As a result of this presentation, a new student organization, Crimson Hawks for Haiti, was formed, receiving official student organization recognition in September 2009. This group collected 1,000 pairs of shoes and money for Haitian children. The LAS program also sponsored a presentation by Dr. Peter Kornbluh of the National Security Archive. The Journalism Department hosted "The Pennsylvania Right to Know Law: Power to the People" Symposium on campus in March 2010.

Narrative Objects: Student service

Outcome: Natural Sciences and Mathematics

Departments in Natural Sciences and Mathematics continued support of student service activities: The Physics Department provided financial support to the Physics honor society Sigma Pi Sigma and Physics Club for organizing the Physics Olympics at IUP by involving 14 high school teachers and their students. The student honorary society in Psychology, Psi Chi, selects a different community organization each year as a service project, e.g., National Association of Mental Health, the Red Cross, and collects money, needed supplies, etc. 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. Student Geoclub sponsored Earth-Day activities. Members of the American Chemical Society – Student Affiliate made a presentation on careers in Chemistry to Purchase Line School District Chemistry classes and made a $1,000 donation to those classes with the donation coming from fund-raising activities held by the Affiliate. Alpha Chi Sigma (Chemistry Honorary) held National Chemistry Week festivities in the Oak Grove, also participated as judges the southwestern PA regional high school National Science Bowl at Community College of Allegheny County, assisted with the Blairsville Elementary School Science Fair, supervised and judged the Brain Drain Games for middle school and high school students.

Narrative Objects: Student service

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

Action: Community and Business Groups
Timeframe: Single Year
Foster IUP collaboration with community and business groups.

Outcome: Center for Economic Operations
IUP and Eberly College of Business and Information Technology is a member of the Indiana County Center for Economic Operations (CEO) and collaborates with the Indiana

County Commissioners, Indiana Chamber of Commerce, Indiana County Development Corporation, and Indiana County Tourist Bureau. The Indiana County Center for Economic Operations serves as an integrated service development delivery system spearheading economic efforts in Indiana County, Pennsylvania by facilitating access to resources and information and assisting businesses in their efforts to expand and grow.
Narrative Objects: Collaboration with business and industry, Collaboration with Government, Regional economic development

Outcome: College of Fine Arts

The College of Fine Arts (CFA) expanded the efforts of the CFA faculty and staff with partnerships across the region in support of the arts: Footlight Players, a summer enrichment program for children ages 7 – 17, celebrated its sixth birthday in Summer 2009 with two productions that put the familiar lyric "Come with me, and you'll be, in a world of pure imagination!" into practice. Roald Dahl's timeless story of the world-famous candy man and his quest to find an heir came to life in Willy Wonka, the stage adaptation of Dahl's book Charlie and The Chocolate Factory, featuring songs from the classic family film Willy Wonka and The Chocolate Factory. Additionally, Dahl's story James And The Giant Peach came hilariously to life in a delightful dramatization that revealed the wickedness of some, the goodness of others, and the indecision encountered by many when they are faced with crises. The Department of Theater and Dance hosted the Region II Kennedy Center American College Theatre Festival, attracting over 1,000 students and faculty members from a six state region for a full week of activities, workshops, and performances on campus in January 2010. Film star, stage actor, director, producer, and teacher Bill Pullman served as the keynote speaker for the festival. The CFA and the Department of Music sponsored a trip to a Pittsburgh Symphony Orchestra performance in February, 2010. The trip, an annual event, is a part of the ongoing partnership between IUP and the Pittsburgh Symphony Orchestra. The Lively Arts at IUP presented the Chestnut Brass Company as part of the Performance Plus season. Since beginning as a street band in Philadelphia in 1977, the Chestnut Brass Company has performed in forty-nine U.S. states and in Europe, Asia, South America, Mexico, Canada, and the Caribbean. In November 2009 the group visited the Indiana area working with brass quintets from Burrell, Hempfield, and Indiana area high schools, along with the student brass quintets at IUP. During their concert in January the Company was joined by the students and the IUP HoodleBug Brass for Tylman Susato's "Three Dances" from "The Danserye." The Director of Kipp Gallery, Kyle Houser, worked collaboratively with the IUP Center for Digital Humanities and Culture, directed by Kenneth Sherwood, to present Reading Rebooted: Glimpsing the Future of Literature in the Digital Age. The exhibit was hosted in the Kipp Gallery during the Fall 2009 semester. IUP's Faculty Woodwind Quintet, under the direction of Dr. John Kuehn, and with Dean Michael Hood as narrator, preformed Lewis Carroll's Alice in Wonderland for community audiences at the Indiana Free Library across three Saturdays in December, 2009.
Narrative Objects: Regional economic development

Outcome: Natural Sciences and Mathematics

The Natural Sciences and Mathematics developed partnerships with various companies: This is the fourth year that PNC Corp has visited campus to present technology discussions with our students and continues to hosting summer work for Computer Science students and interns. Three Computer Science interns were placed

with the IUP Research Institute and two faculty members served as consultants to the IUP Research Institute. Physics and Biology faculty members have collaborated with Ardiem Medical, Inc., on a Small Business Innovation Research grant application to the National Institutes of Health to fund research on technologies associated with implantable electrode devices. The Computer Science Department hosted its second annual Information Assurance Day on November 7, 2010 with speakers from Allegheny Digital, PNC Bank, and Bank of America.
Narrative Objects: Science and technology programs, Collaboration with business and industry

Action: Other Educational Institutions
Timeframe: Single Year
IUP continues to encourage partnerships and linkages with other educational institutions

Outcome: Bangalore, India
International Partnership – Bangalore, India: The partnership with Peoples Educational Society, Bangalore, India is entering its sixth year. Four groups of MBA students have completed their MBA program. Over 300 students have graduated from the program. There are over 60 students admitted for the August 2010 cohort.
Narrative Objects: Learning environment, Initiatives for Students of Color
Diversity Identified

Outcome: Butler County Community College
Through Eberly College of Business and Information Technology (ECOBIT), IUP partnered with Butler County Community College (BCCC) to offer a bachelor of science in Marketing at IUP's Northpointe campus. In addition, ECOBIT had the following articulation agreements in the area of Business: Community College of Allegheny County plus collaborative program; BCCC plus collaborative program; Community College of Beaver County; Penn Highlands; Westmoreland County Community College.
Narrative Objects: Community college transfer, Program collaborations

Outcome: Chengdu, China
International Partnership – Southwest University of Finance/Economics, Chengdu, China: Solidified partnership with SWUFE resulting in nearly 50 students participating in an undergraduate exchange program at IUP.
Narrative Objects: Learning environment, Initiatives for Students of Color
Diversity Identified

Action: Student Affairs
Timeframe: Single Year
Continue to foster Student Affairs/Community partnerships

Outcome: Community Partnerships
Maintained collaboration with Alice Paul House, Adagio Health, Community Care Management, Human Service Council, Open Door, PA Department of Health, Indiana Regional Medical Center (IRMC), Indiana County HIV Network, Indiana Community Guidance Center, Community College of Allegheny County (CAAUD), Law Enforcement; Indiana County HIV Network, Domestic Violence/Sexual Assault Task Force, Advisory Board of Community Care Management, PA Dept of Health, IRMC, Adagio Health, Indiana County Suicide Task Force, County Domestic Violence and Sexual Assault Committee, Indiana Community University Collaborative (ICUC), Indiana County CareNet, Chevy Chase Community Center, Indiana Area School District Advisory Board, and IUP McNair Scholars program, named PA Network Coordinator for state-wide alcohol culture

change work. IUP also assisted in the development of a GLBTQA PASSHE-wide consortium with four IUP representatives, one serving as a co-chair and two on the conference planning team. Offered a teleconference for PASSHE social equity directors and GLBTQ service providers and a two-day Safe Zone "train the trainers program" for PASSHE participants; organized a campus reception hosted by Women's Commission, PASSHE Women's Consortium and Women's Studies; assisted in the implementation of the Women's Leadership Conference; assisted in organizing participation in the PA Governor's conference for Women.
Narrative Objects: Strengthening management practices, Collaboration with business and industry

