Office of the Vice Chancellor for Planning and Institutional Improvement

Indiana University-Purdue University Indianapolis
1995 Annual Report

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 the institution's vision, mission and goals.
2. Connect to each goal implementation strategies to be conducted by units across the campus.
3. Link appropriate evaluative mechanisms to implementation strategies.
4. Collect and disseminate information about the quality of processes and outcomes that is needed for campus decision-making.
5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.
6. Derive, prioritize, and recommend, and assist in implementing improvements based on evaluative findings.

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

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 activity 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 sources;
- 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, alumni, employers, and other stakeholders;
- providing direct support to specific campus, scchool, 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.

Testing Center (TC)

The mission of the TC is to provide assessment and evaluation support through the collection and processing of test data, creation of assessment instruments, and the lending of measurement expertise to constituencies throughout the campus community. Its vision is to provide seamless 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.

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 and cost/revenue assessment tools. 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 products or services,
- developing a cost model using activity-based costing tools,
- developing a revenue model focusing on financial analysis, and
- developing a financial planning system.

The Economic Model 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.

1995 Activities
The Office of Planning and Institutional Improvement (PAII) made progress toward all six of its principal goals during 1995. For the purposes of this report, the six goals will be grouped under the three major activity headings: Planning, Assessment/Evaluation, and Improvement.

Planning
The campus planning process was further developed and refined during 1995. A brochure entitled, Vision, Mission, Values, & Aspirations for IUPUI was published and disseminated to all faculty and staff (see Appendix A). In preparing for the 1995 budget hearings, all academic and administrative units were asked to connect their own planning goals and annual objectives to one or more of IUPUI s four aspirations: Quality, Collaboration, Centrality, and Identity.

Seven Study Groups were formed in October 1995 for the purpose of reviewing the IU Strategic Directions Charter to determine how activities funded under the auspices of the Charter could advance IUPUI s own mission and goals. By June 1996, the Study Groups will also make detailed suggestions for modifying IUPUI s goals and for undertaking appropriate implementation strategies to accomplish each.

Based on materials submitted by deans and directors in advance of the 1995 budget hearings, a tentative list of indicators of accomplishment was associated with each of IUPUI s 19 planning goals (see Appendix B). A first annual report on a few of these indicators was compiled and an abbreviated version published as a brochure (see Appendix C). Following the 1996 budget hearings, the indicator list will be further refined and a few campus-wide indicators will be chosen for on-going annual reporting and broad dissemination within the campus community and beyond.

GOAL 1. Clarify, prioritize, and communicate broadly the institution's vision, mission and goals.
In August 1995 the campus planning framework was published and widely disseminated for the first time in a brochure entitled Vision, Mission, Values & Aspirations for IUPUI. This publication, which was mailed to all faculty and staff and to over 300 student leaders, signaled the completion of a first stage of campus planning that began in 1992. Now a second stage begins, a stage of

broadening the consideration of IUPUI s aspirations and goals by faculty, staff, students, and community members to increase the sense of identity and common purpose among all who are interested in and associated with the campus. A significant step forward in this second stage took place in October 1995 when seven Study Groups composed of faculty, staff, students, and community leaders were formally charged by Chancellor Bepko to examine the connections between IUPUI s planning goals and Indiana University s Strategic Directions (see Appendix D for a description of the Study Groups).

Academic deans and directors were asked to bring their own goals and objectives into closer alignment with campus goals by indicating in their budget planning materials and presentations which of IUPUI s four aspirations: Quality, Collaboration, Centrality, or Identity, each of their planned initiatives was designed to further.

PAII staff in all four offices have worked with 54 university and campus units and committees to help them shape their own plans within the framework of IUPUI s aspirations and goals. Groups assisted in this way include:

IU Units and Committees	
Columbus Campus	IU Joint Subcommittee on Learning
IU Administrative Computing Advisory Committee	IU Strategic Directions Accountability and Assessment and Minority Attainment Task Forces
IU Committee to Develop a Teaching Capacity Model	Partnership for Statewide Education, the Needs Assessment Committee
IU Electronic Archives Project Advisory Group	University Fee Appeals Committee
IU General Education Assessment Committee	

