APPENDIX D

Middle States Report

AT THE TIME OF THE VISIT

Indiana University of Pennsylvania President/CEO: Dr. Tony Atwater

Indiana University of Pennsylvania Chief Academic Officer: Dr. Cheryl Samuels

Indiana University of Pennsylvania Chair of the Council of Trustees: Ms. Susan Delaney

I. Context and Nature of the Visit

Indiana University of Pennsylvania (IUP) is

II. Affirmation of Continued Compliance with Eligibility Requirements

Based on review of the Self Study, other institutional documents, and interviews, the Team affirms that the institution continues to meet eligibility requirements 1-7.

III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements

Based on review of the Self Study, other institutional documents, and interviews, the Team affirms that the institution's Title IV

Summary of evidence and findings

The last comprehensive and concerted effort of IUP to review and update its mission took place in the mid-1990s, and, in 1996, resulted in the development of IUP's current mission statement as it appears on page 5 of the university undergraduate catalogue. Several intervening events -- decline in regional economic growth, unfavorable demographics resulting in fewer high school students in Southwestern Pennsylvania, increasing competition for college students in IUP's market area, devastating cuts in state appropriations for public higher education in Pennsylvania, and changes in the PASSHE allocation formulas -- have absorbed the attention of IUP personnel and forced them to engage in short term rather than long te

established Academic Affairs as the leading influencer and driver of strategic planning. The Team agrees that Academic Affairs should pursue its stated objective to lead the strategic planning process while at the same time accommodating the university community's frequently expressed expectation that a broad array of stakeholders be included in the process.

Suggestions

In revising its mission statement, IUP might consider emphasizing strengths that cut across academic units, rather than picking and choosing among specific programs. For example, the outstanding success of IUP graduates and IUP's recognized strength and success in infusing information technology in multiple disciplines might be considered as an identity marker.

IUP should consider putting in place processes that facilitate a review of the existing (and sometimes disparate) mission statements developed by IUP subunits to ensure their coherence and consistency with IUP's overall mission.

In developing its strategic plan, IUP should consider and, where appropriate, incorporate the five themes developed as part of the self study process to ensure that all material factors identified in the self study process are included.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The institution meets this standard.

Summary of evidence and findings

Interviews and conversations with administrative leaders of IUP and data and documentation provided by the self study process demonstrate that IUP possesses significant strengths in the area of effective planning processes. These strengths include:

1. The express commitment of IUP's leadership team to engage in and enhance planning and resource allocation processes;
2. The successful development of operations and facilities planning and related campus master plan, which includes replacement of student housing and the development of an economic development center;
3. The strong support provided by the Office of Planning and Analysis to planning and budgeting efforts;
4. The success of the University Planning Council (UPC) in providing recommendations on the resolution of serious budgetary challenges.

Interviews with faculty and staff and comments provided during the Team's open forum expressed particular appreciation for the operations of the UPC and its role in involving a

wide cross section of IUP stakeholders in the planning process during recent and severe budget cuts, and advocated that the UPC (or a similar group) be involved in the next round of strategic planning.

As noted above, the recent success of IUP in responding to significant budgetary challenges resulted in a stronger, more cohesive Academic Affairs division and Deans Council that can exercise leadership in fulfilling the responsibilities of strategic planning. IUP should take advantage of this significant strength, and permit the Academic Affairs to continue to exercise leadership in expeditiously revising IUP's mission, developing a clear statement of IUP's identity as an institution, and engaging in effective strategic planning.

The involvement of IUP in strategic planning has understandably been hobbled by the recent challenges confronting IUP: significant budget cuts, shifting performance standards employed by the PASSHE, lack of predictability in budget allocations and limitations on tuition increases, changing demographics, and increased competition for students within IUP's market. Nonetheless, recent changes in performance enhancements offered by PASSHE, which may provide increased financial support to IUP, enhanced information resources provided by the Office of Planning Analysis, and the commitment of IUP's President to embark on a successful, comprehensive strategic planning process underscore the need to initiate the proposed strategic planning processes, as recommended in IUP's self study report.

The Visiting Team also supports IUP's recommendation that appropriate unit performance indicators be developed in order to assess and ensure that the commitment of resources to goals and objectives achieve de

Recommendation

In light of the very recent appointments of the senior management team, the Team recommends that IUP be asked to report in a progress letter to MSCHE on its progress in mission redefinition and development of a strategic plan within two years of the Team visit.

