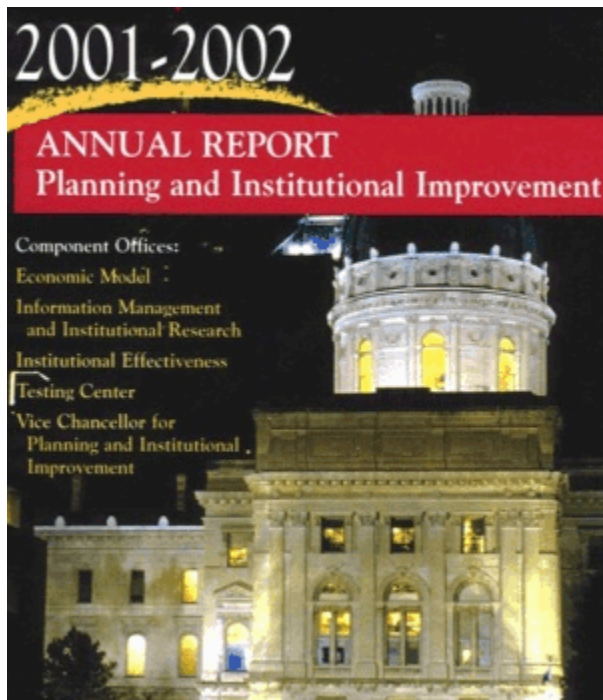


2001 - 2002  
Planning and Institutional Improvement  
Annual Report

*...to develop, integrate, and continuously improve institutional planning, implementation strategies, evaluation, and improvement activities at IUPUI.*



Planning and Institutional Improvement  
355 North Lansing Street AO 140, Indianapolis, IN 46202-2896 (317) 274-4111

## MISSION

To develop, integrate, and continuously improve institutional planning, implementation strategies, evaluation, and improvement activities at IUPUI.

## GOALS

To work with campus and school administrators, faculty, students, and community representatives to:

1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
4. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.
5. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.

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## COMPONENTS OF THE OFFICE

This Office includes the Vice Chancellor's immediate staff, the IUPUI Economic Model Office (EMOD), the Office of Information Management and Institutional Research (IMIR), the Office of Institutional Effectiveness (OIE), and the Testing Center (TC). Personnel in all five units contribute to the achievement of the overall mission and goals of the Office.

### IUPUI Economic Model Office (EMOD)

The mission of the Economic Model Office (EMOD) is to assist deans and directors, faculty, and staff in reaching their unit goals through the application of financial planning, cost/revenue assessment tools, and organizational facilitation. The economic model is a desktop computer-based decision support tool that uses activity-based costing techniques to analyze the costs of a unit's activities such as degree programs, research projects, and service activities.

EMOD provides the following services to its clients:

- defining unit outcomes (programs, activities, services),
- identifying costs associated with unit outcomes,
- developing a cost model using activity-based costing methods,
- developing a revenue model focusing on financial analysis,
- developing a financial planning system linking cost and revenue factors,
- training staff and personnel in using the model, and
- providing group presentations on the model's concepts.

The Economic Model Office helps administrators:

- identify customers and the products, services, or outcomes provided for each,
- identify costs associated with these outcomes,
- determine the effects of funding increases or decreases by examining the potential effect of these changes on outcomes,
- identify tasks and activities that are duplicative or unnecessary, and
- improve the efficiency and effectiveness of their activities.

### Information Management and Institutional Research (IMIR)

The mission of the Office of Information Management and Institutional Research (IMIR) is to provide and coordinate information support for planning, administering, and evaluating academic and administrative programs in ways that will continuously improve IUPUI. IMIR provides fundamental support for IUPUI campus, school, and program

planning and evaluation activities by:

- developing for academic deans and other campus administrators a series of management reports and analyses that integrate information from a variety of institutional and external data resources;
- providing academic and administrative managers with information needed to address ad hoc problems and issues;
- creating organized, documented, and accessible data resources based on institutional, survey, and external databases;
- conducting survey research to assess the expectations, satisfaction, and outcomes of students, faculty, staff, alumni, employers, and other stakeholders;
- providing direct support to specific campus, school and program evaluation and planning activities;
- developing computer network-based systems for collecting, accessing, and analyzing information in a more timely and cost effective manner; and
- helping staff from other academic and administrative units to conduct institutional research reporting and analysis.

#### Office of Institutional Effectiveness (OIE)

The Office of Institutional Effectiveness leads, coordinates, and supports selected PAII initiatives and projects related to examining, improving, and reporting on effectiveness campus-wide in key areas of IUPUI's mission and strategic priorities.

#### Testing Center (TC)

The mission of the Testing Center (TC) is to provide assessment and evaluation support through the collection and processing of test data, creating of assessment instruments and the lending of measurement expertise to constituencies throughout the campus community. Its vision is to provide integrated assessment and evaluation information in ways that will continuously improve IUPUI. The TC supports this role through the implementation of programs and services in the following areas: placement testing, credit-by-examination, state and national testing, computerized adaptive testing, test scoring and analysis, course instructor surveys, contracted research and grants, and publications.

## PAII Highlights

FY2001-2002

IUPUI's newly revised **Vision, Mission, Goals, and Strategies** document was completed and endorsed by the IUPUI Faculty Council and approved by the IU Board of Trustees.