Campus Units and Committees	
Academic Policies and Procedures Committee	IUPUI Study Groups (four of the seven)
Administrative Council	Office of International Affairs
Ad hoc committees on staff development (3)	Professional Communications Committee
Campus-wide technology support team	Program Review and Assessment Committee
College Consolidation Planning Committee	School of Continuing Studies
Committee to Design a New Faculty Annual Summary Review	School of Nursing Management Information Committee
Committee to link IUPUI and area career centers	School of Science Undergraduate Education Task Force
Committee to Plan a School of Public Health	School of Social Work
Council on Undergraduate Learning	SESS Action Teams (7)

Executive Steering Group of Student Enrollment Support Services	SPEA
Faculty Council Academic Affairs Committee	Student Research Planning Committee
Faculty Evaluation Committee	Technical Communications Task Force
Gopher Task Force	Testing Center Advisory Committee
Herron School of Art	University Library
Institutional Data Coordinating Committee	Writing to Learn Project
Integrated Technologies	

PAII personnel also participated in planning activities with community agencies in the Indianapolis area. Organizations assisted include the Community Service Council of United Way, the United Way Evaluation Committee, the Ruth Lilly Health Education Center, the Children's Museum, and Arts Partners.

"Communicating broadly" IUPUI s mission also encompasses various national and international activities in which PAII staff are involved. In January 1995 some 8000 brochures advertising an international assessment conference in Finland co-sponsored by IUPUI were mailed to faculty and administrators in some 40 countries including the United States. The brochure contained a description of IUPUI. The conference held in July attracted 175 people from 35 countries. Proceedings published at IUPUI have been purchased by individuals in 19 countries and 7 states.

In August 1995 over 12,000 brochures advertising a national assessment conference at the University Place Conference Center and Hotel were mailed to faculty, student affairs professionals, and other administrators in the U.S., Puerto Rico, and Canada. This conference, which was held in November, drew 405 people from 37 states. Both the national and the international conferences were advertised in the Chronicle of Higher Education and other publications.

PAII staff made invited presentations in Switzerland and Finland as well as in 10 states and the District of Columbia. We edit a bi-monthly periodical on assessment that is published and marketed worldwide by Jossey-Bass of San Francisco. In the three years since the PAII staff was assembled at IUPUI we have published 3 books, 6 chapters in other works, and 21 journal articles.

Goal 1.

Implementation Strategy	Evidence of Accomplishment	*
1. Revise and disseminate planning documents	**1.1** A brochure entitled *Vision, Mission, Values and Aspirations* was published and sent to faculty and staff and to over 300 student leaders.	QU
2. Extend campus	**2.1** Seven Study Groups, with representation from faculty, staff, students and the community, were formed to link IU"s Strategic Directions to IUPUI's	Co

	aspirations and goals.	
	2.2 Deans and directors were asked to link their own goals and initiatives to IUPUI's aspirations in their budget planning materials.	Co
3. Assist others in their planning activities	**3.1** PAII staff worked with 54 IU and IUPUI units and committees to assist them in their own planning activities.	Co
	3.2 PAII staff worked with five community agencies to assist them in planning and evaluation activities.	Ce
4. Communicate broadly IUPUI's mission.	**4.1** Co-sponsored an international conference in Finland that attracted 175 people from 35 countries. 8000 brochures were mailed to advertise the conference.	Ce
	4.2 Sponsored a national conference on campus that attracted 405 participants from 37 states. 12,000 brochures were mailed to advertise the conference.	Ce
	4.3 Invited presentations made in Finland, Switzerland, 10 states and the District of Columbia.	Ce
	4.4 Edited a bi-monthly periodical marketed and sold internationally.	Qu
	4.5 Continued an extensive record of academic publication	Qu

*The last column identifies the institutional aspiration(s) which applies to each goal. The aspirations are: Quality (Qu), Collaboration (Co), Centrality (Ce), and Identity (Id).

**Goal 2. Connect to each goal implementation strategies
        to be conducted by units across the campus.**
 In October 1995 PAII staff developed the charges for seven Study Groups (see Appendix D) each associated with one of IUPUI s four aspirations, which were asked to review the IU Strategic Directions Charter and determine what activities ought to be funded under the Strategic Directions initiative to further IUPUI s mission, aspirations, and goals. By June 1996 these Study Groups will provide detailed suggestions for modifying or adding to IUPUI s goals as well as for undertaking important new implementation strategies to accomplish the goals.