Standard 3: Institutional Resources

The institution meets this standard.

Summary of evidence and findings

IUP fiscal resources are fairly representative of public colleges and universities with a range of funding sources, including the Commonwealth of Pennsylvania, tuition and mandatory fees charged to on-campus and

Suggestions

As the university grows and develops, a stronger role should be explored for the Trustees in conveying the IUP message to key legislators and the Executive Branch in Harrisburg.

The Team suggests that the new strategic plan should include a focus on the priority for maintaining and enhancing IUP's already strong position in academic and administrative information technology.

Standard 4: Leadership and Governance

The institution meets this standard.

Summary of evidence and findings

IUP is one of fourteen institutions within the Pennsylvania State System of Higher Education (PASSHE). PASSHE is governed by a Board of Governors. The Chancellor is the CEO of the System and reports to the Board of Governors. IUP is led by a President and a Council of Trustees. The Council has limited governance powers. Employees are unionized. A union contract sets the legal terms for faculty working conditions, as do other contracts for staff members. The faculty is represented at the System level by the Association of Pennsylvania State College and University Faculties. Professional staff members also are represented by a System-wide union. Non-exempt employees are represented by a union that represents members at institutions of higher education as well as at state agencies. Students are represented by graduate and undergraduate student organizations on campus.

The self-study provides high quality analysis and demonstrates a pride in, and a strong commitment to, IUP by its faculty, staff, and students. The Team was impressed during its visit by the strength and intensity of this commitment. The Team was also impressed by the loyalty to IUP, the knowledge of higher education, and the engagement of the four trustees with whom the Team met.

The Team found a healthy respect for shared governance across the IUP community. An environment appears to exist at IUP in which issues concerning vision, mission, planning, resources, and other issues are discussed openly. The self-study provides evidence for this and the visit confirmed this impression. A variety of governance bodies exist, as do other advisory committees that facilitate policy making and decision making. Staff as well as faculty participate in committees and decision-making. Staff members often take the initiative and exercise leadership to resolve problems as the need arises. Many aspects of shared governance appear to be institutionalized, and the Trustees Council is viewed positively by those on the campus. The Team does note, however, that the role of graduate students in governance could be better defined and possibly strengthened. This will be increasingly important as IUP becomes more focused on graduate programs.

The VPIA also directs the IUP Alumni Affairs office. While the Annual Fund is being reorganized, there is substantial annual alumni giving. According to the VPIA, alumni giving in the current fiscal year is approximately $900,000, through the end of February, 2006. The Alumni Association represents ~100,000 alumni, and the Alumni office has current addresses for ~90-95% of the alumni base. That is an extraordinarily high number, and IUP should be commended for it. Approximately 6.5% of the alumni are actual donors, and the average annual donation is ~$220, also very good. Alumni leaders are represented on the Board of Trustees. Alumni development should be a key objective of the Administration over the next several years as the Academic Plan develops, and IUP moves into implementation.

The IUP Foundation is a separately incorporated 501(c3) corporation founded by IUP. It has an endowment of approximately $34 million, and the annual proceeds are used primarily to support student scholarships (approx. $1.7 million), with some operating funds used to support the fund raising infrastructure. The Foundation is preparing to take on a major role in the continuing development of the resource base at IUP. The Foundation is overseen by a separate Board, with members from the Indiana area, the Commonwealth of Pennsylvania, and from other parts of the US.

During its visit, the Team heard many concerns about the lack of institutional marketing and the perceived poor communications about the strengths and programs that IUP offers. The VPIA is developing a marketing and communications program with the help of STAMATS, a nationally known consulting firm in this area. The VPIA expresses the desire to link the marketing and communications plan with the development of the Academic Plan. These efforts are critical to the ongoing growth and development of IUP as a teaching/learning institution, and should be carefully tested both with internal constituencies and key external constituencies prior to implementation. IUP has significant distinctiveness compared with other PASSHE institutions, and this distinctiveness should be clearly articulated in all messages that are developed to market and brand the institution. IUP recently received a $1 million Performance Fund grant for marketing, which largely will be used to develop the data and information required, to fund the STAMATS consulting effort, and to fund a small $25,000 allocation to each of the colleges for individual messages that represent their major interests. It is important to note that these efforts will be jointly led by the VPIA and the Provost.

