2007 ANNUAL REPORT

Office of Planning
and Institutional
Improvement

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2006-2007 Annual Report

Office of the Vice Chancellor for Planning and Institutional Improvement

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.

COMPONENTS OF THE OFFICE

This Office includes the Senior Advisor to the 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, 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 campus planning and accountability activities, including the current Academic Plan initiative and the annual print and online IUPUI *Performance Report*. Current responsibilities include leadership of the IUPUI student electronic portfolio, a key assessment and improvement initiative carried out in collaboration with the Center for Teaching and Learning and UITS; development of the campus Civic Engagement Inventory, in collaboration with the Center for Service and Learning; and ongoing development of the IUPUI online institutional portfolio (www.iport.edu).

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, creation 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, test development, credit-by-examination, state and national testing, computerized adaptive testing, test scoring and analysis, administration of course/instructor surveys, program evaluation, contracted research and grants, and publications.

Planning and Institutional Improvement Highlights

2006-07

Teaching and Learning

- Banta and Pike served as consultants on the Voluntary System of Accountability (http://www.aascu.org/accountability/core.htm) developed by the National Association of State Universities and Land Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU).
- Banta and Pike published six articles arguing against the use in comparing institutions of scores on standardized tests of students' general abilities.
- Banta served on the Advisory Board for the "Culture of Assessment" project being developed by the Educational Testing Service (ETS).
- Provided leadership for accelerated development of the student electronic portfolio (ePort) for the purpose of demonstrating accountability.
- Pike conducted research on the impact of financial aid and student ability on student retention and presented the findings to several campus committees.
- Conducted 10 program reviews for campus units, including 8 academic units and 2 administrative units.
- Testing Center increased the numbers of students taking placement tests in chemistry, mathematics, world languages, and English as a Second Language (ESL).
- Testing Center was designated an ETS Certified Test Administration Site for the TOEFL internet-based tests.
- Testing Center collaborated with Department of Mathematical Sciences to establish on campus a math placement testing lab to facilitate summer outreach testing activity.
- PAII staff taught four courses.
- Sponsored the Assessment Institute, which attracted to Indianapolis over 1000 individuals from 45 states and several countries, involving as partners IUPUI's offices of Student Life and Diversity, University College, Office of Professional Development, Center for Service and Learning, and Center on Integrating Learning.

Research and Scholarship

- Banta, Kahn, and Sharon Hamilton presented a keynote on the student electronic portfolio for an international on-line assessment conference sponsored by The University of Strathclyde in Scotland.
- Marsiglio co-presented with Edgar Huang of Informatics an award-winning research study on media streaming technologies at the New Media Consortium Summer Symposium (http://newmedia.iupui.edu/news/story.php?id=422).
- Mzumara served on the Board of Directors of the American Evaluation Association.
- Pike served on the Board of Directors for the Association for Institutional Research.
- Kahn represented IUPUI on the Inter/National Coalition for Electronic Portfolio Research and organized and hosted a meeting of the Coalition at IUPUI.

- Kahn serves as editor of *Assessment Matters*, a column in *About Campus*, journal of the American College Personnel Association and College Student Educators International.
- Kahn served on the Editorial Advisory Board for the National Teaching and Learning Forum (http://www.ntlf.com/).
- PAII staff published 2 books, 16 journal articles, and 3 book chapters.

Civic Engagement

- Mzumara established a new partnership between IUPUI and Ivy Tech Community College in offering placement testing services to students admitted at the two institutions.
- Testing Center implemented an outreach placement testing program at Center Grove and Speedway High Schools and formalized the remote placement testing program that allows students to take math placement tests at ACT Centers and other remote testing sites across the country.
- Banta was appointed to the Executive Committee of the Board of Simon Youth Foundation. http://syf.simon.com/index.aspx?pgID=408

Diversity

- Pike chaired the IUPUI team that participated in the IU Enhancing Minority Attainment-Diversity portfolio project.
- Pike and Kahn evaluated campus progress on performance indicators for diversity. http://www.iport.iupui.edu/pi/di/details.aspx

Best Practices

- Black and Katie Busby (now at the University of Alabama) received the 2007 Emerging Best Practice in Program Review and Evaluation award of the Commission on Assessment for Student Development of the American College Personnel Association (ACPA) (http://www.myacpa.org/comm/assessment/best_practices.cfm). This recognition involved assessment and the use of the Accelerated Improvement Process in IUPUI Student Housing.
- Kahn was trained as an assessor by the NCA Higher Learning Commission and conducted a review for the College of DuPage in Illinois (http://www.cod.edu/Academic/AcadServ/AQIP/site_visit.htm)
- Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus. http://www.planning.iupui.edu/improvement/
- Wince implemented improvements in administration methods that increased response rates for all surveys. http://www.planning.iupui.edu/95.html
- Assigned traffic light colors for the graduate affairs, research and scholarship, and best practices sections of the *2006 IUPUI Performance Report* for the first time, marking the completion of this process for all sections of IUPUI's planning objectives. http://www.iport.iupui.edu/pi/rsca/details.aspx

- Several PAII staff served as members of Action Teams contributing to the development of EVC Sukhatme's Academic Plan.
- Burton and Calistes provided additional information to deans to assist in shaping enrollments at IUPUI.
- IMIR staff responded to over 200 ad hoc requests for information.
- Enhanced the Point-in-cycle Web site, further increasing visits to that site. http://imir.iupui.edu/picx/
- Google Page Rank for the institutional portfolio (iPort) Web site (http://www.iport.iupui.edu/) has increased since Patki and Kahn redesigned it. In addition, page views for the PAII site have increased 108% this year. www.planning.iupui.edu

FY2006-2007 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.		
I.1a. Assist in developing campus plans (e.g., Uday's Academic Plan)	1.1a. Academic Plan developed and implementation priorities established.	Trudy
1.1b. Assist Chancellor in convening Resource Planning Committee.	1.1b. Deans and faculty leaders engaged in resource planning for the campus.	Trudy
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.	Trudy
I.3 Communicate broadly the campus mission/vision.	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Trudy, Susan, Amol
	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).	Susan, Mike
	I.3c. Participation in PAII national conference maintained at 1000.	Karen, Trudy
	I.3d. Number of national and international invitations for PAII staff maintained at 120.	Karen, Trudy
	I.3e. Number of external information requests maintained at 210.	Karen et al.
	I.3f. Improved PAII website – increased Google Page Rank for home page and main section pages.	Karen et al.
	I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).	Amol
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	II.1a. At least 25 units assisted with planning annually.	Karen, James, Trudy
	II.1b. At least 50 planning consultations/projects conducted annually.	Karen et al.
II.2. Provide leadership and information support for planning.	II.2a. Expanded information infrastructure for campus enrollment planning.	Kathy
	II.2b. Expanded use of on-line enrollment trend database by deans and directors.	Kathy
	II.2c. ¼ (about 5) of the deans report using IMIR survey or database information in their annual reports.	Gary, Susan, Karen
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. Inventory of information resources available to support assessment.	Karen
	III.1b. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.	Susan, Amol
	III.1c. Increased use (to 5) of peer group analysis by discipline.	Gary

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
III.2.	Continuously improve the academic and administrative program review processes.	III.2a.	Program review introduced to new deans and the 8-year schedule for review of units completed.	Karen, Trudy
		III.2b.	Reviewers' ratings monitored for suggested improvements.	Karen
		III.2c.	Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.	Karen, James
		III.2d.	SLA template for self-study in use.	Karen
III.3	Continuously improve the campus practice of assessment.	III.3a.	Number of units assisted with assessment remains steady at 40.	Karen et al.
		III.3b.	Number of assessment consultations/ projects remains steady at 150.	Karen et al.
		III.3c.	Cadre of campus assessment professionals developed and supported.	Trudy, Karen, Gary
		III.3d.	DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics, and world languages.	Howard
		III.3e.	Information derived from the placement testing and validation processes enhanced.	Howard
		III.3f.	At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.	Howard
		III.3g.	Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.	Susan, Howard
		III.3h.	Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.	Susan, Howard
		III.3i.	Improvements in course placement services accomplished through use of outreach testing services.	Howard
		III.3j.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Howard
III.4.	Continuously improve survey programs.	III.4a.	Survey items aligned with campus priorities.	Gary,
		III.4b.	Response rates on student surveys increased by 10%.	Mike
		III.4c.	Increased timeliness and quality of survey reports.	
III.5.	Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.5a.	Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.	James
		III.5b.	At least 6 schools continuing to use economic models.	James
III.6.	Develop a more uniform and concise set of campus-wide performance indicators.	III.6a.	Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Susan, Gary, Karen
III.7.	Contribute evaluation resources for campus programs and community organizations	III.7a.	At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.	Howard
		III.7b.	New Web site, including program evaluation resources, designed, deployed, and updated.	Howard

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
	III.7c. At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).	Howard
	III.7d. Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.	Howard
Goal IV. Provide analysis, interpretation, and reports to internal and external constituents.		
IV.1. Continuously improve management information reports and analysis capability for academic managers.	IV.1a. 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
	IV.1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.	Kathy, Gary Trudy
IV.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).	IV.2a. Performance Report completed on schedule	Susan
	IV.2b. At least 1500 Performance Reports distributed.	Susan
	IV.2c. iPort page views increased from 965/day to 1015.	Susan
	IV.2d. Campus diversity initiatives evaluated and documented	Gary, Susan, Trudy
Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
V.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.	V.1. At least one workshop on peer group analysis conducted for school personnel.	Gary
V.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	Karen et al.
	V.2b. Shortened Continuing Student Survey and pre-survey announcement letter added to increase the response rate.	Gary, Mike
	V.2c. Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.	Gary, Mike
	V.2d. Deans' annual reports placed on the Web by IMIR staff.	Amol
V.3. Advance institutional effectiveness through collaboration.	V.3a. Continued participation by 5 PAII staff on committees assigning campus performance indicators.	Susan
	V.3b. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen
Goal VI. Continuously improve effectiveness of PAII personnel and services.		
VI.1. Collect information about PAII effectiveness.	VI.1a. Increasingly useful set of indicators for monitoring PAII performance in use.	Kathy, Karen
VI.2. Implement project management	VI.2a. All PAII staff oriented and trained to use project management tools and techniques.	Amol
	VI.2b. At least 5 projects executed using project management tools	Amol

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
VI.3. Continuously improve the professional development of PAII staff.	VI.3a. Professional development plans designed and deployed.	Karen et al.
VI.4. Develop and implement a diversity plan for PAII.	VI.4a. Diversity plan and implementation strategy developed	Susan
VI.5. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	VI.5a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external). VI.5b. At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.	Karen et al. Susan

Summary of Progress on Goals and Objectives - FY2006-2007

Goal I:	**Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.**
Campus Planning Theme:	Best Practices
Objective:	**I.1a.** **Assist in developing campus plans (e.g., Uday's Academic Plan).** **I.1b.** **Assist Chancellor in convening Resource Planning Committee.**
Timeframe:	2006-2008
Actions taken to date:	**I.1a.** **Academic Plan developed and implementation priorities established.** The Academic Plan (http://www.iupui.edu/administration/acad_affairs/) is developed and initially the Signature Centers (promoting collaboration in research; see Appendix A) and enrollment shaping (e.g., recruiting more out of state and international students) are the two paramount priorities. Banta led the Undergraduate Curriculum Committee in developing a transferable set of courses for implementing the Principles of Undergraduate Learning (PULs). **I.1b.** **Deans and faculty leaders engaged in resource planning for the campus.** The Resource Planning Committee has been appointed and met twice each semester in 2006-07.
Activities planned:	**I.1a.** **Academic Plan developed and implementation priorities established.** The Academic Plan will be reviewed by community leaders and student representatives. Then specific objectives will be added to the 2002 IUPUI Mission, Vision, Values, Goals document (http://www.planning.iupui.edu/planning/) and objectives accomplished or no longer current are deleted. **I.1b.** **Deans and faculty leaders engaged in resource planning for the campus.** After initial studies are completed, decisions about ways to reallocate resources will be identified and implemented.
Indicators of Progress:	**I.1a.** **Academic Plan developed and implementation priorities established.** Academic Plan is almost fully developed, priorities are identified, and preliminary implementation is underway. Transferable courses for teaching the PULs developed (see Appendix B).

	I.1b.	**Deans and faculty leaders engaged in resource planning for the campus.** A representative group of deans and faculty leaders (i.e., Budgetary Affairs and Planning Committee chairs) was appointed and meetings have been held.
Campus Planning Theme:	Best Practices	
Objective:	**I.2.**	**Develop a short list of campus priorities for strategic investment.**
Timeframe:		On-going
Actions taken to date:	I.2a.	**A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.** Campus investments for the foreseeable future are focused on 1) recruiting and hiring outstanding research-oriented faculty; 2) supporting Signature Centers; 3) increasing the number of summer bridge programs and the amount of financial aid for at-risk freshmen; 4) recruiting more out-of-state and international students; 5) developing a multicultural center and hiring a vice chancellor for diversity, equity, and inclusion; 6) designing an Innovation Center for collaborative activity among science, engineering, and business faculty; 7) and developing a new master plan for the campus.
Activities planned:	I.2a.	**A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.** Continued implementation of these priorities and identification of others as appropriate.
Indicators of Progress:	I.2a.	**A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.** A short list of priorities has been developed and implemented. (See Appendix C.)
Campus Planning Theme:		
Objective:	**I.3.**	**Communicate broadly the campus mission/vision.**
Timeframe:	On-going	
Actions taken to date:	I.3a.	**On-line annual report for IUPUI further developed using electronic institutional portfolio.** Both the online and print versions of the 2006 *Performance Report* (http://www.iport.iupui.edu/pr/) included evaluations of many more of the performance indicators than in past reports. Newly evaluated indicators

		included those under the goal, "Attract and support a better prepared and diverse student population," those under the mission category of "Research, Scholarship, and Creative Activity," and all but one of the indicators under the mission category of "Best Practices."
	I.3b.	**Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).** Not available in 2006.
	I.3c.	**Participation in PAII national conference maintained at 1000.** The Assessment Institute in Indianapolis continues to attract more participants each year, and proposals for presentations continue to be strong. The addition of special tracks with keynote presenters in 2006 contribute to the continued success.
	I.3d.	**Number of national and international invitations for PAII staff maintained at 100.** PAII staff received invitations to make presentations or to consult with international and national organizations, but were unable to accept all of these.
	I.3e.	**Number of external information requests maintained at 210.** PAII staff continue to respond to hundreds of information requests from external constituents.
	I.3f.	**Improved PAII website – increased Google Page Rank for home page and main section pages.** Our target is to increase the Google 'Page Rank' (PR) for major pages (home page and main section pages).
	I.3g.	**5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).** We began using Google Analytics tools in late April 2006 to monitor visits to the web sites. **Usage statistics for PAII Web sites.** Compiled statistics for PAII Web sites and revised the indicators for measuring Web usage.
Activities Planned	I.3a.	**On-line annual report for IUPUI further developed using electronic institutional portfolio.** The 2007 *Performance Report* will have a much shorter, and less expensive, print version, with most of the report published online only.
	I.3b.	**Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).** Not available in 2006.

	I.3c.	**Participation in PAII national conference maintained at 1000.** For the coming institute in 2007 (see brochure in Appendix D) we hired a new conference planner and instituted a special session designed for individuals with advanced knowledge of assessment practice and theory. We will evaluate the effectiveness of these changes as well as the overall scheduling patterns for sessions at the conclusion of this year's institute.
	I.3d.	**Number of national and international invitations for PAII staff maintained at 100.** Continue to monitor and increase PAII dissemination efforts
	I.3e.	**Number of external information requests maintained at 210.** Continue to monitor and increase PAII dissemination efforts.
	I.3f.	**Improved PAII website – increased Google Page Rank for home page and main section pages.** Continue to use Google Analytics tools to monitor page ranks for PAII websites.
	I.3g.	**5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).** Continue to use Google Analytics tools. **5% increase in #visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for ePort.** Continue to monitor usage and update PAII Web sites as needed.
Indicators of Progress	I.3a.	**On-line annual report for IUPUI further developed using electronic institutional portfolio.** More performance indicators were evaluated. (http://www.iport.iupui.edu/pi/)
	I.3b.	**Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).** Not available in 2006.
	I.3c.	**Participation in PAII national conference maintained at 1000.** The Assessment Institute attracted to Indianapolis over 1000 individuals from 258 different colleges and universities, 38 corporations, 48 states and Washington DC, Puerto Rico, Virgin Islands, American Samoa and 5 countries outside the US – (United Arab Emirates, Canada, China, Greece, New Zealand)

I.3d. **Number of national and international invitations for PAII staff maintained at 100.**
PAII staff received 41 (101 in 2005-2006, 102 in 2004-05) invitations to make presentations or to consult with international and national organizations, but were unable to accept 20 (28 in 2005-2006, 37 in 2004-05) of these.

I.3e. **Number of external information requests maintained at 210.**
PAII staff continue to respond to hundreds (392 in 2006-2007, 251 in 2005-2006, 144 in 2004-2005) of information requests from external constituents.

I.3f. **Improved PAII website – increased Google Page Rank for home page and main section pages.**

Comparison of Google Page Rank on main websites

Website address	Google Page Rank	
	As of 30-June-2006	As of 30-June-2007
http://planning.iupui.edu/	n/a	6/10
http://imir.iupui.edu/	5/10	5/10
http://iport.iupui.edu/	5/10	6/10
http://iport.iupui.edu/pr/	5/10	5/10
http://iport.iupui.edu/pi/	5/10	5/10
http://tc.iupui.edu/testing	n/a	4/10

I.3g. **5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).**
The annual comparison of visits to the PAII website was limited to May – July data due to the move to Google Analytics. The iPort site was redesigned in mid-March of 2007 so there's no historical data for comparison.

Website address	Site Usage			
	May 1 - Jul 31 2006		May 1 – Jul 31 2007	
	Visits	Pageviews	Visits	Pageviews
http://planning.iupui.edu/	5,318	33,800	7,774	16,348
http://imir.iupui.edu/	2,108	14,114	3,246	11,576
http://iport.iupui.edu/	n/a	n/a	4,443	12,020
http://iport.iupui.edu/pr/	n/a	n/a		1,905
http://iport.iupui.edu/pi/	n/a	n/a		1,769
http://tc.iupui.edu/testing	12,467	189,850	8,736	131,040
Note: http://tc.iupui.edu/testing web usage statistics are based on web log file data analysis using Sawmill software which employs a different metric system that is not comparable with metrics generated by Google analytics. Testing center will adopt				

Goal II:	Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
Campus Planning Theme:	
Objective:	II.1 Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).
Timeframe	
Actions taken to date:	II.1a. At least 25 units assisted with planning annually. PAII staff continue to provide planning assistance to campus units. (See Appendix E.) II.1b. At least 50 planning consultations/projects conducted annually. PAII staff continue to provide planning assistance to campus units.
Activities planned:	II.1a. At least 25 units assisted with planning annually. PAII will continue to orient new deans to the planning process and assist in other planning activities. II.1b. At least 50 planning consultations/projects conducted annually. PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.
Indicators of Progress:	II.1a. At least 25 units assisted with planning annually. PAII staff assisted 23 IUPUI units with planning this year, 24 in 2005-2006, 33 in 2004-05, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02. II.1b. At least 50 planning consultations/projects conducted annually. PAII staff participated in 51 consultations/projects this year, 59 in 2005-2006, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02.
Campus Planning Theme:	
Objective:	II.2. Provide leadership and information support for planning
Timeframe:	On-going
Actions taken to date:	II.2a. Expanded information infrastructure for campus enrollment planning. Provided follow-up reports to deans for use in revising enrollment targets.

