

# Periodic Review Report

presented by:

Indiana University of Pennsylvania  
Dr. David Werner, Interim President

presented to:

Middle States Association  
Commission on Higher Education

April 18, 2011

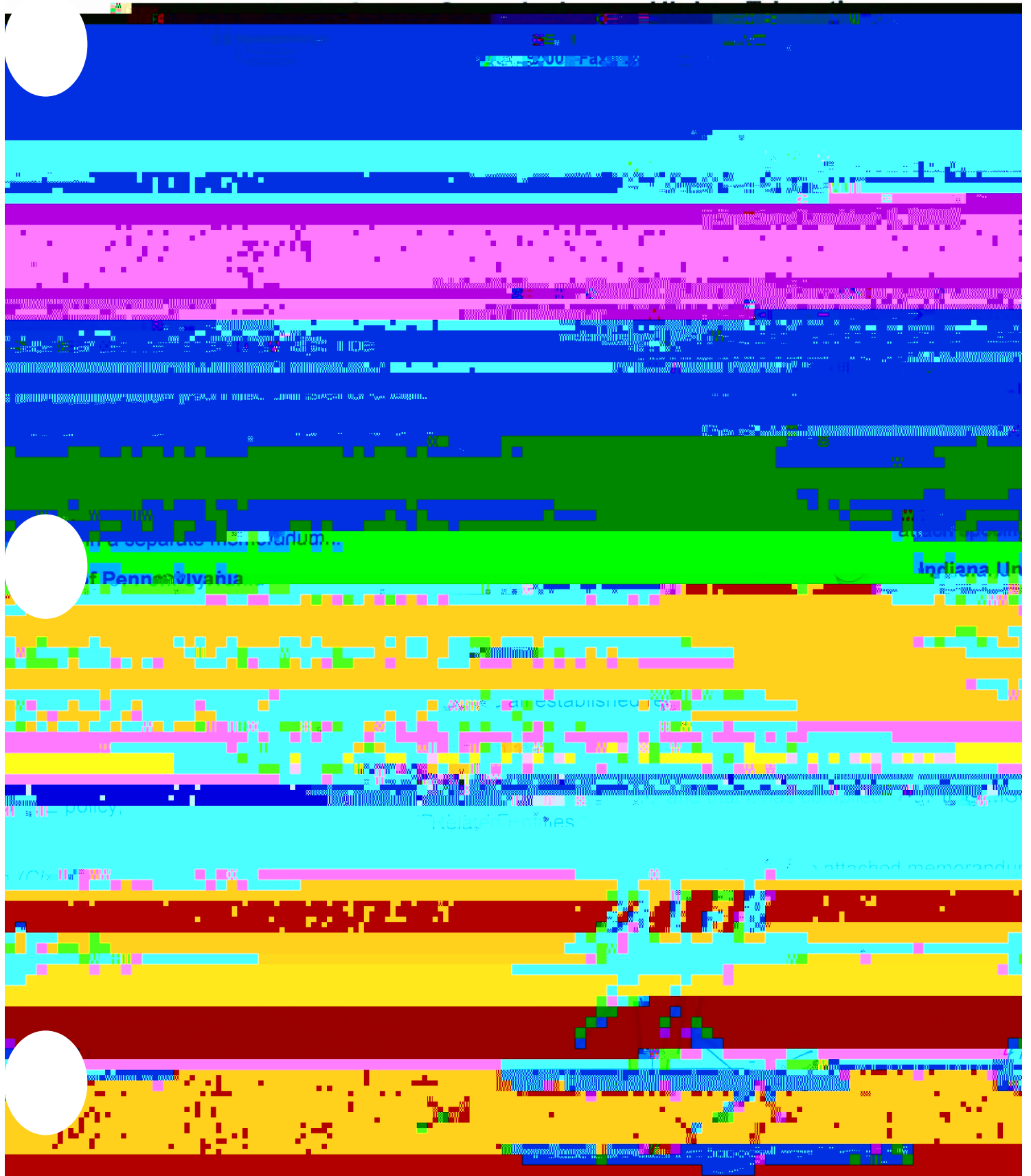
Accredited since: 1941  
Reaffirmation of Accreditation: 2006  
Evaluation Site Visit: March 19-22, 2006

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# Chapter 1: Executive Summary of the Periodic Review Report

## Middle States Guidance on the Executive Summary\*

This important summary should be prepared after the entire PRR has been completed, but it should appear as a preface to the document. The executive summary of no more than five pages in length should include:

- a brief introductory overview of the institution, including references to mission, enrollment, educational offerings, structures, and resources that will provide appropriate institutional context for the reader of the PRR

- summary information on the institution's history

- a summary of major institutional changes and developments since the decennial accreditation, to the extent that such changes are relevant to one or more accreditation standards

- an abstract of the highlights of the PRR in narrative form

The completed PRR Certification Statement should be attached to the Executive Summary, and the institution should ensure that the PRR meets the requirements published in *Characteristics of Excellence*, and federal Title IV requirements.

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*\*Blue guidance sections are included to explain the scope and organization of this report for any readers unfamiliar with the Middle States PRR process. To view the full guidance, please refer to the Middle States PRR process manual.*

## 1.1 Overview of Indiana University of Pennsylvania

Indiana University of Pennsylvania was originally founded in 1875 as one of several state-chartered normal schools for teacher education. Its academic mission soon broadened to provide high-quality college education at a low cost for many other kinds of skilled professionals as well. It changed its name several times over the years from Indiana State Teachers College to Indiana State College and finally to Indiana University of Pennsylvania in 1965. It was first accredited by Middle States in 1941 and has remained fully accredited since then. Its most recent re-affirmation took place in 2006, when it met all fourteen standards for accreditation.

Since the state of Pennsylvania created the Pennsylvania State System of Higher Education (PASSHE) in 1982, IUP has been the largest of the new system and the only one with doctoral degree granting status. PASSHE is overseen by a state Board of Governors, which approves new



Provost meets monthly. The Council of Deans also meets as a smaller organizational body, as does the Council of Department Chairs.