Finally, according to the VPIA, there has been no previous sustaining and strategic effort to establish a Governmental Affairs function at IUP. A new effort to create a strong State and Federal Relations effort would be welcome as IUP prepares to tell its story regionally and across the Commonwealth. Resources are becoming available for Federal relations efforts.

B. Research Administrative Infrastructure

As the University continues to develop the teacher/scholar model on campus, a vital and vibrant research infrastructure will become increasingly important. As graduate programs have developed, along with doctoral programs, the percentage of faculty with

terminal degrees or final degrees has grown significantly. This is a credit to the University. Leadership for research is vested in the Provost, and operationally falls under the direction of the Interim Vice Provost for Research and Dean of the Graduate School.

Earlier administrative recognition that the University research administrative infrastructure needed to be enhanced led to the development of the Research Institute (RI). The RI is a separately incorporated 501(c)(3) with an independent Board of Directors that administers much of the grant and contract activity at the University. The Team heard that the RI allows the University to avoid some of the counterproductive bureaucratic red tape that accompanies its state-agency status. Under PASSHE regulations, however, direct grants from the Commonwealth and intramural research funds must pass through University accounts and procurement regulations, so some duplication in the research infrastructure is evident.

It is apparent that a systematic approach to the distribution of Indirect Cost Recovery (ICR) funds is in place at IUP. Approximately 50% of the expected returns are allocated to the Research Institute for administration. The remaining 50% of the expected ICR is allocated to a variety of administrative and academic functions, including approximately a 25% return to academic units. Individua

Suggestions

and utilizes assessment information for planning, improvement, and allocation of resources.

A primary method of assessing institutional effectiveness at IUP is through the System Accountability Plan (SAP) report, which is required by PASSHE. This report utilizes a series of institutional effectiveness goals, measures and outcomes to assess IUP performance on all standard higher education performance indicators. IUP reports these results to PASSHE as the data relate to each of the performance goals in the SAP, including retention and graduation rates, program and campus enrollment, budget and fiscal performance, business and service unit performance, and other measures of institutional and student success. In addition to a quantitative report of performance measures, there is an accompanying narrative assessment report through which the institution highlights specific areas of performance.

graduation rates have led to student support interventions where first year retention rates indicated the need to facilitate first-to-second year transitions for students.

IUP does have an existing written institutional strategic plan but this plan has been dormant during the transition years between significant upheaval of past leadership and the arrival of the new leadership team. The Self Study has recommended the development of a new strategic plan. This process is expected to begin in Fall 2006.

Suggestions

The Team suggests that institutional assessment activities and measures be embedded from the start within the strategic plan that is developed through the strategic management process.

The Self Study recommends formal analysis and evaluation of unit and individual performance outcomes that require goals to be measurable in order to demonstrate accountability as well as cross-functional assessment linked to a long term planning process where assessment results impact decision making. The Team agrees and suggests that cross-functional assessment be embedded in the institutional effectiveness plan to facilitate connections between and among units, resulting in a more comprehensive institutional assessment process.

The Team also strongly suggests that the themes that guided the Self Study and its recommendations (**identity, priorities, governance and leadership, niches, and agility and responsiveness**) be reflected in the strategic management plan to provide continuity between analysis and assessment of what has been accomplished and plans for what is yet to be achieved.

Recommendation

The Self Study Report states that it is imperative to the success of the University that

Standard 8: Student Admissions

The institution meets this standard.

Summary of evidence and findings

IUP has appropriate polices and procedures that support and reflect its current mission, shares relevant materials and information with prospective students (including financial aid information), and attempts to assess student satisfaction and success through a variety of means.

Accomplishments include expanded admissions efforts such as urban outreach (e.g., in Philadelphia), campus visit days, invitations for increased academic and faculty

Study and this Team Report. That is as it should be, because a university's students, present or prospective, are the heart of its existence and purpose. It follows that all of the issues above must be addressed by the entire University community, regardless of the academic or administrative unit within which its members may find themselves.

Suggestions

The Team suggests even closer alignment of Academic Affairs with admissions efforts.

The Team suggests very direct and clear alignment of admissions marketing efforts with Institutional Advancement.

The Team suggests placing even greater priority on enrollment management, including the role of transfer students, in the next strategic plan and on-going resource management processes.