IUPUI's electronic institutional portfolio is the vehicle for presenting self-studies on teaching and learning and civic engagement in fulfillment of the requirements for reaccreditation by IUPUI's regional accrediting agency, the North Central Association of Colleges and Schools. Use of IUPUI's electronic portfolio as a medium for self-study is widely recognized as path-breaking work, due in large part to Susan Kahn's leadership.

PAII staff worked with staff in the Office for Professional Development in developing a conceptual scheme for the content of student electronic portfolios and defining criteria for assessing student work to be included in the portfolios.

The work of Victor Borden and IMIR colleagues in developing a framework for campus-level performance indicators is recognized nationally for its logic and its basis in widespread collaboration.

The work of IMIR colleagues in providing increasingly detailed and sophisticated information for enrollment management has contributed to record campus enrollments, an increasingly well-prepared applicant pool, and increased student retention.

IMIR staff have collaborated with principals in the Center for Service and Learning to design and implement a web-based Civic Engagement Inventory that has enabled faculty and staff to record essential information about their community-based activities.

Howard Mzumara, with Testing Center colleagues, developed a prototype for an Evaluation Resource Website that will permit IUPUI and community project managers to seek assistance from IUPUI evaluation experts as they develop evaluation components for their research and development projects.

Testing Center staff developed a variety of web-based assessment instruments, including course evaluation tools and placement tests in Japanese and Latin. With financial assistance from University College, the Testing Center now is able to offer foreign languages placement tests to IUPUI students at no cost to the students.

James Johnson extended the financial modeling/management activities of the Economic Model Office to include strategic planning and program review for campus units.

Karen Black coordinated the efforts of all PAII staff in planning and carrying out the program for the Assessment Institute in Indianapolis, which drew more than 600 participants-a new record-from 44 states.

PAII staff assisted 75 IUPUI units with 189 assessment projects-both new records.

Five chapters by PAII staff were included in a new book, **Building a Scholarship of Assessment**, edited by Trudy Banta and published by Jossey-Bass of San Francisco in April 2002.

PAII staff provided 8 keynote addresses and 70 other presentations and workshops. The staff published one book, 10 book chapters, 3 refereed articles, 4 other articles, and 8 technical reports. Grants totaling \$446,892 were awarded to PAII units this year.

Teaching, Research, and Professional Service

--Summary--

	2000	2001	2002
<u>Books</u>	<u>0</u>	<u>0</u>	<u>2</u>
<u>Published articles and chapters</u>	<u>10</u>	<u>13</u>	<u>16</u>
<u>Technical reports</u>	<u>13</u>	<u>4</u>	<u>8</u>
<u>Keynote addresses</u>	<u>6</u>	<u>8</u>	<u>8</u>
<u>Peer-reviewed papers presented (international, national, regional)</u>	<u>16</u>	<u>9</u>	<u>20</u>
<u>Other invited presentations (addresses and workshops)</u>	<u>56</u>	<u>58</u>	<u>50</u>

Summary of Progress on Goals and Objectives

FY2001-2002

Goal: I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.	
Campus Planning Theme:	Best Practices
Objective:	1. Complete IUPUI's new Vision, Mission, Goals, and Strategies document with participation by faculty, students, staff, and community representatives.
Timeframe:	June 2002
Actions taken to date:	The Future Group completed work on the new Vision, Mission, Goals, and Strategies document and it was approved by the IUPUI Faculty Council in April 2002 and the IU Board of Trustees in June 2002.
Activities planned:	Disseminate completed document broadly.
Indicators of Progress:	IUPUI's newly revised planning document was endorsed by the IUPUI Faculty Council and approved by the IU Board of Trustees.
Campus Planning Theme:	Best Practices

Objective:	2. Communicate broadly the campus mission/vision.
Timeframe:	On-going
Actions taken to date:	Electronic institutional portfolio prototype completed, NCA self-study drafted and included in portfolio, performance indicators framework completed and included within the portfolio, national and international conferences conducted, national and international conference presentations made, Web sites enhanced. Web statistics for all PAII offices compiled.
Activities planned:	<p>2a. Further develop on-line annual report for IUPUI using the electronic institutional portfolio as a platform to generate broader understanding of IUPUI's mission, vision, goals, and accomplishments in Indianapolis and statewide.</p> <p>2b. Complete narrative self-study for reaccreditation, supporting data for performance indicators, and other linked materials in IUPUI's institutional portfolio. Broadly disseminate information about the portfolio on campus in preparation for November NCA visit. Seek opportunities for national and international presentations to disseminate the IUPUI portfolio model as widely as possible.</p> <p>2c-f. Continue to monitor and increase various other PAII dissemination efforts, including national and international conferences.</p> <p>2g. Continue to monitor Web statistics for PAII Web sites and use the data to improve design of the Web sites.</p>
Indicators of Progress:	<p>2a. Completed prototype of IUPUI's electronic institutional portfolio. Completed outline of NCA self-studies and drafted most sections for inclusion in portfolio.</p> <p>2b. Expanded and enhanced framework for performance indicators and included this in the portfolio.</p> <p>2c. According to 2002 Faculty Survey responses, 48% of IUPUI faculty are satisfied or very satisfied with the clarity of objectives and plans for the next few years at IUPUI-a non-significant change from the 50%</p>

