


To: The Faculty, Administration, Board of Trustees, staff, and students of  
Indiana University of Pennsylvania (IUP)

From: Dr. Katherine Conway-Turner   
MSCHE Team Chair and President Buffalo State College

Date: May 9, 2016

Re: Report from MSCHE Evaluation Team Review and Visit April 10-13, 2016

### **INTRODUCTION**

Indiana University of Pennsylvania (IUP) was founded in 1875 as a privately owned normal school, Indiana Normal School. By mid-1920, it was approved to grant degrees and the name was changed to Indiana State Teachers College. The institution

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unique place within the system. IUP has sought and received disciplinary accreditation across programs when accreditation is available. The academic programs are delivered by the faculty under the leadership of the Provost and the academic team and the curriculum is administered primarily by a full-time faculty. Members of the administration, staff, and faculty were available to discuss the ways all offices, programs, and divisions contribute to the goals of the institution and to discuss aspects that undergird components of the MSCHE characteristics of excellence. This MSCHE team visit included meetings with representatives of all constituent groups of the University including faculty, staff, administrators, students, and trustees. The meetings augmented the self-study, supporting materials, and the electronic library resources prepared and examined during this visit and team review.

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**Standard 2 - Planning, Resource Allocation, and Institutional Renewal**

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

*judgment, the institution appears to meet this standard.*

**Evidence and Findings**

The University has recognized that based on current projections of enrollment and expenditures substantial deficits could be realized over the next four years. Enrollment and expenditure actions are underway to minimize and perhaps avoid the deficits.

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The campus has reduced its enrollment goals from 14,248 in 2006-07 to 14,018 when the 2015-16 fiscal plan was prepared. Based on actual enrollments the estimated enrollment was further reduced to 13,775. The campus projects a further decline to 13,200 in 2016-17 through 2019-20.

In Spring 2016 the operating deficit had been projected to be in excess of \$7.8 million but an additional allocation was received from the State and reductions in operating expenditures were realized. This significantly lowered the operating deficit. Campus reserves will be used to balance the budget for 2015-16. However, for years 2016-17 through 2019-20 the campus is projecting cumulative operating losses of over \$67.7 million.

Campus officials indicate that, to avoid over budgeting to operations, the projection reflects a very conservative view of future operations. Revenues were increased for program expansion and cost projections were adjusted only for items that could be clearly predicted and estimated with a high level of certainty.

The campus administration has identified changing demographics as the major factor impacting its enrollment and is developing strategies to increase enrollments and related revenues as well as reducing planned expenses. They are also developing metrics to evaluate the success of the strategies. Some of the more impactful strategies include:

Enrollment and Related

culture throughout all levels of the campus and exists in planning processes and resource allocation activities.

## SUGGESTIONS

3. The campus should create additional enrollment/revenue/cost projections using different scenarios to assist in evaluating the campus impact under a number of different conditions and circumstances.
4. The University should consider additional efforts to provide students with more detail on the Pilot Tuition Model and how it may impact their cost of attendance at the University.

### **Standard 3 - Institutional Resources**

The human, financial, technical, facilities, and other resources necessary to achieve an institu

ongoing outcomes assessment.

*judgment, the institution appears to meet this standard.*

### **Evidence and Findings**

The evidence documents an appropriate level of human and material resources to meet the needs of the institution and to fulfill the mission as described. The materials and discussions document an understanding of the need for professional development on multiple levels and a need to enhance opportunities for skill development to meet changing times.

Continual development of faculty and staff to fill the supervisory and management positions of the University is important to ensure the seamless transition of operations and to instill knowledge and core values throughout the University.

The Self-Study report cited a number of recommendations pertaining to employee leadership development and succession planning, especially pertaining to the development and support of academic department chairpersons.

It was not evident that the University has instituted a comprehensive training or support program to further both faculty and staff development.

Training of individuals in the clerical and maintenance areas to fill supervisory roles was not evident and particularly noted as an issue needing further development.

### **Accomplishments**

**Facilities Master Planning:** Documentation and discussions indicate that IUP has a well-developed, relevant, and up-to-date plan for facilities management. The plan specifies the projects, proposed completion time, estimated cost and the funding source that could be used to fund the projects. Although all funding streams are not fully identified in the plan to support completion of all the projects the plan enables the University to clearly identify potential projects and capital priorities.

**Technology Support, Systems and Equipment:** The IT programs and support units were universally praised by all members of the campus community. The programs and priorities meet the needs of the IUP community.