Goal: Diversity Culture
Provide a culture that celebrates differences and values diversity.
Action: Culturally Enriching Experiences
Timeframe: Single Year
Provide a wide variety of culturally enriching experiences for students, faculty and staff.
Outcome: Chinese Lantern Festival
Chinese Lantern Festival: On the evening of Feb.27, Eberly College of Business and Information Technology's SWUFE-Exchange Student Association celebrated the traditional Chinese Festival with a The Lantern Day in Susquehanna Room of the Hadley Union Building. Students decorated the room with lanterns and enjoyed Chinese food. Dean Camp delivered a speech to appreciate the global cultural communication and the exchange program.
Narrative Objects: Learning environment, Initiatives for Students of Color Diversity Identified
Outcome: College of Humanities and Social Sciences
In the College of Humanities and Social Sciences:
The Pan-African Studies minor program invited Mr. Hamza Perez, a rapper and community activist of Muslim and Puerto Rican descent, to campus in February. Mr. Perez was the subject of the documentary New Muslim Cool that aired on PBS in 2009. During his visit, Mr. Perez participated in four classes and presented "New Muslim Cool: A Conversation with Hamza Perez" as part of the Six O'clock Series. The Pan-African Studies minor program also sponsored the Annual Pan-African Studies Lecture of Dr. John A. Rich of Drexel University. Dr. Drexel presented "Wrong Place, Wrong Time: Trauma and Violence in the Lives of Young Black Men."
The Religious Studies Department co-sponsored a debate between the Christian Dr. Carl Peraino and the atheist Dr. James Sire in October 2009 that was broadcast on WIUP. The Department also sponsored a workshop by Dr. Bruce Ledewitz of the Duquesne University Law School.
Narrative Objects: Learning environment, Initiatives for Students of Color Diversity Identified
Outcome: Women in Mathematics, Science, and Technology
Natural Sciences and Mathematics sponsored the Women in Mathematics, Science, and Technology Program. Thirty-six women (three faculty members and thirty-three students) presented research posters. The posters were judged and 9 prizes totaling $675 were awarded. In addition, Computer Science female faculty facilitates a group of

female computer science majors and encourages research and involvement in the computer field. Female Computer Science majors conducted a panel discussion at a local high school.
Narrative Objects: Science and technology programs, Student publications/presentations, Student recognition, Student research
Diversity Identified

Action: Diversity Events
Timeframe: Single Year
IUP continues to host and support numerous events on campus that promote and encourage diversity.

Outcome: Diversity Fair
The Second Annual Diversity Fair was held on September 22, 2009 in the Ohio Room at the Hadley Union Building. Ms. Elizabeth Bowers, Deputy Department of General Services and Bob Bowser Director or Procurement Services, were the guest speakers for the event. Twenty three suppliers of commodities and services signed up for the event and twenty suppliers attended. The Department of General Services for the Commonwealth of Pennsylvania, and representation from the Indiana County Chamber of Commerce were present for the event. There were approximately sixty university end users that visited the supplier booths. The event was a success and a great deal was learned from the experience that will be used to improve future events. There were 24 vendors that exhibited at the fair and there were approximately 60 faculty and staff that attended the fair. One of the vendors, Suresh Ramanathan, presented at our Administration and Finance Retreat. It was felt that the Fair was a success. An IUP Diversity Council was formed as a result of the Fair.
Narrative Objects: Faculty, administrators, and staff initiatives, Collaboration with Government
Diversity Identified

Action: Infrastructure
Timeframe: Single Year
Strengthen the infrastructure that supports cultural diversity

Outcome: American Language Institute (ALI)
The American Language Institute continued to offer intensive programs in English as a Second Language for those students who need to strengthen their language skills before beginning university coursework. In 2009-2010 the ALI recorded its most successful year in its 26 year history with student registrations exceeding 140. Student populations were concentrated in Asia and the Middle East but the Caribbean, Europe, Africa, and Latin America were also represented. The Center also brought in a $70,000 grant to support 25 teachers for a four-week program of professional education and language training
Narrative Objects: Retention/Graduation, Teacher preparation programs

Outcome: Frederick Douglass Institute
The Frederick Douglass Institute for Intercultural Research (FDIIR) functioned as a collaborative, interdisciplinary organization whose mission is to enhance and support diversity and multiculturalism within the Academic Division at IUP. The FDIIR has regularly brought scholars of diverse backgrounds to campus during the summer, and in 2010 Ms. Lauren Chambers will co-teach graduate courses with Dr. Watson. The FDIIR also developed and delivered two Weekend Writing Retreats funded by a

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$32,500 grant from the Center for Diversity and Educational Leadership of the PASSHE during July and August 2009. Over 55 faculty members from 13 universities in the PASSHE attended.
Narrative Objects: Program collaborations, Faculty, administrators, and staff initiatives, Development of faculty

Action: Student Affairs
Timeframe: Single Year
Demonstrate the Student Affairs division's value for diversity through campus culture, programs/services, trainings and workshops, and forms of communication.

Outcome: Diversity Outcomes
Continued to serve a vital role in the Safe Zone training, outreach, education efforts. IUP's Safe Zone Program became a model for PASSHE. Dr. Drapkin and Malinda Cowles gave an invited video-conference to PASSHE Social Equity directors and served as trainers for a Safe Zone: Train-the-trainers Workshop in Harrisburg for the PASSHE campuses; served on the University GLBT Commission; 7 out of 21 Six O'clock Series programs (33.33%) addressed one or more diversity issues; sponsored three programs for the 6 O'clock Series program that reflected African Americans and Hispanics; offered one BHM program at Punxsutawney Campus. Provided or cosponsored with International Education a teleconference on "Careers without Borders" and Don Asher presentation on Job Search for International Students, as well as programs for International Business Association and various groups of international students. Two students attended Roberto Clemente Minorities in Business Career Conference at University of Pittsburgh in March 2010; provided transportation and hotel accommodation for students through PNC donation; continued active involvement with Indiana Cares Campaign to End Homophobia; implemented the Diversity Recruitment Plan for 2009-2010. Employed 205 staff, faculty, manager, and administrators in the Student Affairs Division of which 6% are people of color. Employed 742 students (undergraduate, master and doctoral students) in the Student Affairs Division of which 30.1% are people of color. Conducted an Alcohol, Tobacco, or Other Drugs (ATOD) needs assessment to address ATOD service needs for GBLTQ, African American, & International students. Supported the TEN/BEC collaborative by: Attending and/or cosponsoring several programs with Black Emphasis Committee (BEC) (e.g., Counter Blast, Homecoming Weekend social programs); Continuing to employ BEC members as office assistants; Meeting with BEC/TEN advisors to help assure a collaborative offering of programs during homecoming weekend; sponsored program during Homecoming Weekend; Writing recommendations for several students seeking BEC membership. Launched the diversity program "Eurotan Culture". Worked collaboratively with Pittsburgh Promise Grant: Served on committee for College of Education (COE) Promise Plus Program, securing 15 student volunteers for e-mentors, and assisting with the e-mentoring training program; Presented financial aid information to a group of students brought by the College of Education to IUP. Served and/or provided student speakers for the two COE public school visitation program. Attended meeting and served on planning committee for the PA-Name Conference sponsored by COE. Continued to serve on the Diversity Resource Group Committee, attending meetings as scheduled.

Continued to participate on African American Cultural Center Advisory Committee.
Organized LunaFest a celebration of women in film.
Narrative Objects: Initiatives for Students of Color, Initiatives for Students of low socio-economic backgrounds, Faculty, administrators, and staff initiatives, Administrators and staff development/training
Diversity Identified

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

Action: Graduate Education
Timeframe: Single Year
Develop a marketing and communications plan with a graduate education focus

Outcome: Marketing and Communications Plan
The School of Graduate Studies and Research (SGSR) has developed a marketing and communications plan with a graduate education focus. With support from a campus-wide committee, a graduate marketing plan has been developed. This was developed by a committee of faculty representatives from each college, who met throughout the academic year. The plan identified stakeholder groups and proposed how to more effectively communicate and market what IUP does in research and graduate education. Elements of this plan include creating a 'Research @ IUP' web page that is listed on the University home page, and moving the entire IUP-RI website to the IUP site so its announcements can appear in IUP Daily. The move of the IUP-RI website to IUP was completed on May 31st. The 'Research @ IUP' page is under discussion with University's Marketing and Communications personnel. The SGSR now announces each grant awardees on IUP Daily and has been doing so for this academic year.
Narrative Objects: Enrollment management, Graduate programs, Strengthening management practices

Action: Strategic Communications Plan
Timeframe: Multi-Year
University Relations Strategic Communications plan was developed and implemented university-wide.

Outcome: IUP Daily
Strategic Communications Plan was implemented September 1. All members of the university now receive daily e-letter communicating news, events and activates from around campus.
Preliminary first-year analysis shows that roughly three in four recipients of the e-letter will click through to read more about summaries provided in the daily e-letter.
E-letter has been refined based on reader feedback. University community members can now submit personal ads, professional development activities, and a campus highlight box has been built in to feature "extraordinary news." Feedback and responsiveness to it demonstrates that this central form of communication is being embraced by the community.
Narrative Objects: Strengthening management practices, Administrative streamlining

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Action: University Identity
Timeframe: Single Year
Implemented University Brand, including messaging and visual identity components.