	<p>who responded similarly in 2000.</p> <p>2d. Participation in the national Assessment Institute in Indianapolis continues to increase. In 2001 over 600 individuals attended (530 attended in 2000, 430 in 1999). The 14th International Conference on Assessing Quality in Higher Education held in Vienna, Austria attracted 115 people from 21 countries (135 individuals from 19 countries attended the conference in Glasgow, Scotland in 2001; 153 from 20 countries in Melbourne, Australia in 2000; 133 from 27 countries in Manchester, England in 1999).</p> <p>2e. PAII principals received 46 invitations to address national and international audiences.</p> <p>2f. Information requests external to IUPUI addressed by PAII staff increased from 127 in 2001 to 238 in 2002.</p> <p>2g. Web usage statistics for Testing Center (<a href="http://tc.iupui.edu/testing">http://tc.iupui.edu/testing</a>):</p> <table> <tr> <td>Hits:</td><td>Entire Site (successful) 326,280</td></tr> <tr> <td>Average Per Day</td><td>906</td></tr> <tr> <td>Home Page</td><td>309</td></tr> <tr> <td>Page Views:</td><td>(Impressions) 127,392</td></tr> <tr> <td>Average Per Day</td><td>354</td></tr> <tr> <td>Document Views</td><td>10,506</td></tr> <tr> <td>Visitor Sessions:</td><td>Visitor Sessions 45,875</td></tr> <tr> <td>Average Per Day</td><td>127</td></tr> <tr> <td>Avg. Session Length</td><td>00:13:54</td></tr> <tr> <td>Visitors:</td><td>Unique Visitors 23,736</td></tr> </table>	Hits:	Entire Site (successful) 326,280	Average Per Day	906	Home Page	309	Page Views:	(Impressions) 127,392	Average Per Day	354	Document Views	10,506	Visitor Sessions:	Visitor Sessions 45,875	Average Per Day	127	Avg. Session Length	00:13:54	Visitors:	Unique Visitors 23,736
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Campus Planning Theme:	Best Practices																				
Objective:	3. Develop a short list of campus priorities for strategic investment.																				



Timeframe:	On-going
Actions taken to date:	A short list of priorities for funding via campus reallocation was developed by the Chancellor and members of his staff in consultation with the Faculty Council Budgetary Affairs and Planning committees.
Activities planned:	Involve the deans as well as the Chancellor's staff, the Future Group, and Faculty Council committees in creating and using the short list of campus priorities in planning and budgeting.
Indicators of Progress:	Short list of campus funding priorities developed with specified involvement of stakeholders.
Goal: II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.	
Campus Planning Theme:	Best Practices
Objective:	1. Provide planning assistance to campus units.
Timeframe:	On-going
Actions taken to date:	(See Indicators) Focus groups of deans consulted regarding revision of data systems made available centrally for planning purposes.
Activities planned:	Respond to needs for planning assistance as units identify these. Maintain or increase number of units assisted.
Indicators of Progress:	PAII staff assisted 16 units with 21 planning projects. Planning Web site for annual reporting designed and used by deans and vice chancellors in 2001 and improved for 2002.
Campus Planning Theme:	Best Practices
Objective:	2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.
Timeframe:	On-going

Actions taken to date:	Continuing information support provided to the Enrollment Management Group and Enrollment Services to assist in policy development regarding student admissions and enrollment monitoring by deans.  Prototype on-line database application for accessing enrollment trend data developed and reviewed by a group of primary users (associate deans).  Further work completed on enrollment project component of the point-in-cycle Web system.
Activities planned:	Work with Executive Director of Enrollment Services to define and then provide information needed by deans to help determine program capacity, program domain, and other pertinent enrollment management issues. Complete implementation of on-line enrollment trend database.
Indicators of Progress:	Expanded use by deans and directors of enrollment projections component of web-based management information system. Record fall enrollments; SAT 957 in 2000, 971 in 2001, 988 in 2002.
Goal: III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.	
Campus Planning Theme:	Best Practices
Objective:	1. Continuously improve information support for the campus assessment process.
Timeframe:	On-going
Actions taken to date:	Civic Engagement Inventory System implemented.
Activities planned:	Revise the Civic Engagement Inventory System based on usability issues and expand its use.
Indicators of Progress:	104 entries in the Civic Engagement Inventory in first 3 months.  189 requests for assistance with assessment were fulfilled and reports were provided to 75 units (up from 61 units in 2001 and 36 units in

	2000).
Campus Planning Theme:	Best Practices
Objective:	2. Continuously improve the use of environmental scanning information.
Timeframe:	On-going
Actions taken to date:	<p>2a. In a first effort to play a more significant role in long-range planning, the Faculty Council Planning Committee conferred with the directors of the Center for Urban Policy, the Center for Earth and Environmental Science, and the Indiana Business Research Center to obtain suggestions for future actions needed to address internal and community needs. Additional discussions must take place before recommendations can be made.</p> <p>2b. Preliminary comparative analysis of urban universities presented at Urban 13 Academic Officers Meeting; On-line CDS data system developed for Portrait of Urban and Metropolitan Universities (PUMA) Project. Analyses conducted for Chancellor in relation to several national reports on student access and assistance.</p>
Activities planned:	<p>2a. The Faculty Council Planning Committee will be informed of academic plans (for new programs) being considered and will develop a process for bringing community needs to bear on decision-making. Work with Campus Planning Committee to encourage additional use of information from campus centers involved in environmental scanning.</p> <p>2b. Final urban university comparative analysis presented at Fall 2002 Coalition for Urban and Metropolitan Universities Conference and Urban 13 Academic Officers meeting. Expansion of PUMA on-line data exchange in terms of participation and datasets. External benchmarking from National Survey of Student Engagement will be made available with school-level results.</p>
Indicators of Progress:	2a. Steps were taken to involve the Planning Committee in long-range