**Fund Raising:** The University has recently assigned development officers to each of the colleges and the deans are examining how fund raising will be incorporated into each s operations. There were a number of operating functions identified (scholarships, student support, support for clinical assignments) for which the development function could assist to increase resources. Fund raising was also identified as a source for equipment and funding for University capital projects. The success of this unit will be essential to meet future goals and to effectively add needed resources to meet campus goals.

### **SUGGESTION**

5. A comprehensive staff training and support program should be established for professionals, clerical and maintenance staff to provide them with the skills necessary to enable them to advance within the organization.

**Standard 4 - Leadership and Governance**

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policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

*judgment, the institution appears to meet this standard.*

**Evidence and Findings**

ir organizational charts, bylaws, and related documents are accessible; and the roles of their constituencies in policy development and decision-making are well defined. Governance bodies are active and appear to maintain sufficient autonomy to exercise their responsibilities and to ensure institutional integrity.

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IUP has made significant advancement in services to Military and Veteran students. This

posting of statement on civility; instituting university diversity day; and developing a central online repository for all university policies. The Middle States team endorses these recommendations and notes that significant improvement has already been made in the faculty promotion process and that an IUP Diversity and Inclusion Summit is scheduled for April 26, 2016 and may provide a springboard for a University Diversity Day.

It should also be noted that all four goals of the recently adopted Strategic Plan address some aspect of Standard 6, through Strategies and/or Tactics.

### **Accomplishments**

IUP is currently in the process of formulating policies and practices that will ensure the U on university campuses. The university has started a series of training sessions to make faculty and staff aware of the new law and its requirements and is finalizing the details of a background check program, which will require all employees to undergo background checks every three years.

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## Evidence and Findings

The University has a mission to assist students and assure their success and has dedicated considerable resources toward student support. Faculty identified a number of areas that they believe are representative of these efforts:

1. Math and Reading support services are excellent.
2. The Counseling Center is extremely responsive to the needs of the campus especially in emergency situations.
3. CART (Concern and Response Team) is a very good thing; especially the fact that it includes representatives from each College.
4. The Punxsutawney campus is a positive effort for students.
5. The Academic Success Center has gotten off to a good start and is bridging the gap between advisors and students.
6. The Student Co-Op Association does a very good job of student programming.
7. The Honors College is good, but in addition each college has their own honors program. Several include study abroad opportunities.
8. If a faculty member knows that a student needs financial assistance, the assistant deans are very helpful and supportive.
9. The Graduate Writing Center has been a great resource for students (and for faculty).
10. The Applied Research Lab has been very helpful for graduate students and their research efforts.

As is typical on most campuses, perceptions by students varied. Several undergraduate students reported feeling that administration presents a top down approach to support but that it does not always trickle down to faculty. Students sitting next to them however, spoke about how hard their faculty work for them, how they strove to get them what they needed and how much they cared about their education. Graduate students were generally positive about their programs and were pleased about the fact that IUP provided practical experience and were teacher training focused.

Graduate students expressed great concern about the compensation packages for graduate assistants. They





**Standard 10-Faculty**

The institution s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

**Evidence and Findings**

The self-study describes a faculty of sufficient size and qualifications to meet the three broad areas of the mission statement. Further, faculty are actively involved in the

its 21 strategies and 75 measurable tactics.

An area of IUP concern, as in many universities, is the diversity of its faculty. The institution clearly has a sincere commitment to diversity and can point with pride to successes in achieving and maintaining its strong gender-balanced hiring practices.

However, despite this commitment they have not achieved the desired success in meeting their hiring goals for diverse faculty.

Although IUP began as a teacher training school, the University has expanded greatly and has

progress on the recognition of scholarship at all levels across the University. Faculty have also been given the opportunity to compete for a variety of internal grants to support scholarly endeavors. Formal recognition of faculty service has also increased both university-wide and in a few departments. Some recognition also is provided by the Senate, faculty union, and Graduate School.

for scholarly undertakings. So too for the numerous honors received by both faculty and students. Many faculty are also active in service to both their professional organizations and to the local communities. A current initiative to enhance growth and success in scholarship is the development of a Center for Scholarly Excellence that is now underway in the graduate school area.









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Student life outcomes have been mapped to the general categories of the Expected Undergraduate Student Learning Outcomes.

The university administers the Collegiate Learning Assessment (CLA) to measure general education aspects such as critical thinking, analytical reasoning, problem solving, and communication skills.

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many certificate programs at other Universities across the country. The Office of Extended Studies is not involved in credit certificates at IUP.