Outcome: Electronic Newsletters
Successfully launched three electronic newsletters with visual identity and unified content as the foundation for the periodicals.
Narrative Objects: Other

Outcome: Graphic Standards
A formal graphic standards plan has been developed and launched on the web, becoming the single resource reference across the university for issues related to branding and visual identity.
Narrative Objects: Enrollment management, Other

Outcome: Visual Identity
Popularity of the strong visual identity has caused clients to seek design from the communications office. People want the IUP "look." Instances of "rogue" publications are virtually nonexistent.
Narrative Objects: Retention/Graduation, Other

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

Action: Graduate Marketing
Timeframe: Single Year
Review graduate marketing and recruitment products with an eye toward the IUP marketing pillars.

Outcome: Print Materials
In the School of Graduate Studies and Research (SGSR) print materials have been reviewed and, if needed, redone to reflect a consistent graduate image and message that reflects the IUP preferred message pillars. A 'landing page' has been developed for each of our 61 graduate programs that present a consistent "look and feel" for the prospective student or website visitor. In Fall 2009, the SGSR implemented Hobson's Connect®, an enterprise-level computer application. Hobson's was integrated into the SGSR Prospective Student Communication Plan and includes daily emails to all new inquiries; systematic, weekly email to the prospective student database, and email to applicants with completed files. Hobson's is also used to send email invitations to invite prospective students to graduate recruitment events.   The Hobson's product enabled the SGSR to move toward a more cost-effective way of notifying those with completed applications about their status by moving from direct mail to email communication. The product has also enabled the SGSR to better track response rates to email sent through the product and visitors to our website via the use of tagged URLs linked to IUP graphics. The SGSR has implemented an online marketing campaign through Google to include image ads that brand IUP locally and nationally. Work with an external marketing group to leverage our marketing dollars and also to assist with researching the market with respect to our marketing efforts. We have contracted with a marketing firm to support or efforts in the upcoming year. They have completed the research

portion of the contract and have provided us with recommendations for the allocation of our marketing funds by media type.

Narrative Objects: Enrollment management, Graduate programs, Administrative streamlining, Reducing Cost

Action: Targeted Media Outreach Plan
Timeframe: Multi-Year

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

Outcome: Get My Story

Continued to implement the Get My Story advertising campaign locally and in Pittsburgh Defined Media Area (DMA) resulting in a 278 percent increase in unique web visitors during advertising flight runs to Get My Story. This number is lower than last year, as is to be expected due to audience penetration.

During advertising flight runs and visits to Get My Story pages, we continued to see nearly four-fold increases in time spent on the website and as well as nearly a 500 percent increase in web pages visited. This confirms that our messaging is getting out, and people are coming to our site to learn more about the university.

Across campus, all banners were replaced to reflect a single visual identity of Beyond Expectations. These banners were also brought to the streets of Downtown Indiana, up and down Philadelphia Street, creating awareness, visually, of IUP in a highly visible way in the community.

Narrative Objects: Enrollment management, Administrative streamlining

Outcome: Institutional Visibility

Developed and implemented University Relations e-strategy plan to enhance institutional visibility and image among internal and external offices.

Rebranded the alumni newsletter (formerly The Oak Leaf, now called Alumni Connections) to reflect the visual identity launched by the university, providing greater opportunity for awareness.

Developed unified editorial process to ensure university messaging is carried to alumni in each monthly edition.

Have positioned the e-letter as a central piece of the communications mix as it relates to our adopted unified content strategy.

Narrative Objects: Other

Outcome: Media Outreach

More than 400 hometown releases have been completed over the 09-10 academic year (including dean's list, provost scholars listing and graduation listings). This year, hometowns have been added to capitalize on research opportunities (all students participating in the undergraduate scholars forum), community service (a service project in conjunction with Make A Difference Day, features on students who developed a blood drive awareness program, American Cancer Society fundraiser, American Chemistry Society donation to a local school, etc.).

Tip sheet has continued and resulted in numerous successful placements of faculty members (political science, economics, coal mine safety, and psychology to name a few) being featured in regional stories as experts as it relates to current events. Tip sheets and pitches have also resulted in significant coverage of events throughout the year, including building projects, student community service, and international events.

Narrative Objects: Student recognition

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Goal: 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: Alumni & Guests
More than 2,800 alumni and guests connected with IUP through these outreach events.
Narrative Objects: Private giving and endowment growth

Outcome: E-newsletter
In addition to "On the Road" events, IUP Alumni Connections engaged 38,000 alumni through the monthly e-newsletter and various electronic communications.
Narrative Objects: Private giving and endowment growth

Outcome: Events
The IUP Alumni Association sponsored more than 36 events throughout the United States.
Narrative Objects: Private giving and endowment growth

Action: Leadership and Participation
Timeframe: Single Year
Increase IUP spirit and pride among students through active leadership and participation in various university-wide endeavors, including the Convocation Committee, Homecoming, Welcome Weekend, new student orientation "Catch the Spirit", etc.

Outcome: Student Leadership
Assisted with the transition in supervision/coordination of the IUP Spirit Cheerleader squad. Sponsored Freshman Convocation, Welcome Weekend, Orientation and Homecoming activities. Used the mascot, Norm, as part of the social norms marketing campaign. Continued to support the Athletic Department through financial support and the Crimson Hawk Mascot. Purchased Statcrew software to broadcast statistics live over internet during home games. Expanded participation in IUP-Day to include: 1104 activities and 294 announcements pertaining to recognized student organization events were recorded through the campus events email. Worked with advisors of BEC/TEN to implement a weekend of coordinated contemporary programming, hosting a Homecoming Cabaret by the AACC that featured a professional band – the Image Band. Over 70 units participated in the Homecoming Parade including 6 student-constructed floats and 5 local marching bands. The third annual Pre-Game in the Oak Grove featured a tent party with amplified music, numerous food and drink selections, the IUP Cheerleaders, photo ops with Norm, eleven (11) novelties/vendors, performances by 4 regional high school bands, and a story walk trail. 22 Indiana Campus students applied to serve as Homecoming King & Queen with elections eliciting 3,605 student votes. Coordinated Greek Weekend Activities with over $5000 raised for the Make-a-Wish of Western Pennsylvania and Southern West Virginia foundation.
Narrative Objects: Student recognition, Student service

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.

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Outcome: Pittsburgh Area
The IUP Alumni Association sponsored 20 events in the Pittsburgh area to build alumni outreach with more than 2,000 alumni and friends of the university.
Narrative Objects: Private giving and endowment growth

Action: Social Media
Timeframe: Single Year
IUP launched an appropriately funded awareness campaign in the Pittsburgh market and continues to integrate social media strategy to augment communication of news and events related to IUP.

Outcome: Facebook and Twitter
Facebook membership has increased from 5,000 members to just over 10,000, doubling in the course of a year.
Twitter membership has increased more than 300 percent over the last year
A daily posting strategy to both Facebook and Twitter is now integrated into the web team's daily work flow.
Narrative Objects: Enrollment management, Private giving and endowment growth

Outcome: Social Media
Created a strong media presence of the IUP Brand throughout the region
Secured 27 billboard locations in Westmoreland and Allegheny counties, creating a three month outdoor presence in the heart of the Pittsburgh
Augmented cable TV buy with major presence on all four broadcast TV channels in the Pittsburgh DMA
Narrative Objects: Enrollment management, Private giving and endowment growth

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

Action: Five-year Plan
Timeframe: Single Year
Completed five-year University Enrollment Management Plan (EMP) for 2008-2009 and 2009-2010.

Outcome: EMP Results
Developed online dual enrollment program with the Philadelphia School District. Increased dual enrollment registrations by 29% (Fall 08/Spring 09 compared to Fall 09/Spring10). Met all PA TRAC requirements. Submitted a proposal to improve the recruitment of prospective transfer students to IUP to the liberal studies committee. Included a new School of Graduate Studies and Research chapter in the EM Plan. Conducted a showcase in Philadelphia Fall 2009, 56 students attended, 29 have registered. Developed the High Achievers brochure and sent to intended market. Updated and implemented the communication plan resulting in more timely completion of publications. IUP reduced recruitment travel by 10% per counselor without sacrificing IUP's visibility in primary and secondary market areas.
Narrative Objects: Community college transfer, Enrollment management, Retention/Graduation

Indiana University of Pennsylvania

Action: Graduate Education
Timeframe: Single Year
Develop an enrollment plan specific to graduate education.