		Revised the point-in-cycle website (http://imir.iupui.edu/picx/) to increase speed, improve design, and add charts.
	II.2b.	**Expanded use of on-line enrollment trend database by deans and directors.** Continued to monitor hits on the website.
	II.2c.	**1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.** During the Fall semester, Gary Pike made a presentation to the Council of Deans outlining how IMIR survey and database information can and has been used effectively in annual reporting.
Activities planned:	II.2a.	**Expanded information infrastructure for campus enrollment planning.** Continue to provide deans with updated reports comparing their projected enrollments with actual enrollments. Expand our online five-year trend reports to allow for school level report. Investigate possible use of a Business Intelligence Reporting Tool to enable drill-down reports on IMIR enrollment websites.
	II.2b.	**Expanded use of on-line enrollment trend database by deans and directors.** Continue to monitor hits on website.
	II.2c.	**1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.** Work with the deans is planned for 2007-2008.
Indicators of progress:	II.2a.	**Expanded information infrastructure for campus enrollment planning.** Deans reviewed projected versus actual headcount for 2006 and provided where applicable revisions to their projections for 2007 to 2010. Revision of point-in-cycle website completed.
	II.2b.	**Expanded use of on-line enrollment trend database by deans and directors.** Use of the point-in-cycle site increased this year to 26,373 page views, up from 15,400 for 2005-06. However, use is likely somewhat inflated due to testing by IMIR staff for the new site. The number of page views for the on-line database is not available for 2006-07 due to changes that affected our ability to track hits. We'll begin to monitor hits again for 2007-08.

	II.2c.	**1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.** Not achieved. Work with the deans is planned for 2007-2008. However, several deans do use IMIR database information in their annual reports. In addition, the method deans use to submit their annual reports was modified based on feedback obtained through face-to-face meetings with the deans.
Goal III:		**Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.**
Campus Planning Theme:		
Objective:	**III.1.**	**Continuously improve information support for the campus assessment process.**
Timeframe:		On-going
Actions taken to date:	III.1a.	**Inventory of information resources available to support assessment.** See Indicators of Progress.
	III.1b.	**Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process** Chaired an Action Plan Team on this topic in 2006-2007. The team report recommended moving forward with development of a new Civic Engagement Inventory without waiting for implementation of the online Faculty Annual Summary Report, which has delayed work on a new CEI for the last few years. To carry out this recommendation, the team requested funding for a .5 graduate assistant to gather and organize information and perform other tasks. The recommendation has yet to be considered by Dean Sukhatme.
	III.1c.	**Increase use (to 5) of peer group analysis by discipline.** Pike worked with the School of Engineering & Technology and the School of Public and Environmental Affairs to train staff in the use of the IPEDS Peer Analysis System so that the school could conduct peer-group analyses.
Activities planned:	III.1a.	**Inventory of information resources available to support assessment.** - Continue to seek ways to provide useful resources to the campus community. - We will undertake an evaluation of the newly deployed website and make improvements as needed. - We will begin work on developing an assessment best practices portion of our website.

	III.1b. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process** Continue to advocate for the development of the online Faculty Annual Report (FAR). III.1c. **Increase use (to 5) of peer group analysis by discipline.** Present the results of campus-wide peer-group analyses to the deans in August to demonstrate the utility of these types of analyses. Participate in online tutorial on changes to the IPEDS Peer Analysis System and then conduct at least one workshop for staff in selected schools.
Indicators of Progress:	III.1a. **Inventory of information resources available to support assessment.** The Testing Center continues to seek out individuals to partner and/or co-sponsor the evaluation resources segment of the division website. PAII websites provide access to annual assessment and planning reports. Periodically *Assessment Update* issues are provided at no cost to PRAC members, and each dean is invited to register a PRAC member for the Assessment Institute in Indianapolis at no cost. The electronic Institutional Portfolio contains reports on assessment activities and is the repository for the annual campus performance report. III.1b. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.** Faculty civic engagement activities are captured in an updated , searchable Civic Engagement Inventory III.1c. **Increase use (to 5) of peer group analysis by discipline.** Trained staff in two schools to use the IPEDS Peer Analysis System.
Campus Planning Theme:	
Objective:	**III.2** **Continuously improve the academic and administrative program review processes.**
Timeframe	
Actions taken to date:	III.2a. **Program review introduced to new deans and the 8-year schedule for review of units completed.** The new deans in Law, Informatics, and Journalism have been introduced to the process and all three schools will

		conduct reviews within the next two years.
		• 10 reviews for campus units were conducted. 8 were academic units (1. Health and Rehabilitation Sciences, 2. Communication Studies, 3. Teacher Education and Student Services in the School of Education, 4. Bachelor of Science in Public Health, 5. Masters of Public Administration, 6. Master of Hospital Administration, 7. the technology departments in the School of Engineering and Technology, 8. Computer and Information Science) and 2 were administrative units (Student Activity Fee and Administration and Finance). Follow-up sessions were conducted for 6 units (1. The Bepko Learning Center, 2. Mathematical Sciences, 3. Physics, 4. History, 5. Music, and 6. the Bachelor of Science in Public Affairs). 5 reviews were planned (Sociology; Tourism, Convention, and Event Management; Anthropology; World Languages and Cultures; and Informatics).
	III.2b.	**Reviewers' ratings monitored for suggested improvements.** Ratings were compiled and actions taken as necessary. (See Appendix F.) The Program Review and Assessment subcommittees on Program Review and Advanced Practice provided feedback on the self-studies prior to submission to the external review team.
	III.2c.	**Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.** Provided program review support for economic modeling data for the Departments of Communication Studies, and Tourism, Conventions, and Event Management. (http://www.planning.iupui.edu/4.html#programreview)
	III.2d.	**SLA template for self-study in use.** Meetings were held with the dean of Liberal Arts, the associate dean of Liberal Arts and various department chairs. An SLA template for data produced by IMIR has been developed.
Activities planned:	III.2a.	**Program review introduced to new deans and the 8-year schedule for review of units completed.** At least 5 reviews (Sociology, Tourism, Convention, and Event Management, Anthropology, World Languages and Cultures, and Informatics) will be conducted in 2007-2008.

	III.2b. **Reviewers' ratings monitored for suggested improvements.** Continue to analyze and act upon reviewers' ratings. III.2c. **Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.** Continue to support program reviews and continuously improve the budget planning tables with enhanced analysis and indicators. III.2d. **SLA template for self-study in use.** A template for the self-study is being developed to be used with the IMIR template completed this year.
Indicators of Progress:	III.2a. **Program review introduced to new deans and the 8-year schedule for review of units completed.** Five reviews were planned. Ten reviews and six follow-up sessions were conducted. A panel of two deans and a department head discussed their experiences with the review process at a PRAC meeting. III.2b. **Reviewers' ratings monitored for suggested improvements.** Reviewers' ratings were monitored: no needs for change were noted. III.2c. **Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.** The departments used the financial assessment data in discussions related to academic planning and budgeting in their schools. III.2d. **SLA template for self-study in use.** The SLA template will be used by all SLA departments conducting program reviews.
Campus planning theme:	
Objective:	**III.3.** **Continuously improve the campus practice of assessment.**
Timeframe:	On-going
Actions taken to date:	III.3a. **Number of units assisted with assessment remains steady at 30.** See Indicators of Progress. III.3b. **Number of assessment consultants/projects remains steady at 150.** See Indicators of Progress.

III.3c. **Cadre of campus assessment professionals developed and supported.**
Conducted a workshop for members of the Program Review and Assessment Committee on the effective use of data in program review self study documents.

III.3d. **DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics and world Languages.**
- Testing Center worked closely with faculty and contributed toward ongoing efforts to reduce DFW rates in part through enforcing student compliance with recommended course placement based on placement test scores.
- Maintained relatively high placement compliance rates of approximately 80% or higher for placement in college-level mathematics courses.
- Mzumara collaborated with faculty in Department of English and finalized plans to conduct a formal assessment of the effectiveness of the Guided Self-Placement (GSP) model for English writing courses.

III.3e. **Information derived from the placement testing and validation processes enhanced.**
- Validation procedures for course placement in mathematics incorporated multiple predictors (i.e., COMPASS placement score, high school GPA and high school percentile rank) and used logistic regression and decision theory (classification) approaches to generate probability graphs and classification indices that supplement placement score distributions and calculation of success rates and/or "DFW" rates.

III.3f. **At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.**
Online SET/Course Evaluation: (#units served: 14)
- Testing Center staff maintained administration of online course/instructor evaluations for 12 academic units and facilitated evaluation of the 2006 Assessment Institute in Indianapolis and the 2006 national conference for the American Association of State Highway and Transportation Officials (AASHTO).

Web-based Placement Testing: (#units served: 7)
- Testing Center maintained administration of the three web-based language placement tests (French, German, and Spanish) on behalf of the Department of World Languages and Cultures; and extended administration of the three web-based language placement tests to college students at the state-wide campuses of Ivy Tech

Community College.

- Testing Center continued to assist IUPU Columbus in using ACT's Internet version of COMPASS/ESL placement system and used the Internet version to facilitate outreach placement testing activities on-campus and at off-campus test sites.
- Testing Center staff collaborated with the Office of Orientation Services in developing a web-based test reservation system for scheduling placement tests and external exams.

III.3g. **Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.**

- Minor progress was made in evaluating the ePortfolio initiative partly because the infrastructure for the student ePort project is still in development phase.
- Kahn became director of the ePort initiative in January 2007. Strongly advocated for increased UITS attention to development of usable ePort software. A detailed 2007-2008 software development plan, with priorities and a timeline, has now been developed by the ePort Executive Committee in collaboration with UITS staff and with feedback from faculty users

III.3h. **Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.**

- Mzumara served as a member of the ePort assessment team and participated in consultation meetings that provided assessment-related assistance to faculty working on integrative department grants.
- Intensive consultation by the Office of Institutional Effectiveness is being provided to a limited number of schools and departments, including E & T (both the school as a whole and the CIT program), Dentistry, Secondary Education, IUPUC Education Department, Biology, Visual Communication, and Computer Science. Also providing consultation to an NSF project that is using ePort to assess the learning outcomes of mentored undergraduate research. Consultation includes help with rubric development.

III.3i. **Improvements in course placement services accomplished through use of outreach testing services.**

- Established new partnership between IUPUI and Ivy Tech Community College in offering placement testing services to students admitted at the two institutions.

	• Testing Center implemented an outreach placement testing program at Center Grove and Speedway High Schools, and also formalized the remote placement testing program that allows students to take the COMPASS Mathematics Placement Tests at ACT Centers and other remote test sites across the country.
	
	III.3j. **Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.**
	  • Maintained use of exit survey results to facilitate ongoing coaching of staff and incremental quality improvements in client services.
	  Revised and implemented the placement testing exit survey and the entering student survey to reflect changes in the placement testing services.

Activities planned:	III.3a. **Number of units assisted with assessment remains steady at 30.**
	PAII staff will continue to respond to requests for assessment assistance. (See Appendix E.)
	III.3b. **Number of assessment consultants/projects remains steady at 150.**
	PAII staff will continue to consult with other units on assessment projects.
	III.3c. **Cadre of campus assessment professionals developed and supported.**
	Additional work with the Program Review and Assessment Committee is planned for 2007-2008.
	III.3d. **DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics and world Languages.**
	  • Testing Center will continue to work with faculty and members of the Placement Testing Advisory Committee in monitoring 'DFW rates' and in adjusting placement cutoff scores as needed, particularly for placement in chemistry courses that have relatively high DFW rates.
	  • Continue to work with faculty in identifying ways to increase course success rates and lower 'DFW rates' in chemistry and mathematics courses and /or in improving the efficacy and effectiveness of using existing placement tests for placing students in appropriate courses at IUPUI.
	  • Collaborate with Larry Hill and Registrar's office in implementing a 'prerequisite check system' that can help to minimize 'over-placement' of students in CHEM C105 course (especially for students with marginal placement test scores).

III.3e. **Information derived from the placement testing and validation processes enhanced.**
- Continue to evaluate the efficacy of placement test scores and incorporate additional predictor measures (e.g., high school GPA, high school percentile rank, SAT/ACT scores, student demographic characteristics, etc.) in conducting validation studies. Also, in consultation with placement test coordinators, Testing Center staff plan to conduct sub-group analyses that can enhance the comprehensiveness and accuracy of course placement information for academic advising and course placement purposes.

III.3f. **At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.**
- Testing Center will continue to offer new and existing clients the use of SETOnline application to facilitate administration and analysis of end-of-semester course evaluation surveys and related data collection and analysis in support of contract and grant projects.

Placement Testing:
- Collaborate with faculty in the *Department of World Languages and Cultures* to implement pilot test administration services for Latin and Japanese course placement.
- Assist *Department of Chemistry* in developing a computerized or web-based version of the Chemistry Placement Test.
- Testing Center staff will continue to provide evaluation consulting services in support of development, implementation, and use of student ePortfolios at IUPUI.
- Testing Center will continue to work closely with the Office of Orientation Services, Ivy Tech Community College, and partners in local high schools in finding ways to expand outreach placement testing services.
- Testing Center staff will continue to collaborate with CTL staff in developing appropriate web-based surveys for evaluating online courses at IUPUI.

III.3g. **Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.**
- Mzumara will continue to serve as member of the ePort assessment team and provide professional consultation services to faculty working on integrative development grants.

- The ePort Executive Committee thinks it best to delay wide marketing of ePort until UITS has implemented at least some of the needed software and interface functionalities and improvements—i.e., probably until the 2008-2009 academic year. Meanwhile, we are working intensively with several selected departments to provide assessment and pedagogical guidance as they prepare to implement ePort and, in some cases, to use the existing software. These departments are also supplying valuable information on their needs that is fed back into software and other planning. This work has provided information that will be useful to the ePort Executive Committee and to IUPUI academic departments and faculty members when ePort is made more widely available. For example, we have much clearer ideas about the kinds of faculty development and other preparation needed for implementation of ePort at the individual faculty and department-wide levels. Detailed goals for 2007-2008 will be developed at an upcoming Executive Committee retreat.

III.3h. **Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.**

- Mzumara will continue to serve as member of the ePort assessment team and provide professional consultation services to faculty working on integrative department grants in the Department of Computer & Information Science and School of Engineering & Technology.
- Kahn will continue to consult with faculty in the above schools as well as those in other schools.

III.3i. **Improvements in course placement services accomplished through use of outreach testing services.**

- Continue to expand the partnership between IUPUI and Ivy Tech Community College in offering placement testing services to students admitted at the two institutions.
- Testing Center will continue to seek partnerships with ACT and high schools that are interested in collaborating with IUPUI in providing outreach placement testing services that allow students to take the COMPASS Mathematics Placement Tests at ACT Test Centers and other remote test sites located across the nation.

	• Testing Center will continue to collaborate with Department of Mathematical Sciences in facilitating summer outreach testing services through the Mathematics lab in the LD building (LD 225).
	III.3j. **Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.** Continue to monitor exit survey results and use the feedback to make incremental improvements in client services as needed.
Indicators of Progress:	III.3a. **Number of units assisted with assessment remains steady at 30.** PAII staff responded to 34 IUPUI unit requests for assistance with assessment. 43 in 2005-2006, 55 in 2004-2005, 34 units in 2003-04, 34 units in 2002-03, and 75 units in 2001-02. (See Appendix E.) III.3b. **Number of assessment consultants/projects remains steady at 150.** PAII staff fulfilled 144 requests for assistance with assessment. 158 in 2005-2006, 202 in 2004-2005, 90 requests in 2003-04, 173 requests in 2002-03, and 189 requests in 2001-02. III.3c. **Cadre of campus assessment professionals developed and supported.** Conducted a workshop for members of the Program Review and Assessment Committee on the effective use of data in program review self study documents. Participated in Advanced Practice subcommittee of PRAC. III.3d. **DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics and world Languages.** • Overall findings from placement validation studies indicate that students who comply with placement test recommendations do better in their college-level mathematics or chemistry classes than students who do not comply with the placement test recommendations. • The pattern of validation data shows that an increased number of beginning students place in college-level mathematics courses (i.e., courses above MATH 110/MATH 111) or in Chemistry C105 course as opposed to placement in developmental math courses (MATH-M 001 or MATH 001) or Chemistry C101. However, ongoing efforts to utilize information about students' prior coursework, along with using prerequisite check systems that encourage students to comply with placement test recommendations, could

| | help to lower the relatively high 'DFW rates' for CHEM C105 and college-level mathematics courses. |
| | **III.3e.** **Information derived from the placement testing and validation processes enhanced.** |

III.3e. **Information derived from the placement testing and validation processes enhanced.**

- As partly reflected in the downward trend in remediation rates that was observed among beginning freshmen at IUPUI (i.e., from 59% remediation rate for math courses during fall of 2001 to 28% for fall of 2004, continued enforcement of students' placement test requirements, along with use of information about students' prior coursework, provides faculty with a helpful mechanism for identifying students that are under-prepared for college-level courses, thereby enhancing the course placement process for beginning and transfer students who do not have appropriate college-level course credit.

- Continued use of mathematics placement "audit" reports and class rosters that help instructors in the Department of Mathematical Sciences to review the appropriateness of students' placement in mathematics courses at IUPUI.

III.3f. **At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.**

- Testing Center staff administered online course/faculty evaluations for 12 campus units including the Schools of Education, Health Rehabilitation Sciences (HRS), Law, Liberal Arts, Nursing, Social Work, Public & Environmental Affairs (SPEA), Herron School of Art & Design, Community Learning Network (CLN), and University College. Other units served include Labor Studies and IUPU Columbus. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts' "Shaping Outcomes" grant project funded by the Institute of Museum and Library Services (IMLS), plus evaluation of the 2006 Assessment Institute in Indianapolis, and the 2006 national conference for the American Association of State Highway and Transportation Officials (AASHTO). [Total number of units served (including conference evaluations): 14, up by 8% from 13 units served in 2005-2006.]

Placement Testing:

Maintained use of the three web-based language placement tests and increased the number of students taking the web-based placement tests for the Department of World Languages and Cultures: Total number of students tested in

world languages: 1,013 (up by 27.7% from 793 reported for 2005-2006; French Placement Test – up by 9.5% (i.e., from 126 tests administered in 2005-2006 to 138 tests in 2006-2007); Spanish Placement Test – up by 32.2%, from 609 students tested in 2005-2006 to 812 tests in 2006-2007); and German Placement Test – up by 20.7%, from 58 tests administered in 2005-2006 to 73 tests in 2006-2007.]

III.3g. **Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.**

- Adoption of ePort by more and more departments and faculty members.
- Work is in progress as some progress was made in conceptualizing assessment activities for ePort (e.g., through occasional consultation meetings with faculty working on development of scoring rubrics in support of integrative department grants).

III.3h. **Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.**

So far, minor progress was made through occasional consultation meetings with faculty working on integrative department grants.

III.3i. **Improvements in course placement services accomplished through use of outreach testing services.**

- Approximately 50 students were served through the newly established partnership between IUPUI and Ivy Tech Community College for placement testing.
- Testing Center implemented an outreach placement testing program at Center Grove and Speedway High Schools, and provided remote placement testing services that allow students to take the COMPASS Mathematics Placement Tests at ACT Test Centers and other remote test sites established across the nation.
- Testing Center collaborated with Department of Mathematical Sciences and offered summer outreach testing services on-campus through the Math lab in the LD Building (LD 225).

III.3j. **Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.**

- **Placement Testing:** 95% of students either "agreed" or "strongly agreed" that Testing Center proctors were knowledgeable about testing procedures; 96% of students either "agreed" or "strongly agreed" that the proctors' level of helpfulness was satisfactory; and 94%

	either "agreed" or "strongly agreed" that the reservation agents were friendly and helpful. **National testing program:** 95.3% of respondents were satisfied with the service provided by proctors; approximately 94% of respondents reported that proctors made strong efforts to provide a friendly testing atmosphere; and 97% of respondents either 'agreed' or 'strongly agreed' that test security procedures were handled in a sufficient manner.
Campus Planning Theme:	
Objective:	**III.4. Continuously improve survey programs.**
Timeframe:	On-going
Actions taken to date:	III.4a. **Survey items aligned with campus priorities.** The Continuing Student Survey was revised to increase response rates and to better align the survey with campus priorities. III.4b. **Response rates on student surveys increased by 10%.** The number of items on Continuing Student Survey was reduced by one-quarter. A pre-announcement letter was sent and a phone follow-up was made to under-represented respondents. III 4c. **Increased timeliness and quality of survey reports.** We hired summer help to get an earlier start on report production.
Activities planned:	III.4a. **Survey items aligned with campus priorities.** During 2007-08 the results of the Continuing Student Survey will be reviewed with administrators to assess alignment with campus priorities. The Alumni Survey will be reviewed and modified so as to bring it into better alignment with campus priorities. A new graduate student survey will be developed and administered. Development will stress alignment of the survey with campus priorities. III.4b. **Response rates on student surveys increased by 10%.** An even shorter version of the Continuing Student Survey will be administered this spring. III 4c. **Increased timeliness and quality of survey reports.** We will continue to do a *Highlights* of the results as opposed to a full *Research Brief.*
Indicators of Progress:	III.4a. **Survey items aligned with campus priorities.** The Continuing Student Survey was revised to increase response rates and to better align the survey with campus priorities. Plans made for additional work in 2007-08.