Goal 2.

Implementation Strategy	Evidence of Accomplishement
1. Link implementation strategies to goals.	**1.1** Seven Study Groups, each associated with one of IUPUI's four aspirations, were asked t review and revise IUPUI's goals and to suggest implementation strategies for each.

*The last column identifies the institutional aspiration(s) which applies to each goal. The aspirations are: Quality (Qu), Collaboration (Co), Centrality (Ce), and Identity (Id).

Assessment/Evaluation

In early 1995 the North Central Association gave its approval to the IUPUI Plan for Assessment of Student Achievement which PAII staff developed in 1994 with broad participation by faculty and administrators in each of the schools. Progress in implementing assessment activities in the schools is promoted and supported by workshops, grants, and other activities of the Program Review and Assessment Committee, which is staffed by PAII.

Budget planning materials submitted in early 1995 by deans, directors, and vice chancellors provided the basis for a tentative, but extensive, list of performance indicators related to IUPUI s aspirations and goals. This list was reviewed and modified by deans and vice chancellors, and a final draft document was produced to guide evaluation activity during the remainder of 1995. Responsibility for reporting on each indicator has been delegated to the appropriate vice chancellor, and data were to be collected at year s end. Early in 1996 a more extensive report on IUPUI s performance indicators than was published in 1995 will be disseminated widely within IUPUI and in the Indianapolis community.

During 1995 PAII staff developed a new component, the Economic Model Office, which also has a branch in Management Advisory Services in Bloomington. EMOD-IUPUI conducted cost analysis projects in the schools of Social Work, Continuing Studies, Public and Environmental Affairs, and Art; the Department of English; the University Library; and Integrated Technologies.

PAII staff worked with Herron School of Art and Office of International Affairs administrators to establish assessment/program evaluation plans. They also serve as advisors on the evaluation of a School of Medicine post-doctoral training grant. When the National Science Foundation sent back a proposal from the Department of Mathematical Sciences at IUPUI asking, among other things, for a stronger evaluation component, Trudy Banta helped reorganize and revise the proposal in addition to developing a new evaluation design. The revised proposal was funded.

Comprehensive academic program reviews were conducted in the departments of Economics, Chemistry, and Physics, and the School of Allied Health Sciences. Planning activities associated with Spring 1996 reviews for the School of Journalism, and the departments of Anthropology, Biology, and History were completed by year s end. To assist units conducting self-studies prior to their reviews, IMIR prepared individual reports for each program area that included a profile of student majors, admissions data, a retention summary, degrees conferred, and satisfaction data derived from student and alumni surveys.

PAII staff negotiated IUPUI s participation in a five-institution consortium sponsored by Annenberg/CPB that will develop and pilot-test new methods and materials for evaluating the use of technology in instruction. Principal activity will take place in the Department of English, where the Economic Model is being applied to a study of the costs associated with using computers to teach introductory writing. In addition to comparing the costs of writing taught in a computer lab with writing taught in a traditional classroom, students and faculty involved in the writing courses will respond to questionnaires designed by staff at the Western Interstate Commission for Higher Education.

IMIR staff are developing an automated system for collecting and analyzing faculty effort data. Using software designed by faculty at Utah and Michigan State universities, Victor Borden has deployed a prototype of a new Faculty Annual Summary Review (FASR) system in the Department of Psychology. The FASR technology will be extended to the School of Nursing in 1996. IMIR coordinated the data-gathering, analysis, and reporting associated with implementation at IUPUI of the Teaching Capacity Model required of all IU campuses in 1995 by the IU Board of Trustees. Use of the FASR software could save time and effort on the part of all faculty and administrators who must comply with the teaching capacity reporting mandate in future years.

IMIR staff conducted the Survey of Recent Alumni and collected the additional data required to fulfill the evaluation requirements associated with IUPUI's Carl Perkins Vocational Education grant. IMIR also provided consultation and data extraction services for an econometric analysis of IUPUI enrollment. Borden, a faculty member in Psychology, continues to work with faculty and students in the Department of Psychology to develop and carry out an evaluation of innovations in teaching Introductory Psychology. IMIR staff are developing a multi-year report on the performance of entering students at IUPUI based on the high school they attended. They have also provided support in the form of consultation, data analysis, and report writing for the Study of Women Faculty at IUPUI and other projects.