Outcome: Graduate Graduation Data
This year, an enrollment management plan was authored, specifically for graduate enrollment. In support of this plan, data are now provided to deans on a regular basis. The graduate student graduation data is as follows:
Master's Total - 842; Doctorates Total - 104; Total - 986
Narrative Objects: Enrollment management

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

Action: Administrative Support
Timeframe: Single Year
Improve administrative and technical support for recruitment and retention

Outcome: IT Services
IT Services supported the delivery of enterprise information systems in a productive and efficient manner. These services provide tools to help recruit and retain students at all levels. Specific examples include - but are not limited to - all facets of supporting the Banner/Oracle environment (maintain, upgrade, enhance, document, etc.) as well as related custom-built applications, the Ektron web content management system, department-level systems such as T2 campus parking, application integration and interfaces with numerous hosted applications, such as SAP, TouchNet, Ruffalo Cody, Aramark and Hobsons; completed major Student Information System upgrade to Banner version 8; supported the delivery of expanded enterprise business intelligence/data warehouse services and solutions – including but not limited to – EMUR and enrollment management-based online reporting solutions. Develop business intelligence solutions for other sectors of the university if they become prioritized within the IT Services project model; continued to enhance and maintain the Enrollment Management Unified Report (EMUR) data warehouse and reporting service.
Narrative Objects: Enrollment management, Strengthening management practices, Administrative technology support

Action: Enrollment Management Council
Timeframe: Single Year
Engage the Enrollment Management Council in enrollment management discussions and improvements.

Outcome: Punxsutawney Students
Supported the retention and successful transition of Punxsutawney students to Indiana Campus through the Punxsutawney Success Model by providing an Assistant Dean of Students, a seasoned residence director, and experienced head community assistant for the Punxsutawney residential community, along with a graduate assistant at the Fairman Centre to include a complement of two graduate and one full-time staff member.
Narrative Objects: Enrollment management, Retention/Graduation

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Outcome: Retention Trends Study
Studied retention trends and implemented the Center for Student Success to improve the persistence of first-year students and four and six year graduation rates. Provided resident satisfaction data from the EBI Resident Study to the Executive Director for Student Success and Retention. Tracked semester and cumulative QPA of residents by residential building, by class standing, and by campus location, and compared to off-campus counterparts. Provided financial support and learning support space for Crimson Connection/Crimson Common Hour for undeclared majors in the Colleges of Health and Human Services and Fine Arts. Determined the overall outcomes of Project ROCS students 2009-2010 and the second year persistence rate of its 2008-2009 students (i.e., 82%).
Narrative Objects: Strengthening management practices

Action: Faculty and Staff involvement
Timeframe: Single Year
Engage faculty and staff in recruiting students

Outcome: College of Fine Arts
The College of Fine Arts has developed and purchased a traveling display with integrated and interchangeable panels that reflect IUP graphic standards. The display unit is used as part of an ongoing recruitment initiative across all departments in the college. The response to the Music Department's first annual Music Student for a Day program was excellent and the program reached capacity. The Music Student for a Day program took place on March 31, 2010 with students having an opportunity to participate in freshman/sophomore music classes and ensembles, as well as a private lesson with an IUP professor.
Narrative Objects: Enrollment management

Outcome: Punxsutawney
IUP Punxsutawney, in cooperation with the Office of Admissions, held "Points of Entry" meetings regularly to monitor enrollment and to discuss strategy. IUP-Punxsutawney employs outstanding office staff (academic and student support professional, and a campus secretary) who closely monitors and constantly attends to the questions and needs of prospective students and their families. The Summer II PSOP program and enrollment for ay 2010/11 is at capacity, including housing.
Narrative Objects: Enrollment management

Outcome: School of Graduate Studies and Research
On the initiative of the School of Graduate Studies and Research (SGSR), two "How to Recruit Graduate Students" three-hour workshops were offered to graduate coordinators by the SGSR. Attendees learned how to increase the quality, number, and diversity of applicants to graduate degree programs. Deans are now receiving application and admission data on a regular basis in support of the work done by their graduate coordinators.
Narrative Objects: Enrollment management

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

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Action: Academic Strategic Plan
Timeframe: Single Year
Develop an academic strategic plan for the University

Outcome: Steering Committee
Following charettes held in Spring 2009, a Steering Committee was formed in Fall 2009 to develop a Strategic Plan for the Academic Division. The committee engaged over 50 persons drawn from across the entire spectrum of the university to work on seven identified strategic goals. Initial drafts of the resulting plan were shared with the university community for comment, through electronic means, townhall forums, and presentations. The final draft plan from the steering committee was submitted to the provost in May 2010. After some additional consultations, it is expected that implementation of the plan will commence in Fall 2010.
Narrative Objects: Advance System vision, Strengthening management practices

Action: Assessment
Timeframe: Single Year
Incorporate process and outcomes assessments within all Division Departments and share results with the University community.

Outcome: Survey Results
Reviewed results of 2009 National Survey of Student Engagement and developed divisional and departmental priorities based on results. Reviewed results of 2009 EBI Resident Study and shared results as appropriate with Division departments. Conducted a focus group with 16 residents of the Fairman Centre in April 2010, and utilized student feedback to implement improvements to the community. Conducted evaluations on 48 African American Cultural Centere (AACC) programs and program evaluations for AACC and Project ROCS. Worked with Academic Computing Policy Advisory Committee (ACPAC) and the Student Computing Subcommittee to support student academic computing needs. Placed the Director of the PATH Lab (Doctoral GA) as a regular representative to the ACPAC Committee to better understand how the PATH lab can address student needs. Worked with Student Computing Subcommittee of ACPAC to update Technology Civility 101 policy posters to be placed across campus. Used IRMC Meditech system to track lab and radiologic results from regional medical facility -Maintained Physician contract with IRMC for medical supervision of Health Service. Held a Campus/Community Resource café training session by the Office of Housing and residence Life in order to highlight all of the campus and community resources available to staff and residents. Worked in spring semester to create e-mail list of employers to make data collection simpler and more organized for the on-going data collection to included in the Federal Financial Aid report. Purchased, implemented, and conducted a CI study of the Maxient web-based student case manager for CART and Student Conduct application.
Narrative Objects: Other

Action: Five-year Program Review
Timeframe: Single Year
Strengthen the five-year program review process to make it more effective

Outcome: Program Review Changes
A revised plan for the five-year program review was developed in the spring of 2010. Among other things it proposes to have: external reviewers more frequently than before, a workshop in the spring semester for programs coming up for review the

following academic year, a greater emphasis on the implementation of the Action Plan, including a reflection meeting of stakeholders immediately after the conclusion of the review, and an annual report on the progress of the action plan.

Narrative Objects: External recognition/measures of program quality, Other

Action: Operating Systems and Procedures

Timeframe: Single Year

Development of updated operating systems and procedures for business related university services to create greater departmental efficiency.

Outcome: Operating Efficiencies

IUP centralized of off-campus printing through the successful implementation of an approved print brokering program. On campus print services captured over $100,000.00 in gross revenue following adoption of this procedure. Implemented of an on-line work order form for University Printing. Successful implementation of on-line conference registration procedures. Developed and implemented procedures for brokering off-campus conference lodging. Developed and implemented standard operating procedures for IUP Conference Services. Implementation of electronic approval process for processing Authorization for Filling Vacancy Forms. Implementation of Sungard Position Budgeting systems. Expanded ESS Electronic Leave functionality to all accepting bargaining unit employees. Development of secure "store fronts" for non-student account credit card processing.

Narrative Objects: Administrative streamlining, Increasing productivity, Reducing Cost

Goal: Continuous Improvement Process

Engage the university community in a process of continuous improvement.

Action: Professional Services

Timeframe: Single Year

IUP has contracted with professional services to complete a Long-Range Campus Facilities Master Plan and to perform an Operational Efficiency Review.

Outcome: Long-Range Campus Facilities Master Plan

IUP has retained a nationally known campus facilities planner to prepare a 20-year, Long-Range Campus Facilities Master Plan for the university. The entire campus community is participating in this process. This Master Plan will be completed in January 2011 with 0-5, 5-10, 10-20 development recommendations.

Narrative Objects: Other

Outcome: Perform Operational Efficiency Review

IUP engaged the firm of ParenteBeard to conduct an operational efficiency review that covered the departments of Finance, Budget, Procurement, and Information Technology. The final report of recommendations is under review.

Narrative Objects: Administrative streamlining, Increasing productivity, Reducing Cost

Action: Student-centered service model

Timeframe: Single Year

Evaluate Academic Division services, policies, and procedures to strengthen the student-centered service model.