	III.4b. **Response rates on student surveys increased by 10%.** Response rates on the CSSPS increased from 27% to 30.5%
	III 4c. **Increased timeliness and quality of survey reports.** One set of survey results are complete and a second is further along at this point compared to last year.
Campus Planning Theme:	Best Practices
Objective:	**III.5.** **Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.**
Timeframe:	On-going
Actions taken to date:	III.5a. **Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.** Provided 10 consultancies with 1. the School of Nursing simulation mannequin in clinical courses, 2. course evaluation study for Testing Center, 3. business plan for School of Public & Environmental Affairs' Executive Education program, 4. course budget planning for Tourism, Conventions, and Event Management and 5. the Community Learning Network's alternate course format, 6. facility budget planning for School of Social Work's Department of Child Services 5 million dollar three-year grant, 7. clinic budget planning for Oral Surgery Clinic, 8. the integration of the Division of Labor Studies into the School of Social Work, 9. strategic budget planning for the School of Science, and 10. budget planning for the Assessment Institute. III.5b. **At least 6 schools continuing to use economic models.** Provided economic modeling support for 6 schools, including Nursing, Social Work, Dentistry, Informatics, Liberal Arts, and Science
Activities planned:	III.5a. **Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.** Supported central administration as needed in the transition of the VC Office of Administration & Finance with insights gained from economic modeling in the academic units. Support the EVC Office of Academic Affairs and the Community Learning Network in the budget planning for off-campus classroom facilities. Increase the capabilities of the department based economic model for program review budget tables.

	III.5b.	**At least 6 schools continuing to use economic models.** The office will continue to provide support for the continued use of existing economic models at the Schools of Nursing, Education, Social Work, Informatics, Dentistry, and Liberal Arts or other units upon request.
Indicators of progress:	III.5a.	**Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.** At least 10 consultation requests were received and supported. (See Appendix E.)
	III.5b.	**At least 6 schools continuing to use economic models.** At least 6 schools have requested and received economic modeling support.
Campus Planning Theme:		
Objective:	III.6.	**Develop a more uniform and concise set of campus-wide performance indicators.**
Timeframe:		Ongoing
Actions taken to date:	III.6a.	Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators. - Pike held discussion with the Chancellor's Diversity Cabinet about the alignment of the performance indicators with the new IUPUI diversity goals. Committees were formed to revise the performance indicators for diversity. - Office of Institutional Effectiveness Status: Virtually all performance indicators were evaluated for the 2005-2006 Performance Report and the quality and quantity of data used for evaluation has steadily improved. (http://www.iport.iupui.edu/pi/) The PRAC Performance Indicator Subcommittee has noted a need over the past several years for more specific goals against which to measure performance.
Activities planned:	III.6a.	**Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators.** - Committee meetings on revision of the diversity performance indicators will be held in July and August, and subsequently new performance indicators will be approved by the Diversity Cabinet. - Continue work with relevant committees and offices to revise or develop indicators where needed. Continue using available data to evaluate indicators that have been in use for the past several years.

Indicators of Progress:	III.6a. **Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators.** - Committees were formed to revise the performance indicators for diversity. - Indicators developed in mission areas and goals where we have had "place holder" indicators thus far. Ongoing use of those indicators that do not appear to require revision.
Campus Planning Theme:	
Objective:	**III.7.** **Contribute evaluation resources for campus programs and community organizations**
Timeframe:	Ongoing
Actions taken to date:	III.7a. **At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.** • A total of 3 evaluation studies were funded and conducted through the Testing Center: o *Student ePortfolio Project:* Howard Mzumara and Jeffrey Conway (graduate research assistant) conducted a literature review in support of the student ePort project and gave a presentation on ePortfolio assessment at the 2006 Assessment Institute in Indianapolis. o *Shaping Outcomes (OBPE) Project*: Howard Mzumara and Ranjita Shinde (graduate assistant) coordinated the project evaluation activities in support of the IMLS-funded "Shaping Outcomes" project on Outcomes Based Evaluation and Evaluation (OBPE) based in the School of Liberal Arts. (Information about the 'Shaping Outcomes' project and course is available at www.shapingoutcomes.org and www.shapingoutcomes.org/course) o *Plowshares Project:* Howard Mzumara in collaboration with Dr. George Lopez (Evaluation Consultant & Professor of Peace Studies, the Joan B. Kroc Institute of International Peace Studies at the University of Notre Dame) completed a formative evaluation study for the Plowshares (Peace Studies) Program (http://www.plowsharesproject.org/). • IMIR (through the IU University Planning, Institutional Research and Accountability office) is in the seventh

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year of the Nina Mason Pulliam Scholars Program multi-program longitudinal evaluation. Fiscal year 2006-07 expenditures: $7491.73.

III.7b. **New website including program evaluation resources designed, deployed and, updated.**
- No additional progress was made to incorporate program evaluation resources into the redesigned PAII Web site.

III.7c. **At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).**
- Testing Center maintained services to 226 units as reflected in the document that lists the number of units served.

III.7d. **Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.**
- Testing Center facilitated establishment of a formal partnership between IUPUI and Ivy Tech Community College in offering outreach placement testing services designed to benefit students at the two institutions.

  Testing Center collaborated with local high schools such as Center Grove and Speedway on developing an outreach placement testing program for high school students interested in attending IUPUI.

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Activities Planned:

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III.7a. **At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.**
- Howard Mzumara will continue to serve as an evaluator in support of Testing Center projects including the Student ePortfolio Project at IUPUI (funded through Commitment to Excellence funds), Shaping Outcomes (OBPE) grant project funded by IMLS; and Evaluation of the Plowshares Peace Studies Program (funded by the Plowshares Program/Indianapolis Peace House).

III.7b. **New website including program evaluation resources designed, deployed, and updated.**
- Continue to develop the evaluation resource site and work toward ultimate integration of the resource site with the revamped PAII Web site.

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	III.7c. At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services). • Testing Center will strive to maintain services with the existing number of units (226) and accommodate new clients as the Testing Center capacity allows. **III.7d. Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.** Testing Center will continue to implement the formal partnership with colleagues at Ivy Tech Community College (ITCC) for an outreach program that offers placement testing services to IUPUI students and those at the state-wide campuses of ITCC. And with Testing Center's assistance, students admitted to IUPUI can make arrangements to take the COMPASS Mathematics Placement Test remotely through test sites located at ACT Centers and other remote test sites around the country that offer COMPASS/ESL placement tests.
Indicators of Progress:	**III.7a. At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.** • Testing Center staff conducted data collection and analysis and wrote evaluation reports for two evaluation studies – one campus project funded through the IMLS grant in support of the School of Liberal Arts' Shaping Outcomes study and one off-campus project in support of the Indianapolis Peace House Plowshares Program. • Testing Center's evaluation team was recognized by faculty in the School of Liberal Arts for continuing to provide high quality evaluation services in support of the IMLS-funded grant project on "Shaping Outcomes" (www.shapingoutcomes.org/course). • Mzumara continued to serve as a member of the assessment team for the student ePort project, primarily to support faculty working on integrative department projects. **III.7b. New website including program evaluation resources designed, deployed, and updated.** • So far, little progress has been made to develop further the program evaluation resource site for users.

	III.7c. **At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).** • Testing Center (including scanning services) served a total number of 226 units. (See Appendix E.) III.7d. **Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.** Successful administration of COMPASS/ESL placement tests at remote test sites on campus (i.e., BS3000, LD225) and off-campus sites including Ivy Tech Community Colleges' Test Centers, ACT Test Centers, and other test sites established by the Testing Center around the USA and at overseas locations.
Goal IV:	**Provide analysis, interpretation, and reports to internal and external constituents.**
Campus Planning Theme:	
Objective:	**IV.1. Continuously improve management information reports and analysis capability for academic managers.**
Timeframe:	On-going
Actions taken to date:	IV.1a. **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.** The point-in-cycle website (http://imir.iupui.edu/picx/) was updated to include graphic views to provide a quick at-a-glance view of admissions, headcount, and credit hours. Site was re-programmed to improve speed. IV.1b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** Executive Director and Director met with each dean to discuss satisfaction with products and services of IMIR.
Activities planned:	IV.1a. **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.** Expand our online five-year trend reports to allow for school level reports and add one report, student headcount by ethnicity, to the on-line database site.

	Add pages to the point-in-cycle website that show heads and hours by school.
	Investigate possible use of Business Intelligence Reporting Tool to enable drill-down reports on IMIR enrollment websites.
	IV.1b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** No activities planned this year.
Indicators of Progress:	IV.1a. **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.** The point-in-cycle website was updated to include graphic views to provide a quick at-a-glance view of admissions, headcount, and credit hours. Vast improvement in the speed of loading pages, especially the admissions profile pages. IV.1b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** Executive Director and Director met with each dean to discuss satisfaction with products and services of IMIR. The meeting led to new procedures for submitting deans' annual reports, changes in some items on the Continuing Student Survey, and summary reports for NSSE and other surveys.
Campus Planning Theme:	
Objective:	IV.2. **Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).**
	On-going
Actions taken to date:	IV.2a**.** *Performance Report* **completed on schedule** PAII work on the *Performance Report* (http://iport.iupui.edu/pr/) was completed on schedule, but design firm did not meet deadlines. IV.2b. **At least 1500 *Performance Reports* distributed** Fewer than 1500 reports were mailed, but we have no mechanism currently for counting the number of reports distributed by hand at various gatherings. IV.2c**. iPort page views increased from 965/day to 1015** iPort website was redesigned for effective delivery of performance report on the web. The new site will enable us to update report content easily and provide users with consistent information.

	IV.2d**. Campus diversity initiatives evaluated and documented** Completed—initiatives evaluated by Chancellor's Diversity Cabinet and documented in institutional portfolio/annual *Performance Report* (http://iport.iupui.edu/pi/) . Diversity initiatives were evaluated during the Fall semester using the existing performance indicators. Initial steps were taken to revise the current diversity performance indicators based on the new diversity goals for IUPUI. An overall assessment of campus diversity efforts was undertaken as part of the Enhancing Minority Achievement (EMA) program. Results have been reported to the Diversity Cabinet and the (IU) President's office.
Activities planned:	IV.2a**.** *Performance Report* **completed on schedule** The decision was made to publish a much abbreviated print version of the report for the 2006-2007 academic year, partly to minimize the complexity of the design work. IV.2b. **At least 1500** *Performance Reports* **distributed** Track number distributed in collaboration with Communications & Marketing. The abbreviated print report is intended, in part, to decrease postage fees per report so that more reports can be mailed. IV.2c**. iPort page views increased from 965/day to 1015** Continue to work with Communications and Marketing, IMIR and OIE to promote usage of iPort website as a portal for information dissemination regarding various activities at IUPUI. IV.2d. **Campus diversity initiatives evaluated and documented.** Work on the revision of the diversity performance indicators will continue and the results of the EMA assessment will be linked to the institutional portfolio.
Indicators of Progress:	IV.2a**.** *Performance Report* **completed on schedule** 2006 report was completed on schedule IV.2b. **At least 1500** *Performance Reports* **distributed** 1500 Performance Reports were distributed IV.2c**. iPort page views increased from 965/day to 1015** - Increase in Google Page Rank for iPort site from 5/10 to 6/10 indicates that the new website is attracting increased visitors from other important websites. - Quarterly comparison of Pageviews and Visitors shows promising results.

	Website address	Google Page Rank	
		May 1 – July 31 2007	Aug 1 – Oct 31 2007
	http://iport.iupui.edu/	Pageviews: 12,020 Visitors: 4,423	Pageviews: 13,276 Visitors: 5,198

	- iPort website is widely used during various executive management searches (Vice Chancellors and Deans) as a source of information about the university and its administration. IV.2d. **Campus diversity initiatives evaluated and documented.** Diversity initiatives were evaluated during the Fall semester using the existing performance indicators. Initial steps were taken to revise the current diversity performance indicators based on the new diversity goals for IUPUI.
Goal V:	**Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.**
Campus Planning Theme:	
Objective:	**V.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.**
Timeframe:	
Actions taken to date:	V.1. **At least one workshop on peer group analysis conducted for school personnel.** Gary Pike worked with the School of Engineering & Technology and the School of Public and Environmental Affairs to train staff in the use of the IPEDS Peer Analysis System so that the school could conduct peer-group analyses.
Activities planned:	V.1. **At least one workshop on peer group analysis conducted for school personnel.** Present the results of campus-wide peer-group analyses to the deans in August to demonstrate the utility of these types of analyses. Participate in online tutorial on changes to the IPEDS Peer Analysis System, then conduct at least one workshop for staff in selected schools.
Indicators of Progress:	V.1. **At least one workshop on peer group analysis conducted for school personnel.** Although a workshop was not conducted, IMIR staff trained staff in two schools in the use of the IPEDS Peer

		Analysis System so that each school could conduct peer-group analyses.
Campus Planning Theme:		
Objective:	**V.2.**	**Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.**
Timeframe:		On-going
Actions taken to date:	V2a.	**List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.** • IMIR provided data to the Enrollment Management Council and academic deans that was used to improve enrollment projections for Fall 2007 and subsequent years. • IMIR conducted a series of analyses for the Admissions Office that are being used to provide automatic admissions for some students. • IMIR, along with other campus units, provided Derrick Price with data to conduct an extensive study of the factors related to retention at IUPUI. Price produced a report commissioned by the Council on Retention and Graduation. • IMIR is working with the Chancellor's Diversity Cabinet to develop new performance indicators for evaluating and improving the campus climate for diversity. • Progress on ICHE Goal 6 (produced by PAII staff) includes improvements made in schools based on assessment of student learning of PULs (See Appendix G). • Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus. http://www.planning.iupui.edu/improvement/ • Provided consultation for the School of Nursing simulation mannequin in clinical courses; course evaluation study for Testing Center; business plan for School of Public & Environmental Affairs' Executive Education program; course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternate course format; facility budget planning for School of Social Work's Department of Child Services $5 M three-year grant; clinic budget planning for Oral Surgery Clinic;

	integration of the Division of Labor Studies into the School of Social Work; strategic budget planning for the School of Science; and budget planning for the Assessment Institute.
	• All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.
	• The Council on Life Long Learning Task Force reported that the General Studies Faculty Advisory Committee met within a revised format as part of the Council for Lifelong Learning to address Program Review recommendations and program policy issues
	2005-06
	• All Doubling Task Forces reported using data this year in their annual reports (see Appendix E). The Enrollment Management Task Force reported "collaboration with the Office of Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research."
	• The Council on Retention and Graduation reported reviewing student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes.
	• Other Doubling Councils reported analyzing student enrollment and survey data to continue their work.
	• A faculty member in Physical Education used the AIP norm setting tool (What would cause me to fail as an instructor? You fail as students?) in classes at start of the semester. She reported that this worked much better than past efforts with norm setting in classes and found the tool to be a great help.
	• SPEA used the AIP to streamline the admissions process and to ensure proper backup procedures are in place.
	• University College uses the AIP in the 21st Century Scholars program to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result the process was streamlined and various check points were added to evaluate the process.
	• PAII staff continue to collaborate with staff in the Office of Human Resources Administration to conduct monthly facilitator meetings for faculty and staff

	- The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation reviews; Student Life and Diversity to inform the campus-wide smoking policy; University College to improve advising; Medicine to improve the Biotechnology Certificate program. - All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions. - The Economic Model was used by Nursing, Dentistry and Law to inform their financial planning. In the Dentistry accreditation report the Economic Model process received special notation. V.2b. **Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate.** The Continuing Student Survey was shortened by Pike and Wince and a pre-survey announcement letter was used for the 2007 administration. V.2c. **Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.** Pike and Wince met with representatives from Nursing, Education, and SPEA and additional items included on the alumni survey were dropped for these schools. V.2d. **Deans' annual reports placed on the Web by IMIR staff.** Worked with staff in schools to post reports to Web.
Activities planned:	V2a. **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.** - IMIR will continue to work with the Enrollment Management Council and Admissions Office on the development of a set of ability indicators that can be used to refine and improve admission standards. - Accelerated Improvement Process efforts will continue to be documented and reported to the campus. - Consider including in the Institutional Portfolio documentation of improvements. V.2b. **Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate.** The procedures for administering the Continuing Student Survey will be reviewed and telephone follow-up of selected non-respondents will be implemented as feasible.

	V.2c. **Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.** Additional changes in the administration of the Alumni Survey will be considered and implemented for the next administration of the survey. V.2d. **Deans' annual reports placed on the Web by IMIR staff.** IMIR staff will post annual reports submitted in WORD to the website for units that prefer not to post their own reports.
Indicators of Progress:	V2a. **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.** • Annual PRAC reports include improvements based on assessment results. (See Appendix G.) • Over 50 AIP efforts have been documented. V.2b. **Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate.** Objective attained. The response rate for 2007 increased to slightly more than 30%. V.2c. **Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.** Additional items included on the alumni survey were dropped for these schools. Response rates for the 2007 administration of the survey increased slightly. Objective attained. V.2d. **Deans' annual reports placed on the Web by IMIR staff.** IMIR staff offered to post annual reports submitted in WORD to the website.
Campus Planning Theme:	
Objective:	**V.3** **Advance institutional effectiveness through collaboration.**
Timeframe:	On-going
Actions Taken to Date:	V.3a. **Continued participation by 5 PAII staff on committees assigning campus performance indicators.** See indicators of progress. V.3b. **At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.** See Indicators of Progress.

Activities planned:	V.3a. **Continued participation by 5 PAII staff on committees assigning campus performance indicators.** PAII staff will continue to serve and provide leadership for committees assigning performance indicators V.3b. **At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.** During program review closing and follow-up sessions attention will be paid to recommendations for improvements that might benefit from the AIP process. PAII staff will continue to partner with Human Resources to train facilitators.
Indicators of Progress:	V.3a. **Continued participation by 5 PAII staff on committees assigning campus performance indicators.** Karen Black, Kathy Burton, James Johnson, Susan Kahn, and Gary Pike served on various performance indicator committees in 2006-2007 (see Appendix E). V.3b. **At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.** • Black and Katie Busby (now at the University of Alabama) received the 2007 Emerging Best Practice in Program Review and Evaluation award of the Commission on Assessment for Student Development of the American College Personnel Association (ACPA) (http://www.myacpa.org/comm/assessment/best_practices.cfm) This recognition involved assessment and the use of the Accelerated Improvement Process in IUPUI Student Housing. • Several AIP processes were launched in the Center for Service and Learning, including processing travel, producing the Center's newsletter, and processing purchase forms. (See Appendix H.)
Goal VI:	**Improve effectiveness of PAII personnel and services.**
Campus Planning Theme:	
Objective:	VI.1. **Collect information about PAII effectiveness.**
Timeframe:	On-going
Actions taken to date:	VI.1a. **Increasingly useful set of indicators for monitoring PAII performance in use.** More simplified indicators were discussed at a staff retreat. Staff from Human Resources presented methods of conducting employee performance reviews to the Banta staff.