During 1995 Testing Center staff developed, pilot-tested, and implemented a computerized adaptive placement test in mathematics. Adaptive testing cuts testing time, thus increasing convenience, motivation, and satisfaction for students and enabling the Testing Center to accommodate more students, more efficiently, in the Microcomputer Testing Facility (MTF). TC staff also

developed computerized test instructions for a newly-required placement test in chemistry. Although this is a paper-and-pencil test, the computerized instructions permit individualized administration: that is, students can take the test in the MTF at a time they find convenient as opposed to reporting at a specified time for group testing. An additional advantage for students is that they receive a copy of their test scores upon completion of the exam.

Thanks to TC development of computerized testing components for the English-as-a-Second-Language (ESL) program, ESL staff now have a much more efficient and effective means of administering their student assessments. The new methods have enabled the ESL staff to assume from the TC the responsibilities for administering their tests. TC staff also developed a computerized adaptive test of quantitative skills needed by beginning nursing students that School of Nursing personnel can administer. Test results are used to identify, advise, and provide tutoring for students who need remediation to succeed in the nursing curriculum. TC personnel assist faculty and staff to design their own survey and measurement instruments in scannable form, thus saving time and money for designers and users of these instruments. TC staff have also assisted SPEA and School of Medicine faculty in obtaining course evaluation data via scannable forms.

Goal 3.

Implementation Strategy	Evidence of Accomplishment	*
1. Advance faculty-supported campus-wide comprehensive outcomes assessment activity.	**1.1** The "IUPUI Plan for Assessment of Student Achievement" prepared in 1994 received approval from the North Central Association.	Qu
	1.2 The Program Review and Assessment Committee (PRAC), which PAII staff, continued to support faculty effort in assessment.	Co
	1.3 Closer links were estabished between PRAC and the newly-constituted Council on Undergraduate Learning, especially with regard to assessment of student achievement in general education.	Co
2. Establish performance indicators for the campus that can be disseminated broadly.	**2.1** IUPUI's Priority Goals and Indicators was published as a	Qu

	brochure and sent to members of IUPUI's Board of Advisors.	
	2.2 A more extensive list of indicators was compiled via review of deans' and directors' budget documents. This listing will serve as a guide for collecting data and reporting during the 1996 budget hearings.	Qu
3. Add program costs as a source of program evaluation data.	**3.1** The IUPUI Economic Model Office was added to PAII. The office conducted cost analysis projects in 6 units.	Qu
4. Provide individual assistance for campus units in developing their own assessment/evaluation plans.	**4.1** Worked with four academic units on their assessment plans, and with six campus-wide committees on evaluation activities.	Co
5. Continue to conduct comprehensive academic program reviews.	**5.1** Four units were reviewed and arrangements for four reviews for Spring 96' were completed	Qu
	5.2 IMIR developed extensive individualized reports summarizing enrollment, retention, and satisfaction data for use in the units' self-studies.	Qu
6. Continue to develop IUPUI's testing and course evaluation programs.	**6.1** TC developed a computerized adaptive test in mathematics, improved ESL testing, developed a computerized adaptive test for the School of Nursing, and assisted SPEA and the School of Medicine with course evaluations.	QU
		Co

*The last column identifies the institutional aspiration(s) which applies to
each goal. The aspirations are: Quality (Qu), Collaboration (Co), Centrality
(Ce), and Identity (Id).

**Goal 4. Collect and disseminate information about the quality of
      processes and outcomes that is needed for campus decision-making.**

The program reviews, which are conducted by teams of two or three disciplinary
peers from institutions outside Indiana, two or three IUPUI colleagues from
units other than the one being reviewed, and a community representative with an

identifiable interest in the unit, constitute the comprehensive assessment strategy that IUPUI has chosen to feature in its plan to assess student achievement. A conscientious follow-up process, involving an opportunity for the department chair and faculty to meet with the dean and members of central administration to say what is needed to help the unit implement reviewers recommendations, has been designed to ensure that program reviews will result in decision-making and action aimed at improvement. During 1996, the third year for program review at IUPUI, data will be collected to shed light on the effectiveness of program review as an assessment and improvement strategy.