The Division of Student Affairs includes those offices, programs and centers that provide services to IUP students and promote their success on all levels, academically and personally. These include the Advising and Testing Center, African-American Cultural Center, Athletics, Career Development Center, Center for Health and Well-being, Center for Student Life, Center for Student Success, Counseling Center, Dean of Students, Enrollment Management, Financial Aid, Health Service, Housing and Residence Life, Student Cooperative, Undergraduate Admissions, Veterans Affairs and the Vice-President for Student Affairs. The leaders of these centers and offices, along with other senior staff in Student Affairs make up the Student Affairs Leadership Team (SALT) that helps to set goals and priorities in conjunction with the Vice-President of Student Affairs. The division also has a separate Assessment Committee to guide its efforts and reflect the outcomes of on-going assessment measures.

***IUP Faculty & Staff, Students and Campuses***

In Fall 2010, Indiana University of Pennsylvania employed 754 faculty members, of whom 48% are women and 12% are minorities. Over 94% of IUP faculty members hold the highest educational degree in their field. Faculty members at IUP are unionized and work under a collective bargaining agreement negotiated at the state level between PASSHE and APSCUF (Association of Pennsylvania State College and University Faculties). In Fall 2010, IUP employed 812 administration and support staff members.

In Fall 2010, IUP enrolled a total of 15,126 students. Of these, 12,827 were undergraduates and 2,299 were graduate students; 43 percent of students were male and 57 percent were female.





## **1.4 Narrative Abstract of Final Report**

IUPUI Middle States accreditation was reaffirmed in 2005-06 with all fourteen accreditation standards found to be fully met. The three recommendations made in the evaluation report have been addressed as follows:

### **Standard 2: Planning, Resource Allocation and Institutional Renewal**

The evaluation team recommended that IUP submit a two-year progress letter on mission redefinition and development of a new strategic plan. This recommendation was fulfilled with the adoption of a new university strategic plan in 2007 and submission of the required progress letter to Middle States in 2008.

### **Standard 7: Institutional Assessment**

The evaluation team recommended that IUP implement a process of strategic management for continuous improvement, including a written institutional strategic plan and a process for assessing its implementation. The new university strategic plan was deployed in 2007 and several aligned divisional strategic plans have been created since then, including a detailed academic affairs strategic plan. Their combined effectiveness is documented by





3. Within three years of the team visit, a mechanism for managing strategic plans and assessment activities across the university was implemented using TracDat software. This commercial database is designed to track mission alignment, outcomes assessment and related budget planning. It has been used since 2009 by the Office of Institutional Research, Planning and Assessment for strategic planning, mission alignment and assessment at the divisional level. A pilot project has also explored more detailed use within the Division of Academic Affairs. The overarching goals of the university TracDat reports (examples in Figure 1 and Appendices F4-F7 and P1-P4).



## 2.2 Response to Recommendation on Standard 7

The evaluation team that visited IUP in 2005-06 recognized that without a strategic plan, the university could not assess its own effectiveness in carrying out actions to further its mission. Now that the university has a strategic plan, each unit has a better understanding of it, IUP has made significant progress in three separate areas related to the measurement of institutional effectiveness:

- A. Alignment of university goals and planning with unit actions and assessments
- B. Beginning a process of strategic management for continuous improvement
- C. Carrying out an institution-wide assessment of university effectiveness.

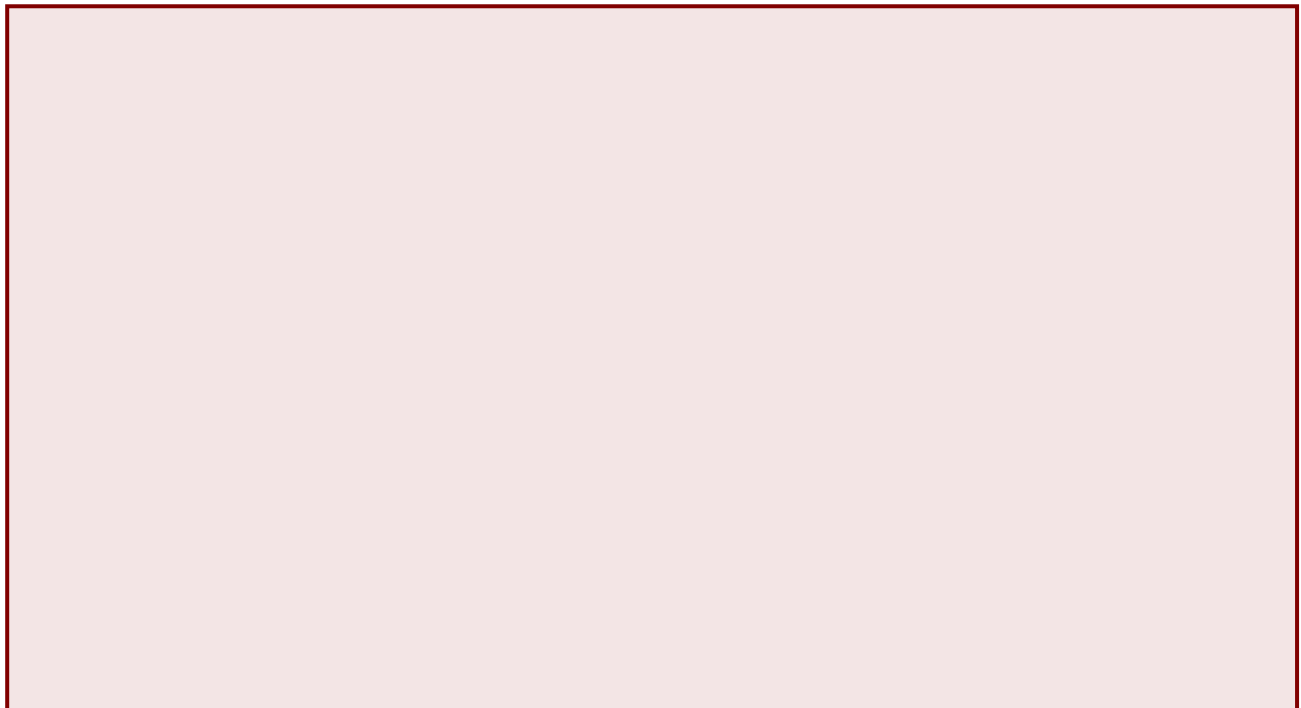
### **A. Alignment of University Planning with Unit Actions and Assessments**

As discussed under Standard 2, a written institutional strategic plan was adopted in 2007 to better communicate the goals, mission and vision of the University as a whole. The two largest divisions within the university (Academic Affairs and Student Affairs) have already completely