Activities planned:	VI.1a.	**Increasingly useful set of indicators for monitoring PAII performance in use.** Additional simplification of indicators will take place. Performance reviews will be conducted for PAII staff.
Indicators of Progress:	VI.1a.	**Increasingly useful set of indicators for monitoring PAII performance in use.** Several simpler, more quantitative, performance indicators were added to the 2007 annual report. Staff from Human Resources presented methods of employee performance reviews to the Banta staff.
Campus Planning Theme:		
Objective:	VI.2.	**Implement project management**
Timeframe:		On-going
Actions taken to date:	VI.2a**.**	**All PAII staff oriented and trained to use project management tools and techniques.** - All staff member have been trained on PM tools and techniques. However, staff members remain uncomfortable with use of the system. IMIR staff used the project management system for the TCEM program review, but that project did not involve many complexities and thus staff did not experience all features. - Twelve staff members attended training on using desktop short-cuts for Windows XP and advanced navigational techniques in IE 7 and Firefox browsers.
	VI.2b.	**At least 5 projects executed using project management tools.** The project management system was used to monitor the revision of the online database website. IMIR staff also used the project management system for TCEM program review.
Activities planned:	VI.2a.	**All PAII staff oriented and trained to use project management tools and techniques.**
	VI.2b.	**At least 5 projects executed using project management tools.** PAII will use the project management system for the upcoming performance report to further orient staff to use of the system.
Indicators of Progress:	VI.2a.	**All PAII staff oriented and trained to use project management tools and techniques.** Done.

	VI.2b. **At least 5 projects executed using project management tools.** The project management system was used by IMIR staff for two projects.
Campus Planning Theme:	Best Practices
Objective:	**VI.3. Continuously improve the professional development of PAII staff.**
Timeframe:	On-going
Actions taken to date:	VI.3a. **Professional development plans designed and deployed** See Indicators of Progress.
Activities planned:	VI.3a. **Professional development plans designed and deployed.** Continue to hold staff retreats at least once a year. Maintain flexibility in work schedules that allow staff members to pursue professional development or training opportunities as needed. Continue to maintain discretionary/incentive award bonus plans in PAII.
Indicators of progress:	VI.3a. **Professional development plans designed and deployed.** Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops/training opportunities as part of the ongoing staff development activities in PAII. Offered discretionary/incentive bonus awards to staff members.
Campus Planning Theme:	Diversity
Objective:	**VI.4. Develop and implement a diversity plan for PAII.**
Timeframe:	On-going
Actions taken to date:	VI.4a. **Diversity plan and implementation strategy developed.** Completed.
Activities planned:	VI.4a. **Diversity plan and implementation strategy developed.** Progress on plan monitored and reported.
Indicators of Progress:	VI.4a. **Diversity plan and implementation strategy developed.** Completed.
Campus Planning Theme:	Best Practices
Objective:	**VI.5. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.**
Timeframe:	On-going

Actions taken to date:	VI.5a. **At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).** Accomplished. VI.5b**. At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.** Accomplished.
Activities planned:	VI.5a. **At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).** Continue to provide consultations. VI.5b. **At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.** Will submit proposals for presentations and publications
Indicators of Progress:	VI.5a. **At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).** PAII staff consulted with internal and external units on 628 requests or projects. VI.5b. **At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.** 4 presentations were made and 1 book chapter was written.

FY2007-2008 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.		
I.1a. Assist in developing campus plans (e.g., Uday's Academic Plan)	1.1a. Academic Plan developed and implementation priorities established.	Trudy
1.1b. Assist Chancellor in convening Resource Planning Committee.	1.1b. Deans and faculty leaders engaged in resource planning for the campus.	Trudy
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.	Trudy
I.3 Communicate broadly the campus mission/vision.	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Trudy, Susan, Amol
	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).	Susan, Mike
	I.3c. Participation in PAII national conference maintained at 1000.	Karen, Trudy
	I.3d. Number of national and international invitations for PAII staff maintained at 100.	Karen, Trudy
	I.3e. Number of external information requests maintained at 210.	Karen et al.
	I.3f. Improved PAII website – increased Google Page Rank for home page and main section pages.	Karen et al.
	I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).	Amol
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	II.1a. At least 25 units assisted with planning annually.	Karen, James, Trudy
	II.1b. At least 50 planning consultations/projects conducted annually.	Karen et al.
II.2. Provide leadership and information support for planning.	II.2a. Expanded information infrastructure for campus enrollment planning.	Kathy
	II.2b. Expanded use of on-line enrollment trend database by deans and directors.	Kathy
	II.2c. ¼ (about 5) of the deans report using IMIR survey or database information in their annual reports.	Gary, Susan, Karen
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. Inventory of information resources available to support assessment.	Karen
	III.1b. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.	Susan, Amol
	III.1c. Increased use (to 5) of peer group analysis by discipline.	Gary

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
III.2. Continuously improve the academic and administrative program review processes.	III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed.	Karen, Trudy
	III.2b. Reviewers' ratings monitored for suggested improvements.	Karen
	III.2c. Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.	Karen, James
	III.2d. SLA template for self-study in use.	Karen
III.3 Continuously improve the campus practice of assessment.	III.3a. Number of units assisted with assessment remains steady at 30.	Karen et al.
	III.3b. Number of assessment consultations/ projects remains steady at 150.	Karen et al.
	III.3c. Cadre of campus assessment professionals developed and supported.	Trudy, Karen, Gary
	III.3d. DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics, and world languages.	Howard
	III.3e. Information derived from the placement testing and validation processes enhanced.	Howard
	III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.	Howard
	III.3g. Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.	Susan, Howard
	III.3h. Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.	Susan, Howard
	III.3i. Improvements in course placement services accomplished through use of outreach testing services.	Howard
	III.3j. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Howard
III.4. Continuously improve survey programs.	III.4a. Survey items aligned with campus priorities.	Gary,
	III.4b. Response rates on student surveys increased by 10%.	Mike
	III.4c. Increased timeliness and quality of survey reports.	
III.5. Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.5a. Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.	James
	III.5b. At least 6 schools continuing to use economic models.	James
III.6. Develop a more uniform and concise set of campus-wide performance indicators.	III.6a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Susan, Gary, Karen
III.7. Contribute evaluation resources for campus programs and community organizations	III.7a. At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.	Howard
	III.7b. New Web site, including program evaluation resources, designed, deployed, and updated.	Howard

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
	III.7c.	At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).		Howard
	III.7d.	Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.		Howard
Goal IV. Provide analysis, interpretation, and reports to internal and external constituents.				
IV.1.	Continuously improve management information reports and analysis capability for academic managers.	IV.1a.	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
		IV.1b.	Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.	Kathy, Gary Trudy
IV.2.	Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).	IV.2a.	Performance Report completed on schedule	Susan
		IV.2b.	At least 1500 Performance Reports distributed.	Susan
		IV.2c.	iPort page views increased from 965/day to 1015.	Susan
		IV.2d.	Campus diversity initiatives evaluated and documented	Gary, Susan, Trudy
Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.				
V.1.	Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.	V.1.	At least one workshop on peer group analysis conducted for school personnel.	Gary
V.2.	Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.2a.	List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	Karen et al.
		V.2b.	Shortened Continuing Student Survey and pre-survey announcement letter added to increase the response rate.	Gary, Mike
		V.2c.	Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.	Gary, Mike
		V.2d.	Deans' annual reports placed on the Web by IMIR staff.	Amol
V.3.	Advance institutional effectiveness through collaboration.	V.3a.	Continued participation by 5 PAII staff on committees assigning campus performance indicators.	Susan
		V.3b.	At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen
Goal VI. Continuously improve effectiveness of PAII personnel and services.				
VI.1.	Collect information about PAII effectiveness.	VI.1a.	Increasingly useful set of indicators for monitoring PAII performance in use.	Kathy, Karen
VI.2.	Implement project management	VI.2a.	All PAII staff oriented and trained to use project management tools and techniques.	Amol
		VI.2b.	At least 5 projects executed using project management tools	Amol

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
VI.3.	Continuously improve the professional development of PAII staff.	VI.3a.	Professional development plans designed and deployed.	Karen et al.
VI.4.	Develop and implement a diversity plan for PAII.	VI.4a.	Diversity plan and implementation strategy developed	Susan
VI.5.	Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	VI.5a.	At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).	Karen et al.
		VI.5b.	At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.	Susan

2006-2007 Teaching, Research and Service Report for
Office of the Vice Chancellor for Planning and Institutional Improvement
Economic Model Office
Office of Information Management and Institutional Research
Office of Institutional Effectiveness
Testing Center

Teaching

IUPUI Courses/Sections

Banta, T. W. (Summer I, 2007) C750—Outcomes Assessment in Higher Education

Black, K. E. (Fall 2006). OLS 474 Meeting Management.

Kahn, S. (Spring 2007). E450 English Senior Capstone Seminar team-taught with Dr. Sharon Hamilton

Mzumara, H. R. (Summer II, 2006). EDUC Y520 Class #: 4797, Strategies for Educational Inquiry (3 cr. – 28 students)

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (Fall, 2006) Guest lecturer, Robyn Hughes' class in Higher Education and Student Affairs.

Banta, T. W. (2007) Guest lecturer, Leadership in Dynamic Organizations, Department of Organizational Leadership and Supervision.

Black, K. E. (Spring 2007). E450—English Capstone Senior Seminar. Sharon Hamilton and Susan Kahn, instructors.

Johnson, J. N. C565 Introduction to College and University Administration. Sherrée Wilson and John Jones, co-instructors; provided guest lecture on resource allocation and economic modeling on March 20, 2007 and June 14, 2006.

Johnson, J. N. C750/U550 – Assessing the Effectiveness of Courses, Programs, and Institutions. Trudy Banta, instructor; provided guest lecture on resource allocation and planning on June 6, 2007.

Johnson, J. N. OLS 399 Leadership in Dynamic Organizations. Department of Organizational Leadership & Supervision. Provided guest lecture on resource allocation, budget planning, and leadership on February 23, 2007.

Pike, G. R. 4/17/2007 C565 Higher Education Administration

Pike, G. R. 5/15/2007 C750 Topical Seminar: Assessment

Other Courses

Graduate Student Program Committees

Banta, T. W. Beth Armstrong

Banta, T. W. Andrew Jones

Banta, T. W. Mark Long

Banta, T. W. Mark Volpatti

Graduate Assistants Mentored

Banta, T. W. Christopher McCullough, Ph.D. in Higher Education, West Virginia University

Black, K. E. Hayward Guenard, EdD in Higher Education, Indiana State University

Mzumara, H. R., Jeffrey Conway, M.S., Department of Psychology, I/O Program

Mzumara, H. R., Anitha Raj Yerramsetty, M.S., Dept. of Computer & Information Science

Mzumara, H. R., Mary Rebecca Lewis, M.S., Department of Psychology, I/O Program

Mzumara, H. R., Ranjita Shinde, M.S., Department of Psychology, I/O Program

Wince, M. H. – Mary Rebecca Lewis

Wince, M. H. – Amanda Robitaille

Thesis/Dissertation Committees

Banta, T. W. (Member) Karen Black

Banta, T. W. (Member) Brendon Saunders

Support for Colleagues Seeking Promotion or Recognition

Banta, T. W.   7 letters; 8 phone calls

Mzumara, H. R. 1 letter

Pike, G. R. Written letters of recommendation (employment) for David Ma, Jesse Nelson, and Ryan McKinley

Pike, G. R. Evaluated Larry Price (Texas State University) for promotion and tenure

Awards/Recognition

Black, K. E. & Busby, A. K.(2007). *Emerging Best Practices in Program Review and Evaluation – Research Universities* presented by the Commission for Assessment for Student Development of the American College Personnel Association.

Dobbs, B. J. Recipient of the Glenn W Irwin Experience Excellence Award

Publications

Refereed Articles

Hamilton, S. J., **Banta, T. W**., Evenbeck, S. E. (2006). Six principles of undergraduate learning: The not-so-easy road to writing and committing to them. *About Campus*, September-October, 11(4), 9-17.

Banta, T. W., Busby, A. K., **Kahn, S., Black, K. E., Johnson, J. N**., (2007). Responding to a fiscal crisis: A data-driven approach. *Assessment and Evaluation in Higher Education,* 32(2), 183-194.

Pike, G. R., Kuh, G. D., & Gonyea, R. M. (2007). Evaluating the rationale for affirmative action in college admissions: Direct and indirect relationships between campus diversity and gains in understanding diverse groups. Journal of College Student Development, 48, 166-182.

Pike, G. R. (2006). Students' personality types, intended majors, and college expectations: Further evidence concerning psychological and sociological interpretations of Holland's theory. Research in Higher Education, 47, 801-822.

Pike, G. R. (2006). The convergent and discriminant validity of NSSE scalelet scores. Journal of College Student Development, 47, 550-563.

Pike, G. R. (2006). Vocational preferences and college expectations: An extension of Holland's principle of self-selection. Research in Higher Education, 47, 591-612.

Pike, G. R., & Kuh, G. D. (2006). Revisiting relationships among structural diversity, informal peer interactions, and perceptions of the campus environment. <u>Review of Higher Education, 29,</u> 425-450.

Pike, G. R., Smart, J. C., Kuh, G. D., Hayek, J. C. (2006). Educational expenditures and student engagement: When does money matter? <u>Research in Higher Education, 47,</u> 847-822.

Other Published Articles

Banta, T.W. (2007). A warning on measuring learning outcomes. *Inside Higher Education*. < http://www.insidehighered.com/views/2007/01/26/banta >

Banta, T.W. & Pike, G. R. 2007. Revisiting the blind alley of value added. *Assessment Update* 19(1), 1-2, 14-15. San Francisco: Wiley Periodicals Inc.

Pike, G. R. (2007). Assessment measures: Using samples in assessment research. <u>Assessment Update: Progress, Trends, and Practices in Higher Education, 19</u>(2), 12-14.

Banta, T. W., & Pike, G. R. Revisiting the blind alley of value added. (2007). <u>Assessment Update: Progress, Trends, and Practices in Higher Education, 19</u>(1), 1-2, 14-15.

Banta, T. W., **Mzumara, H. R.** (2007). Assessing information literacy and technological competence. In Banta, T. W. (ed.) *Assessing Student Achievement in General Education*. San Francisco: Jossey Bass, 30-35.

Pike, G. R. (2006). Assessment measures: Value-added models and the Collegiate Learning Assessment. <u>Assessment Update: Progress, Trends, and Practices in Higher Education, 18</u>(5), 5-7.

Books and Book Chapters

Banta, T. W. (Ed.) (2007). <u>Assessing student learning in the disciplines</u>. *Assessment Update Collections.* San Francisco: Jossey-Bass.

Banta, T. W. (Ed.) (2007). <u>Assessing student achievement in general education</u>. *Assessment Update Collections.* San Francisco: Jossey-Bass.

Banta, T. W. & Hamilton, S. J. (2007). Indiana University-Purdue University Indianapolis: General education case study. In Bresciani, M. J., *Assessing learning in general education*. Bolton, MA: Anker Publishing.

Kahn, S., & Hamilton, S. (2008, forthcoming). "Demonstrating Intellectual Growth and Development: The IUPUI ePort." Invited chapter for *Electronic Portfolios: Emergent*

Findings about Learning and Engagement, Barbara Cambridge, Darren Cambridge, and Kathleen Yancey, eds.

Pike, G. R. (2007). Adjusting for nonresponse in surveys. In J. C. Smart (Ed.), <u>Higher education: Handbook of theory and research</u> (Vol. XXII, pp. 411-449). Dordrecht, The Netherlands: Springer.

Commissioned Papers

Presentations

Keynote Addresses-International

Banta, T. W. (2007, May). "Re-engineering Assessment Practices." REAP Conference, Online presentation. University of Strathclyde, UK

Banta, T. W., Hamilton, Sharon J. Hamilton, and **Kahn, S**. "Using Electronic Portfolios to Assess Learning at IUPUI," REAP (Re-engineering Assessment Practices) International Online Conference, May 2007.

Keynote Addresses-U.S.

Banta, T. W. (2006, July). "Assessment for IR Professionals at Two Year Colleges." Southeastern Association for Community College Research, Nashville, Tennessee.

Banta, T. W. (2007, March). "And We Thought We Had Problems Before! Enter the Strange New World of Assessment." 11th Western Assessment Conference, California State University-Fullerton, Fullerton, California.

Banta, T. W. (2007, May. "Creating and Sustaining a Culture of Assessment." 2007 American Association of Colleges of Pharmacy Institute, Landsdown, Virginia.

Banta, T. W. (2007, June). "Creating and Sustaining a Culture of Assessment." 2007 American Association of Colleges of Pharmacy Institute, Snowbird, Utah.

Peer Reviewed Papers/Presentations-International

Banta, T.W., and Hamilton, S. J. (2006, August) *Assessment Learning Outcomes in General Education"* 28th European Association for Institutional Research (EAIR) Forum. Rome, Italy.

Kahn, S. and Ketcheson, K. Ketcheson, "Going Public with Quality Assurance: Using the Web to Communicate Effectiveness," European Association for Institutional Research, Rome, Italy, September 2006.

Hundley, Stephen and **Kahn, S**. "Integrating and Applying Learning: It's Not Just for the Capstone Anymore!" International Society for Excellence in Teaching and Learning, Palm Springs, CA, October 2006.

Peer Reviewed Papers/Presentations-National

Banta, T. W. (2007, April) "Integrating Theory and Practice in Student Affairs." American College Personnel Association (ACPA) annual meeting. Orlando, Florida.

Kahn, S. and Ketcheson, K. "New Rules Call for New Tools: Accreditation and Electronic Institutional Portfolios," The Assessment Institute in Indianapolis, Indianapolis, IN, October 2006.

Kahn, S. and Borden, V. "Accountability for Student Learning," The Assessment Institute in Indianapolis, Indianapolis, IN, October 2006.

Pike, G. R. (2007, June). Using weighting adjustments to compensate for survey nonresponse. Paper presented at the annual meeting of the Association for institutional Research. Kansas City, MO.

Billings, D. M., Jeffries, P. R., & **Mzumara, H. R.** (2007). Students' perceptions of attainment of professional values in online clinical courses to prepare nurses for employment in critical care: A test of a model. *Journal of Professional Nursing*. (Manuscript under review).

Huang, E., & **Marsiglio, C.**, et al. (2007, June). *Searching for an ideal live video streaming technology*. Online document retrieved on 09/10/2007 from: http://www.iupui.edu/~nmstream/live/introduction.php

Mzumara, H. R. (2007, April). *Online course evaluations: Benefits, challenges and lessons learned.* Paper presented at the 2007 Annual Meeting of the American Educational Research Association (Measurement Services SIG Program), Chicago, IL.

Mzumara, H. R., Shinde, R. D., & Wolf, B. L. (2006, November 4th). *Shaping Outcomes: Evaluating an instructor-mediated online course in Outcomes-Based Planning and Evaluation*. Presentation given at the 2006 Annual Meeting of the American Evaluation Association, Portland, IL.

Peer Reviewed Papers-Regional/Local

Pike, G. R., McKinley, R., & Kuh, G. D. (2007, March). College Student Employment, Engagement, and Academic Achievement. Paper presented at the annual meeting of the Indiana Association for Institutional Research, French Lick, IN.

Technical Reports

Mzumara, H.R., & Lopez, G. A. (2006, September 15th). *Formative evaluation report for the Plowshares Program: A collaboration in peace studies by three Indiana colleges.* Indianapolis, IN: IUPUI Testing Center.

Mzumara, H. R., & Shinde, R. D. (2006, August). *IMLS/IUPUI OBPE Project-Evaluation Summary for Spring and Summer 2006* [Year Two, First Half (January 2006-July 2006) Activity Report]. Indianapolis, IN: IUPUI Testing Center.

Mzumara, H. R., & Shinde, R. D. (2007, January). *IMLS/IUPUI OBPE Project-Evaluation Summary for Fall 2006* [Year Two, Second Half (August 2006-December 2006) Activity Report]. Indianapolis, IN: IUPUI Testing Center.

Invited Presentations – National, Regional and Local

Banta, T. W. (2006, September) "Demonstrating Effectiveness through Assessing Learning Outcomes." Purdue University. Lafayette, Indiana.

Banta, T. W. (2007, May). "Assessment Related Events in Washington." American Association of Colleges of Pharmacy Institute. Landsdown, Virginia.

Banta, T. W. (2007, May). "Assessment Related Events in Washington." American Association of Colleges of Pharmacy Institute. Snowbird, Utah.