Outcome: Student Service Outcomes

Conducted dining Satisfaction Survey in the fall and follow-up survey in the spring and identified improvements through the fall 2009 "Campus Dining Styles" survey in 15 of

17 dining satisfaction variables from fall 2008; while the spring 2010 survey identified improvements in 3 of 17 variables when compared to spring 2009. Reviewed all aspects of the On-Line Housing System to improve the sign-up process, changes to the room sign-up process for 2011-2012 included the implementation of a lottery system for continuing students, time appointments to access the system, and a revamped system to improve performance and make more user-friendly. Assessed the impact of the new lock-out policy with respect to student satisfaction and the number of lockouts per semester per building. Developed programming to track temp card sign outs. Installed DVSport Software to enhance football training opportunities. Responded to 3,886 emails sent to the general Financial Aid Office email account and assisted 13,710 students and family members at the Financial Aid Office service counter. During this time period, the Financial Aid Office staff has also answered over 38,363 incoming calls on the main Financial Aid Office phone line. Reviewed 341 appeals for reinstatement of denied financial aid due to lack of academic progress (percent of progress).
Narrative Objects: Other

Goal: Resource Base
Strengthen the financial resource base of the university through increases in research grants, annual giving, endowment, major gifts, outreach to alumni, and advocacy to policymakers.
Action: Grants
Timeframe: Single Year
Encourage and support grant seeking activity in all academic units
Outcome: Graduate Studies and Research
The School of Graduate Studies and Research facilitated submission of grants and contracts. For the period of July 1, 2009 to May 21, 2010 faculty submitted 171 proposals. Of these, 126 were funded, which is a 73.6% acceptance rate. This is a very high acceptance rate. The total amount received so far is $7,625,587. Ten staff in the IU Research Institute actively assisted the faculty with understanding funding opportunities and will applying for them. Over 460 individual meetings were held with faculty from July 1, 2009 to May 2, 2010:
91 - Number of Documented Funding Searches Performed
461 - Number of Documented Faculty Meetings Held
35 - Number of Documented Dean/Chairperson Meetings Held
7 - Number of External Events/Presentations Held
Narrative Objects: Collaboration with business and industry, Collaboration with Government, New or expanded revenue sources
Action: Individual annual donors
Timeframe: Single Year
Continue to grow the number of individual annual donors to IUP by educating alumni, parents, faculty, staff, students and friends on university's priorities as well as the importance of philanthropy and its associated impacts.
Outcome: Communication Outreach
Individual donors were engaged through personal thank you notes, emails phone calls, birthday cards, and invitations to newly implemented Lunch and Learn sessions. To

increase philanthropy awareness, IUP's senior-year student population was engaged at a higher level than in previous years through student-drawn graduation caricatures and emails. In an effort to increase realized matching gift monies during a time when the availability of these funds is decreasing, a matching gift follow-up letter process was developed to be mailed quarterly to those for which matching gift paperwork has yet to be received. This also will improve the integrity of IUP's employment data.

Narrative Objects: Strengthening management practices, Private giving and endowment growth

Outcome: Conserving Resources

By partnering with Alumni Relations and Marketing and Communications, the Office of Annual Giving leveraged university partnerships to reach goals while conserving resources. Projects included a holiday video e-card and a Men's Basketball Championship Video. Additionally, a comprehensive acquisition campaign for alumni donors, themed 1875 (to recognize IUP's founding year), was conducted via email, Facebook, the Alumni Connections website, and Alumni Relations e-newsletter from February through June. More than 140,000 email messages were sent, representing significant outreach and a potential cost savings of $23,800 in postage alone.

Narrative Objects: Strengthening management practices, Reducing Cost, Private giving and endowment growth

Outcome: Giving

The Office of Annual Giving solicited more than 10,000 gifts and achieved their goal of more than $1,000,000 in pledges and gifts for the 2010 fiscal year, realizing an 11% increase over 2009 fiscal year efforts. IUP's phonathon achieved the highest number of pledges and dollars to date.

Increased gift income received from alumni again this year by 25%. This past FY giving from Faculty/Staff/Retirees was increased by 430% compared to the previous year. Outright gifts (excluding 1M extraordinary gifts) from all sources increased 48% compared to 15% last year.

As of March 31, 2010, total endowment is $36,373,939.

Pittsburgh Promise Plus grant to support College of Education – from The Heinz Endowments - $160,000 of the $320,000 total received for this project was received in 09/10. This gift supports a key outreach program in Pittsburgh area schools.

Narrative Objects: Strengthening management practices, Private giving and endowment growth

Action: Workforce Education/Economic Development

Timeframe: Single Year

Maintain and support the office of workforce education & economic development in the office of the Provost

Outcome: Accomplishments

The Workforce Education & Economic Development [WFEED] accomplished the following: The Office assisted over 40 companies to access faculty expertise and university services ranging from short term project assistance to research ventures. These relationships led to research grant filings in excess of $500,000 and the filing of the University's first Small Business Innovation Research Grant for Phase I funding for a university/industry collaborative project to prototype a medical electrode device. These projects will fund faculty researchers and student workers who will benefit from working

on real-world projects and increase the University's standing as a resource partner with local business/industry.

Developed collaborative relationships with over 20 academic departments and 60 faculty members, and 20 on-campus Centers & Institutes. This activity led to increased knowledge of faculty areas of expertise and expands the University's capability to better serve the needs of business and industry partners. This activity also fosters more efficient communication to enable future collaborative funding opportunities.

The Office joined the Pittsburgh Energy Alliance Project Funding group in February 2010 to collaborative with regional universities and businesses on upcoming technologies in traditional and alternative energy sectors. Coordinated two inter- disciplinary faculty teams comprised of eight faculty members that will each focus on separate energy research topics. The identification of these teams and expertise will bring new sources of research funding to the University and position it for future university/industry partnerships the energy industry, both locally and regionally.

Narrative Objects: Business accelerators, Collaboration with business and industry, Collaboration with Government, Corporate alliances, Regional economic development, Workforce development

Goal: Leverage Resources

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

Action: Financial Aid/Scholarship Plan

Timeframe: Single Year

IUP developed a financial aid/scholarship leveraging plan.

Outcome: Freshman Reports

Analyzed yield reports regarding freshman student registration and the effect a financial aid package may have on that registration and created the packaging policy for the upcoming academic year utilizing this analysis.

Narrative Objects: Other, Other

Action: Scholarships

Timeframe: Single Year

IUP contines to seek and provide for student scholarships.

Outcome: Funding

The Natural Sciences and Mathematics, like all the other colleges, secured scholarship funding from local professional partners. An endowed scholarship fund was established by Siemens to provide support for expenses related to undergraduate students' research and professional travel to conferences ($30,000).

The Dean's Office works with Annual Giving staff to develop information for use in Ruffalo Cody Phonathon to support Dean's Innovation Fund. The Computer Science newsletter, The Debugger, maintains connections with alumni and encourages alumni participation in University activities including financial contributions to the university. (Distributed three times/year); the Computer Science sponsors an annual alumni homecoming breakfast. The College received new or continuing external grants (Federal, State, PASSHE-FPDC) as follows: 18 grants awarded totaling $2,579,276 and three additional grants totaling $99,916 received to support education and workforce

development in Physics Electro-optics program
Narrative Objects: Private giving and endowment growth, Other

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

Action: Academic facilities
Timeframe: Single Year
Renovate and improve academic facilities

Outcome: Information Assurance Lab
In Natural Sciences and Mathematics, the on-going Information Assurance lab renovation continued with the acquisition of four additional new machines; computers and media projection system installed in Biochemistry classroom; four Biology labs were upgraded with new computers; completion of installation of closed-circuit television technology in lobby of Uhler Hall to increase student awareness of Psychology Departmental activities, University deadlines, announcements, etc.; continued in house training with two colloquia in Mathematics Department on the use of the SmartBoards and the newly released SmartNotebook Math Tools.
Narrative Objects: Science and technology programs, Other

Outcome: Keith and Leonard Halls
The College of Humanities and Social Sciences (CHSS) participated in plans for renovation and replacement of main classroom buildings Keith and Leonard Halls. Keith and Leonard are scheduled to be replaced in 2011-2012. The plans for the new facilities are being designed in a cooperative effort that includes the CHSS Dean and the Chairs of the CHSS departments currently housed in Keith and Leonard. Preliminary discussions between CHSS representatives (Dean, Chairs) and representatives from the Administration and Finance Division about the design of the renovated spaces are underway.
Narrative Objects: Other

Outcome: Student Teacher Observation
Using new technology, the College of Education and Education Technology improved the ability to observe student teachers more frequently. We implemented the "Remote Observation of Student Teachers" system that Lloyd Onyett (Assistant Dean for Technology) developed at about a dozen K-12 schools this year, and plan to install the system at many more schools in 2010-2011. This system allows faculty to remotely observe their student teachers, reducing travel costs and reducing travel time. Feedback has been very positive from both faculty and student teachers. Student teachers have indicated that they feel the system is much less intrusive than having a professor sit in their classroom, and is also less distracting for their students. The system consists of a web camera and wireless microphone connected to the classroom computer, and Skype software (free). The entire cost for a classroom is less than one hundred dollars.
Narrative Objects: Teacher certification tests (PRAXIS), Teacher preparation programs

Action: Academic Mission
Timeframe: Multi-Year
Academic affairs units engaged in efforts to support development of facilities that further the academic mission.