A1. Academic Affairs Mission Alignment Process and Results

The largest divisional unit in the university, Academic Affairs, began its strategic planning with a series of large group meetings or charrettes that were held in Spring 2009. These meetings invited stakeholders from across the academic unit (deans, chairs, program leaders, faculty and staff) to jointly identify the highest goals and priorities of the academic mission for use in planning, budgeting and program review. Following these intensive sessions, a steering committee was convened in the fall of 2009 to shape these action goals and priorities into an academic strategic plan linked to the university strategic plan. Inclusiveness was a key element of the academic strategic planning process. The steering committee included faculty, staff, managers and students. The committee further established seven broad-based work-groups (one for each goal) with a total of about fifty members to deliberate in detail on various aspects of the plan. The initial drafts of the plan were formally presented and discussed with the other divisions, the student government, the faculty union, the council of chairs, the council of deans, and the general university community in an online discussion board and at two town-hall meetings. Feedback from these various groups was incorporated in the final draft that, in Fall 2010, the academic affairs unit adopted the final plan: **Charting Our Course to Academic Excellence 2010-2014** (included as Appendix D1 and also available online at <http://www.iup.edu/academicplan/default.aspx>)

Based on the identity, values and academic mission as clarified by the charrettes and following the template of the university strategic plan, the academic strategic plan created seven main action goals for the Academic Affairs division to focus on:

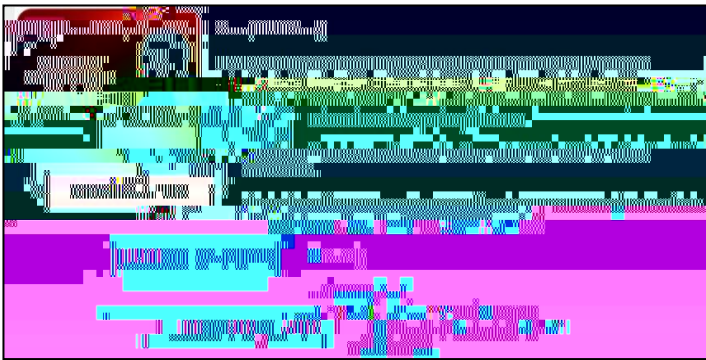








7. Incoming freshmen with SAT scores of 890 and below have been shown to be at higher



with faculty and students. However, one unique living-learning community was designed as a joint project between the Division of

GA program. Simultaneously, a second round of assessment was carried out to confirm the effectiveness of the program. The following summary of assessment results is taken from the 2009-10 report submitted by the College of Health and Human Services.

### **ANALYSIS OF OUTCOMES ASSESSMENT FOR RETENTION GRADUATE ASSISTANTS**

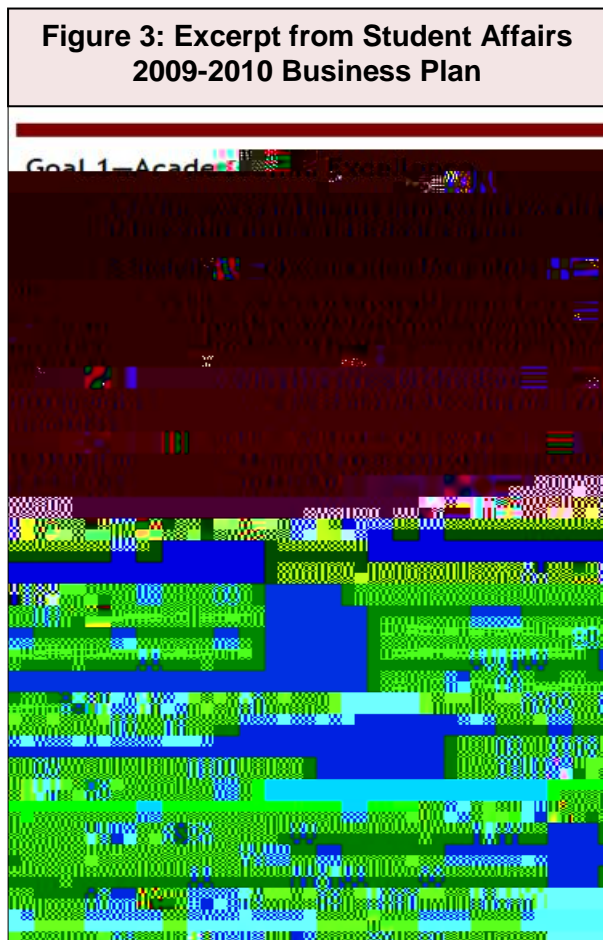
Historically, the College of Health and Human Services has employed two retention GAs with the assistance of funds from Academic Affairs. In HHS, the college that has the largest number of majors (4710 . 37% of enrollment), approximately 200-375 undergraduates are typically on probation or extended probation. Retention GAs are specifically trained on IUP academic policies and the needs of at-risk students. They work 20 hours per week and carry a caseload of 35-40 students; every appointment slot in their schedules is filled. Probationary students are to meet with a GA throughout the semester as part of their academic recovery plan. The GAs work individually with each student, identify areas of concern and help find resources and strategies to improve the GPA. The GAs may refer students to campus resources or have them fill out weekly time sheets, planners, or worksheets that identify factors that limit academic success.

Table A compares HHS students at risk who met with a retention GA vs. those who did not meet with a GA in AY 2008-09 and 2009-10. For the last four semesters, a higher percentage of students who met with a retention GA achieved good standing than those who did not meet with a GA during the semester they were on probation. A lower percentage of students at risk who met with

On the basis of the assessment data collected by the colleges, the Division of Academic Affairs used its limited resources in 2010-11 to re-deploy one retention GA to the Punxsutawney & ] • É@ÁãÁ ÁUqÁ ] ^&ãÁ | [ \* |æ Á | Á&æ^ { ðæ | Á&æ risk students. In addition, positive assessment outcomes have convinced three of the six college deans to either continue internal funding for an educational psychology retention GA or an equivalently trained graduate student from the Psychology Department. Further restoration of division-level funding has been given a high priority in budget planning currently underway for 2011-2012.