	<p>academic planning.</p> <p>2b. Web-based data exchange system for PUMA (CDS data) completed. Sample for National Survey of Student Engagement expanded to permit reporting of school level responses.</p>
Campus Planning Theme:	Best Practices
Objective:	3. Continuously improve the academic and administrative program review processes.
Timeframe:	On-going
Actions taken to date:	<p>Six program reviews were conducted: Dentistry, Geography, Kelley School of Business Career Center and Internship Program, Philanthropic Studies, Public Opinion Laboratory, and Religious Studies. Reviewers' ratings were analyzed and cost outcomes were added to the review guidelines. No mid-cycle interviews (by PRAC) were conducted because this year's extended PRAC meetings focused on the NCA visit. PRAC approved the new program review guidelines for administrative units and reviews of two administrative units in the School of Business were conducted.</p> <p>A new budget template for the program review guidelines was developed based on academic economic model projects. The Geology department is in the late stages of its program review and the department chair provided feedback by testing the template with actual budgetary data. His comments included requests to make the embedded formula variables more transparent for easier manipulation and to allow for the indirect cost recovery data impact to be displayed from the campus to the department level. His comments were incorporated into the revised template and submitted for a final review. The most significant comment was that the program review budget template will provide for the first time a complete overview of a program budget in a single document. In addition, the template will facilitate better communication to the department faculty about effects of making various decisions, whether in a program review or not.</p>

	td>
Activities planned:	<p>Review at least one administrative unit in 2002-03.</p> <p>Participate in future program review studies with the newly developed financial assessment template. Expand economic model consulting with the School of Liberal Arts with department models based on the developed program review financial assessment template.</p>
Indicators of Progress:	<p>Planning for 9 future program reviews was initiated, 6 were carried out, and 2 follow-up sessions with deans and program chairs were conducted.</p> <p>A program review budget template was developed based on academic economic model projects. It was reviewed by the Geology department for applicability and ease of use.</p>
Campus Planning Theme:	Teaching and Learning
Objective:	4. Continuously improve the practice of assessment.
Timeframe:	On-going
Actions taken to date:	<p>4a. Assisted a record number (75, up from 61 in 2001 and 36 in 2000) of campus units with assessment. Provided extensive information and evaluation support to the Pew-funded Sociology/English project and Just-in-Time Teaching projects in the departments of Physics, Chemistry, and Biology.</p> <p>4b. Expanded assessment of University College assessment to include Critical Inquiry, Structured Learning Assistance, and Block Scheduling. Helped develop and implement program review of New Student Orientation. Worked with Student Life and Diversity staff to develop assessment goals and objectives.</p> <p>4c. Moore Symposium again focused on assessment of the Principles of Undergraduate Learning.</p> <p>4d. Wrote grant proposal and completed initial development of</p>

	<p>prototype for Evaluation Resource Web site. Prototype and grant proposal were presented at several meetings (with associate deans for research, ARTI, Office of Research and Sponsored Programs) to seek ideas and financial support for continued Web development and maintenance of the Web site.</p> <p>4e. Testing Center director chaired the PRAC subcommittee that reviewed commercial/nationally-developed web-based tools for assessing students' technological (computer) competence and also addressed assessment criteria and implementation strategies for information and technology literacy programs (cf. PUL 1e).</p> <p>Foreign languages placement test (FLPT) sessions for Honors Orientation resulted in a 5.1% increase from the previous year in the number of students taking FLPTs in FY2001-2002. This number is expected to increase as students no longer have to pay an exam fee to take a foreign language placement test at IUPUI.</p> <p>Development of web-based Japanese and Latin placement tests was completed in June 2002. On-line Japanese placement test was implemented in June 2002. (Implementation of the on-line Latin placement test is awaiting approval by Coordinator of the Classics/Latin Program in the IUPUI Department of Foreign Languages and Cultures (FLAC).</p> <p>Testing Center assisted the Office of Student Services at IUPU Columbus with implementation of the network-based COMPASS Math and Reading tests and the IUPUI on-line English placement test.</p> <p>Achieved an approximate 27% increase in the number of students taking the computerized CLEP exams in the IUPUI testing facility. This is partly due to use of web-based test registration for examinees.</p> <p>Continued development of on-line course evaluations for interested clients such as Community Learning Network, School of Social Work, SPEA, and School of Nursing Capstone Program.</p>
Activities planned:	<p>4a. Continue to assist units with assessment.</p> <p>4b. Continue to work to refine University College and Student Life and Diversity program evaluations.</p> <p>4c. Continue to develop the IUPUI portfolio as a medium for communicating assessed accomplishments of faculty and students. Work in conjunction with the Student Electronic Portfolio initiative and PRAC representatives to encourage faculty and students to see the</p>