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Outcome: College Technology Managers

Maintained multimedia classrooms and facilitate the service related to the multimedia equipment with the college technology managers (CTMs). Continue to explore the potential use of other classroom technologies to support the delivery of instruction, such as personal response and lecture-capture systems IT Services continued to provide support to over 250 multimedia classrooms. IT Services began the yearly maintenance phase of the multimedia classrooms replacing over 30 projectors. IT Services installed "clicker technology" from Turning Technologies in each of the over 250 multimedia classrooms and installed the associated software for use by all faculty.

Narrative Objects: Instructional technology, Administrative technology support

Outcome: Moodle LMS

Facilitate the implementation of the Moodle LMS while continuing to support WebCT as a supported production platform and supporting instructional technologies. Support PASSHE research efforts into Learning Content Management System (LCMS) products as requested.

Successfully completed the implementation and conversion from WebCT to Moodle in the 09-10 Academic Year; completed hundreds of conversion requests to convert WebCT content to Moodle; provided workshops and training for all faculty members on both general and specific Moodle topics.

Narrative Objects: Learning environment, Instructional technology

Outcome: Support Center

Continued the successful operation of the information technology (IT) support center and apply industry-standard best-practice techniques to ensure all users of it support center services receive timely, accurate, professional and courteous support.

The IT Support Center accepted over 24,000 technology support calls for the 09-10 academic year, resulting in assistance to our student population (including graduate students and faculty engaged in graduate activity. These technology support calls also include supporting IUP's Learning Management System (LMS) which transitioned from WebCT to Moodle during 09-10. This supports fully online courses as well as traditional courses that use the LMS as a teaching supplement. The IT Support Center provided over 900 support calls for the fully online 09-10 Winter Term. These technology support calls also include supporting IUP's Learning Management System (LMS) which transitioned from WebCT to Moodle during 09-10. This supports fully online courses as well as traditional courses that use the LMS as a teaching supplement. The IT Support Center provided over 900 support calls for the fully online 09-10 Winter Term.

Narrative Objects: Instructional technology, Administrative technology support

Action: Siemen's

Timeframe: Single Year

Monitor Siemen's projected savings to ensure a reduction in energy consumption and cost for the University.

Outcome: Savings

The first year's savings was more than the minimum of $23,394 projected. The projected energy savings is $2,493,000 over the next fourteen years.

Narrative Objects: Administrative streamlining, Reducing Cost

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Goal: Resources-University Mission
Manage resources effectively and efficiently to accomplish the university mission and strategic plan.

Action: Use of Resources
Timeframe: Single Year
Managed university projects to ensure efficient use of resources.

Outcome: Energy Savings
Successfully completed the construction phase of the $10.4 M GESA project. Guaranteed Energy Savings Act – PA Act 77 This was a PASSHE initiative which included an investment grade audit of energy systems and resulted in what we also call our ESCO (Energy Savings Company) project completed by Siemens.
Narrative Objects: Administrative streamlining, Reducing Cost

Outcome: ILR Program
Implementation of Interruptible Load Reliability program of the Industrial/Commercial Energy Technologies (ICETEC) contract creating an additional funding source with the cogeneration plant; provide advice to operate the S. W. Jack Cogeneration Plant in a productive, cost-effective manner; run Cogen during installed capacity events to avoid costs and receive additional revenue; provide oversight of the Universities energy strategies and activities in income and cost-avoidance with ICETEC's various programs. Provided over $600,000 and projected over $623,000 in additional revenue and cost avoidance for FY 2009/2010 and FY 2010/2011, respectively.
Narrative Objects: Administrative streamlining, Reducing Cost

Outcome: Print Center
Evaluated Print Center operating systems and re-negotiated lease agreements to create an increased production capacity and reduced operating costs. Digital press replacement doubling capacity and replacement of outdated remote copiers generating an annual savings of $33,000, $165,000 over the five year life of the lease agreement
Narrative Objects: Administrative streamlining, Reducing Cost

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

Action: Crisis Assessment and Response Team
Timeframe: Single Year
Lead and advance the outcomes of the Crisis Assessment and Response Team.

Outcome: Contacts
Fielded and appropriately processed 62 incoming contacts regarding concerns for students-at-risk
Narrative Objects: Strengthening management practices

Outcome: University Community
Provided consultation and crisis services to university community, including parents; over 100 contacts were made concerning crises and 193 consultations were provided
Narrative Objects: Other

Action: Emergency Operations Plan
Timeframe: Single Year
Update the IUP Emergency Operations Plan in conjunction with the URS Corporation

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        Outcome: NIMS
        Updates were made based on a more rigorous application of National Incident Management System (NIMS) to institutional management structure. Pennsylvania Emergency Management Agency (PEMA) check lists were also introduced.
        Narrative Objects: Strengthening management practices

Action: Hazard Mitigation Plan
Timeframe: Single Year
FEMA Adopted IUP's Hazard Mitigation Plan

        Outcome: Hazard Mitigation
        IUP's Hazard Mitigation Plan which contains the criteria that addresses the planning process, hazard identification and risk assessment, mitigation strategy and plan maintenance requirement was approved and adopted by Federal Emergency Management Agency.
        Narrative Objects: Strengthening management practices

Action: Violence Prevention
Timeframe: Single Year
Develop and implement comprehensive university-wide plan addressing violence prevention.

        Outcome: Projects
        Collaborated with Indiana Borough to identify strategies to prevent violence. Reviewed and revised the process for adjudicating allegations against recognized student organizations to create greater efficiency. Provided a presentation on campus violence against women sponsored by the Women's Commission. Ensure that students, parents and IUP Community have information about HAVEN Project's advocacy, outreach, counseling in violence prevention, and trained CA's, OL's, Project ROCS and OIE staff on Haven Project services. Implemented Haven Project Task Force. Lead the IUP Wellness Works Committee
        Narrative Objects: Strengthening management practices

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Goal: Security of Assets
Enhance security of the physical and informational assets of the university.

Action: Banking Stations
Timeframe: Single Year
Four separate installation of on-line banking stations where technology is restricted for university banking use only.

        Outcome: Security
        By locking down these machines and limiting the usage, the risk of receiving and spreading an electronic virus has been greatly reduced.
        Narrative Objects: Strengthening management practices, Administrative streamlining

Action: MarketPlace
Timeframe: Single Year
Expanded use of MarketPlace solutions

        Outcome: Legislation
        Compliance with new Procurement Card Standards legislation.
        This was new compliance information from the Procurement Card Industry. IUP expanded its TouchNet contract for TLink connections for the parking (T2) and Ruffalo

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Cody (UR telethon) processing. This provides for electronic credit card processing on a secure system.

Narrative Objects: Strengthening management practices

Action: Surveillance

Timeframe: Single Year

Use technology to enhance surveillance capabilities

Outcome: Updates

Upgraded DVRs in University Towers and Whitmyre Hall; installed cameras on the 2nd and 3rd floors of the Punxsutawney Living center, all floor hallways in University Towers, in the lounges in Elkin, McCarthy and Whitmyre Halls; added video technology in Clark Hall; converted Whitmyre Hall and University Towers to new card access system; upgraded card access system server, software and clients; worked with Clark Hall, CHWB, and University Police to order and install 16 additional panic buttons and two additional receivers in the CHWB to cover all areas.

Narrative Objects: Strengthening management practices

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	1	Degrees Awarded	Number - Bachelor's	1,957	Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	17.44%	Met	Not Met	Not Met
Indiana University	1	Degrees Awarded	Number - Masters	797	Exceeded		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	60.15%	Exceeded	Exceeded	Met
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	104	Met		
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	7.85%	Met		Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	2279	Exceeded		
Indiana University	2	Second Year Persistence	Retention Rate - Overall	74.60%	Met	Exceeded	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	267	Met		
Indiana University	2	Second Year Persistence	Retention Rate - Black	66.09%	Met	Exceeded	Not Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	52	Met		
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	68.42%	Not Met	Met	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	95.65%		Met	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	712	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	30.28%	Met	Exceeded	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	45	Exceeded		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	16.85%	Met	Exceeded	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	9	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	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	22.50%	Met	Exceeded	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	1,359	Exceeded		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	54.23%	Exceeded	Exceeded	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	54	Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	33.54%	Exceeded	Exceeded	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	8	Not Met		
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	44.44%	Met	Exceeded	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	562.69	Met	Met	Met
Indiana University	6	Distance Education	Number of Enrollments in Distance Education Courses	8,564	Met		
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	6.25%	Met	Not Met	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	99.75%	Met	Met	Not Met
Indiana University	8	Internships	Number of Enrollments in Internship Courses	3797	Met		
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2.77%	Met	Met	Not Met
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	277	Met		
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	7.09%	Met	Not Met	Not Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	318	Met		
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	10.54%	Met	Met	Exceeded
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	67	Met		