A2. Student Affairs Mission Alignment Process and Results

Since 1998É@Á } ã^ | • ã q Á ^ & [ } á-largest division, Student Affairs, has aligned its annual à • ã ^ • • Á | æ • Á ã@Á } ã^ | • ã q Á goals, priorities and strategic plan in order to ensure that its priorities reflect the goals and vision of the university. This alignment is clearly articulated in yearly brochures thæÁ @ , Á@ , Á@Áããã } q Á current actions align , ã@Á ãã Á | ^ } o Á Á@Á } ã^ | • ã q Á dæ \* ðÁ | æ Á@æ ] | ^ Á Áã ~ | ^ Á; complete



**Figure 3: Excerpt from Student Affairs 2009-2010 Business Plan**

list in Appendix E1). These linkages are also shown in the detailed objectives and priorities documents that Student Affairs produces to plan future actions (Appendix E2).

Like Academic Affairs, Student Affairs has instituted a system of establishing expected outcomes and assessing them for effectiveness. A divisional assessment committee coordinates all assessment-based planning and analyzes the results of surveys, benchmarks and other assessment outcomes. Units within the division such as the Office of Housing and Residence Life and affiliated organizations such as the Student Cooperative Association have their own internal assessment committees that meet on a monthly or more frequent basis. The emphasis placed on assessment in this division can be gauged by the yearly presentation of the David DeCoster Excellence in Assessment Award within the division.

As with Academic Affairs, there are numerous examples within this division of how actions have been aligned to the ~ } ã^ | • ã q Á dæ \* ðÁ [ æ , evaluated by assessment outcomes and amended based on the assessment results. The most notable examples are listed below along with two outstanding exemplars. A more complete description of these highlights of alignment, assessment and action in Student Affairs is included in Appendix E3.

1. Working together, the divisions of Student Affairs and University Relations implemented t

5. Numerous assessment-driven improvements were made by the Enrollment Management Team to procedures in the offices of Admissions, Financial Aid, Career Development, Advising and Testing and Student Success and Retention. The outcomes included a boost in student registrations and FAFSA filings, a 54% increase in campus visits by prospective students and an overall rise of 7.3% in enrollment from 14,018 total students in 2007 to 15,126 students in 2010. *[University goal alignment: Enrollment Management]*

6. Based on outcomes from a national 2008-2009 assessment by College Bookstore Consultants, the Student Cooperative Association implemented changes in the Coop S 2studhe Coop agemee Codriven1 161he Convd A 056(0)]TJETBT1 0 tcidriodic44 T67he Codrive43



## Exemplar 2: A Social Norming Campaign to Reduce Alcohol Abuse on Campus

Since this campaign began, Student Affairs has collected data on alcohol consumption patterns through CORE drug and alcohol surveys and the EBI (Educational Benchmarking Inc.) Residential Survey. These data led Student Affairs to alter their alcohol awareness strategy in the past year from one based on alcohol awareness weeks to a broader campaign of social norming, or modifying the campus environment so that appropriate drinking behavior is not only encouraged but is also perceived by students to be the norm among their peers. Assessment data show a significant decrease in binge drinking as a result.



## B. Beginning a process of strategic management for continuous improvement

Over the past five years, one of the main obstacles to managing for improvement at IUP has been the lack of any uniform mechanism for divisions, units, programs and departments to use when reporting their goals, alignments with larger strategic plans, assessments plans and the response to assessment data. Some offices on campus used spreadsheets to collect information for university assessment while others summarized their plans and actions in narrative text reports. Data was often collected in paper form and stored in various sites across campus, or collected electronically but not disseminated to all the stakeholders who could have used it to evaluate the effectiveness of their actions.

Beginning in 2009, IUP began implementing the campus-wide use of a relational database called TracDat to manage the process of continuous improvement. TracDat is a commercial database designed and administered by Nuventive, a Pittsburgh-based company specializing in institutional management. TracDat has many advantages over the previous system of outcomes management and one major disadvantage, which is that it requires a significant investment of time and training for IUP administrators and faculty to be able to use it effectively. However, the advantages of TracDat outweigh this limitation. They include a flexible format for inputting strategic plans, action plans and assessment methods as well as the ability to attach data in many different formats to support the reported outcomes. TracDat also contains powerful data manipulation and reporting tools that can collect outcomes from a wide variety of programs and administrative units if they are all linked to the same strategic goal (examples in Appendices F4-F7 and P1-P4).



Earlier versions of TracDat had been used at IUP for limited purposes of reporting performance data to PASSHE, but TracDat was not employed to manage the process of continuous improvement on the campus itself. In 2009, a much more powerful version of TracDat became available through a state-wide contract with Nuventive. Implementation of this version of TracDat at IUP was led by the Office of the Institutional Research, Planning and Assessment in conjunction with IT Services. Following training and consulting workshops with the staff of Nuventive, this office created the TracDat backbone structure of summary units (these are the administrative units that create strategic goals) and assessment units (these are the teaching and management units that take actions to support the

The on



For the next five years, the Pennsylvania State System of Higher Education has adopted a new vision and strategic plan for distributing performance funding across its fourteen universities (Appendix G5). This plan, approved in January 2011 by the PASSHE Board of Governors, sets several mandatory assessment measures that all system schools must use to determine their effectiveness, but it also allows individual universities to choose among a set of other assessment measures that are most clearly demonstrate the effectiveness of its strategic actions. Performance funding is linked both to institutional improvement and to national peer benchmarks for each assessment measure. This flexible but rigorous program of system-wide accountability complements and reinforces our institutional assessment plan by using many of the same measures that we already emanuzt-5(m)-6( )76( )8(m)-6(e)-3(a)-3(s)10(u)3(reoi)4(d)-3(o)-(re e)4(ff)-3(e)-3(ctiv)10(e)6

developed by the division of Student Affairs. Based on the same learning goals, a revised Libc0rJ.8oTBT1 0 0lff-3(e)6(n)-3(t 0 JETQQf 38.s.6( )]TJm)12(isi)w3( o )]TrkBT1w3( o5(n)6(T1



## **2.3 Response to Recommendations on Standard 14**

Following adoption of the university-wide student learning outcomes, volunteers were solicited across the university to serve on one of eleven different subcommittees to write inclusion criteria for courses, categories, core requirements, and competencies-across-the-curriculum in a revised Liberal Studies curriculum. In order to as3(t)8(e)-3TBT1 0 0 1 205.37 38.1c

The original set of university-wide student learning outcomes developed by the Liberal Studies revision remains the g ãã \* Á |ã &ã |^Á^@ã áÁ@Á}ã^!•ã ç Áã ]|[ã&@Á Á the assessment of student learning. Developers of Liberal Studies courses will be asked to create



University-Wide Assessment Committee for analysis and discussion. The UWAC is composed of faculty members working in assessment in each college as well as assessment experts from several administrative offices in Academic Affairs, Student Center, and the Center for Career and Professional Development. The findings and analysis serve as input for consideration when decisions are made about issues such as curriculum revision, academic resources and student support issues

outlining the scope of five-^æÁçã, •KÓîã|ãÁ|ÁØ||Ü^çã, Á-ÁBã^ {ãÁ

3. Administration of the Collegiate Learning Assessment and National Survey of Student Engagement instruments allows IUP student learning outcomes to be nationally normed and compared to peer institutions across the PASSHE system. Analysis of the trends of these data sets is performed by a university-wide committee composed of faculty members from several colleges and staff members from several offices of the administration (Appendices I and J).