	<p>value of electronic portfolios, to integrate student e-ports into assessment practices campus-wide, and to incorporate information from student e-ports into the IUPUI institutional portfolio.</p> <p>4d. Work with PRAC representatives to implement recommendations emerging from preparation for the NCA review in 2001-2002 and visiting team report in 2002, including enhancing faculty and administrative buy-in for assessment and faculty rewards and recognition for assessment work and using PRAC as a vehicle for disseminating model assessment practices throughout the campus.</p> <p>4e. Work with OPD to encourage continued campus-wide attention to the PULs and to assessment in OPD programs.</p> <p>4f. Continue to seek a sponsor for the Evaluation Resource Web site and meet with interested faculty, staff, or units for input toward further development and maintenance of the Web site.</p> <p>4g. Continue to assist existing and/or new clients with development of web-based placement testing and course evaluation tools; collaborate with PRAC in providing leadership and support in developing program for assessing students' information and technology (computer) literacy skills; collaborate with OPD in conducting a pilot study for on-line testing for faculty at IUPUI.</p> <p>Collaborate with faculty and assist Placement Testing Advisory Committee with expanding Foreign Language Placement Testing (FLPT) program at IUPUI; continue to make PEG/automated essay grading application available at IUPUI; assist OPD with on-line testing and/or on-line mid-term course evaluations; increase number of students taking computerized national exams (e.g., CLEP, SII, Myers-Briggs); expand development of on-line course evaluation services for existing and/or new clients at IUPUI and other interested non-IU clients.</p>
Indicators of Progress:	<p>75 units (up from 61 in 2001 and 36 in 2000) were assisted with 189 assessment projects. University College assessment was expanded and integrated with assessment for Student Life and Diversity.</p>

	<p>Expanded reporting on University College assessment activities, as illustrated in the Spring 2001 Research Brief on Student Retention and reported at the Spring 2002 Retention Forum.</p> <p>Moore Symposium continued to address assessment.</p> <p>Testing Center completed initial development of the Evaluation Resource Web site (proof of concept is available at <a href="http://tc.iupui.edu/eval">http://tc.iupui.edu/eval</a>).</p> <p>On-line placement testing: 3 units (same as in 2001); on-line course evaluations: 5 units (up from 3 in 2001)</p> <p>Developed web-based Japanese and Latin placement tests for Department of FLAC; assisted IUPU Columbus with implementation of on-line English Placement Test; continued development of on-line course evaluation tools for various campus units.</p> <p>Offered web-based foreign languages placement testing for Honors Orientation and on-line course evaluation services for interested campus units.</p>
Campus Planning Theme:	Teaching and Learning
Objective:	5. Continuously improve survey programs.
Timeframe:	On-going
Actions taken to date:	Broader sample base provided for NSSE. New section included in Faculty Survey to parallel NSSE items. Web-based format for reporting on all surveys developed. School-level Alumni Survey reports made available on the Web for the first time. Specialized surveys conducted for Geography, Electrical and Mechanical Engineering, Sociology, Herron, School of Law, Nursing, and Education.
Activities planned:	Reduce number of items on some surveys by identifying alternative data sources.



	<p>Review items on surveys in relation to campus performance indicators and make revisions as necessary.</p> <p>Collect from archival documents and other sources information about how survey results have been used to improve programs and practices.</p>
Indicators of Progress:	<p>Response rates on surveys steady to slightly improved, with one exception (32% to 39% for NSSE; Alumni Survey steady at 41%, Non-returning Students up to 49% from 47%; Lilly Freshman Survey 39%, up from 38%; Faculty Survey 49%, down from 54%). Formal multi-year plan for surveys developed and approved. Seven specialized surveys designed and conducted for campus units. Documented some evidence of changes instituted on the basis of using survey findings (among other things, improvements in advising are underway in many units).</p>
Campus Planning Theme:	Teaching and Learning
Objective:	6. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.
Timeframe:	On-going
Actions taken to date:	<p>Planned special validation study to investigate appropriateness of existing math placement test.</p> <p>Implemented "free" FLPTs for students; offered COMPASS Math placement testing at local high schools in Indianapolis; offered proctoring services for on-line placement tests (ACCUPLACER) and national exams for non-IU students; solicited and/or obtained new clients for document archival and storage services and related scanning services for campus units and organizations outside IU system; offered measurement and evaluation consulting services to Testing Center clients.</p> <p>Administered exit/client satisfaction surveys for placement testing,</p>

	<p>national testing, and scanning services.</p> <p>Completed annual validation study and collaborated with math faculty in enhancing methodology for validating course placement criteria.</p> <p>Activities planned: Continue to offer "free" foreign languages placement testing (FLPT) to students and assist with expansion of web-based FLPT program; collaborate with Placement Testing Advisory Committee in developing remote sites at IUPUI and local high schools for placement testing; offer workshops on testing and assessment and on strategies for detecting student plagiarism; offer measurement, evaluation, and statistical consulting services to new clients; increase research and development activities.</p> <p>Hire new administrative secretary and improve quality of services offered to students, faculty, staff, and non-IU clients; revise exit survey for national testing operation; increase student satisfaction on surveys related to quality of testing services.</p> <p>Conduct periodic studies to support further adjustment of course placement criteria.</p> <p>Submit paper(s) for publication.</p>
Indicators of Progress:	<p>With financial support from University College, the Testing Center implemented "free" placement testing for students who need to take any of the IUPUI foreign languages placement tests (French, German, Japanese, or Spanish).</p> <p>COMPASS Math placement testing was offered to students at Center Grove Community Schools and MSD of Perry Township (Perry Meridian and Southport High Schools) as part of curriculum alignment activities for Project SEAM.</p> <p>IUPUI Columbus and IUPUI Testing Center staff worked together more closely in administering the network-based COMPASS Math and Reading Tests, and the IUPUI on-line English Placement Test.</p> <p>Testing Center staff proctored the web-based ACCUPLACER placement testing system for several students admitted at various community colleges.</p> <p>Testing Center staff proctored national exams for students enrolled in distance education courses at several national and international universities.</p> <p>Scanning services were provided to Martin University (Indianapolis) and a variety of profit and non-profit agencies outside the IU system, such as Ernst &amp; Young (New York), Georgia Academy of Family Physicians (Atlanta), and Delta Upsilon International.</p> <p>Rater training session (for Mark Shermis' FIPSE-funded project</p>

on Automated Essay Scoring based at Florida International University) was conducted at the Testing Center on May 18, 2002.