IMIR staff have developed a family of related surveys designed to collect evaluative information about academic programs and student services from various constituencies. Data have been collected from enrolled students via a mailed survey instrument for three years and from alumni for two years. A telephone survey for non-returning students that was designed by IMIR staff has been administered twice--in Fall 1994 and Fall 1995--by the IUPUI Public Opinion Laboratory. A survey for entering students is under development.

A faculty survey focused on use of technology was administered by IMIR staff by mail in early 1994. Some of the same questions will be asked of faculty as part of a broader survey in 1996.

All survey data are summarized by IMIR staff in succinct Research Brief issues. Campuscape, the Sagamore, and the Chancellor's Newsletter for the community have carried stories on some of the survey findings. IMIR staff have presented selected reports based on the data in person for the Chancellor s staff, the Council on Undergraduate Learning, the Council of Deans, as well as some individual schools and other campus committees. Departmental summaries of student and alumni satisfaction are provided for program review, and in 1996 school summaries of student and alumni satisfaction as well as reports on enrollment, retention, and degrees conferred will be used as measures of program quality in the budget hearing process.

Banta joined Vice Chancellor Martin in forming an ad hoc committee to study staff development issues at IUPUI. Staff Council focus groups revealed that staff need and want more opportunities to develop their work-related skills. An analysis of publicized developmental experiences provides evidence that an abundance of such opportunities is available. Moreover, reviewing the human resources literature substantiates the value of staff development in increasing productivity. However, IUPUI staff report that their immediate supervisors, especially in academic units, do not value staff development sufficiently to give employees time away from their jobs to participate in developmental activities. Interviews with deans conducted by Staff Council representatives indicate that resources available for staff development are minuscule. The ad hoc committee is considering ways to change supervisors views of staff development by sharing the information gathered in the course of its study and

other methods.

TC staff have conducted a second study of the validity of IUPUI placement tests in math, reading, and writing. Validity coefficients are still disappointingly low. Thus various improvement efforts have been undertaken or are planned (see Goal 6 below).

TC staff have developed an exit survey to determine the satisfaction of students tested in the MTF. Survey responses are designed to assess proctor behavior, to suggest training needs, and to identify technical innovations that might improve the efficiency and effectiveness of testing operations. Survey findings are encouraging: 90% of the respondents consider MTF staff courteous, 98% find it easy to use the computers for testing, and most agree that the math, reading, and writing tests measure their knowledge accurately. Reflecting the effects of training for MTF staff, 67% of the exit survey respondents reported the perception that MTF staff had "an extensive knowledge of computers;" this is up from 45% in 1994. In addition, while 97% of the 1995 respondents considered the directions given for the reading test to be understandable or simple, the corresponding percentage in 1994 was 88.

In 1995 IMIR staff received and responded to 65 ad hoc requests for information from 26 different academic and administrative units. They also provided 76 hours of management information consulting services in response to requests from school and administrative units for assistance in obtaining and analyzing institutional data.

IMIR continues to seek ways to develop more accessible information resources. In 1995 IMIR staff led a cross-functional action team that identified three areas in need of improvement. All are being pursued, including creation of a data dictionary for the SESS offices and development of on-line reporting and information retrieval systems using the World Wide Web.

In 1995 IMIR staff created customized data entry programs, analysis, and reports for surveys administered for six units, including the schools of Law, Business, SPEA, and Nursing. On-going efforts to collect data from IUPUI's peer institutions have begun to yield comparative data for use in planning and policy-making.

Collection of cost data by the EMOD Office has provided information about processes and outcomes that can suggest directions for improvement in Social Work, Continuing Studies, and SPEA. Deployment of the model in the School of Social Work has involved faculty more extensively than ever before in planning and budgeting decisions. For the first time the School of Continuing Studies staff has the ability to look at the cost of a video-based course over a multi-year lifespan, thus improving the capacity to project costs over several years. SPEA administrators have gained insight into the nature of their outcomes, costs, and faculty activities.