Kahn, S. and Hamilton, S. J. "Enhancing Student Success Through Electronic Portfolios: An AIR/NPEC Grant Report," National Postsecondary Education Cooperative Conference on Student Success, Washington, DC, November 2006.

Mzumara, H. R. (2007, March 2nd). *Developing effective tests that demand critical thinking.* OPD Workshop for IUPUI faculty and staff, Indianapolis, IN.

Mzumara, H. R., Palmer, M., & Rubens, E. J. (2006, October 19th). *Course evaluations at IUPUI.* Presentation given at the October 2006 meeting of the Program Review and Assessment Committee (PRAC), Indianapolis, IN: IUPUI.

Mzumara, H. R., Ryan, D. M., & Marsiglio, C. C. (2006, October). *Online course evaluations: Benefits, challenges and lessons learned.* OPD Workshop for IUPUI faculty and staff, Indianapolis, IN.

Pike, G. R., Howard, R. D., McLaughlin, G. W., Smart, J. C., Toutkoushian, R. K., & Kroc, R. J. (2007, June). Becoming a published author: Options, requirements and strategies. Invited presentation at the annual meeting for the association for institutional research, Kansas City, MO.

Keller, C. M., **Pike, G. R.,** Howard, R. D., Mannering, L. W. (2007, June). *Voluntary System of Accountability: Responding to the Spellings Commission report.* Invited presentation at the annual meeting for the association for institutional research, Kansas City, MO.

Pike, G. R. (2006, November). *Measuring student learning.* Invited presentation at the annual meeting of the National Association of State Universities and Land Grant Colleges, Houston, TX.

Pike, G. R. (2006, August). Assessing institutional effectiveness: The basics for senior institutions. Workshop presented at the SACS Commission on Colleges Summer Institute on Institutional Effectiveness Orlando, FL.

Invited Workshops

Banta, T. W., Appleby, D. C., Hamilton, S. J., Smith, J. S. (2006, October). "Involving Students in General Education Assessment." Assessment Institute. Indianapolis, Indiana.

Bedford, M. H., Griffith, D. B., Black, K. E. (May 2007). *Accelerated Improvement Process: Creating a Culture for Continuous Improvement on Campus*. Presentation at College and University Professional Association for Human Resources (CUPA-HR) Midwest Regional Conference. Madison, Wisconsin

Black, K. E., Hundley, S.P. (November 2006). *From soup to nuts program review as a value-added assessment activity*. The Assessment Institute in Indianapolis.

Hundley, S. P., **Black, K. E**. (September 2006). Capstones. Workshop for faculty at Indiana University South Bend.

Kahn, S. and numerous co-presenters, "Introduction to the Open Source Portfolio," Sakai Conference, Amsterdam, Netherlands, June, 2007 (invited pre-conference workshop).

Conferences/Seminars Convened

Banta, T. W. (October 29 – October 31, 2006) Assessment Institute in Indianapolis.

Grants

Federal Government

Kahn, S. Developed and submitted FIPSE grant proposal on e-portfolios in collaboration with ICHE, Ohio Board of Regents, and institutions in Indiana and Ohio (not funded).

Mzumara, H. R. (2005-2008). Principal evaluator for the Institute for Museum and Library Studies (IMLS) grant project entitled "*Developing and Evaluating Instructor-Mediated Online Courses in Outcomes Based Planning and Evaluation*" awarded to the School of Liberal Arts (Museum Studies) and School of Library and Information Studies.
    Project Location: IUPUI (Museum Studies); Principal Investigator: Dr. Elizabeth Kryder-Reid.
    FTE service commitment to the project: .125 FTE as Principal Evaluator.

Foundation/Other

Mzumara, H. R. (2003-2007) Commitment to Excellence Project entitled *Infrastructure for Course and Program Innovation (including the IU Student e-Portfolios)*. Funded by IUPUI's Commitment to Excellence Funds. (*FTE service commitment to the project:* .05 FTE as member of ePort assessment team).

Mzumara, H. R. (2006). Principal evaluator for the Plowshares grant project entitled "*A collaboration in peace studies by three Indiana colleges.*"
    Project Location: Indianapolis Peace House.
    FTE service commitment to the project: .10 FTE as Principal Evaluator

Grant Proposals

Professional Service

Editing/Reviewing

Banta, T. W., *Assessment Update*, Editor

Banta, T. W. *Assessment and Evaluation in Higher Education,* Editorial board

Banta, T. W. *Journal of General Education,* Editorial board

Banta, T. W. *Journal of Higher Education*—Manuscript reviewer

Black, K. E., *Assessment Update***, Managing Editor**

Pike, G. R. *Learning and Individual Differences*

Pike, G. R. *Research in Higher Education*

Pike, G. R. *The Review of Higher Education*

Kahn, S. Editor, *Assessment Matters*, assessment section of *About Campus*, journal of American College Personnel Association and College Student Educators International, published by Jossey-Bass.

Kahn, S. Book review editor, *Assessment Update*, published by Jossey-Bass; also carried out initial review of submissions.

Kahn, S. Revision review of Angelo & Cross's *Classroom Assessment Techniques* for Jossey-Bass. Suggested detailed revisions for third edition.

Kahn, S. Review of book proposal on SOTL for Blackwell Publishing.

Mzumara, H. R., American Educational Research Association - Measurement Services SIG. (Total number of paper proposals reviewed: 2)

Mzumara, H. R., *American Journal of Evaluation* (Total number of manuscripts reviewed: 1)

Mzumara, H. R. The Evaluation Checklist Project Website, Board Member, The Evaluation Center, Western Michigan University: http://www.wmich.edu/evalctr/checklists/ (Number of documents reviewed: 1)

Research Panels, Boards and Committees

Banta, T. W. Education Testing Service Culture of Evidence Advisory Board.

Banta, T. W. National Postsecondary Education Cooperative. National Conference Planning Committee.

Kahn, S. "Blue Sky" Committee for Open Source Portfolio Initiative (This committee will probably be re-named.) Committee works on ideas for long-term development of OSP capabilities, with focus on using OSP to support improved student learning.

Kahn, S. Editorial Advisory Board for *National Teaching and Learning Forum*.

Pike, G. R. Association for Institutional Research, Board of Directors and Chair of the Publications Committee

Pike, G. R. Community College Institutional Research learning Network, Advisory Board

Pike, G. R. Faculty Survey of Student Engagement, Sounding Board

Pike, G. R. National Survey of Student Engagement, Technical Advisory Panel

Pike, G. R. *Research in Higher Education*, Consulting Editor

Pike, G. R. *The Review of Higher Education*, Editorial Board

Elected Positions

Banta, T. W. American College Personnel Association Senior Scholars co-Chair.

Kahn, S. IUPUI University Faculty Club Board of Directors. Elected Vice President and President-Elect of UFCI for 2007-2008.

Mzumara, H. R. Member of Board of Directors (2006-2009), American Evaluation Association

Pike, G. R. Association for Institutional Research, Board of Directors and Chair of the Publications Committee

Appointed Positions

Banta, T. W. Executive Committee. National Postsecondary Education Cooperative of the National Center for Educational Statistics

Banta, T. W. National association of State Universities and Land Grant Universities / American Association of State Colleges and Universities, Voluntary System of Accountability task force.

Burton, K., Listserv administrator, Indiana Association for Institutional Research (INAIR).

Mzumara, H. R. Member of Task Force on Developing a Public Statement on Educational Accountability (2006), American Evaluation Association.

Mzumara, H. R. Co-chair (2006), Pipeline Task Force, American Evaluation Association.

Community Activities

Banta, T. W. Clarian Health Partners Community Advisory Board

Banta, T. W. Council on Urban Education (CUE) Deans

Banta, T. W. GRADES Council Executive Committee

Banta, T. W. Indianapolis Public Schools – Review of survey for staff

Banta, T. W. Phi Beta Kappa Executive Committee

Banta, T. W. Simon Youth Foundation Board and Education Committee Chair

Banta, T. W. Secretary, Woodmont Homeowners' Association

Black. K. E. Conducted one management and governance review site visits for The United Way of Central Indiana.

Mzumara, H. R. Psychometrician & Member of Advisory Panel, Indiana Commission on Continuing Legal Education (ICCLE), State of Indiana Supreme Court.

Mzumara, H. R. Member of School Board (2006), Indianapolis Junior Academy.

Consultancies

Banta, T. W. (2006, October). Brigham Young University, Provo, Utah. Review of Office of Institutional Research.

Banta, T. W. (2006, October). California Polytechnic Institute at San Luis Obispo, California. Review of General Education Program.

Banta, T. W. (2006, December). American Council on Education, Washington, D.C. Assessment of International Education Project funded by the Fund for the Improvement of Postsecondary Education.

Banta, T. W. (2007, February). Rutgers University, New Brunswick, New Jerseyk. Meetings with faculty on assessment.

Banta, T. W. (2006, March). West Chester University, West Chester, Pennsylvania. General education assessment.

Johnson, J. N. Provided consultancies for economic modeling and project proposal development for centralization course evaluation services and business plan development for Executive Education program for SPEA.

Mzumara, H. R. Psychometric Consultant, American Dental Board of Anesthesiology Examinations.

University Service

University Committees

Banta, T. W. RCM Accountability Task Force, Chair

Burton, K. L. Institutional Research Council

Burton, K. L. NRC Survey Advisory Group

Calistes, R. A. IUPUI SR 8.9/9.0 Team

Pike, G. R. Institutional Research Council

Mzumara, H. R. Member, Committee of Data Stewards

Campus Committees

Banta, T. W. Administrative Review, Student Activity Fee Allocation Process

Banta, T. W. Chancellor's Staff

Banta, T. W. Council of Deans

Banta, T. W. Council of Deans Agenda Planning Committee, Chair

Banta, T. W. Council of Deans Retreat Planning Committee, Chair

Banta, T. W. Committee on Teacher Education, Chair

Banta, T. W. Dialogue Group

Banta, T. W. Enrollment Management Council, Executive Committee

Banta, T. W. Faculty Council

Banta, T. W. Faculty Council Planning Committee

Banta, T. W. Faculty Council Budgetary Affairs Committee

Banta, T. W. International Affairs Planning Consultant

Banta, T. W. IUPUI Board of Advisors

Banta, T. W. Office of Professional Development Advisory Committee

Banta, T. W. Office for Women Advisory Council

Banta, T. W. P-16 Connections Committee, Chair

Banta, T. W. Program Review and Assessment Committee

Banta, T. W. Resource Planning Committee

Banta, T. W. Solution Center Advisory Committee

Banta, T. W. Tobias Center Faculty

Banta, T. W. Undergraduate Curriculum Committee for General Education, Chair

Black, K. E. Best Practices Indicator Working Group, Chair

Black, K.E. Program Review and Assessment Committee
    Program Review Subcommittee (co-chair)
    Advanced Practices Subcommittee

Burton, K. L. Enrollment Management Council

Burton, K. L. Enrollment Management Council Steering Group

Burton, K. L. Academic Policies and Procedures Committee

Burton, K. L. Financial Aid and Scholarship Policy Advisory Committee

Calistes, R. A. Enrollment Management Council

Calistes, R. A. Academic Operational Reporting Committee

Dobbs, B. J. IUPUI Campus Campaign solicitor

Dobbs, B. J. United Way solicitor

Dobbs, B. J. InShape Indiana coordinator for PAII

Johnson, J. N. Directed the development of the Action Team report on Alternate Course Formats as part of the campus master plan for the Executive Vice Chancellor for Academic Affairs.

Johnson, J. N. Vice Committee Chair for the IUPUI Faculty/Staff Campus Campaign Steering Committee for 2006-07 that resulted in 1,018 participants donating $294,917 in gifts in 2007.

Johnson, J. N. Facilitator for the IUPUI Dialogue Group in the discussion and feedback of IUPUI's Campus Vision, Values, and Goals for Diversity on October 12, 2006 in support of the Office of the Vice Chancellor For Student Life & Diversity Dean of Students.

Kahn, S. ePort Executive Committee (chair)

Kahn, S. ePort Assessment Team (chair)

Kahn, S. PRAC ePort Committee (chair)

Kahn, S. "Attract and Support" Performance Indicator Committee (chair)

Kahn, S. Action Plan Team on Civic Engagement Inventory (chair)

Kahn, S. PAII Diversity Committee (chair)

Kahn, S. Faculty Community of Practice on Integration and Application of Knowledge (co-chair)

Kahn, S. Council on Retention and Graduation

Kahn, S. Council on Civic Engagement

Kahn, S. Best Practices Committee

Kahn, S. Search and Screen Committee, Assessment Specialist, University Library

Kahn, S. COIL Director Search and Screen Committee (canceled)

Kahn, S. University Faculty Club Board of Directors

Kahn, S. University Faculty Club House Committee

Mzumara, H. R. Member, Academic Policy and Procedures Committee.

Mzumara, H. R. Member, ePort Project Assessment Team.

Mzumara, H. R. Member, Placement Testing Advisory Committee.

Mzumara, H. R. Member, Program Review and Assessment Committee.

Mzumara, H. R. Testing Center Representative, Campus-wide Frontline Staff (IUPUI).

Pike, G. R. Chancellor's Diversity Cabinet

Pike, G. R. Council on Retention and Graduation

Pike, G. R. Council on Retention and Graduation, Steering Group

Pike, G. R. Enhancing Minority Achievement Campus Assessment Team (Chair)

Pike, G. R. Enrollment Management Council

Pike, G. R. Enrollment Management Council, Steering Group

Pike, G. R. Executive Vice Chancellor's Action Team: Enrollment Size and Shape (Chair)

Pike, G. R. Executive Vice Chancellor's Action Team: Retention and Graduation

Pike, G. R. Program Review and Assessment Committee

School

Banta, T. W. Educational Leadership & Policy Studies faculty

Banta, T. W. Higher Education & Student Affairs (HESA) faculty

Banta, T. W. HESA Curriculum Planning Committee

Banta, T. W. National Survey of Student Engagement Search Committee

Banta, T. W. School of Education Graduate Studies Committee

Johnson, J. N. Provided economic modeling support for the schools of Nursing, Social Work, Dentistry, informatics, Liberal Arts, and Science.

Johnson, J. N. Provided program review support for economic modeling data for the Departments of Communications, and Tourism, Conventions, and Event Management.

Mzumara, H. R. School of Education Graduate Program (Adjunct Faculty)

Professional Associations:

Banta, T. W. American College Personnel Association (ACPA).

Banta, T. W. American Educational Research Association (AERA).

Banta, T. W. Association for the Study of Higher Education (ASHE).

Banta, T. W. European Association for Institutional Research (EAIR).

Banta, T. W. Golden Key International Honor Society, Phi Beta Kappa, Phi Kappa Phi, Phi Delta Kappa, Phi Alpha Theta, Pi Lambda Theta, Kappa Delta Pi

Banta, T. W. Society for College and University Planning (SCUP).

Burton, K. L. Member, Association for Institutional Research

Burton, K. L. Member, Indiana Association for Institutional Research

Calistes, R. A. Member, Association for Institutional Research

Calistes, R. A. Member, Indiana Association for Institutional Research

Dobbs, B. J. Member, Indiana Association for Institutional Research

Mzumara, H. R. Member, American Educational Research Association

Mzumara, H. R. Member, American Evaluation Association

Mzumara, H. R. Member, American Psychological Association (Division 5)

Mzumara, H. R. Member, National Council on Measurement in Education

Mzumara, H. R. Member, National College Testing Association

Mzumara, H. R. Member, Indiana Evaluation Association

Pike, G. R. Member, Association for Institutional Research

Pike, G. R. Member, Association for the Study of Higher Education

Pike, G. R. Member, American College Personnel Association

Pike, G. R. Member, Southern Association for Institutional Research

Pike, G. R. Member, Indiana Association for Institutional Research

Pike, G. R. Member, Ohio College Personnel Association

Wince, Michael H. Member, Association for Institutional Research

Wince, Michael H Member, Indiana Association for Institutional Research

Black, K. E., Member, Association for Institutional Research

Black, K. E., Member, Association for the Study of Higher Education

Training:

Conferences and Institutes:

Burton, K. **L.** Indiana Association for Institutional Research, French Lick, IN (March 8-9, 2007)

Calistes, R. A. Foundations Institute I, Association for Institutional Research, Chicago, IL (June 17-21, 2006)

Calistes, R. A. Indiana Association for Institutional Research, French Lick, IN (March 8-9, 2007)

Dobbs, B. J. Indiana Association for Institutional Research, French Lick, IN (March 8-9, 2007)

Mzumara, H. R. 2006 Assessment Institute, Indianapolis, IN (October 29 – 31, 2006).

Mzumara, H. R. 2006 Annual Meeting of the American Evaluation Association, Portland, OR (November 1 – 4, 2006)

Mzumara, H. R. 2007 Annual Meeting of the American Educational Research Association, Chicago, IL (April 9-13, 2007).
Pike, G. R. Indiana Association for Institutional Research, French Lick, IN (March 8-9, 2007)

Pike, G. R. Association for Institutional Research, Kansas City, MO (June 2-6, 2007)

Wince, Michael H. Indiana Association for Institutional Research, French Lick, IN (March 8-9, 2007)

Workshops

Dobbs, B. J. Microsoft Office 2007: What's New in Word, PowerPoint & Outlook, IUPUI (April 26, 2007)

Dobbs, B. J. Microsoft Office 2007: What's New in Excel, IUPUI (April 27, 2007)

Dobbs, B. J. Microsoft Office 2007: What's New in Access, IUPUI (April 27, 2007)

Dobbs, B. J. Group Policy at IU, IUPUI (October 5, 2007)

Dobbs, B. J. Update Support Skills from Windows 2000 to Windows 2003, IUPUI (July 11-12, 2006)

Young, S. E. Administrative Support Professionals Series 2006-2007, IUPUI (September 2006-May 2007)

Young, S. E. Hiring Foreign Employees--a Four-Part Series Fall 2006, IUPUI Office of International Affairs (November/December 2006)

Young, S. E. Excel: Data Management, IUPUI (October 12, 2006)

Young, S. E. Word: Mail Merge, IUPUI (October 18, 2006)

Creating Signature Centers at IUPUI: Request for Proposals
June 2007

Dear IUPUI Colleagues:

As most of you already know, the Signature Center Initiative was begun last year in an effort to create strong research units that are uniquely identifiable with IUPUI. Signature Centers are an integral part of the Academic Plan for IUPUI, because they will lead the way in world-class research and creative activities that will substantially enhance IUPUI's reputation. With these aims in mind, a call for proposals in the Fall of 2006 resulted in a total of 19 project proposals selected for support. Summaries of these Signature Center projects can be viewed at
http://www.iupui.edu/news/releases/070118_signature_centers.htm

There was a great deal of interest and enthusiasm for the Signature Center Initiative in 2006. The quality of proposals was very high, and it was decided to continue the development of Signature Centers across the IUPUI campus. Therefore, this letter is a request for the submission of a second round of proposals. It is expected that approximately seven projects will be supported in this round. The proposed projects may be entirely new, but proposals which were not funded in the first round may also be resubmitted, after suitable revisions have been made to update the proposals and address reviewer comments. It is appropriate here to recall the main characteristics expected of successful Signature Center proposals:

A signature center is a research unit distinctly identifiable with IUPUI. In addition to representing an area of research strength, the center will usually build on some ongoing activities and have many of the following attributes:

➢ *Signature Centers will often be interdisciplinary in character. They should have the capacity to attract significant external funding as appropriate to the disciplines involved, including federal grants and foundation support. The centers need to bring academic distinction to the campus. After initial campus-based seed funding, they should become largely self-sufficient in a 3 to 5 year time frame.*

➢ *The work of the center should be unique and distinctive, something which makes it stand out. It should not focus on an area commonly studied at many other universities, although collaborations with other institutions may be desirable.*

➢ *The center should engage in work which takes advantage of the urban location in Indianapolis and establish partnerships with local community and cultural organizations.*

Proposals must be no more than four pages in length; any proposal exceeding the page limit will not be considered. Proposals should contain the following sections:

- Cover page [not included in the page limit]: Name of proposed Signature Center, main faculty participants, and their department affiliations and contact information

- Proposed research or creative activities

- Background material and existing strengths in proposed area

- Uniqueness and interdisciplinary nature of the center

- Planned scholarly activities [conferences, workshops, exhibits, journal articles]

- Engagement of the local community [if applicable]

- Current and anticipated sources and amount of funding

- Three-year budget estimate

- Appendices [not included in the page limit]: One page CV for each of the principal investigators and all main faculty participants, and letters of collaboration and support, if applicable. No additional attachments are permitted.