			Table 1: Summary of Performance Results				
		Accountability Measures		Current Year Actual	Performance Evaluation		
University	#	Measure	Sub-Measure		Baseline/ Target	Benchmark	System Performance Target
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	2.22%	Met	Not Met	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	1396	Met		
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	9.54%	Met	Met	Exceeded
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	258	Met		
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	1.76%	Met	Not Met	Not Met
Indiana University	12	Employee Diversity	Number of Female Executives	27	Met		
Indiana University	12	Employee Diversity	Percent of Executives who are Female	40.30%	Met	Met	Not Met
Indiana University	12	Employee Diversity	Number of Minority Executives	10	Met		
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	14.93%	Met	Met	Met
Indiana University	12	Employee Diversity	Number of Female Faculty	283	Exceeded		
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	46.78%	Met	Exceeded	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	90	Met		
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	14.88%	Met	Met	Met
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	120	Met		
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	51.72%	Met	Not Met	Met
Indiana University	12	Employee Diversity	Number of Minority Professional Non-faculty	12	Met		
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	5.17%	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
			Table 1: Summary of Performance Results				
		Accountability Measures			**Performance Evaluation**		
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	39.71%	Met	Met	Not Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	30.80%	Exceeded	Exceeded	Exceeded
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	$4,259,351	Exceeded		
Indiana University	15	Private Support	Endowment - Market Value	$34,418,899	Exceeded		
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	-22.39%	Exceeded	Not Met	Not Met
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	$4,986		Met	
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	$4,267	Met		Exceeded
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	$6,647	Met		Exceeded
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	$7,601	Met	Not Met	Met
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	$16,183	Met		
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	525	Met		
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	93.58%	Met	Met	Exceeded

Table 2: Performance Compared to Baseline 2009-2010								
	Accountability Measures			**Time Period**	**Current Year Actual**	**Current Year Baseline**	**Lower Bound**	**Upper Bound**	**Baseline Evaluation**
University	**#**	**Measure**	**Sub-Measure**					
Indiana University	1	Degrees Awarded	Number - Bachelor's	2009-2010	1957	2084	1948	2220	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2009-2010	17.44%	18.46%	17.11%	19.81%	Met
Indiana University	1	Degrees Awarded	Number - Masters	2009-2010	797	697	605	789	Exceeded
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2009-2010	60.15%	54.37%	51.53%	57.21%	Exceeded
Indiana University	1	Degrees Awarded	Number - Doctoral/First Professional	2009-2010	104	104	93	115	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2009-2010	7.85%	8.02%	6.67%	9.37%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Overall	Fall 2008-Fall 2009	2279	1881	1802	1960	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2008-Fall 2009	74.60%	74.23%	72.41%	76.05%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Black	Fall 2008-Fall 2009	267	213	156	270	Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2008-Fall 2009	66.09%	62.28%	53.25%	71.31%	Met
Indiana University	2	Second Year Persistence	Students Persisting - Hispanic	Fall 2008-Fall 2009	52	43	33	53	Met
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2008-Fall 2009	68.42%	79.64%	72.44%	86.84%	Not Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Overall	Fall 2005-Summer 2009	712	770	690	850	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	Fall 2005-Summer 2009	30.28%	31.63%	27.97%	35.29%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Black	Fall 2005-Summer 2009	45	21	17	25	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2005-Summer 2009	16.85%	14.38%	10.99%	17.77%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Four Years - Hispanic	Fall 2005-Summer 2009	9	6	3	9	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2005-Summer 2009	22.50%	22.33%	12.80%	31.86%	Met
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Overall	Fall 2003-Summer 2009	1359	1267	1189	1345	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2003-Summer 2009	54.23%	51.33%	49.63%	53.03%	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Black	Fall 2003-Summer 2009	54	47	37	57	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2003-Summer 2009	33.54%	25.90%	20.22%	31.58%	Exceeded
Indiana University	4	Graduation Rates	Number of Students who Graduated in Six Years - Hispanic	Fall 2003-Summer 2009	8	16	12	20	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2003-Summer 2009	44.44%	53.61%	40.02%	67.20%	Met

		Table 2: Performance Compared to Baseline 2009-2010							
University	Accountability Measures			Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
	#	Measure	Sub-Measure						
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2008-2009	562.69	545.86	526.36	565.36	Met
Indiana University	6	Distance Education	Number of Enrollments in Distance Education Courses	2009-2010	8564	7645	5468	9822	Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	2009-2010	6.25%	6.28%	4.64%	7.92%	Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2008-2009	99.75%	100.00%	92.24%	100.00%	Met
Indiana University	8	Internships	Number of Enrollments in Internship Courses	2009-2010	3797	3802	3487	4117	Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2009-2010	2.77%	2.82%	2.60%	3.04%	Met
Indiana University	9	New Pennsylvania Community College Transfers	Number of New Community College Students	Fall 2009	277	277	249	305	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2009	7.09%	7.24%	6.30%	8.18%	Met
Indiana University	10	Diversity of Entering Class	Number of New Black Students	Fall 2009	318	395	315	475	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2009	10.54%	13.01%	9.99%	16.03%	Met
Indiana University	10	Diversity of Entering Class	Number of New Hispanic Students	Fall 2009	67	77	57	97	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2009	2.22%	2.56%	1.83%	3.29%	Met
Indiana University	11	Enrollment Diversity	Number of Black Students	Fall 2009	1396	1384	1147	1621	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2009	9.54%	9.78%	8.21%	11.35%	Met
Indiana University	11	Enrollment Diversity	Number of Hispanic Students	Fall 2009	258	245	200	290	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2009	1.76%	1.76%	1.46%	2.06%	Met
Indiana University	12	Employee Diversity	Number of Female Executives	Fall 2009	27	29	25	33	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2009	40.30%	44.16%	39.90%	48.42%	Met
Indiana University	12	Employee Diversity	Number of Minority Executives	Fall 2009	10	9	7	11	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2009	14.93%	13.52%	10.55%	16.49%	Met
Indiana University	12	Employee Diversity	Number of Female Faculty	Fall 2009	283	273	265	281	Exceeded
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2009	46.78%	46.50%	44.02%	48.98%	Met
Indiana University	12	Employee Diversity	Number of Minority Faculty	Fall 2009	90	89	81	97	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2009	14.88%	15.27%	13.58%	16.96%	Met

University	#	Measure	Sub-Measure	Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
		Accountability Measures		Time Period	Current Year Actual	Current Year Baseline	Lower Bound	Upper Bound	Baseline Evaluation
Table 2: Performance Compared to Baseline 2009-2010									
Indiana University	12	Employee Diversity	Number of Female Professional Non-faculty	Fall 2009	120	122	116	128	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2009	51.72%	53.03%	51.40%	54.66%	Met
Indiana University	12	Employee Diversity	Number of Minority Professional Non-faculty	Fall 2009	12	12	10	14	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2009	5.17%	5.18%	4.01%	6.35%	Met
Indiana University	13	Degree Programs with Few Graduates	Number of Undergraduate Programs with Fewer than 13 Graduates	2009-2010	27	25	21	29	Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	2009-2010	39.71%	36.63%	30.85%	42.41%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	FY 2007-08 to FY 2008-09	30.80%	0.34%	-13.53%	14.21%	Exceeded
Indiana University	15	Private Support	Private Funds Raised Less Three Largest Donor Totals	FY 2008-09	$4,259,351	$3,379,130	$3,029,411	$3,728,849	Exceeded
Indiana University	15	Private Support	Endowment - Market Value	FY 2008-09	$34,418,899	$16,390,316	$9,199,087	$23,581,546	Exceeded
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	FY 2007-08 to FY 2008-09	-22.39%	-54.67%	-61.26%	-48.07%	Exceeded
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	FY 2008-09	$4,267	$4,281	$3,984	$4,578	Met
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	FY 2008-09	$6,647	$6,691	$6,123	$7,259	Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	FY 2008-09	$7,601	$7,595	$7,367	$7,823	Met
Indiana University	16	Instructional Cost	Doctoral/First Professional Cost per FTE Student	FY 2008-09	$16,183	$17,170	$13,995	$20,345	Met
Indiana University	17	Faculty Terminal Degrees	Number of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2009	525	503	474	532	Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2009	93.58%	93.00%	89.72%	96.28%	Met