The Team suggests some out-of-the-box thinking about who IUP's students should be, and where they might come from. If not twenty-year-olds, how about adults? If not Western Pennsylvanians, how about Eastern Pennsylvanians, or New Yorkers, or Ohioans, or Marylanders? If not rural high school graduates, how about urban high school graduates from Philadelphia, or Pittsburgh – or Baltimore, or Washington? Or, for on-line programs, how about residents of Moscow, Mumbai, or Ulan Bator?

Standard 9: Student Support Services

The institution meets this standard.

Summary of evidence and findings

IUP meets or exceeds this standard by providing student support services that are more than "reasonably necessary" to enable students to meet the goals presently set for them. However, the University will need to take further steps to continue compliance.

Accomplishments in this area include strong and experienced leadership, admissions marketing awards, technology "connected campus" recognition, competitive NCAA II athletic program, centralized unit locations, one-stop student service center, modern recreation facilities, and many other quality services and programs.

IUP offers a broad array of academic support services based on institutional, and well-articulated divisional and unit missions. There are extensive services, programs, and activities available to extend the academic experience. These efforts appear to be purposeful and meaningful and are subject to assessment tools which are valued.

IUP has self-identified significant concerns in the critical area of student advisement and has made appropriate initial recommendations for program improvement, properly involving both Student Affairs and Academic Affairs.

Likewise, an IUP commitment to improve campus communications will enhance student awareness of avenues to obtain campus information and access to university problem-solving mechanisms.

It should also be noted that the Self Study may not fully reflect some significant student support services, their current impact on campus life, and potential major future developments including residential life and intercollegiate athletics. A $250 million student housing initiative, aimed at IUP mission, values, and vision, can have a dramatic impact on the student experience, as well as recruitment, retention, satisfaction, and the overall learning environment. It must be clear that IUP has integrated this effort into the general campus plan, the upcoming strategic plan, as well as into self study analysis. The initiative is exciting and needs to be properly reflected in the future considerations on the forward course of the university.

Likewise, the role and impact of intercollegiate athletics must be fully considered by the campus, particularly in an environment where the question of moving up to a higher level of NCAA competition has been raised. The Team advises appropriate caution on the issue of expanded or upgraded intercollegiate athletics, based on concerns over costs vs. benefits and the experiences of other institutions that have made moves in recent years. The answer to the athletics question, as well as the residential initiative, need fuller consideration in future self-examination, like the forthcoming strategic plan.

Enrollment management, including retention, is another area of appropriate study concern. IUP has several “grassroots” college efforts and broader Student Affairs initiatives aimed at addressing the issue. There is demonstrated commitment to supporting student success by those involved. Access to performance funding has been dtTw[(Access touti)]tv

include the previous paragraph in this section on Standard 9 to illustrate how many -- and probably most -- of the issues IUP confronts are cross-cutting issues that span the entire institution and the whole spectrum of

courses for cohorts, and on-line courses for students who would otherwise not be able to enroll in courses because of work schedules or family obligations.

Faculty are engaged in the design and updating of the curricula for their majors and programs. They embrace the expectation that they document "need" and "student demand" for programs as a part of the curriculum planning process. The review process that includes the Curriculum Committee and the University Senate seems appropriately rigorous, inclusive, and transparent.

IUP's general education curriculum is currently being reviewed and updated by the Liberal Studies Committee. The Team strongly supports the process it observed, and hopes that it reaches a successful conclusion. Once completed and formally approved, the student learning objectives that are the backbone of IUP's general education curriculum should be widely disseminated to current and prospective students and other stakeholders via electronic means as well as traditional publications such as University catalogs.

It was evident to members of the Team that IUP values excellence in teaching and related support activities such as scholarly endeavors and service. Those whose teaching, scholarly works, and/or service are exceptional do appreciate recognition – especially when that recognition is broadly shared and does not need to be self-initiated.

IUP's approval of and funding for faculty development and teaching excellence should be reexamined in light of increased emphasis on scholarships/funded research, graduate education, on-line delivery of courses, student learning outcome assessment, programs, off-site, and the changing undergraduate academic profile.

IUP's faculty support what they view as the natural linkages among scholarship, teaching, student learning, research, and service. At IUP, recognition of these is underscored by a universal set of expectations established through the current union contract. In the current fiscal situation, faculty and staff live the reality that these endeavors which are linked synergistically also compete for time and funding.