Testing Center staff continued to work with existing clients and also acquired new clients, particularly for program evaluation and research consultation services, data analysis, on-line course evaluation, test scoring, customized forms design, printing, and scanning services.

**Placement Testing:** 94% of students were "satisfied" or "completely satisfied" with information received from Testing Center staff; 95% of students were "satisfied" or "completely satisfied" with courtesy displayed by proctors; 94% of respondents were "satisfied" or "completely satisfied" with helpfulness displayed by proctors; students' perception of the accuracy of placement tests in measuring present skills: Math: about 54% "agree" or "strongly agree" that COMPASS Math is an accurate measure of present math skills; Reading: 79% "agree" or "strongly agree" that COMPASS Reading Test is an accurate measure of present reading skills; English: about 73% "agree" or "strongly agree" that the English Placement Test is an accurate measure of present writing skills. The results are not significantly different from those obtained in 2001.

**National Testing (Independent Studies):** Approximately 96% of students either "agreed" or "strongly agreed" that they were greeted in a friendly manner upon arriving at the testing facility; 96% reported that their test was started promptly (i.e., within 5 minutes of arriving at the Testing Center); 91% of students either "agreed" or "strongly agreed" that they received adequate directions on how to use a computer to take the test; but just 67% of students felt comfortable with taking the computerized tests, whereas 33% were "undecided."

**Course Evaluation Services:** Approximately 97% of clients are "satisfied" or "very satisfied" with courtesy of staff; 95% of respondents are "satisfied" or "very satisfied" with helpfulness of staff; with timeliness of service or turnaround time: 98% are "satisfied" or "very satisfied"; with quality of reports given to clients: 97% of clients are either "satisfied" or "very satisfied." These results are not significantly different from those obtained in 2001.

The annual validity studies facilitated revision of placement cutoffs and course recommendations in math and Spanish.

Annual validation process was enhanced through expanded use of ACT's method for conducting course validation studies (based on decision theory and logistic regression approaches) and improved data collection through customized FOCUS queries developed by IMIR.

Collaborative work toward a comprehensive validation study of the IUPUI Computerized Adaptive Math Placement Test and the COMPASS Mathematics Placement Test was initiated in April 2002.

Campus Planning Theme:	Best Practices
Objective:	7. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.
Timeframe:	On-going
Actions taken to date:	The experience of integrating strategic planning and economic modeling in the School of Allied Health Sciences has taken the Economic Model Office in additional directions. The office has initiated a project for the School of Dentistry to identify and develop strategic directions to enhance its budget opportunities. The office is engaged in three contracts to produce analyses of cost effectiveness and benefits. The School of Public and Environmental Affairs has completed a full school economic model and retained the Economic Model Office for consulting services for strategic enhancement of its Bloomington corridor connections. The School of Nursing concluded its third fiscal year of economic model updating and is engaged in closing out its fourth consecutive fiscal year.
Activities planned:	Explore economic model project opportunities with deans new to IUPUI. Update the School of Education economic model and assist in the development of a strategic plan with the new associate dean.
Indicators of Progress:	Number of units for which economic models (activity-based costing/management) have been developed: 33 (up from 31 last year). Number of units integrating the use of economic modeling (activity-based/management) in annual planning/budgeting: 14 (up from 11).
Campus Planning Theme:	Best Practices
Objective:	8. Continuously improve management information reports and analysis capability for academic managers.
Timeframe:	On-going
Actions taken to date:	IMIR Web site completely revamped to make reports more accessible. All reporting now deployed via Web site. Prototype on-line database

	querying tool developed and tested for usability. Consulted with representative deans and Administration and Finance staff to improve annual planning data system.
Activities planned:	Work with External Affairs staff to integrate IMIR reporting with campus facts reporting on Web. Complete deployment of web-based database querying tool and include more types of data. Revise structure of IMIR reporting system to a more subject-based organization.
Indicators of Progress:	Migration of management reports to the web-based format completed. Web use data; 48 Units assisted with information requests; evidence of information used for planning, evaluation, and improvement.
Goal: IV. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.	
Campus Planning Theme:	Best Practices
Objective:	1. Develop a more uniform and concise set of campus-wide performance indicators.
Timeframe:	On-going
Actions taken to date:	Campus-level performance indicators revised and reconfigured and included in the electronic institutional portfolio. Activities planned: Institutional portfolio completed for NCA reaccreditation study and then redirected to more general use as annual planning and performance report.  Performance indicator measures fully implemented in institutional portfolio with evaluative judgments by appropriate internal and external groups.
Indicators of Progress:	Annual campus performance report based on an increasingly stable list of key performance indicators. Deans invited to contribute information for some of these indicators. Appropriate campus groups involved in identifying mission-based indicators and judging performance on these indicators.