4. The KARS assessment system pioneered by the College of Education and Educational Technology for NCATE accreditation purposes has been adapted for use in the College of Business for AACSB accreditation purposes and also by the department of Safety Sciences. (Appendix M)

5. Because a customized assessment system such as KARS cannot be implemented in

## Chapter 3: Challenges and Opportunities

### Middle States Guidance on Narrative Identifying Major Challenges and Opportunities

Identify briefly what the institution sees as its most important challenges or opportunities over the next five years, consistent with the information and analysis contained elsewhere in the PRR. Only challenges and opportunities with particular relevance to one or more accreditation standards should be addressed, and the institution should identify which standards relate to each challenge or opportunity described.

This section of the PRR is designed to allow the institution maximum opportunity to record briefly and to analyze its chief accomplishments and any significant obstacles or challenges. Among these developments could be changes in mission, programs, institutional effectiveness (outcomes), student services, facilities and other institutional resources, administrative organization, governing board, governance structures, personnel and

Looking ahead to our implementation of Middle States accreditation standards over the next five years, we see two major challenges, one clear opportunity, and one change that involves both challenges and opportunities at the same time.

### 3.1 Challenge One: Financial Uncertainty

Like many institutions across the nation, IUP faces continuing financial limitations over the next five years. The recent economic downturn impacted our budgets less than we had originally feared, thanks to emergency financial support provided by the federal and state governments, but as the economy recovers at a slow pace, state support will very likely diminish. The university has been subjected to almost thirty years of declining state support: in 1983-1984 the state contributed 40% of the operating budget, while in 2010-2011 the state contributed only 31% of the operating budget. Reduced state support creates higher tuition and fees for students, which alters enrollment management plans and places IUP in competition with a different set of peer institutions for students. Recognizing that, the Board of Governors has been very stringent in keeping tuition increases to a minimum, which means that academic resources across the system have shrunk drastically in order to cope with the mis-match in revenue and expenditures. Declining state support and restricted tuition increases have caused IUP to modify some plans proposed earlier in this assessment period in order to direct the remaining resources towards change that can be implemented without major new financial commitments. In addition, severe financial constraints have put staffing levels at the university under pressure. The university has tried to protect faculty lines wherever possible, but there has been a slow decline in faculty numbers over the past five years.

### **3.2 Challenge Two: External System Budget Deadlines**

The second challenge that faces IUP relates to Middle States Standards 2 and 7. In both of these areas of accreditation, Middle States has called for all of its member institutions to link their budgeting and planning processes so that resources can be directed in the most effective way to achieve the institution's strategic goals. IUP has implemented that directive by requiring all divisions to submit yearly priorities to the Office of Institutional Research, Planning and Assessment. These priorities will be augmented in the near future by the addition of requested budget items needed to carry them out, so that the resource needs of each initiative can be assessed and met as much as possible, given the evidence of effectiveness as shown by key success indicators. However, because IUP is part of the larger Pennsylvania State System of Higher Education which is funded in part by state government budget allocations, our overall university budget is often not known until just before or even during the fiscal year. If cuts are made at the state government level, the entire planning cycle must be repeated both system-wide and at IUP, usually in a very compressed time scale. This compressed time-line for decision-making is an on-going challenge for IUP as it is for many other state-funded universities. We hope that the recent implementation of evidence-based assessment as a criterion in directing resources will help us pinpoint which actions have the most effective outcomes and therefore should receive the highest priority when funding levels change on short notice in the future.

### **3.3 Opportunity: TracDat Planning and Assessment Initiative**

It is fortuitous that the increased use of the TracDat relational database at IUP coincides with a new initiative from PASSHE to help create an innovative new user-interface for this software, one that will allow users to input data through a cloud-based web dashboard rather than logging into the database itself. PASSHE specialists are helping to develop this new version of TracDat and PASSHE institutions like IUP will be among the first to pilot it. This gives IUP a clear opportunity to implement this database not only at the broad divisional and college/office level, but also to make it user-friendly and accessible for detailed department and program level assessment work. With a small investment in resources over the next five years, IUP could make great strides in ensuring that both university assessment and student learning assessment become widely and deeply engrained in the university culture and are performed in a timely and uniform manner across the campus.

### **3.4 Challenge and Opportunity: Change in University Governance**

meeting strategic goals are underway, but any final decisions will most likely wait until our university has permanent leadership in place again.

The opportunity which arises from this change is because our interim president, David Werner, has made a remarkably successful effort to return IUP to the ethos of shared governance, distributed decision-making and institutional transparency that was so highly praised in our last decennial evaluation by Middle States. Dr. Werner has instituted several new and highly effective channels of communication between administration and faculty:

From the beginning of his tenure, Dr. Werner has held monthly open meetings where faculty, students, staff and administrators may ask the president about any topic of university governance or budget.

Werner has also used his web page to solicit suggestions from faculty, students and staff about the budget crisis that IUP faces, using a series of web interviews called Budget Matters. <http://www.iup.edu/news.aspx?category=Budget+Matters&blogid=6291>

Dr. Werner has also used his web page to solicit suggestions from faculty, students and staff about the budget crisis that IUP faces, using a series of web interviews called Budget Matters.