The current faculty union contract provides a published source for standards for and procedures for all faculty and other professionals with regard to actions such as appointment, promotion, tenure, grievance, discipline and dismissal that are based on principles of fairness with due regard for the rights of all persons. Standards appear to be implemented in all divisions and colleges. However, some faculty expressed a desire to have the implementation procedures assessed. As new faculty and staff join the university, there will be an on-going need to provide information about the review of individuals that is clear, concise, and timely.

The current faculty union contract provides a published source for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty.

During our visit, faculty verified for members of the Team that IUP adheres appropriately to principles of academic freedom.

Suggestions

The Team suggests adding a "search" feature to the University's Web site and/or other electronic information sources to facilitate locating information quickly.

IUP leaders should exercise care and vigilance in continuing to build upon the solid foundation of graduate education programs in order to maximize buy-in from as many faculty, staff, and students as is feasible. Most, if not all, units of the university -- such as advising, supporting developmental needs of undergraduates, provision of student stipends, and other forms of financial aid, retaining students, achievement of desired levels of performance measures -- will be impacted by this significant endeavor.

The Team suggests that IUP assess the effectiveness and sufficiency of faculty development services, especially including those provided by the Center for Teaching Excellence (CTE), since faculty will continue to be at the front lines of most major university initiatives as well as the driving force for the monitoring of student learning and the continuous improvement of teaching and learning .

The Team suggests that, consistent with its reputation as a strong teaching university, IUP consider options for making the Center for Teaching Excellence more visible and central to the work of both students and faculty. This should include assessing the extent to which the CTE should become the University's primary focal point for guiding and assisting faculty as they work toward their personal and professional goals related to scholarship, teaching, student learning, research, and service.

The Team suggests that IUP assess the various processes through which the published standards and procedures are implemented and, if needed, i.83 y published t with iregrdsto the wrocedures]T

The use of assessable student learning outcomes (which may differ from course objectives) to guide curricula at IUP varies from program to program. Those who are using this most consistently and effectively are programs that have external/professional accreditation. This seems to be an issue that merits further discussion.

IUP has an exemplary "virtual library" and numerous resources to support on-line and other forms of hybrid courses.

IUP's faculty recognize that the availability and accessibility of adequate learning resources, such as library services and the technology to support distance learning, are essential to their providing quality higher learning experiences for all students. The importance of library and other resources will be especially important as the university implements its vision of a growing commitment to graduate education and information literacy.

The Provost appointed the Information Literacy Task Force (ILTF). The members of the ILTF consisted of library and other teaching faculty. The ILTF was chaired by the Dean of the Libraries. The ILTF's recommendations were forwarded to the Liberal Studies Committee for consideration and/or implementation.

IUP seems to be cognizant of the needs of various types of students, including adult learners. However, the data suggest that due to budgetary constraints the University is often limited in its ability to be responsive to the needs of non-traditional students.

IUP requires that course syllabi incorporate course objectives. However, there is no evidence that course objectives are linked to program objectives consistently across all colleges.

Suggestions

The Team suggests that IUP devise a flexible format for communicating student learning outcomes as well as an approach to ensuring that the assessment of student learning occurs regularly and that the results are shared and used for continuous improvement.

The library faculty and staff should take the initiative in implementing the goals stated in the IUP Libraries 2004 Program Review.

Library faculty and staff should establish a formal and inclusive process of involving department faculty liaisons and students in the development of goals and strategies for the library as well as for the implementation of these goals. The goals and strategies developed should be widely disseminated to members of the university community, which includes students.

The current form for requesting approval to offer a distance learning course should include information about what library resource should be available to support teaching and learning.

success. It was reported that an increasing number of requests for exceptions to the general education requirements are being made by students, and Liberal Studies courses are often ignored in program reviews. The Self Study's subcommittee report on this standard concluded that "the Liberal Studies curriculum at IUP is dated and in need of comprehensive revision."

Reform of the general education curriculum at IUP has in fact been under way for some time. A University Student Learning Outcomes work group has been working since 2004. It is about to take a proposal for university learning outcomes to the University Curriculum Committee. If approved, the proposal will then be forwarded to the University Senate for approval in late spring. IUP should be commended for funding activities related to the reform efforts. However, much still must be done, including course development and approving a structure for the revised program**.** If these efforts are to be successful and to be approved within the proposed 2008 timeframe, the academic leadership (i.e., president, provost, and deans) of the campus must be clear and explicit about the need for reform and its support of the reform effort. Continued resource support also will be essential to its success.