IMIR staff continue to refine their use of activity-based costing and this year have included in the annual report a detailed analysis of time and costs associated with each staff activity. Such an analysis can help IMIR staff and other administrators determine where changes, if any, are needed to enable IMIR to make the best possible contribution to meeting campus data and information needs.

Goal 4.

Implementation Strategy	Evidence of Accomplishment	*
1. Ensure that program review findings and recommendations are collected and disseminated.	**1.1** Each review concludes with a report containing recommendations for improvement. These reports are public documents and a cumulative record of recommendations stemming from the reports is being developed for campus use.	Qu
	1.2 The involvement of one or more community representatives in each review helps to communicate information about program quality within the larger community.	Ce

*The last column identifies the institutional aspiration(s) which applies to each goal. The aspirations are: Quality (Qu), Collaboration (Co), Centrality (Ce), and Identity (Id).

Goal 5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.

The development of campus-wide evaluative mechanisms and performance indicators is still in an early stage at IUPUI. Nevertheless, a few composite indicators such as retention rates and number of degrees conferred have been adopted. Appendix C contains a brochure in which 1994 data on some of these indicators are reported.

Appendix B contains a list of potential indicators of accomplishment for each of IUPUI s 19 planning goals. The list was compiled on the basis of indicators mentioned by deans and directors in their reports submitted in advance of the 1995 budget hearings. In 1996, once again deans and directors have been asked for evidence of accomplishment of their own goals and objectives as they report progress on recent initiatives. Review of the budget materials submitted in February 1996 should help to narrow and focus the list of indicators that appears in Appendix B.

Goal 5.

Implementation Strategy	Evidence of Accomplishment	*
1. Develop key indicators of institutional effectiveness.	**1.1** Appendix C contains a brochure designed to disseminate information on the short list of essential indicators adopted thus far by IUPUI.	Qu Ce

	1.2 Work on expanding the list of indicators, particularly in the area of faculty work, is continuing.	Qu
2. Quality in daily work.	**2.1** All PAII offices have established indicators of internal efficiency and effectiveness, including data from client surveys.	Qu

*The last column identifies the institutional aspiration(s) which applies to each goal. The aspirations are: Quality (Qu), Collaboration (Co), Centrality (Ce), and Identity (Id).

Improvement

Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.

Banta continues to serve as sponsor of the quality improvement efforts of the eight offices constituting Student Enrollment Support Services (SESS). Eight cross-functional action teams that began work during Fall 1994 held a half-day reporting session in April 1995 to inform campus leaders of their suggestions for improving such processes as advising, internal recruiting of student majors, and dissemination of management information. A number of the action team recommendations have been implemented, such as the one that the Institutional Data Coordinating Committee be reconstituted to serve as a vehicle for communication between users of information based in academic and administrative support units. Nathan has been instrumental in establishing a vital link between SESS and APPC initiatives by asking for regular reports to the APPC by SESS members.

Improving quality in daily work receives attention on a continuous basis in the SESS offices. Dramatic increases in responsiveness to student inquiries have been effected in the Testing Center and the offices of Admissions and Financial Aid, for example. A questionnaire administered to students calling the Testing Center for an appointment revealed that 87 percent get through to the receptionist on their first try and 95 percent were helped in 2-3 minutes. The most significant evidence of the effectiveness of cross-functional teamwork is the turn-around in the decline in enrollment that was achieved by the combined efforts of the SESS offices in Fall 1995. At year s end SESS staff were planning jointly a coordinated entry service to facilitate student admissions.

Manlove coordinates the course approval process for IUPUI. He has developed a proposal to improve that process by putting the campus Course Inventory on the World Wide Web.

Banta has identified the area of staff development as one in which the need for substantial change is indicated (see Goal 4 above). A literature review has been conducted, an inventory of training opportunities has been compiled, and focus

group discussions in Staff Council meetings, as well as Staff Council interviews with deans, have been undertaken to identify perceptions and practices. In 1996 several actions are planned to increase access to training opportunities for staff.

The campus planning process has revealed the need for strengthening IUPUI s connections with area schools. Banta and the Executive Associate Dean of Education are collaborating to identify public school interests and needs and to coordinate campus responses.