	16 of the schools, and IUPUI- Columbus, submitted annual performance reports via the Web and all reported using performance indicators to some extent.
Campus Planning Theme:	Best Practices
Objective:	2. Continuously refine PAII indicators of quality in daily work.
Timeframe:	On-going
Actions taken to date:	A prototype of a service-instance data collection instrument has been developed and is being tested.
Activities planned:	Implement web-based service-instance form, revised as needed, to meet PAII staff needs.
Indicators of Progress:	Service-instance data collection prototype developed and tested with PAII staff.
Campus Planning Theme:	Best Practices
Objective:	3. Advance Urban University Collaborative Initiatives.
Timeframe:	June 2002
Actions taken to date:	<p>3a. Emphasis for some funding efforts has shifted from urban universities collaborations to collaborations involving electronic portfolios. In conjunction with AAHE, several concept papers and other materials were developed during 2001-2002 for the Lumina Foundation, which ultimately did not indicate interest in portfolios. Efforts were inhibited by shift of some key potential funders' interest areas and support away from higher education to other priorities.</p> <p>3b. Staff continued to disseminate work on the IUPUI electronic institutional portfolio through publications, presentations, and consultations with campuses interested in the electronic institutional portfolio model.</p>

	3c. Compiled Web statistics for PAII.
Activities planned:	<p>3a. Collaborate with AAHE and Portland State University to develop a proposal for the National Science Foundation's Assessment of Student Achievement initiative for a project on student and institutional electronic portfolios. A meeting with NSF representatives is scheduled for December 2002. Staff will continue to seek opportunities for funding from other sources, with a focus on the use of electronic portfolios for assessment.</p> <p>3b. Work on disseminating the findings of the Urban Universities Portfolio Project (UUPP) will continue, with a shift in emphasis from the work of the formal project (1998-2001) to the ongoing work of lead participating campuses as they undergo and prepare for regional accreditation, using their UUPP portfolios as self-studies.</p> <p>3c. Continue to monitor Web statistics for PAII Web sites and use the data to improve design of the Web sites.</p>
Indicators of Progress:	Proposals developed, but not funded, as follow-ups to Urban University Portfolio Project.
Goal: V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.	
Campus Planning Theme:	Best Practices
Objective:	1. Facilitate implementation of improvements suggested by analysis of campus assessment data.
Timeframe:	On-going
Actions taken to date:	University College (UC) freshman success programs (Learning Communities, Structured Learning Assistance, Critical Inquiry) assessed and changes made based on preliminary findings.
Activities planned:	Continued work with UC staff and Program Review and Assessment Committee (PRAC) members on developing and using information to support program improvement efforts. Development of goals, objectives, and improvement strategies with Student Life and Diversity

	staff. Development of a plan to implement improvement suggested by NCA reaccreditation team following its review.
Indicators of Progress:	<p>University College freshman success programs (Learning Communities, Structured Learning Assistance, Critical Inquiry) assessed and changes made based on preliminary findings.</p> <p>Student retention increased over 3 percentage points. Critical Inquiry and Structured Learning Assistance efforts linked to national FIPSE grants.</p> <p>15 of the 18 schools represented on the Program Review and Assessment Committee submitted annual reports. Virtually all reported having made some changes based upon assessment findings including: changes in curriculum, revisions in courses and assignments, increases in student participation in curriculum and course evaluations via membership on task forces, changes in assessment methods and procedures, establishment of work teams, increases in collaboration among faculty teaching different sections of the same course and among faculty teaching different courses, use of shared rubrics, implementation of tutoring programs, development of syllabus guidelines, implementation of common assessment instruments, and formalization of a mentoring program for adjunct faculty.</p>
Campus Planning Theme:	Research, Scholarship, and Creative Activity
Objective:	2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.
Timeframe:	On-going
Actions taken to date:	(See indicators)
Activities planned:	Continue to receive national and international recognition for good practice. Continue to provide assessment and evaluation support to individual faculty, departments, or research teams through document design, instrument development, data collection and analysis, and



	psychometric consulting services. Develop specific proposals and submit to appropriate external agencies.
Indicators of Progress:	<p>Borden invited to provide keynote at United Kingdom symposium on institutional research. Banta invited to provide U.S. keynote at 14th International Conference on Assessing Quality in Higher Education held in Vienna. Banta named to the Executive Committee of the National Postsecondary Education Cooperative of the National Center for Education Statistics. An edited work entitled Building a Scholarship of Assessment containing 5 chapters by PAII staff was published by Jossey-Bass in April 2002.</p> <p>Numbers of keynote addresses, presentations and workshops, and consultations for planning, evaluation, and improvement purposes provided by PAII 78; 75 in 2001; 78 in 2000. External funding received (\$446,892).</p>
Campus Planning Theme:	Civic Engagement
Objective:	3. Contribute evaluation resources for community activities and programs.
Timeframe:	On-going
Actions taken to date:	<p>Testing Center staff collaborated with IMIR staff in writing a grant proposal for CAPE K-12 Evaluation Project in Southern Indiana. The grant was funded. Obtained IRB approval and revised instruments for CAPE site visits/observation study/focus groups. IMIR staff secured and implemented the Nina Mason Pulliam Scholarship program evaluation contract. IMIR staff conducted a series of surveys of teachers and students for SMART, SEAM, and CAPE projects.</p> <p>Testing Center staff continued research on the WorkKeys Project at Clarian and an updated research report was submitted to Clarian Health Partners in February 2002. (Note: Dr. Sherry Makely, Manager of Educational Services at Clarian, praised the remarkable work and report completed by Jason M. Averitt, Graduate Research Assistant at the</p>