Table 3: Performance Compared to Benchmarks 2009-2010									
University	**Accountability Measures**			Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
	#	Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	Institutional Peers	2009-2010	17.44%	19.11%	22.95%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	Institutional Peers	2009-2010	60.15%	40.23%	49.94%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Overall	National Cluster	Fall 2008-Fall 2009	74.60%	63.40%	65.58%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Black	National Cluster	Fall 2008-Fall 2009	66.09%	57.80%	60.36%	Exceeded
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	National Cluster	Fall 2008-Fall 2009	68.42%	63.68%	73.36%	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	System Average	2009-2010	95.65%	73.12%	98.56%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Overall	National Cluster	Fall 2005-Summer 2009	30.28%	11.50%	17.33%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	National Cluster	Fall 2005-Summer 2009	16.85%	3.68%	7.48%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	National Cluster	Fall 2005-Summer 2009	22.50%	7.55%	13.19%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	National Cluster	Fall 2003-Summer 2009	54.23%	28.95%	36.71%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	National Cluster	Fall 2003-Summer 2009	33.54%	13.63%	23.27%	Exceeded
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	National Cluster	Fall 2003-Summer 2009	44.44%	18.33%	24.99%	Exceeded
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	System Average	2008-2009	562.69	550.46	614.20	Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	System Average	2009-2010	6.25%	6.45%	14.60%	Not Met
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	System Average	2008-2009	99.75%	96.78%	100.00%	Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	System Average	2009-2010	2.77%	2.39%	3.43%	Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	System Average	Fall 2009	7.09%	9.01%	14.37%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Public State-wide Average	Fall 2009	10.54%	9.97%	20.27%	Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Public State-wide Average	Fall 2009	2.22%	4.57%	10.62%	Not Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Public State-wide Average	Fall 2009	9.54%	8.31%	16.67%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Public State-wide Average	Fall 2009	1.76%	3.71%	8.09%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Institutional Peers	Fall 2009	40.30%	38.70%	52.91%	Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Institutional Peers	Fall 2009	14.93%	8.70%	21.79%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Institutional Peers	Fall 2009	46.78%	38.78%	42.61%	Exceeded

		Table 3: Performance Compared to Benchmarks 2009-2010							
University		Accountability Measures		Source of Benchmark	Time Period	Current Actual	Benchmark Average	Benchmark Bound	Benchmark Evaluation
	#	Measure	Sub-Measure						
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Institutional Peers	Fall 2009	14.88%	12.29%	24.34%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Institutional Peers	Fall 2009	51.72%	55.25%	57.82%	Not Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Institutional Peers	Fall 2009	5.17%	12.57%	27.00%	Not Met
Indiana University	13	Degree Programs with Few Graduates	Percent of Undergraduate Programs with Fewer than 13 Graduates	System Average	2009-2010	39.71%	44.16%	25.95%	Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	Institutional Peers	FY 2007-08 to FY 2008-09	30.80%	14.49%	12.44%	Exceeded
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	Institutional Peers	FY 2007-08 to FY 2008-09	-22.39%	-0.99%	-13.05%	Not Met
Indiana University	16	Instructional Cost	Undergraduate Cost per FTE Student	System Average	FY 2008-09	$4,986	$5,055	$4,706	Met
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	System Average	FY 2008-09	$7,601	$6,657	$5,531	Not Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	System Average	Fall 2009	93.58%	86.82%	94.30%	Met

University	Table 4: Performance Compared to System Performance Targets 2009-2010								
	Accountability Measures			Time Period	Current Actual	System Performance Target	Lower Bound	Upper Bound	System Performance Target Evaluation
	#	Measure	Sub-Measure						
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Bachelor's	2009-2010	17.44%	21.50%	20.36%	22.64%	Not Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Masters	2009-2010	60.15%	67.00%	59.81%	74.19%	Met
Indiana University	1	Degrees Awarded	Degree to Enrollment Ratio - Doctoral/First Professional	2009-2010	7.85%	9.00%	7.78%	10.22%	Met
Indiana University	2	Second Year Persistence	Retention Rate - Overall	Fall 2008-Fall 2009	74.60%	79.00%	77.12%	80.88%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Black	Fall 2008-Fall 2009	66.09%	79.00%	71.81%	80.88%	Not Met
Indiana University	2	Second Year Persistence	Retention Rate - Hispanic	Fall 2008-Fall 2009	68.42%	79.00%	62.03%	80.88%	Met
Indiana University	3	Accreditation	Percent of Eligible Programs that are Accredited	2009-2010	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 2005-Summer 2009	30.28%	30.00%	28.03%	31.97%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Black	Fall 2005-Summer 2009	16.85%	30.00%	25.05%	31.97%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Four Years - Hispanic	Fall 2005-Summer 2009	22.50%	30.00%	17.38%	31.97%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Overall	Fall 2003-Summer 2009	54.23%	55.00%	52.48%	57.52%	Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Black	Fall 2003-Summer 2009	33.54%	55.00%	48.64%	57.52%	Not Met
Indiana University	4	Graduation Rates	Percent of Students who Graduated in Six Years - Hispanic	Fall 2003-Summer 2009	44.44%	55.00%	36.77%	57.52%	Met
Indiana University	5	Faculty Productivity	Total Credits per FTE Instructional Faculty	2008-2009	562.69	565.00	548.49	581.51	Met
Indiana University	6	Distance Education	Percent of Enrollments in Distance Education Courses	2009-2010	6.25%	2.50%	1.93%	3.07%	Exceeded
Indiana University	7	PRAXIS Aggregate Passing Rate	Pass Rate	2008-2009	99.75%	100.00%	100.00%	100.00%	Not Met
Indiana University	8	Internships	Percent of Enrollments in Internship Courses	2009-2010	2.77%	3.00%	2.81%	3.19%	Not Met
Indiana University	9	New Pennsylvania Community College Transfers	Percent of New Community College Students	Fall 2009	7.09%	11.00%	10.31%	11.69%	Not Met
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Black	Fall 2009	10.54%	8.50%	7.28%	9.72%	Exceeded
Indiana University	10	Diversity of Entering Class	Percent of New Students who are Hispanic	Fall 2009	2.22%	2.50%	2.11%	2.89%	Met
Indiana University	11	Enrollment Diversity	Percent of Students who are Black	Fall 2009	9.54%	7.00%	5.60%	8.40%	Exceeded
Indiana University	11	Enrollment Diversity	Percent of Students who are Hispanic	Fall 2009	1.76%	2.50%	1.80%	3.20%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Female	Fall 2009	40.30%	45.00%	40.62%	49.38%	Not Met
Indiana University	12	Employee Diversity	Percent of Executives who are Minority	Fall 2009	14.93%	15.00%	12.11%	17.89%	Met

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 2009-2010						
		Accountability Measures							
Indiana University	12	Employee Diversity	Percent of Faculty who are Female	Fall 2009	46.78%	46.00%	43.54%	48.46%	Met
Indiana University	12	Employee Diversity	Percent of Faculty who are Minority	Fall 2009	14.88%	15.00%	13.98%	16.02%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Female	Fall 2009	51.72%	50.30%	48.10%	52.50%	Met
Indiana University	12	Employee Diversity	Percent of Professional Non-faculty who are Minority	Fall 2009	5.17%	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	2009-2010	39.71%	25.00%	18.78%	31.22%	Not Met
Indiana University	15	Private Support	Rate of Change of Private Funds Raised Less Three Largest Donor Totals	FY 2007-08 to FY 2008-09	30.80%	4.63%	2.00%	6.26%	Exceeded
Indiana University	15	Private Support	Endowment - Rate of Change in Market Value	FY 2007-08 to FY 2008-09	-22.39%	4.63%	2.00%	6.26%	Not Met
Indiana University	16	Instructional Cost	Lower Division Cost per FTE Student	FY 2008-09	$4,267	$4,381	$4,296	$4,466	Exceeded
Indiana University	16	Instructional Cost	Upper Division Cost per FTE Student	FY 2008-09	$6,647	$6,910	$6,679	$7,142	Exceeded
Indiana University	16	Instructional Cost	Masters Cost per FTE Student	FY 2008-09	$7,601	$7,929	$7,484	$8,374	Met
Indiana University	17	Faculty Terminal Degrees	Percent of Full-Time Tenured or Tenure Track Instructional Faculty with Terminal Degrees	Fall 2009	93.58%	90.00%	87.02%	92.98%	Exceeded

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.

Source: 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.

Source: 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.

Source: 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.

Source: 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.

Source: 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.

Source: 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.

Source: 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 resources and allows universities to backfill enrollment in areas where student attrition has made available openings for sophomores and upper-class students.

      Source: Fall student data file (freeze submission)

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).

      Source: 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.

Source: 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.

Source: Completions files, Academic Program Submissions

Measure #14: Personnel Ratio

This measure was not evaluated for 2009/10.

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 32 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 reflects the general academic instruction costs of programs.   It includes expenditures for instructional activities that are within the fiscal reporting year, associated with the academic offerings.   These expenditures are inclusive of release time for department chairs, assistant department chairs, and internship coordinators associated with a specific academic department.

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, DPH, ScD, JD, MD, DNSc, 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