Quality improvement methods have been applied in all areas of TC operations, from making phone reservations for placement testing to distributing reports. As noted in Goal 3 above, placement testing improvements have included a conversion from computer-assisted to computerized adaptive testing in mathematics. A new computerized reading test is under development. An individualized approach to placement testing in Chemistry has been implemented. ESL testing has been partially computerized and returned to the ESL faculty. A computerized adaptive Nursing Measurement Assessment instrument has been developed for administration within the School of Nursing. A new rating scale has been developed for the writing placement test that should permit the calculation of validity coefficients.

The student exit survey used in the MTF has indicated the need for continuous training of the work-study students who staff the facility. TC staff provide several hours of training monthly on such topics as customer service, orientation, new placement testing procedures, registering students for testing, test security and emergency procedures. As a result of the training, proctors ratings on the exit survey have improved in several areas (see Goal 4 above).

The TC has computerized several of the tests and inventories it administers for external agencies, including the Strong Interest Inventory used by the School of Business and exams for Independent Studies students. This action saves students time and increases their levels of satisfaction.

IMIR staff have expanded their reporting functions in the last two years, increasing the number of reports produced and adapting the reports to serve a broader spectrum of planning and evaluation needs. Most notably, reports provided to departments scheduled for program review have been expanded to include more information and are increasingly customized to address individual needs. These reports, heretofore unavailable to IUPUI departments, minimize the need for faculty to spend time assembling desired information, and are sufficiently self-explanatory to be inserted in a self-study without further work. Client opinion has been sought and responses have been invariably positive.

Increasing references made to its survey findings indicate that IMIR is developing a reputation as a credible provider of information about students

behavior, attitudes, and expectations. Another such indicator is the increasing number of clients in IUPUI schools and offices and at other IU campuses that have asked IMIR staff to develop customized surveys and/or survey reports.

In responding to the IU Trustees mandate for teaching capacity reporting, IMIR staff worked with the academic deans to assemble information for the campus that was clear and consistent. When the Trustees called for revisions, IMIR was able to make the needed changes without requesting additional data from the schools. Developing the electronic FASR should enable IUPUI to take a more proactive stance in demonstrating faculty workload accountability.

PAII staff participate in the leadership of committees and other working groups that deal with some of the most significant issues facing the campus and Indiana University. We provide accurate and timely contributions to planning, project implementation, data collection, analysis, evaluation, and reporting.

Goal 6.

Implementation Strategy	Evidence of Accomplishment	*
1. Sponsor and support quality improvement efforts.	**1.1** Cross-functional action teams composed of representatives from SESS offices reported recommendations for process improvements and several of these have been implemented.	Qu Co
	1.2 Plans for on-going staff development in quality improvement are proceeding.	Qu Co

Teaching, Research, and Service

Professors Banta, Borden, and Shermis supervised four graduate students working in their offices and served on seven thesis and dissertation committees during 1995. Borden taught a section of undergraduate statistics enrolling 60 students, and Shermis taught an upper-division psychology course in tests and measurement and a graduate course entitled Rehabilitation Psychology Assessment.

Banta, Lund, Black, and Oblander are the authors of Assessment in Practice: Putting Principles to Work on College Campuses, a book published in November 1995. Banta's other publications include a chapter in another Jossey-Bass book, an article in the British journal Assessment and Evaluation in Higher Education, and bi-monthly editor's essays in the Jossey-Bass periodical Assessment Update. An article accepted by the Journal of Higher Education is in press. Psychometric work by Shermis was published in Military Psychology, and he has six articles out for review by such journals as Educational and Psychological Measurement and the Journal of Educational Computing Research. Borden's chapter on student tracking was published in an issue of New Directions for Institutional Research edited by Peter Ewell. Three other Borden articles were published in Research in Higher Education, Black Issues in Higher Education, and Community College Week,

respectively.

Banta and PAII staff planned and coordinated the Seventh International Conference on Assessing Quality in Higher Education held in July in Tampere, Finland and the Fourth Annual Assessment Conference in Indianapolis in November. The latter conference established yet another attendance record for a campus-based conference with 405 participants from 37 states. Borden and Shermis offered pre-conference workshops in conjunction with the event in Indianapolis. Black and Lambert also made presentations at that conference.