	<p>IUPUI Testing Center.)</p> <p>Testing Center staff completed data collection and first draft of the evaluation report for the Career Quest and JobLink Programs at Clarian; draft evaluation report submitted to Clarian in June 2002. (Final evaluation report will be submitted to client in August 2002.)</p> <p>Testing Center completed formative and summative evaluation activities for the TechWest Program at Goodwill Industries of Central Indiana; a preliminary draft of the evaluation report was submitted to Goodwill Industries' staff in June 2002. (Final evaluation report will be submitted to client in August 2002.)</p>
Activities planned:	<p>Continue to seek and secure grants and contracts for evaluative projects.</p> <p>Pilot test CAPE evaluation instruments and conduct site visits/observation study/focus groups; prepare manuscript on "JITT Project Assessment" for publication; collaborate with appropriate staff on research activities for Project SEAM.</p> <p>Submit final evaluation reports to Clarian Health and Goodwill Industries (by end of August 2002); renew existing evaluation consulting contracts with Clarian Health Partners and Goodwill Industries and obtain new clients seeking measurement and program evaluation services; submit manuscripts for publication of findings from Clarian and Goodwill program evaluation projects.</p>
Indicators of Progress:	<p>External funding of \$250,000 over 3 years secured for Southern Indiana CAPE evaluation project and \$177,000 over 5 years secured for evaluation of Nina Mason Pulliam Scholarship program in addition to continuing grants from Clarian, Goodwill Industries, Project SEAM, and the Indiana Schools SMART Partnership.</p>

FY2002-2003 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
<b>Goal I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.</b>		
I.1 Communicate broadly the campus mission/vision.	I.1a. IUPUI's new Vision, Mission, Values, and Goals document disseminated to all faculty and staff, representative students, and community leaders.	Trudy
	I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Vic
	I.1c. Completed NCA self-study in the portfolio.	Susan
	I.1d. Faculty/staff understanding of campus plans.	Vic
	I.1e. Participation in PAII national and international conferences.	Karen
	I.1f. Number of national and international invitations.	Julie
	I.1g. Number of external information requests.	Julie
	I.1h. Usage statistics for PAII Web sites.	Howard
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. Short list of priorities developed with specified involvement of stakeholders.	Trudy
<b>Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.</b>		
II.1. Provide planning assistance to campus units.	II.1a. Number of units assisted with planning.	Julie
	II.1b. Number of planning consultations/projects.	Julie
II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	II.2a. Expanded information infrastructure for campus enrollment planning.	Vic
	II.2b. Preparation level of students.	Vic
	II.2c. Expanded use of on-line enrollment trend database by deans and directors.	Vic

Goal III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.		
III.1. Continuously improve information support for the campus assessment process.	III.1a. Information resources available to support assessment.	Karen & Julie
	III.1b. Deans' ratings of accessibility of planning reports through the Web.	Vic
	III.1c. Use of Civic Engagement Inventory.	Vic
III.2. Continuously improve the academic and administrative program review processes.	III.2a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.	Karen & Trudy
	III.2b. Reviewers' ratings monitored for suggested improvements.	Karen
	III.2c. At least one administrative unit reviewed using new guidelines.	Karen
	III.2d. Program review guidelines and practices revised and used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.	Karen & James
III.3 Continuously improve the practice of assessment.	III.3a. Number of units assisted with assessment.	Karen & Julie
	III.3b. Number of assessment consultations/projects.	Karen & Julie
	III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.	Vic
	III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.	Susan
	III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.	Howard
	III.3f. Program Evaluation Resource Site funded, developed, and implemented.	Howard
	III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.	Howard

III.4. Continuously improve survey programs.	III.4a. Survey items aligned with campus priorities.	Vic
	III.4b. Response rates on student surveys.	Vic
	III.4c. Use of surveys by campus units.	Vic
III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.	III.5a. Use of Testing Center services (especially the High School Placement Testing Program, National Testing Program, Scanning/Data Analysis Services, and Educational Measurement, Evaluation, and Statistical Consulting Services).	Howard
	III.5b. Satisfaction with Testing Center services.	Howard
	III.5c. Information derived from the placement testing and validation processes enhanced.	Howard
III.6. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.6a. Number of units for which economic models (activity-based costing/management) have been developed.	James
	III.6b. Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.	James
III.7. Continuously improve management information reports and analysis capability for academic managers.	III.7a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Kathy
	III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.	Kathy
	III.7c. IMIR data and Fact Card integrated.	Kathy
<b>Goal IV. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.</b>		
IV.1. Develop a more uniform and concise set of campus-wide performance indicators.	IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Vic & Trudy
	IV.1b. Documented use of indicators by central senior administrators and school deans.	Vic & Trudy
IV.2. Continuously refine PAII	IV.2a. Increasingly useful set of	Vic & Karen

indicators of quality in daily work.	indicators for monitoring PAII performance in use.  IV.2b. Web-based service-instance form revised and implemented.	Julie
IV.3. Advance institutional effectiveness collaborative initiatives.	IV.3a. Proposals developed, submitted, and funded.  IV.3b. Presentations and publications related to IUPUI's institutional portfolio.  IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.	Susan  Susan  Howard
<b>Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.</b>		
V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.1a. Instances of significant campus improvements undertaken and documented.  V.1b. Plan in place for implementing improvements suggested by NCA reaccreditation review.	Vic & Trudy  Susan & Trudy
V.2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	V.2a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).  V.2b. External funding received.	Julie  Julie
V.3. Contribute evaluation resources for community activities and programs	V.3a. K-16 evaluation studies funded and conducted.  V.3b. Evaluation studies with health and human services agencies funded and conducted.	Vic & Howard  Howard