If the spirit of transparency, shared governance and accountability that Dr. Werner has managed to establish in his short tenure so far at IUP become engrained enough to carry over into the administration that follows his, the next decennial self-study will once again be able to point to these highly-

**Chapter 4:**

The primary sources of IUP unrestricted revenue are state appropriations, and tuition and fees. IUP received minimal increases in the base state appropriations over the period of fiscal years (FY) 2004-2005 through FY 2007-2008. In FY 2008-2009, IUP was required to return 4.25% or \$2.7 million of its total appropriations due to decreased state revenues. As a result, IUP was forced to reduce its FY 2008-2009 expenditure plans by nearly \$10.2 million simply to balance the budget.





have focused primarily upon providing support for the strategic goals of the university. Table 9 summarizes the total of all annual performance funding allocated toward the University's strategic goals for fiscal years 2005-2006 through 2009-2010. Over the last five years, \$15.2 million of performance funding, awarded to IUP on the basis of system-wide accountability measures, have been allocated toward the University's strategic goals. This resource allocation action occurred while the educational and general budget has been reduced by \$13 million.

Table 9: Performance Funding Allocated toward Overarching Strategic Goals	
Overarching Strategic Goal	Total Funds
Academic Excellence	\$ 6,296,624
Student Development and Success	\$ 2,093,803
Civic Engagement	\$ 140,974
Marketing and Promotion	\$ 3,190,000
Enrollment Management	\$ 809,640
Continuous Improvement	\$ 1,833,462
Resource Development	\$ 723,000
University Safety and Security	\$ 180,000

While formal direct linkages between the financial plan and the strategic plan are still being developed, the following engagement and assessment activities show that IUP is already moving in this direction:

- Residential Revival . Student Housing Replacement Project
- Creation of the Centers for Student Success and Student Health & Well-Being
- Development and implementation of the Enrollment Management Plan
- Support for the IUP Punxsutawny Regional Campus (with Student Affairs)
- Development of an Athletic Master Plan
- Creation of the University Budget Advisory and Capital Budget Committees
- Procurement Services implemented customer service and efficiencies
- Assessment of energy plant cogeneration activities
- Implementation of efficient energy utilization program
- Participation in the PASSHE Guaranteed Energy Savings Program
- Engaged in comprehensive Long Range Campus Master Planning activities
- Implementation of position budgeting and control systems
- Enhanced university parking availability and facilities
- Operational and Efficiency Reviews of Finance, Procurement, and IT Services

### Audited Financial Statements

IUP Financial Statements for the fiscal years ending June 30, 2008, 2009, and 2010 with related Management Letters are included as Appendices Q1-Q6.

### Change in Net Assets

Appendix R1 provides a multi-year analysis of the change in net assets. Over the past three fiscal years, IUP has experienced a decrease in net assets that indicates that the University's net assets have decreased. This decrease is largely due to retirement benefit liability. For FY 2009-2010, IUP recorded post-retirement operating expenses of \$7.4 million. It should be noted that this is a non-cash item. There is no current requirement or future liability for retirement benefits.

liability has been the largest contributing factor to the increase in current liabilities. In FY2009-2010, post-retirement liability increased \$7.2 million, or 37% from \$19.3 million to \$26.5 million. Adjusting this analysis for the post retirement liabilities will show only minimal increases in net assets.

**Unrestricted Net Assets**

Appendix R2 provides a multi-year analysis of the changes in unrestricted net assets, exclusive of the compensated absences and post-retirement deficits. Various fund categories show incremental growth over the past four fiscal years. Note that the largest variance occurred in the encumbrance for plant activities. This \$16 million decrease is due to the payment of construction invoices on the Kovalchick Convention and Athletic Complex (KCAC) project.

**Noncurrent Liabilities**

Trend analysis of noncurrent liabilities shows an increase of \$29 million that is due to the significant compensated absences and post-retirement benefits liabilities discussed above (Appendix R3).

**4.2 Future Financial Projections**

Table 10 presents the budget forecast for FY 2010-2011 through FY 2012-2013 (data also in Appendix R4).

<b>TABLE 10: IUP FUTURE BUDGET PROJECTIONS 2010-2013</b>				
		<b>FY 2010/2011</b>	<b>FY 2011/2012</b>	<b>FY 2012/2013</b>
<b>SOURCES</b>	State Appropriations	\$ 52,659,245	\$ 47,393,321	\$ 47,393,321
	ARRA - Federal Stimulus	5,038,483	-	-
	Performance Funding	5,052,290	4,547,061	4,547,061
	Tuition and Fees	109,563,811		



Through the efforts of the University Planning Council, University Budget Advisory  
 university community will work toward achieving an annual balanced budget in the face  
 to protect and preserve the academic integrity and core mission of IUP while maintaining the

### IPEDS Data and Reports

As required by Middle States, the financial data submitted by IUP to the Integrated Post-Secondary Education Data System (IPEDS) for the past three years is included in Appendices S1-S3. The IPEDS Feedback Report for 2010 is attached as Appendix S4.

### 4.3 Historical Enrollment Trends

Two simultaneous trends have affected enrollment at IUP over the past three years. One is a 17.9% rise in new freshmen since 2007. IUP has also experienced a 10.8% rise in the number of continuing undergraduate students beginning in Fall 2008. This second trend is a result both of larger freshmen classes carrying over from previous years and increased student retention as a result of assessment and analysis efforts by both Student Affairs and Academic Affairs. Together, these trends have resulted in an overall rise of 7.9% in total students in 2010 to 15,126 students in 2010. This rise is measured by a documented increase of 20 points in incoming freshman SAT scores over the same time period. Complete university enrollments and projections can be viewed in Appendix U1.