Banta presented 21 invited addresses and refereed papers at national and international meetings in 1995, including papers at the European Association for Institutional Research conference in Zurich, the Post-Secondary Education Assessment Planning Conference sponsored by the National Center for Education Statistics, and the National Forum on Student Preparation for College and the Workforce sponsored by the Education Commission of the States and the State Higher Education Executive Officers. Invitations to speak to various groups were accepted from Syracuse University, Wabash College, the American Association of Dental Schools, the Association of Educators in Radiological Sciences, and the Indiana Task Force on Teacher Education, among others.

Borden and other IMIR staff presented four papers at the annual meeting of the Association for Institutional Research (AIR) in Boston. Borden also made presentations at the Kentucky-Ohio-Indiana Regional Conference on Continuous Quality Improvement in Academe, and the Indiana Association of Collegiate Registrars and Admissions Officers, and Wabash College.

Shermis gave a paper at the annual meeting of the National Council on Measurement in Education (NCME) in San Francisco. He was invited to present a faculty workshop on constructing assessment instruments at Nichols State University in Louisiana, and made presentations at the annual meeting of the Indiana Association for Institutional Research (INAIR). Shermis also lectured on statistics, test construction, and research design for the Association for Advanced Training in the Behavioral Sciences (Ventura, CA) in various cities across the country.

Banta edits the bi-monthly periodical, Assessment Update, Black serves as managing editor, and Lambert is the editorial assistant. Banta is a consulting editor for the Journal of General Education published at Penn State and the British journal, Assessment and Evaluation in Higher Education. Shermis reviews manuscripts for the Journal of Educational Measurement and Educational measurement: Issues and Practice. Banta, Borden, and Shermis collectively reviewed proposals for the American Educational Research Association, the Association for the Study of Higher Education, the AIR, and the NCME.

Shermis chairs the NCME Committee on Electronic and Alternate Communications. Borden is a member of the Professional Development Services Committee of AIR.

Burton is a member of the Executive Committee and Listserv Manager for the INAIR. Wince is co-coordinator of student survey development for the Urban Public University Student Data Exchange.

1996 PAII Goals and Implementation Strategies

Goals	Implementation Strategies	*
1. Clarify, prioritize and communicate broadly institution's vision, mission, and goals.	1. Revise and develop new versions of IUPUI's planning documents following Study Group reviews.	Qu
	2. Add a strategy for using data on IUPUI's environment to the overall planning process.	Qu
	3. Communicate broadly the campus vision, mission, aspirations, and goals.	Ce Id
	4. Continue to assist others in their planning activities.	Qu Co
2. Connect to each goal implementation strategies to be conducted by units across the campus.	1. Continue to develop the comprehensive academic program review process as a means of assessing student learning in the context of faculty, curricular, and departmental development.	Qu
	2. Assist an increasing number of campus units with their own assessment and evaluation plans.	Qu Co
	3. Provide faculty development workshops/consultation on assessment and evaluation.	Co
	4. Continue to develop IUPUI's survey programs. Implement a faculty survey and a survey for entering students, as well as modifications of the alumni and continuing student surveys.	Qu Co
	5. Continue to develop IUPUI's testing and course evaluation programs.	Qu Co
4. Collect and disseminate information about the quality of processes and outcomes that is needed for campus decision-making.	1. Ensure that program review findings and recommendations are collected and disseminated; develop a cross-review summary of common reviewers' recommendations that can be shared broadly with campus decision makers.	Qu Co
	2. Continue to collect and	Qu

	disseminate qualitative data about academic programs and student services; monitor client satisfaction with data provided.	Co
	3. Disseminate data related to staff development more broadly.	Qu Co
	4. Continue to collect and disseminate data related to the quality of IUPUI's placement tests.	Qu Co
	5. Continue to collect and disseminate management information.	Qu Co
5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.	**1.** Refine significantly the current extensive list of key indicators of institutional effectiveness.	Qu
	2. Expand and improve the process of reporting to the public on IUPUI's indicators.	Qu
	3. Continue to develop internal (PAII) indicators of quality in daily work.	Qu
	1. Sponsor and support quality improvement efforts; develop a campus strategy for training meeting facilitators.	Qu Co
	2. Implement improvements suggested by data collected within various units.	Qu