Please submit proposals before October 5, 2007 both electronically [in one pdf document] and in hard copy to your Dean as well as to my assistant:

Ms. Sue Herrell
Office of Academic Affairs; 355 North Lansing Street, AO 126
Indianapolis, IN 46202-2896; [317-274-4477; sherrell@iupui.edu]

In the first step, Deans will set up faculty committees within their schools to screen the proposals and rank order all of them based on academic merit and the criteria expected for signature center designation. This rank ordering, along with brief one paragraph descriptions of the strong and weak points of each proposal, should be sent to the Office of Academic Affairs by October 26, 2007.

Two faculty committees, the IUPUI Council of Associate Deans for Research and the IUPUI Research Committee, will independently review the proposals from a campus-wide perspective, and recommend potential signature centers for funding. These recommendations will be completed by November 30, 2007. Final funding decisions will be made soon after the beginning of the spring semester in mid-January 2008, after establishing the availability of matching funds from various schools.

The funding level for each approved proposal is expected not to exceed $100K per year for three years, with the cost to be shared equally between the central administration and decanal units. Thus, for a proposal approved for $240K over three years, the central administration will provide $120K and the school will provide $120K, both amounts being cash contributions to a special account set up for that proposal. In this way, decanal units will double their contribution to support research. The budget request in the proposals can be very flexible - it can include personnel hires (staff, faculty, and/or students), equipment, travel, event expenses, books, faculty release time, etc. After the initial period of campus-based funding, centers are expected to become largely self-sufficient in a 3 to 5 year time frame. The contribution from the central administration will begin in Spring 2008. However, in order to give more budget flexibility to the schools, they may choose to begin their contributions either in Spring 2008, or in Fall 2008 at the beginning of the new fiscal year.

I look forward with pleasure and anticipation to studying this round of proposals.

Best wishes,

Uday Sukhatme
Executive Vice Chancellor and Dean of the Faculties

IUPUI General Education Areas
(See IUPUI Registrar's site for specifics)

- Arts and Humanities (e.g., History, Philosophy)
- Communication
- Mathematics
- Science
- Social Sciences (e.g., Sociology, Political Science)
- Health, PE, Recreation

Note:
Principles of Undergraduate Learning (PULs) (See last page)
R = required general education course
A = one of several courses accepted in a required area
E = free elective

CTL Status	STAC #	Yes/No	CTL Course	Tentative IUPUI course identification	Primary (Top 3) PULs addressed (See last page for listing)	BUSINESS	COLUMBUS	CONTINUING STUDIES	DENTISTRY	EDUCATION	ENG & TECH	HERRON	INFORMATICS	LIBERAL ARTS	MEDICINE	NURSING	PHYS ED & TOURISM	PUB & ENVIRON AFF	SCIENCE	SOCIAL WORK
Pending Signature	1	Y (-4)	Introduction to Accounting	BUS-A201 Introduction to Financial Accounting	1d; 2; 3	R	R	E		E		E		E	A		A	E	E	E
Under Review	2	Y (-1)	Basic Human Anatomy & Physiology (sequence)	Biol N217 Human Physiology and N261 Human Anatomy	2; 3; 4	A	A	A	A	E		A	R	A	R	R	R	A	A/E	A
Under Review	3	Y	Introduction to Cultural Anthropology	Anth A104 Introduction to Cultural Anthropology	5; 2	A	A	A	A	A	A	A	A	A	A	A	R	A	A	R
Signed	4	Y (-1)	Art Appreciation	HER H-100 Art Appreciation	1a, 1b, 1e, 1d; 2, 5; 6	E	A	A	A	R	A		A	E	A	A	A	A	A	A
Signed	5	Y	Art History 1	HER H-101 History of Art I	1a, 1b, 1e,1d; 2, 5; 6	E	A	A	A	A	A	R	A	E	A	A	A	A	A	A
Signed	6	Y (-1)	Art History 2	HER H-102 History of Art II	1a, 1b, 1e, 1d; 2; 5; 6	E	A	A	A	A		R	A	E	A	A	A	A	A	A
Signed	7	Y (-3)	Introduction to Astronomy	AST-A100 The Solar System	2; 3; 4;	A	A	A		A		A		A	E	A	E	A	A	A
Pending Signature	8	Y (-3)	College Biology **1 & 2**	**BIOL-K 101 and BIOL-K 103 Concepts of Biology I & II**	2; 3; 4;	A	A	A		A		A		A	A	A	E	A	A	A
Pending Signature	9	Y (-1)	Human Biology	**Biol N100 Contemporary Biology**	2; 3; 4	A	A	A	E	A		A	R	A	R	A	E	A	A/E	A
Pending Signature	10	Y (-5)	Introduction to Biology	~~Course not taught - level; updated to BIOL-N 251 Introduction to Microbiology.~~ **Course not taught: subject**	2; 3; 4	A	A	A		A		A		A	A	A			A	A
Pending Signature	11	Y (-5)	Microbiology	**BIOL N 251 Introduction to Microbiology**	2; 3; 4;	A	A	A		A		A		A	A	A			A	A
Pending Signature		Y (-2)	**Microbiology for Allied Health Sciences**	**MICR-J 210 Microbiology and Immunology**	2; 3; 4	A	A	A	R	E		A		A	A	R	E	E	A/E	A
Under Review - Seems Dead	12	Y (-2)	Foundations of Business Communication	BUS X204 Business Communications	1; 2; 6	R	R	E		A		A	A	E	A	A	R	A	A/E	E

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Pending Signature	13	Y (-2)	Introduction to Business	BUS X100 Introduction to Business Administration	1; 2; 4; 6	R	R	E		E		A	R	E	A	A	E	E	E	E
?	14	Y (-5)	Chemistry 1	Not taught	1d; 2; 3	A	A	A		A	A	A		A	A	A				A
?	15	Y (-6)	Chemistry 2	Not taught	1d; 2; 3	A	A	A		E		A		A	A	A				A
Pending Signature		NEW	Survey of Chemistry	**CHEM-C100 - World of Chemistry**						E										
Pending Signature	16	Y (-2)	General Chemistry 1	Chem 105 Principles of Chemistry I/Chem C125 Experimental Chemistry I	1d; 2; 3	A	A	A		A	A	A		A	A	A	R	A	A	A
Pending Signature	17	Y (-2)	General Chemistry 2	Chem 106 Principles of Chemistry II/Chem C126 Experimental Chemistry II	1d; 2; 3	A	A	A		A	A	A		A	A	A	R	A	A	A
Pending Signature	18	Y (-7)	Organic Chemistry & Biochemistry	**Not taught; Updated notation to Course Not Taught - Subject**	1d; 2; 3	E	E	A		A		A		E	A					A
Pending Signature	19	Y (-4)	Introduction to Microcomputers	CSCI-N100 Introduction to Computers and Computing	1d; 2; 3;	E	E	A		A		E		E	A	A	A	E		
Under Review	20	N (+3)	Introduction to Computer Programming	~~No identification yet.~~ Course Not Taught: subject.	1d; 2; 3					A	E				A					
Signed	21	Y (-4)	Introduction to Criminal Justice	SPEA J101 American Criminal Justice System	1a; 1b; 1e; 2; 4; 5; 6	E	E	E		E		E		E	A	A	E	E		E
Pending Signature	22	Y (-3)	Introduction to Earth Science	~~GEOL-G 107 Environmental Geology; request was made to make this Course Not Taught - Subject.~~ **GEOL G110 Physical Geology.**	1c; 1d; 2; 3	A	A	A		A		A		A	E	A	E	A	A E	A
Signed	23	Y (-2)	Introduction to Economics	ECON E-101 Survey of Economic Issues and Problems	1d; 2; 4	E	E	A		A		A	A	A	A	A	E	E	A	A
Signed	24	Y (-2)	Macroeconomics	ECON E-202 Introduction to Macroeconomics	1d; 2; 4	R	R	A		A	A	A	A	A	A	A	E	R	A	A
Signed	25	Y (-2)	Microeconomics	ECON E-201 Introduction to Microeconomics	1d; 2; 4	R	R	A		A	A	A	A	A	A	A	E	R	A	A
Signed	26	Y	English Composition 1	ENG W-131 Elementary Composition	1a; 1b; 2;	R	R	A	R	R	R	R	R	R	R	R	R	R	R	R
Signed	27	Y (-2)	English Composition 2	ENG W 132 Elementary Composition II Research and Argumentation	1a; 1b; 2; 4	E	E	A		A		A	A	R	A	A	A	A	A E	A
Signed	28	Y (-4)	American Literature 1	**not taught as 2 sem sequence at IUPUI; Updated notation to Course Not Taught - Level**		E	E	A	A	A		E		E	A			A	A	A
Signed	29	Y (-4)	American Literature 2	**not taught as 2 sem sequence at IUPUI; Updated notation to Course Not Taught - Level**		E	E	A	A	A		E		E	A			A	A	A
Pending Change Form	30	Y (-3)	Children's Literature	**ENG L-390 Children's Literature. Course Not Taught: Level**		A	A	A		A		E		E	A	E	E	A	A	A
Under Review	31	Y	Introduction to English Literature	ENG L105 Appreciation of Literature	1b; 1a; 2; 4	E	E	A	A	A	A	E	A	A	A	A	E	A	A	A
Signed	32	Y (-2)	World Literature 1	ENG L213 Literary Masterpieces I	1b; 1a; 2; 4	A	A	A		A	A	E		A	A	A	E	A	A	A

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Signed	33	Y (-3)	World Literature 2	ENG L214 Literary Masterpieces II	1b; 1a; 2; 4	A	A	A		A		E		A	A	A	E	A	A	A
Signed	34	Y (-3)	Introduction to Creative Writing	ENG W206 Introduction to Creative Writing	1a; 2; 4	E	E	A		A		E		A	A	A	E	A	E	A
Signed	35	Y (-1)	Technical Writing	ENG W231 Professional Writing Skills	1a; 1b; 2; 4	A	A	A	E	A		E	A	A	A	A	R	A	A E	R
Signed	36	Y (-1)	French Level 1	FREN F131 Intensive Beginning French I	1c; 1a; 1b; 5	E	E	A	E	A	A	A		A	A	A	A	A	A E	A
Signed	37	Y (-1)	French Level 2	FREN F132 Intensive Beginning French II	1c; 1a; 1b; 5	E	E	A	E	A	A	A		A	A	A	A	A	A E	A
Signed	38	Y (-2)	French Level 3	FREN F203 Second-Year Composition, Conversation and Reading I	1c; 1a; 1b; 5	A	A	A		A	A	A		A	A	A	A	A	A E	A
Signed	39	Y (-2)	French Level 4	FREN F204 Second-Year Composition, Conversation and Reading II	1c; 1a; 1b; 5	A	A	A		A	A	A		A	A	A	A	A	A E	A
Under Review - Seems Dead	40	Y (-4)	Global Physical Geography	GEOG G-130 ~~Short Course in Earth Science~~ World Geography	2	A	A	A		A		A		A	E	A	E	A		A
Signed	41	Y	American History 1	HIST H-105 American History I	1b; 2; 4; 5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Signed	42	Y	American History 2	HIST H-106 American History II	1b; 2; 4; 5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	R
Under Review	43	Y	World Civilization 1	HIST H-113 History of Western Civilization I	1b; 2; 4; 5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Under Review	44	Y (-1)	World Civilization 2	HIST H-114 History of Western Civilization II	1b; 2; 4; 5	A	A	A	A	A	A	R	A	A	A	A	R	A	R	A
Under Review		Y (-2)	**World History 1**	**HIST-H108 Perspectives on the World to 1800**		A	A	A		A	A		A	A	A	A	A	A	A	A
Under Review		Y (-2)	**World History 2**	**HIST-H109 Perspectives on the World since 1800**		A	A	A		A	A		A	A	A	A	A	A	E	A
Signed	45	Y (-3)	Human Nutrition	HPER N-220 Nutrition for Health	6; 2	E	E	E	E		A		E	E	A	R	E	E	E	E
Under Review	46	Y (-5)	Literature of the Old Testament	REL R233 Introduction to the Hebrew Bible (Old Testament)		A	A	A	A	E		E		E	A				E	A
Signed	47	N	Math Applications	Not taught; signed as Course Not Taught - Subject												E				A
Pending Signature	48	Y (-1)	Calculus - Long 1	**Math 163 Integrated Calculus and Analytic Geometry I with * Agreement between IUPUI and Ivy Tech Community College still pending finalization to all campuses.**	1b; 1d; 2; 4	A	A	A		A	A	A	A	A	A	A	E	A	A	A
Pending Signature	49	Y (-1)	Calculus - Long 2	**Math 164 Integrated Calculus and Analytic Geometry II; with * Agreement between IUPUI and Ivy Tech Community College still pending finalization to all campuses.**	1b; 1d; 2; 4	E	E	A		A	A	A	A	A	A	A	E	A	A	A
Pending Signature	50	Y (-1)	Calculus - Short 1	Math M119 Brief Survey of Calculus I	1b; 1d; 2; 4	R	R	A		A	A	A	A	A	A	A	E	A	A E	A
Pending Signature	51	Y (-5)	Calculus - Short 2	**Course Not Taught - Subject**	1b; 1d; 2; 4	E	E	A		A	A	A		A	A		E			A

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Pending Signature as MATH 153	52	Y (-2)	College Algebra	**MATH 153 - Algebra and Trigonometry I** ~~or MATH 159 - Precalculus~~	1d; 2; 3	E	E	A		A	A	A		A	A	A	R	E	A E	A
Pending Signature	53	Y (-2)	Finite Math	Math M118 Finite Mathematics	1d; 2; 3	R	R	A		A		A	R	A	A	R	E	A	A E	A
Under Review	54	Y (-1)	~~Statistics~~ Statistical Methods	~~Not taught~~ **STAT 301 Elementary Statistical Methods 1**	1b; 1d; 2; 3	A	A	A	R	A	A	A		A	A	A	R	A	A E	A
Pending Signature as MATH 154	55	Y (-1)	Trigonometric Functions	Math 154 Algebra and Trigonometry II ~~or Math 159 Precalculus~~	1d; 2; 3	E	E	A		A	A	A	A	A	A	A	R	E	A E	A
Pending Signature	56	Y (-2)	Medical Terminology	CLAS-C 209 Medical Terms from Greek and Latin	4; 2	E	E	E	E	E		E		E	A	E	R	E	E	E
Signed	57	Y (-1)	Music Appreciation	MUS M-174 Music for the Listener	6; 2	E	A	A	A	A		E	A	E	A	A	A	A	A	A
Signed	58	Y	Ethics	PHIL P-120 Ethics	6; 2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Signed	59	Y	Introduction to Philosophy	PHIL P-110 Introduction to Philosophy	6; 2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Under Review	60	Y	Philosophy, Logic	Phil P162 Logic	1d; 2	A	A	A	A	A	A	A	A	A	A	A	A	A	E	A
Signed	61	Y (-1)	Philosophy of Religion	PHIL P-281 Philosophy of Religion	5; 2	A	A	A	A	A	A	A	A	A	A	A	A	A	E	A
Under Review	62	Y (-2)	Physical Education, Lifetime Fitness & Wellness	HPER H195 Principles and Applications of Lifestyle Wellness	6; 4	E	E	E	E	A		E		E	E	A	A	E	E	E
Pending Signature	63	N	Physical Science	~~Not taught;~~ Updated notation to Course Not Taught - Subject											E					A
Pending Signature	64	Y (-2)	**Algebra-based** General Physics 1	Phys 218 General Physics	1a; 1d; 2; 3	A	A	A		A	A	A		A	A	A	R	A	A E	A
Pending Signature	65	Y (-2)	**Algebra-based** General Physics 2	Phys 219 General Physics	1a; 1d; 2; 3	A	A	A		A	A	A		A	A	A	R	A	A E	A
Pending Signature		Y (-2)	Calculus-based Physics I	Phys 152 ~~General Physics~~. PHYS 152 Mechanics and Heat	1a; 1d; 2; 3	A	A	A		E	A	A		A	A	A	E	A	A	A
Pending Signature		Y (-2)	Calculus-based Physics 2	Phys 251 ~~General Physics~~. PHYS 251 Electricity and Optics	1a; 1d; 2; 3	A	A	A		E	A	A		A	A	A	E	A	A	A
Under Review	66	Y (-3)	Technical Physics	~~CNT or 218 (Phys 218 General Physics)~~. Course Not Taught: subject	1a; 1d; 2; 3	A	A	A		A		A		A	E	A	R	E	E	A
Signed	67	Y (-1)	American Government	POLS Y-103 Introduction to American Politics	2; 1b	A	A	A		A	A	A	A	A	A	A	A	A	A	R
Signed	68	Y (-2)	Introduction to World Politics	POLS Y-219 Introduction to International Relations	5; 2; 1b	A	A	A		A		A	A	A	A	A	E	A	A	E
Signed	69	Y (-2)	Political Science, Introduction to	POLS Y-101 Introduction to Political Science	2; 1b	A	A	A		A		A	A	A	A	A	A	A	A	E
Under Review	70	N	State & Local Government	Not taught						A		A			E	A				
Pending Signature	71	Y	Social Psychology	~~PSY B-370 Psychology as a Social Science; updated course to PSY -B 104 - Psychology as a Social Science.~~ B370 Social Psychology.	2; 5	A	A	A	E	A	A	A	A	A	A	A	R	A	A	R
Pending Signature	72	Y (-2)	Abnormal Psychology	~~PSY B-280.~~ PSY B380 Studies in Abnormal Psychology	2; 5	A	A	A	E	A		A		A	A	A	A	A	E	E

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Signed	73	Y (-2)	Developmental Psychology	PSY B-210 Lifespan Development	2; 4	A	A	A	E	A		A		A	A	A	A	A	E	E
Pending Signature	74	Y (-2)	Human Sexuality	COURSE NOT TAUGHT **HPER F-255 Human Sexuality**	1; 2; 3; 4	E	E	E	E	A		E		E	E	A	R	E	E	E
Signed with B-105	75	Y (-2)	Introduction to Psychology	PSY B-104 Psychology as a Social Science or B-105 Psychology as a Biological Science	1; 1d. Per Gavrin: B104 2; 3: B105:	A	A	A	R	A		A		A	A	R	E	A	E	A
Under Review	76	N	U.S. Cultural Diversity	Not taught					E	A		E		E	A					
Signed	77	Y	Introduction to Sociology	SOC R-100 Introduction to Sociology	5; 2	A	A	A	R	A	A	A	A	A	A	R	R	A	A	R
Under Review	78	N	Multicultural Studies	Not taught					E	A		E		A	A					
Under Review	79	Y (-4)	Relationships & Families	Not taught **HPER F-258 Relationships and Families**	1; 2; 4; 5	E	E	E	E	A		E		E	E	A	R	E		
Signed	80	Y (-1)	Social Problems SOC	SOC R-121 Social Problems	5; 2	A	A	A		A	A	A	A	A	A	A	A	A	A	E
Signed	81	Y (-1)	Spanish Level 1	SPAN S-131 Intensive Beginning Spanish I	1c; 1a; 1b; 5	E	E	A	E	A	A	A		A	A	A	A	A	A E	A
Signed	82	Y (-1)	Spanish Level 2	SPAN S-132 Intensive Beginning Spanish II	1c; 1a; 1b; 5	E	E	A	E	A	A	A		A	A	A	A	A	A E	A
Signed	83	Y (-2)	Spanish Level 3	**SPAN S-203 Second Year Spanish I**	1c; 1a; 1b; 5	A	A	A	E	A		A		A	A	A	A	A	A E	A
Signed	84	Y (-2)	Spanish Level 4	**SPAN S-204 Second Year Spanish II**	1c; 1a; 1b; 5	A	A	A	E	A		A		A	A	A	A	A	A E	A
Pending Signature	85	Y	Fundamentals of Public Speaking	COMM R-110 Fundamentals of Speech Communication	1c; 1a; 2	R	R	A	E	A	R	R	A	R	R	A	R	R	R	A
Pending Signature	86	Y (-1)	Interpersonal Communication	COMM C-180 Interpersonal Communication	1c; 1a; 2	E	E	A	A	A		A	A	A	A	A	R	A	A	A
Signed	87	Y (-2)	Theatre Appreciation	COMM T-130 Introduction to Theatre	1b; 1c; 6	A	E	A		A		A		A	A	A	A	A	A	A
Signed	88	Y (-3)	Introduction to Acting	COMM T-133 Introduction to Acting	1b; 1c; 6	E	A	A		A		A		A	A	A	A	A	E	A

R = required general education course
A = one of several courses accepted in a required area
E = free elective

Principles of Undergraduate Learning:
1. Core Communication and Quantitative Skills - the ability of students to
   (a) write
   (b) read
   (c) speak and listen
   (d) perform quantitative analysis, and
   (e) use information resources and technology
2. Critical Thinking - the ability of students to analyze carefully and logically information and ideas from multiple perspectives.
3. Integration and Application of Knowledge - the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
4. Intellectual Depth, Breadth, and Adaptiveness - the ability of students to examine and organize discipline-specific ways of knowing and

CTL Status	STAC #	Yes/No	CTL Course	Tentative IUPUI course identification	Primary (Top 3) PULs addressed (See last page for listing)	BUSINESS	COLUMBUS	CONTINUING STUDIES	DENTISTRY	EDUCATION	ENG & TECH	HERRON	INFORMATICS	LIBERAL ARTS	MEDICINE	NURSING	PHYS ED & TOURISM	PUB & ENVIRON AFF	SCIENCE	SOCIAL WORK

apply them to specific issues and problems.