Reform of general education is difficult under most any circumstances. IUP has made positive use of advice and resources of higher education associations such as the American Association of Colleges and Universities. Members of the Liberal Studies Committee clearly have benefited from these contacts.

Budget constraints can complicate the politics of general education reform. However, successful reform can reinvigorate an undergraduate program and contribute to student success. If it is innovative and its relevance is clearly explained, it may attract students to the campus. Given the challenges of reform, it may be advisable for IUP to maintain the successful and innovative aspects of its current program while reconceptualizing the program itself.

Members of the Liberal Studies Committee and others at IUP should be commended for the attention that they have given to the need for an assessment plan as they develop the new program. IUP has a good amount of experience with assessment, especially in areas that are accredited. Much remains to be

Summary of evidence and findings

IUP has a number of off-campus sites where it serves a variety of constituencies:

Punxsutawney: There are two major programs at this site, a one-year certificate program in culinary arts and a residential first-year college program primarily for students who have been admitted to IUP, but with credentials considerably lower than students studying on the Indiana campus.

Northpointe: The major emphasis at this site is a program in electro-optics to train students who want to enter this growing industry in the area or who wish to earn a 4 year degree from either IUP in physics or from Penn State in nanotechnology. The site also serves about 75 area students who opt to take their first year classes at this site.

Community College of Allegheny County (

staffing. Courses are part of the regula

student achievement of these outcomes, and uses the results of assessments to improve teaching and learning and to inform planning and resource allocation. Effective assessment processes must be useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained. There must be evidence that institutional leaders support and value a culture of assessment, that goals, including learning outcomes, are clearly articulated at every level, that appropriate and systematic assessment is implemented or at least planned, that assessment results provide convincing evidence that the institution is achieving its mission and goals, including key learning outcomes, that assessment results have been shared and have led to appropriate decisions, and that assessment processes have been reviewed. Since the last self-study ten years ago, IUP sees itself as positioned to move ahead with assessment. The results of the Team's visit confirm the good work that IUP has been doing in assessment. The institution must now connect the dots of its assessment initiatives, reduce duplication and redundancies in assessment efforts, and provide greater consistency and predictability of assessment through a systematic, coordinated and institutionally-supported learning outcomes assessment program.

Assessment is now occurring across campus, in different ways, with different requirements, although there is little coordination across campus, or in some cases even within a college. Having listed "identity" as a driving theme in the Self Study, the campus is working to define and articulate the identity of the IUP student/graduate. As that discussion continues, a series of comp

A second way that assessment of student learning is occurring at IUP is through the professional accreditation process at IUP. Currently, of the IUP programs that are eligible for discipline-based accreditation, all but two are accredited (95%). These remaining two programs are actively pursuing accreditation. The College of Education and Educational Technology NCATE accreditation initiative stands out as a model for effective assessment of student learning at the college level and across campus through teacher education courses outside the college. Utilizing a system of authentic course assessment that identifies key assessments for each course and program (KARS), the college utilized an electronic portfolio system that tracked student progress through the teacher education program, collected student learning outcomes information, and utilized these data for program improvement purposes. The KARS system has been identified on campus as an assessment program that may be expanded beyond the College of Education and Educational Technology, but the Team acknowledges some concerns among other IUP departments that this system may not be appropriate for assessment of all programs. The Team concurs with the Self Study recommendation that "while coordination of assessment efforts should receive institutional support and leadership, faculty must be recognized as the key decision makers regarding assessment outcomes, approaches, and data collection. The Team would add, however, that coordination of assessment efforts across campus must occur at the institutional level. The Team would also like to recognize that

of assessment requirements, lack of clarity of expectations, concern over use of data, and

across campus and the coordination of institution-wide assessment initiatives, including consideration of an assessment coordinator, an office of assessment, or a designated staff support person or office.

To acknowledge that the most effective assessment of student learning occurs through campus-wide participation of representatives from each area of the institution, the Team suggests that IUP consider convening an institutional assessment committee to oversee coordination of the assessment process.

Recommendations

The Self Study asserts that "a set of student outcomes goals must be developed at the institutional level and linked to the university's mission." The Liberal Studies Task Force has developed a draft set of university-wide student learning outcomes that will soon be submitted to the University Senate fosoon bhas developedresen18T0004anft will