TABLE 11: HISTORICAL ENROLLMENTS AT IUP				
IUP Actual Enrollment Data	Fall 2007	Fall 2008	Fall 2009	Fall 2010
New Freshmen	2,648	3,208	3,187	3,121
New Transfer Students	605	583	594	673
New Graduate Students				

This historical rise in enrollment is consistent with larger trends in the growth of most PASSHE universities over the past two decades. It reflects the gradual population growth of the state of Pennsylvania (particularly in the eastern part of the state) combined with a state-wide identity as a low-cost and high-value educational option. In addition, the IUP Student Affairs Division has created detailed yearly enrollment management plans designed to recruit and retain students with stronger academic skills while increasing student diversity and providing more effective student support services at all levels of the university (Appendix U2-U4). This enrollment plan

Overall, graduate enrollment has been steady

## Chapter 5: Assessment Process and Plans

### 5.1 Overview of Current Assessment Process

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#### Assessment of university effectiveness

This category of assessment broadly measures how well the entire university is carrying out its mission and strategic plan and is designed to ensure that strategic planning and assessment inform decision-making at all levels of the university. The Office of Institutional Research, Planning and Assessment coordinates and leads this assessment effort by gathering accountability data from across campus and reporting the results to both internal and external stakeholders. Individual divisions within the university participate fully in this effort and in many cases go beyond the level of assessment detail that is required for system accountability, in order to analyze and modify their internal strategic and action plans. The Office of Institutional Research, Planning and Assessment records and reports on prioritized actions each year.

program at IUP using methods such as the Collegiate Learning Assessment (CLA) and the Liberal Studies capstone writing assessment. The responsibility for ensuring student learning is assessed through these two mechanisms rests with the Division of Academic Affairs. Additional assessment of student learning occurs in relation to the Living-Learning Communities that IUP has created as part of the Residential Revival as well as other non-credit student learning programs. Responsibility for assessing these types of student learning rests within the Division of Student Affairs.

## **5.2 Strategies for Measuring University Effectiveness**

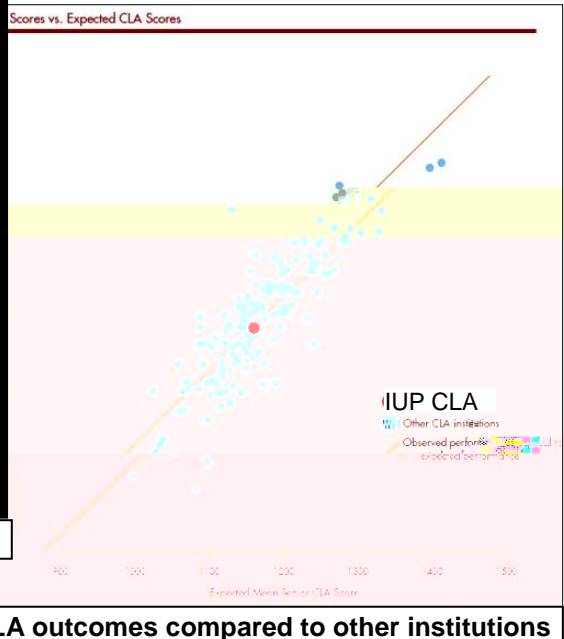
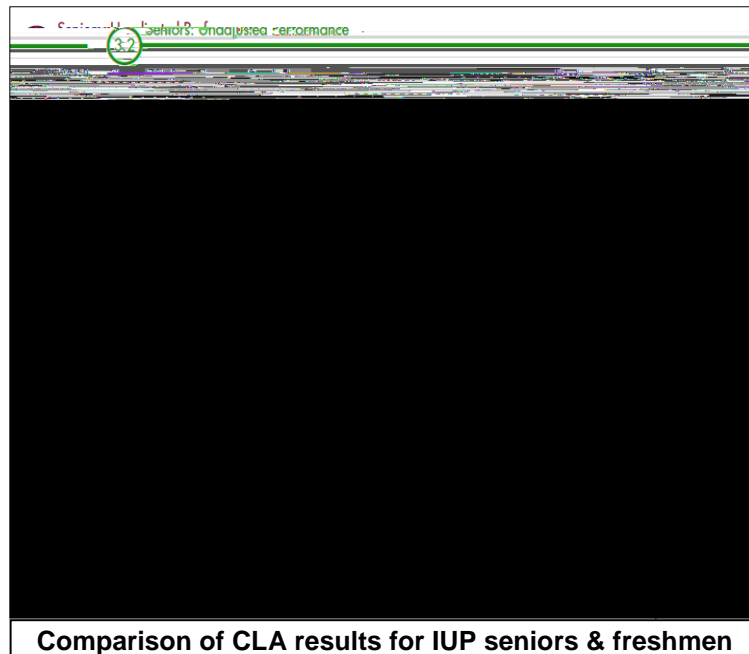
At IUP, assessment of university effectiveness is guided by system-wide requirements and guidelines from PASSHE and carried out by the Office of Institutional Research, Planning and Assessment. The Office of Institutional Research, Planning and Assessment coordinates university assessment and reports results to the President of IUPUI as well as to external data repositories such as the Integrated Post-secondary Educational Data System (IPEDS) and the Voluntary System of Accountability (VSA) of which IUP is a member.

By 2009-2010, the Office of Institutional Research, Planning and Assessment had created a university-wide database using the TracDat software licensed by PASSHE for planning and assessment. This database allows goals, action plans, performance indicators and assessment data from any university unit to be directly linked to the





The most recent results of the CLA instrument (2009-2010) show that IUP students score almost exactly in the mid-range of student learning outcomes for peer institutions across the nation. In freshmen year CLA results, they achieve near normal expectations in all cases. These data indicate that overall learning outcomes achieved by IUP students are precisely what one would expect based on their academic potential.



Interestingly, results also appears to show that recent IUP freshmen scored significantly higher than IUP seniors did compared to their intellectual peers across the country.

This apparent drop some concern among the members of the University-Wide Assessment Committee and was discussed extensively during our Fall 2010 meetings. Possible reasons for this discrepancy may reflect small, non-representative sampling with more Honors College students included among freshman test-takers than among senior test-takers. It may also reflect a selection bias among the classes (more intellectually curious freshmen volunteering to take the test than seniors), a difference in test-taking attitudes (seniors being more blasé toward non-graded tests than freshmen) or a more academically-qualified freshman class due to enrollment management and the subsequent increase in average SAT scores of incoming freshmen. Further action in the form of paired-writing analysis as well as a change in student recruitment methods for the 2010-2011 CLA administration were recommended to follow-up on this initial data and determine if it is real or an artifact of limited sampling. Complete CLA data and the analysis of the data shown above are attached in Appendices 1- 3.

**National Survey of Student Engagement**

This larger survey instrument reports on student attitude toward courses and self-assessment of

## B. College-wide Student Learning Outcomes Assessments

Colleges that do not undergo college-wide accreditation have created a range of assessment plans to ensure that student learning outcomes are being measured effectively within their academic departments and programs. The example below comes from the College of Health and Human Services.

### College of Health and Human Services Learning Outcomes Assessment Plan

The core values of the strategic plans at the system, institutional, divisional and college levels provide a springboard for the development of learning goals. For example, all four plans espouse such values as academic excellence, global awareness, citizenship and service to the community; the learning goals of the college and the departments are consistent with the core values in these plans. In addition, IUP is implementing a new set of liberal studies goals.