5. Understanding Society and Culture - the ability of students to recognize their own cultural traditions and to understand
    and appreciate the diversity of the human experience, both within the United States and internationally.

6. Values and Ethics - the ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

Appendix B. IUPUI Priorities
2007-08

Planning and Organizational Issues

1. Begin the research phase of the next fund-raising campaign for IUPUI.
2. Implement EVC Sukhatme's Academic Plan.
3. Enhance leadership for IUPUI's academic programs and initiatives by hiring and orienting new vice chancellors for research, diversity, and administration and finance, as well as several academic deans.
4. Continue planning for a Multicultural Center.
5. Open and dedicate the Campus Center.

Teaching & Learning

1. Establish IUPUI as a destination for students interested in health and life sciences.
2. Retain and graduate more students through:
    - Implementing an expanded summer bridge program to orient all entering students, with special emphasis on helping at-risk students to remove their academic deficiencies.
    - Increasing funding for need- and merit-based financial aid.
    - Strengthening advising initiatives.
    - Continuing work on transferability of courses (currently some 550 courses transfer) and programs (currently 56 programs articulate) from Ivy Tech, extending learning opportunities to centers in Carmel, Greenwood, and elsewhere.
3. Continue to shape the enrollment profile of entering students by:
    - Recruiting additional well-prepared students from other states and countries.
    - Strengthening the honors program.
    - Guaranteeing admission to professional schools for outstanding students.
    - Creating more consistency in recruitment and marketing materials.
4. Recruit and retain outstanding faculty.
5. Develop IUPUI's electronic student portfolio for use in demonstrating accountability for student learning.
6. Continue to internationalize students, faculty, and curricula.

Research, Scholarship, & Creative Activity

1. Conduct world-class research utilizing strategies such as the Signature Center initiative, which emphasizes multidisciplinary scholarship and stimulates the submission of grants for external funding.
2. Enhance the infrastructure for scholarly activity by:
    - Increasing support for translational and collaborative research through the introduction of new internal funding mechanisms.

- Catalyzing the formation of new interactions between researchers in the health and life sciences on the IUPUI, Purdue, and IUB campuses.
- Strengthening research compliance by hiring a Director of Research Compliance and a Conflict of Interest Manager, ensuring that the campus compliance structure is well integrated with the University-wide compliance initiative.
- Establishing the capacity for electronic submission and review of IRB protocols and electronic tracking of grants and contracts.

Civic Engagement

1. Enhance civic engagement by:
   - Continuing initiatives designed to make experiential learning (internships, study abroad, undergraduate research) a hallmark of an IUPUI undergraduate education.
   - Advancing the HBCU-STEM initiative.
   - Strengthening the partnership between IUPUI's academic units and Indianapolis Public Schools through programs such as the Crispus Attucks Medical Magnet school.
   - Developing such strategic partnerships with universities in other countries as that with Moi University in Kenya.
   - Increasing coordination of all P-12 initiatives on campus.
   - Strengthening relationships with area elected officials.

Infrastructure to Support Learning and Research

1. Complete development of IUPUI's campus master plan.
   - If Wishard exercises land option, initiate planning for newly acquired facilities and transitional issues, such as the need for student housing.
   - Co-locate President and Chancellor in a central location on campus.
   - Prepare proposal for an Innovation Center designed to immerse faculty from Science, E&T, and KSB in a multidisciplinary environment.
   - Advance plans for new/improved facilities for Dentistry, Oral Health, and Liberal Arts.
   - Advance plans for a student health, wellness, and recreation facility.
2. Develop funding streams for operation of buildings.
3. Open and dedicate new research buildings.

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

The 2007 Assessment Institute

The Westin Indianapolis
Indianapolis, Indiana

November 4-6, 2007

HOTEL RESERVATION DEADLINE
October 3, 2007

INSTITUTE REGISTRATION DEADLINE
October 12, 2007

REGISTER ONLINE AT:
www.planning.iupui.edu/institute

The 2007 Assessment Institute

November 4-6, 2007

STATEMENT OF MISSION

The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on Outcomes Assessment in Higher Education and is designed to provide opportunities for:

- individuals and campus teams new to outcomes assessment to acquire foundation knowledge about the field,

- individuals who have worked as leaders in outcomes assessment to extend their knowledge and skills,

- those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute.

How to plan your Institute experience

The Institute is designed to introduce you to innovations in assessment that you can use. You may choose concurrent workshops that provide a more in-depth perspective on a particular topic or the Best Practices Presentations to gather ideas about specific instruments or techniques. Be sure to make some time for networking and enjoying the city of Indianapolis.

What you'll learn at the Institute

You will learn about new techniques and approaches in a variety of outcomes assessment areas, including general education and major fields as well as civic engagement, student development, electronic portfolios, first year experience and faculty development, each of which has its own track throughout the schedule. Several sessions are designed for beginners and others are for the more experienced practitioner.

Who should attend the Assessment Institute

Faculty, student affairs professionals, and administrators who have an interest in or responsibility for assessment should attend. Maximize the benefit of the Institute for your institution by bringing a campus team.

www.planning.iupui.edu/institute

Keynote Panel

- Clifford Adelman, *Senior Associate*
  The Institute for Higher Education Policy

- Thomas A. Angelo, *Professor of Higher Education and Director,*
  University Teaching Development Centre
  Victoria University of Wellington, New Zealand

- Trudy W. Banta, *Professor of Higher Education and Senior Advisor*
  to the Chancellor for Academic Planning and Evaluation
  Indiana University-Purdue University Indianapolis

- Peter T. Ewell, *Vice President*
  National Center for Higher Education Management Systems (NCHEMS)

- George D. Kuh, *Chancellor's Professor of Higher Education and Director,*
  Center for Postsecondary Research
  Indiana University

- Jeffrey A. Seybert, *Director, Research, Evaluation and Institutional*
  Development
  Johnson County (KS) Community College

Track Keynotes and Workshops

Emphasizing assessment in:

- **Civic Engagement – Keynote**

  Andrew Furco, *Assistant Adjunct Professor, Policy, Organization, Measurement, and Evaluation, Graduate School of Education, University of California, Berkeley*

- **ePortfolios – Keynote**

  Jeff Haywood, *Vice-Principal for Knowledge Management, Chief Information Officer and Librarian, University of Edinburgh*

- **Faculty Development – Keynote**

  Marilla Svinicki, *Director, Center for Teaching Effectiveness and Professor and Area Chair for the Department of Educational Psychology, University of Texas at Austin*

- **First-Year Experience – Keynote**

  Randy Swing, *Co-Director and Senior Scholar, Policy Center on the First Year of College*

- **Student Development and Diversity – Keynote**

  Charles C. Schroeder, *Interim Vice President for Student Affairs, North Georgia College & State University*
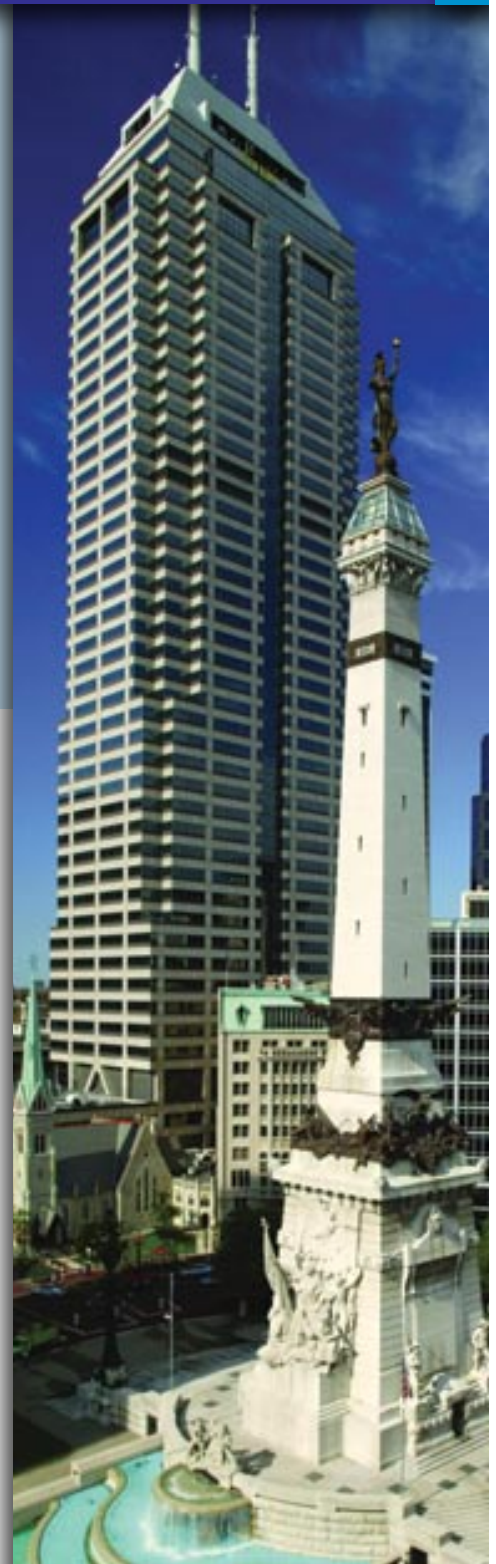
Pre-Institute Workshops

Pre-Institute workshops are optional in-depth sessions offered on Sunday, November 4, for an additional fee.

Track Keynotes & Related Workshops

Keynote sessions feature leaders in assessment of Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, and Student Development and Diversity.

Other Concurrent Workshops

Concurrent 75-minute interactive workshops will provide access to experts in all the tracks listed above plus Accreditation, Major Fields, Assessment Methods, Community Colleges, and General Education.

Best Practices Presentations

Some forty 30-minute presentations will focus on specific processes, methods, or initiatives. These presentations draw from all Institute tracks.

Poster Sessions

Assessment methods, practices, and findings that are best shared in a visual format and one-on-one discussion are presented during the poster sessions.

www.planning.iupui.edu/institute

Sunday, November 4

9:00 a.m. - 3:30 p.m.
See workshop descriptions on next page

Monday, November 5

7:30 a.m.
Registration and Continental Breakfast

9:00 – 10:00 a.m.
Opening Plenary Panel: Clifford Adelman, Thomas A. Angelo, Trudy W. Banta, Peter T. Ewell, George D. Kuh, and Jeffrey A. Seybert

10:15 – 11:15 a.m.
• Track Keynote Sessions:
   First-Year Experience, ePortfolios, Civic Engagement, Faculty Development, and Student Development and Diversity
• Best Practices Presentations

11:30 a.m. – 12:30 p.m.
Institute Luncheon (optional)
($20 per person – see registration form)

12:45 – 5:00 p.m.
• Concurrent Workshops – Featured Presenters
• Concurrent Workshops – All Tracks
• Best Practices Presentations

5:00 – 7:00 p.m.
Poster Sessions

5:30 – 6:30 p.m.
High Tea

Tuesday, November 6

7:30 a.m.
Continental Breakfast

9:00 – 10:00 a.m.
• Plenary Panel

10:15 – 11:30 a.m.
• Concurrent Workshops - All Tracks
• Best Practices Presentations

11:30 a.m. – 12:30 p.m.
Lunch on your own in Indianapolis

12:45 – 3:30 p.m.
• Concurrent Workshops – Featured Presenters
• Concurrent Workshops - All Tracks
• Best Practices Presentations

Pre-Institute Workshops — Sunday, November 4

Pre-Institute workshops are optional in-depth sessions offered on Sunday for an additional fee. If you plan to attend a Pre-Institute workshop, refer to the descriptions below as you make your selections on the registration form.

FULL-DAY WORKSHOPS
9 a.m. – 3 p.m.

1A Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education
Barbara E. Walvoord, University of Notre Dame

1B Making the Move to an Online Accreditation Self-Study
Susan Kahn, IUPUI; and Kathi A. Ketcheson, Portland State University

1C Multiple Faculty Development Perspectives on the Electronic Portfolio Experience
Sharon J. Hamilton, Elizabeth J. Rubens, Susan Kahn, Lynn Ward, John Gosney, and Mary Price, IUPUI

HALF-DAY WORKSHOPS
9 – 11:30 a.m.

1D A Comprehensive Assessment for a Large Entering Student Unit: Planning, Implementing, and Using Assessment Results
Scott Evenbeck, Michele J. Hansen, and Gayle Williams, IUPUI

1E Hidden Sources of Assessment Data: There's Gold in Them There Assignments!
Marilla D. Svinicki, University of Texas at Austin

1F Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates
Stephen P. Hundley, IUPUI

1G Assessing Campus-Wide Assessment Programs
Barbara Miller, DePauw University; and Suzanne Swope, Emerson College

HALF-DAY WORKSHOPS
1 – 3:30 p.m.

1H Moving From One-Shot Wonders to a Coherent Campus Plan for Diversity: Using Assessment Results to Create a Campus Culture of Diversity
Karen M. Whitney, IUPUI; and A. Katherine Busby, University of Alabama

1I Does Your Assessment Information Help You Plan?
Ephraim Schechter, HigherEdAssessment.com

1J From Soup to Nuts: Program Review as a Value-Added Assessment Activity
Karen E. Black and Stephen P. Hundley, IUPUI

6

IUPUI

Founded in 1969 as a partnership by and between Indiana and Purdue Universities, Indiana University-Purdue University Indianapolis is an urban research university with a growing reputation for innovation. We offer more than 200 degree programs - from associate to doctoral and professional - and IUPUI is among the top 20 institutions nationally in the number of health-related degrees and in the number of graduate professional degrees granted. Nearly 30,000 students study at IUPUI, coming from all over the world, all 50 states, and all 92 Indiana counties. The campus is located just west of downtown Indianapolis, with easy access to city and state centers of government, business, and the arts. Restaurants, sports venues, parks, galleries, museums, the White River State Park, and the Indianapolis Zoo are within a short walking distance of the campus.

Indianapolis

The population of the Indianapolis Metropolitan Statistical Area (MSA) is 1,700,201. Indianapolis is referred to as the "Crossroads of America" and more than half of the nation's population lives within a day's drive of Indianapolis.

Downtown Indianapolis

Downtown Indianapolis is a vibrant and exciting place to live, work, and relax. Many of the city's more than 200 restaurants and taverns are within walking distance of the Westin Indianapolis.

There are more than 200 retail stores in downtown areas, which include Circle Centre Mall, Massachusetts Avenue, the Indianapolis City Market, and other center city districts.

The White River State Park is Indiana's first urban state park, offering a variety of recreational facilities and natural green spaces. The 250-acre park and canal feature the world-class Indianapolis Zoo and White River Gardens, as well as significant art, history, recreational, and sports venues.

Indianapolis is home to 22 galleries and 10 performing arts theatres, including the Eiteljorg Museum of American Indians & Western Art; the Indiana State Museum, which houses Indiana's only IMAX theatre; the Indianapolis Museum of Contemporary Art; and the Indianapolis Artsgarden.

Register online at www.planning.iupui.edu and click on Assessment Institute, or mail in the form below.

NAME

TITLE

INSTITUTION/ORGANIZATION

ADDRESS

CITY   STATE   ZIP

EMAIL ADDRESS

DAYTIME PHONE   FAX NUMBER

SPECIAL ACCOMMODATIONS OR DIETARY NEEDS

INSTITUTE REGISTRATION

		# OF PEOPLE	TOTAL
Individual	$275.00 x	_____	_____
Group	$265.00 x	_____	_____
Luncheon *(Nov. 5)*	$20.00 x	_____	_____

Group = price per person for three or more from the same organization registering with single payment

OPTIONAL PRE-INSTITUTE WORKSHOPS *(see descriptions on pg. 5 of brochure)*

		# OF PEOPLE	TOTAL
FULL DAY ❏ 1A	$140.00 x	_____	_____
❏ 1B	$140.00 x	_____	_____
❏ 1C	$140.00 x	_____	_____
MORNING ❏ 1D	$70.00 x	_____	_____
❏ 1E	$70.00 x	_____	_____
❏ 1F	$70.00 x	_____	_____
❏ 1G	$70.00 x	_____	_____
AFTERNOON ❏ 1H	$70.00 x	_____	_____
❏ 1I	$70.00 x	_____	_____
❏ 1J	$70.00 x	_____	_____
		TOTAL	_____

PAYMENT OPTIONS

❏ CHECK/MONEY ORDER   ❏ VISA   ❏ MC   ❏ AMEX

CARD #   EXP DATE

CREDIT CARD BILLING ADDRESS

CITY/STATE/ZIP

SIGNATURE

REGISTRATION INFORMATION

Registrations will be accepted until **October 12, 2007** on a first-return basis. There will be a service fee of $15 for all cancellations made prior to October 23, 2007. There will be no refunds of any kind after October 23, 2007.

Make checks payable to *MP Records Communications* and mail to:

Mark Records
The 2007 Assessment Institute
MP Records Communications
9840 Westpoint Drive, Suite 260
Indianapolis, IN 46256
PHONE: (317) 841-8202
FAX: (317) 841-8206
EMAIL: mark@mprecords.com

HOTEL ACCOMMODATIONS

The Westin Indianapolis (Institute site) - Rooms are reserved at The Westin Indianapolis, 50 South Capitol Avenue, Indianapolis, IN 46204. The number of Institute rooms is limited. Reservations can be made by calling 1-317-262-8100, or through the Westin Central Reservation Offices at 1-800-937-8461. Be sure to identify yourself as attending the 2007 Assessment Institute to be eligible for the Institute rate. **The hotel deadline to obtain these rates is October 3, 2007.**

The Westin Indianapolis Room Rates:

Single Occupancy: $125 + $18.75 tax

Double Occupancy: $125 + $18.75 tax

Triple Occupancy: $135 + $20.25 tax

Quad Occupancy: $135 + $20.25 tax

EARLY HOTEL DEPARTURE FEES

There will be an early departure fee of one night's room and tax in the event that you check out prior to your reserved check-out date. Guests wishing to avoid this fee must advise the hotel at or before check-in of any change in their length of stay.