IUP is largely a residential campus but it does offer online courses and a limited number of online degrees. Departments align distance education (DE) courses and programs with the same curricula, learning outcomes, and assessments used in face-to-face instruction. DE courses go through a faculty approval process that includes 5 additional questions to be answered for online courses. This is laudatory. Positive developments in this area include a new online portal for DE at IUP to serve as a one-stop shopping site for prospective online students, best practices site for faculty and resources site for current students. Many on campus residential students take online courses. Resources to guide and assist faculty in the design, development and delivery of online courses exist on campus. State authorization (approval of IUP to have students outside of PA) is handled centrally through the Office of Extended Studies. Technology support and limited instructional design is offered through the IT Support Center with the services of two instructional designers.

Standard 13 addresses experiential learning with a focus on knowledge or skills obtained outside of a higher education institution. This includes internships and prior learning assessment. The Office of Extended Studies has also brought order and compliance to field experience agreements, such as internships, externships and clinical experiences. In the past, the process of managing these activities was decentralized. In the past year, staff processed over 800 agreements.

IUP has made an institutional commitment to global education, consistent with the institutional mission. For example, the College of Business sends regular faculty to its international engagement locations. The Office of International Education and Global Engagement proceeds strategically and carefully, with significant up-front academic oversight and review prior to establishing partnerships. The number of international students on campus is approximately 1000 with significant representation of students from China, India, and Saudi Arabia.

IUP has a limited array of non-credit offerings, organized under both the Office of Extended Learning and individual schools. There is sufficient academic oversight and they are self-sustaining programs that provide very little drag on University resources.

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meaningful assessment of them very difficult to accomplish. Where academic programs are asked to map their major-specific learning outcomes to a EUSLO, the results that become available under these conditions do not readily permit meaningful aggregation such that conclusions could be drawn about the extent to which IUP students have achieved these outcomes or, in the event they do not, how any deficiencies might be effectively addressed.

Centrally organized EUSLO assessment has taken place only in a pilot phase that has relied on voluntary participation.

Student learning outcomes assessment is not sufficiently mature to inform university assessment.

Overall, assessment of student learning at IUP is well intended and on a forward track, but inconsistent and ultimately incomplete in implementation.

### **Accomplishments**

Clearly IUP has been thinking about student learning for some time. Dating back to 2006, the Expected Undergraduate Student Learning Outcomes (EUSLOs) reflect considerable thought on the part of IUP faculty, and an organization of learning concepts that can only reflect careful discussion among the stakeholders who generated them.

charged with shepherding assessment, and by the university assessment committee that is comprised by campus representatives. Both parties are mindful of the importance of faculty ownership of learning outcomes, and respectful of the reality that assessment that

**SUGGESTIONS**

27. Operationalize all EUSLOs at the institutional level, keeping them as simple as possible

## APPENDIX

### Listing of Suggestions and Recommendations

#### SUGGESTIONS

1. The campus should complete their process to fully codify all aspect of the strategic plan and to develop effective assessment tools to measure progress.
2. IUP should provide regular updates on the implementation and progress toward all goals articulated in the strategic plan to all constituents of the campus community.
3. The campus should create additional enrollment/revenue/cost projections using different scenarios to assist in evaluating the campus impact under a number of different conditions and circumstances.
4. The University should consider additional efforts to provide students with more detail on the Pilot Tuition Model and how it may impact their cost of attendance at the University.
5. A comprehensive staff training and support program should be established for professional, clerical and maintenance staff to provide them with the skills necessary to enable them to advance within the organization.
6. When initiating large projects, the IUP shared governance community should give careful thought to the optimal balance of process and product, with particular attention paid to investment of human resources and attendant opportunity costs.
7. IUP should review national best practices in developing incentives for faculty participation in important leadership and administrative roles.
8. IUP should review best practices in administrative structures and processes.
9. Develop a prominent link on the IUP website to an Academic Integrity webpage that includes an affirmative statement about academic integrity at IUP what it means and IUP commitment to it. Sanctions then follow from violations of this general statement. It was noted that the College of Business seems to have the most developed affirmative statements for students on ethics and integrity before laying out the sanctions for violations. It would be helpful for this approach to be University-wide in helping to support a climate of academic integrity.
10. Require regular (likely annual) submission of documentation of outcomes, data collected, and use of results to a central office or committee that can act as facilitator. Provide feedback to all units submitting documentation.





promotion decisions. The review team strongly encourages the development of workshops and the like to help faculty better understand the current procedures and standards.

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6. Ensure direct evidence is collected for student learning outcomes in all academic programs, and a process is in place to document decisions for improvements in response to the data.