The College of Health and Human Services (CHHS) has engaged in outcomes assessment for many years. Such disciplines as Nursing have a particularly long history of assessing learning outcomes, going back decades. The Outcomes Assessment Committee of the college, on which each department is represented, identified six learning goals that are consistent with the core values in the university, divisional and college strategic plans. Students who complete programs in the College of Health and Human Services will:

1. Demonstrate scholarship, academic excellence, and leadership within the specific discipline.
2. Demonstrate critical thinking and discipline specific competencies.
3. Participate in service to the community, university, and profession.
4. Communicate effectively.
5. Utilize concepts of responsible citizenship, life-long learning, and a professional code of ethics.
6. Develop skills to work collaboratively with diverse groups.

The College of Health and Human Services has an Office of Academic Planning and Assessment, which coordinates an annual assessment process. It maintains a matrix of the specific learning outcomes for each program to track the achievement of the goals. The matrix maps each program learning outcome to one or more college learning outcomes. It specifies the courses where the outcome is to be achieved, the measurement methods and criteria, who interprets the data, where the findings are located, actions taken for improvement, and annual updates. At the end of spring semester, the CHHS Office of Academic Assessment and Planning collects annual updates from each academic program. The completed matrix then becomes part of the CHHS annual report to the Provost. In addition, individual programs, especially those that are accredited, have other well established processes for tracking the achievement of learning outcomes. For example, Safety Sciences worked with IT Services to adapt the KARS system for its use in 2006-07 and still uses the KARS database to record key assessments in each course in the B.S. degree program.

As discussed earlier in this report (Chapter 2, Standard 14) the Eberly College of Business and Informational Technology, the College of Education and Educational Technology, and the department of Safety Sciences use customized computer rating

systems to meet the standards of their specialized professional accreditation. The Key Assessment Ratings System (KARS) records outcomes for key assessments in each course taken by the students in these academic programs. The results can be analyzed in conjunction with student demographic information contained in the Banner database, which provides a powerful mechanism for assessing whether curricular changes work equally well for all populations of students. One example of the KARS system is shown in Appendices M2 and M3.

### **C. Department-level Student Learning Outcomes Assessments**

As noted above in our response to Middle States recommendations for Standard 14 in Chapter 2, each academic department or program at IUP is required to create an

## Chapter 6: Linked Institutional Planning and Budgeting Processes

### Middle States Guidance on Linked Institutional Planning and Budgeting Processes

#### 6.1 Budget and Planning Links at a System-wide Level

Over the past five years, the Pennsylvania State System of Higher Education has allocated state-wide performance-based funding to its member universities according to a formula based on specific performance assessment measures chosen by the state and applied uniformly to all fourteen institutions. In January 2011, the state Board of Governors which oversees the Pennsylvania State System of Higher Education adopted a new five-year policy for distributing performance funding across its fourteen member universities (Appendix G5). This performance-funding framework establishes several mandatory assessment measures that will be applied to all fourteen universities, but it also allows member universities to choose other assessment measures that can best demonstrate their effectiveness, or that are most appropriate for their mission. Performance funds will then be distributed based on a combination of year-to-year improvement and national peer benchmarks. This system-wide linkage of performance funding to assessment data will integrate with and build on existing IUP planning and assessment efforts. Many of the same measures that we already employ to measure our effectiveness will be used by PASSHE in their performance funding determinations, directly linking our assessment efforts and results to system-wide budget planning in the form of performance funds.

## **6.2 Budget and Planning Links at an Institution-wide Level**

Budgeting and planning activities at the institutional level are carried out by four related and University Budget Advisory Committee and University Capital Budget Committee and the University Planning Committee. These groups jointly help to assess the impact of funding decisions made at the state level by PASSHE as well as other environmental challenges and opportunities. The committees make recommendations to the President for the most effective course of action that IUP can take to meet such challenges as reduced state appropriations,

**LIST OF APPENDICES**  
(included on attached CD-ROM)

**Appendix A: Distance Education and Credit Transfer Policies**

A1 - IUP Distance Education Student Verification Policy

A2 - IUP Transfer Credit Policy and Evaluation Procedure





## **Appendix Q: Institutional Financial Records and Audit Reports**

- Q1 - 2007-2008 IUP Financial Statements (6-30-08)
- Q2 - 2007-2008 IUP Management Letter (11-5-08)
- Q3 - 2008-2009 IUP Financial Statements (6-30-09)
- Q4 - 2008-2009 IUP Management Letter (12-7-09)
- Q5 - 2009-2010 IUP Financial Statements (6-30-10)
- Q6 - 2009-2010 IUP Management Letter (11-29-10)

## **Appendix R: IUP Financial Projections and Assumptions**

- R1 - IUP Net Asset Analysis
- R2 - IUP Unrestricted Net Assets
- R3 - IUP Non-current Liabilities
- R4 - IUP Future Budget Projections
- R5 - IUP Future Budget Projection Assumptions
- R6 - IUP Savings Reduction Summary 2007-2012

## **Appendix S: IPEDS Data**

- S1 - IPEDS Financial Data 2007-08
- S2 - IPEDS Financial Data 2008-09
- S3 - IPEDS Financial Data 2009-10
- S4 - IPEDS Data Feedback Report 2010

## **Appendix T: Long-Range Facilities Master Plan and ROPA Analysis**

- T1 - IUP Long Range Facilities Master Plan (2010)
- T2 - IUP Return on Physical Asset Analysis by Sightlines (2009-2010)

## **Appendix U: Historical and Projected Enrollment**

- U1 - IUP Enrollment Trends and Projections
- U2 - IUP Enrollment Management Plan 2008
- U3 - IUP Enrollment Management Plan 2009
- U4 - IUP Enrollment Management Plan 2010
- U5 - IUP Enrollment Management Plan 2011
- U6 - IUP Graduate Enrollment Management Plan

## **Appendix V: Other IUP Documents Required by Middle States**

- V1 - Institutional Profile for Middle States Commission on Higher Education
- V2 - IUP University Assessment Plan (2008)
- V3 - IUP University Assessment Update (2010)
- V4 - IUP Undergraduate Catalog 2010-2011
- V5 - IUP Graduate Catalog 2010-2011