Indiana University-Purdue University Indianapolis
Planning and Institutional Improvement
355 N. Lansing St., AO 140
Indianapolis, Indiana 46202-2896

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INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

The Westin Indianapolis
Indianapolis, Indiana
November 4-6, 2007

REGISTER ONLINE AT:
www.planning.iupui.edu/institute

The 2007 Assessment Institute

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
ACADEMIC UNITS					
Business		Information Requests (4)		Other (29)	
Continuing Studies		Information Requests (3)		Evaluation/Assessment (3)	Evaluation/Assessment (1)
Dentistry				Evaluation/Assessment (2) Other (46)	
Education		Information Requests (3) Evaluation/Assessment (1)	Program review UCASE planning workshop	Information Requests (1) Evaluation/Assessment (2) Other (4)	Evaluation/Assessment (1)
Engineering & Technology		Information Requests (6)	Consultation on assessment Coordination of IT courses TCEM review planning ABET review participation Review of technology programs	Information Requests (2) Evaluation/Assessment (1) Other (5)	Evaluation/Assessment (1)
Graduate School		Information Requests (4)	Consultation on performance indicators		
Health and Rehabilitation Sciences		Information Requests (1)		Information Requests (1) Evaluation/Assessment (1)	
Herron		Information Requests (3)	Coordination of introductory IT courses	Evaluation/Assessment (2)	Evaluation/Assessment (1)
Informatics		Evaluation/Assessment (1)	Coordination of introductory IT courses Consultation on curriculum Program review planning		
Journalism		Information Requests (4)			
Labor Studies				Evaluation/Assessment (1)	
Law				Evaluation/Assessment (2) Other (13)	
Liberal Arts		Information Requests (13) Evaluation/Assessment (5)	Planned Sociology review Consultation in Political Science Planning Anthropology review	Information Requests (12 Evaluation/Assessment (3)	Presentation/Workshop (1)

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
			English review follow-up History review follow-up Communication Studies review Planning World Cultures review		
Medicine		Information Requests (1) Evaluation/Assessment (1)	Consultation on assessment component of new program	Information Requests (4) Evaluation/Assessment (28) Grant Project (1) Other (4)	
Music			Personnel consultation Program review follow-up		
Nursing		Information Requests (5)		Information Requests (1) Evaluation/Assessment (3) Report Development (2) Publication (2)	
Physical Education and Tourism Management		Information Requests (2) Evaluation/Assessment (1)		Evaluation/Assessment (2)	
Public & Environmental Affairs (SPEA)		Information Requests (7) Evaluation/Assessment (2)	MPA review MHA review MPH review BSPH review	Information Requests (1) Evaluation/Assessment (1) Presentation/Workshop (1) Other (11)	
Science		Information Requests (20) Evaluation/Assessment (1)	Coordination of IT courses Computer Science review Math review CIS review follow-up Biology review follow-up Physics review follow-up Consultation with Assessment Committee	Information Requests (4) Evaluation/Assessment (2) Report Development (1) Other (2)	Committee/Service (1)
Social Work		Information Requests (2)		Information Requests (2) Evaluation/Assessment (1) Presentation/Workshop (1)	
University College		Information Requests (20) Evaluation/Assessment (2)	Learning Center review Planning Honors review	Information Requests (3) Evaluation/Assessment (4)	Planning Support (1)

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Academic Support Units					
Academic Core Group (Sukhatme)		Committee/Service (1)			
Academic Operational Reporting Committee (Sukhatme)		Information Requests (1)			
Enrollment Services		Information Requests (25) Evaluation/Assessment (2) Management Reports (1) Planning Support (1) Committee/Service (1)		Information Requests (1) Evaluation/Assessment (3)	
Information Management and Institutional Research				Information Requests (1) Evaluation/Assessment (1)	
Professional Development		Information Requests (9)	Consultation on planning Consultation with assessment group	Other (2)	Committee/Service (1)
Riley Hospital – Automotive Safety Unit				Other (1)	
Student Life and Diversity			Student Activity Fee review Assessment candidate interviews		
University College Admissions Committee		Evaluation/Assessment (2)			
University Library		Information Requests (1)	Consultation on assessment position		Committee/Service (1)
UITS			Consultation on ePort Consultation on SafeWord card process		
CAMPUS-WIDE ORGANIZATIONS					
Civic Engagement Council					Committee/Service (3)
Council of Deans		Presentation/Workshop (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Council on Graduation and Retention		Planning Support (2)			Committee/Service (1)
ePortfolio		Information Requests (1) Evaluation/Assessment (1)			
Enrollment Management Council		Information Requests (1) Planning Support (1)			
FASPAC Committee		Committee Service (1)			
Faculty Council			Consultation on Undergraduate Curriculum Committee Chaired general education curriculum development		
Gateway Group		Information Requests (4) Evaluation/Assessment (1)			
Human Resources			Collaboration on Accelerated Improvement Process		
International Affairs		Information Requests (1) Evaluation/Assessment (1)			
IUPUI Surveys		Evaluation/Assessment (7)			
Ivy Tech – IUPUI Task Force				Evaluation/Assessment (1)	
Management Reports		Management Reports (3)			
Maximizing our Analyses Prowess Group		Committee/Service (1)			
Planning/Accountability		Information Requests (1) Evaluation/Assessment (3) Management Reports (1) Planning support (1)			
Program Review and Assessment Committee		Information Requests (1)			Committee/Service (2)
Research & Sponsored Programs			Planning review of centers and institutes		

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Retention Task Force		Information Requests (1)			
Smoking Policy Group		Evaluation/Assessment (2)			
Solution Center		Information Requests (3) Management Reports (1)	Solution Center Advisory Board		
Work/Retention CTE Grant		Evaluation/Assessment (1)			
Other Campus Support Offices		Committee/Service (1)			
CAMPUS ADMINISTRATION					
Chancellor's Office		Information Requests (18)	NCAA recertification self study, chair Launched search for vice chancellor for diversity, equity, and inclusion		
Executive Vice Chancellor & Dean of Faculties Office		Information Requests (10) Planning Support (1)	Faculty fellows search		
Vice Chancellor for Administration & Finance			Launched vice chancellor search		
Vice Chancellor for External Affairs		Information Requests (2)			Committee/Service (1)
Senior Advisor to the Chancellor for Academic Planning and Evaluation		Information Requests (7) Management Reports (3)			
Senior Advisor to the Chancellor for Academic Planning and Evaluation – Economic Model		Information Requests (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Senior Advisor to the Chancellor for Academic Planning and Evaluation – Office of Institutional Effectiveness		Information Requests (1) Planning Support (1)			
Vice Chancellor for Student Life		Information Requests (2) Evaluation/Assessment (1) Planning Support (1)		Information Requests (1) Evaluation/Assessment (1)	
UNIVERSITY ADMINISTRATION					
Academic Leadership Council			Consultation on assessment		
Access & Success Conference		Information Requests (1)			
Diversity Cabinet		Information Requests (1) Evaluation/Assessment (1)	Consultation on performance indicators		
Enhancing Minority Attainment (EMA) Task Force		Information Requests (1)			
Higher Education & Student Achievement (HESA)		Committee/Service (1)			
IU Goals Framework		Planning Support (1)			
IUIE					
International Affairs					
Media Relations (Univ)					
Peoplesoft Projects		Committee/Service (2)			
UITS		Information Requests (2)			Committee/Service (1)
University Planning, Institutional Research and Accountability		Planning support (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
OTHER IU OR PURDUE CAMPUSES					
IU Columbus		Information Requests (6)		Information Requests (2) Evaluation/Assessment (2)	Evaluation/Assessment (1)
IU Kokomo				Evaluation/Assessment (1)	
IU Northwest					
IPFW			Consultation on EdS degree program		
Purdue West Lafayette					
LOCAL COMMUNITY					
Arthritis Foundation					
Bureau of Labor Statistics		Information Requests (1)			
Central Indiana Diversity Roundtable					
Clarian Health Partners Community Advisory Board					
CUE Deans (Consortium for Urban Education)			6 Meetings 1 Art Summit		
GRADES Council Executive Committee			9 Meetings 4 Planning Meetings		
Indiana Association for Institutional Research		Committee/Service (1)			
Indiana Supreme Court				Other (1)	
Ivy Tech State College – Indianapolis		Information Requests (1)			
K-12 Community - Central Indiana K12 Community		Information Requests (1)		Information Requests (2)	
Simon Youth Foundation Board and Education Committee			6 Meetings		

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
NATIONAL					
Agency or Company, External				Information Requests (1) Evaluation/Assessment (10)	
ACSP RFP		Grant Project (1)			
American College Personnel Association		Committee/Service (1)			
America's Best Colleges		Information Requests (1)			
Assessment Institute		Committee/Service (1)	1 Conference		Presentation/Workshop (1) Committee/Service (1)
Assessment Update		Committee/Service Publication (2)	6 Issues		Publication (4)
Association for the Study of Higher Education		Committee/Service (1)			
Association for Institutional Research		Presentation/Workshop (1) Committee Service (1)			
College/University		Information Requests (10)			
Common Data Set					
CSRDE Data Exchange		Information Requests (1)			
Diversity in Higher Education		Information Requests (1)			
Funded national research projects		Handbook Chapter (1)			
Hossler Retention Survey		Evaluation/Assessment (1)			
Hosting Visitors		Committee/Service (2)			
IES Grant		Grant Project (1)			
Miscellaneous Agencies		Information Requests (3)			
Miscellaneous Manuscript Reviews		Committee/Service (1)			
Miscellaneous Professional Service		Committee Service (1)			
NASULGC		Presentation/Workshop (1)			
NASULGC Voluntary System of Accountability		Committee/Service			

Schools, Offices, and Organizations Served by PAII Staff in 2006-2007

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
National Postsecondary Education Cooperative (NPEC)		Committee/ Service (1)			
Nina Mason Pulliam Charitable Trusts		Grant Project (1)			
North Central Association and other Accrediting and Oversight Agencies		Information Requests (1)			Committee/Service (1)
NSSE Deep Learning		Information Requests (1)			
NSSE Expenditures Research		Information Requests (1)			
NSSE/FSSE Consulting		Committee/Service (1)			
Ohio College Personnel Association		Committee/Service (1)			
PUMA		Grant Project (1)			
Research in Higher Education		Committee/Service (1)			
Review of Higher Education		Committee/Service (1)			
INTERNATIONAL					
European Association for Institutional Research		Presentation/Workshop (1)			Presentation/Workshop (1)
Hosting Visitors		Committee/Service (1)			

2006-2007 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS
Teacher Education, MPA, MHA, CIS, Technology Depts., Health & Rehabilitation Sciences,
Student Activity Fee, ADFI, Communication Studies, and BSPH

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	3				
Tour of Department and Special Facilities	3				
Descriptive Overview of Department	3				
Meeting with Chair or Program Director	3				
Undergraduate Student Interviews	2				1
Graduate Student Interviews	3				
Faculty and Staff Interviews	3				
Meeting with University Support Representatives					3
Meeting with Representatives of Related Departments	3				
Meeting with Entry Support Directors	3				
Meeting to Discuss Graduate Concerns					3
Research Representatives Meeting	1				2
Meeting with School Dean	2				1
Concluding Discussion	3				

2006-2007 IUPUI PROGRAM REVIEW EVALUATION
SUMMARY FOR DEPARTMENTS
Teacher Education, MPA, MHA, CIS, Technology Depts., Health & Rehabilitation Sciences,
Student Activity Fee, ADFI, Communication Studies, and BSPH

Please take a moment to assist us in improving future program reviews.

1. **Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?**
   Yes, for the most part. It would have been helpful to have had materials earlier. I would suggest including an organizational chart in advance. Yes, the self-study was very thorough. Yes, but a copy of the catalog or web address would have helped to look at curriculum in detail.

2. **Please rate the sections of the self study:**

Sections	Excellent	Above Avg	Average	Below Avg	Poor	N/A
Mission & Goals	7	2	1			
Programs & Curricula	4	5	1			
Student Outcomes	3	4	2		1	
Resources	3	5	2			
Questions to Guide Team	4	4	2			

3. **Did you have the necessary office equipment to complete your work efficiently?**
   Yes. This was very helpful.

4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
   No, we were rushed and would have liked to have more time to talk to students and school representatives. Could have lengthened the session with students. The schedule provided adequate time to accomplish the assigned tasks. I would have liked more time with the Director of Student Services. Review was intensive and long days, but it seemed necessary. We could have stayed longer but I don't think it would have been necessary. I feel we had a good group and started on the report on the final day. Maybe a bit more time for the team to solidify thoughts about the review before we departed. Yes, given that the primary driver was to increase student majors and credit hours. I might have enjoyed more time with the recruitment and marketing team. More time with faculty and more students than 2. One day is a short time-frame but I felt like we accomplished a lot in that period of time. We could have used a few more hours such as a visit the night before to initiate the members with our goals and objectives and to do a plan sheet.

5. **Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)**
   We might have been able to understand fee problems better had we met with more groups who have had problems. It probably would have been better to meet with more faculty and students, but with the schedule limited to one day the people we met with was satisfactory. It was necessary to meet with stakeholders and interested parties. We met with a wonderful cross-section of individuals. Yes, but as above I would have liked more time with the Director of

Student Services. Yes, although meeting with more students would have been helpful. I would have liked to interview more staff and students re: service learning components. I feel like that was an area that didn't become a priority, so I didn't have the opportunity to really gather info and offer feedback to the fullest potential. Students were impressive – one or two more (we had 2) would have been good. Session with administrators was particularly enlightening. I enjoyed all sessions. Everyone who visited with us was very helpful. Yes, I appreciated hearing from the students and from Dean Lindsey (particularly). Everyone we met were very helpful and to have access to the vice-provost was indicative of your commitment to help this program.

6. **Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).**
Good team – strong experience from externals – internal folks represented divergent perspectives. The team felt top heavy with administrators, weak or representation from IUPUI faculty of color only one person and in need of community representation. It was a strong team. All members had knowledge, albeit in some cases basic about student fee allocation processes. I enjoyed working with the team. Each member of the team brought expertise and knowledge that was extremely helpful throughout the process. It truly was a great team. They were great! It was a great balance of personality and area expertise. Excellent combination of professionals with differing skills and interests. As the community representative I didn't feel very helpful-since I'm not from a communication studies or academic background. I spent a lot of the time just learning terminology. I had a good grasp of communication studies service learning program but review focus was more on staffing and curriculum. However, other team members were perfect picks for this review! Nice blend of background and experience, and I thought they had great things to offer the department. I found this to be a balanced team that provided significant strengths to building credit hours through new recruits and junior college transfers. Strong chair provided wealth of knowledge about field. Representation of private sector key, knowledgeable and objective IUPUI reps. Our self-appointed chair never asked any questions! I think she was there only to teach you how to become like EKU. The team was comprised of a nice variety of professionals. It was particularly helpful to have Carolyn Harvey there. There were several occasions throughout the day when Nelson Fabian expressed strong opinions. They were a great group to work with on this review. Each had expertise or knowledge in areas we were asked to address. You put together a very knowledgeable group.

7. **What general suggestions would you offer to improve future reviews?**
More time to task – don't schedule in February. More timely notification of the IUPUI community of the scheduled meetings. Given that I became aware of the schedule less that a week before the meetings. I could _____ interested faculty, staff and students only a few days before we met. Send materials sooner. Even though the team completed a review and report within the two days assigned, it would have been nice to have another day to complete a written report. I think that the second day was very valuable and would suggest all reviews be a least 2 days. Stay the course! If you utilize community reps, perhaps they have a different focus and break away from the main group at times. This would have allowed me to really explore and offer feedback on service learning. Though I understand the time pressures that forces a meeting in February the participation of two team members by telephone was definitely not a good factor (though understandably unavoidable). A well run process. Refinement of goals of process up front. Instructional info that went out with package said you hoped to come away with blueprint for growing the program – it seemed to be predetermining the results a little bit- just a suggestion – perhaps more clarity on goals of process. Include some employers who would have an interest in EH students. Have a meeting the evening before to start the process a little faster.

8. **Please rate the overall process of the program review. (Please circle one)**
poor (0 responses) fair (1 responses) good (4 responses) excellent (8 responses)

Assessing Student Learning Outcomes

IUPUI Summary Response to ICHE Goal 6

July 2007

Learning Outcomes for all IUPUI Undergraduates

Between 1991 and 1998, IUPUI faculty and staff worked toward a coordinated approach to general education for IUPUI undergraduates in a series of multi-disciplinary committees, day-long retreats, consultant-led workshops, and town hall meetings. This process culminated in 1998 with the adoption by the IUPUI Faculty Council of six Principles of Undergraduate Learning (PULs). Between 2005 and 2007 several faculty groups worked on revisions and on May 1, 2007 the following principles were approved by the Faculty Council:

1. **Core Communication and Quantitative Skills** - the ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundation skills necessary for all IUPUI students to succeed.
2. **Critical Thinking** - the ability of students to engage in a process of disciplined thinking that informs beliefs and actions, remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs, and actions based on new information.
3. **Integration and Application of Knowledge -** the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
4. **Intellectual Depth, Breadth, and Adaptiveness -** the ability of students to examine and organize discipline-specific ways of knowing and apply them to specific issues and problems.
5. **Understanding Society and Culture** - the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.
6. **Values and Ethics** - the ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at IUPUI. They form a conceptual framework for all students' general education. Rather than being taught only in a set of specified courses offered primarily during a student's first two years of college, the PULs permeate the entire undergraduate curriculum, including the major field of study. Expectations related to the PULs that begin in the first year and continue through graduation speak to what graduates of IUPUI will know and be able to do upon completing their degrees and thus define the meaning of an IUPUI baccalaureate degree, regardless of major.

Engaging Learning Opportunities for Students

Through the combined efforts of faculty and administrative support staff, all IUPUI students should experience each of the following:

1. Prior learning is assessed in mathematics and selectively in foreign languages, chemistry, and other disciplines upon matriculation and students are placed in courses appropriate to their levels of achievement.
2. Students are introduced to the PULs in their First-Year Experience courses and Themed Learning Communities. These courses use active learning pedagogies and proven best teaching and learning practices.
3. Students continue to develop their PUL-related knowledge and skills in coursework, particularly in Gateway courses—those 30 or so introductory courses that account for over 30% of all undergraduate credit hours. Many of these courses have been revised over the past several years to support increased student engagement and success.
4. Students' PUL-related knowledge and skills are assessed in the courses in which these concepts are taught, with baccalaureate-level skills assessed in capstone courses or in association with other culminating experiences such as internships, undergraduate research studies, design projects, or professional licensure exams. Reflection and hands-on experiences related to students' chosen fields characterize many of these experiences.
5. Faculty and professional staff use both direct and indirect measures of student learning to improve curriculum, instruction, and assessment processes.

Administrative Structures and Practices that Promote Learning

Various mechanisms have been established at IUPUI to ensure that the five processes listed above are occurring and that they are having a positive impact. These mechanisms include both locally developed and national surveys, comprehensive academic program reviews, performance indicators, and annual assessment reports.

Surveys

Indirect evidence of student learning is collected annually through surveys administered to representative samples of enrolled undergraduates. The locally-developed *IUPUI Continuing Student Survey* was administered first in 1995 and annually until 2001 when this survey was moved to a biennial administration to permit use of the *National Survey of Student Engagement (NSSE)* in the alternate years.

Program Review

Comprehensive academic program review provides an additional mechanism for ensuring that general education instruction and assessment are occurring according to plan. Peer review of all academic units (and many student support and administrative units) is conducted every seven years and review teams are directed to comment on the quality of curricula, methods of instruction, and the evidence of student learning in general education (based on the PULs) as well as the major field of study.

Performance Indicators

IUPUI has developed performance indicators designed to chart progress on ten institutional goals, including student learning outcomes. Underlying each of the macro-indicators related to teaching and learning is a rich set of sub-indicators based on direct and indirect evidence derived from the sources just described (see www.iport.iupui.edu and http://www.iport.iupui.edu/pi/).

Annual Assessment Reports

To ensure that IUPUI students have opportunities to participate in engaging learning experiences that are aligned with expected learning outcomes, IUPUI faculty have developed the template that appears below for initiating and guiding assessment of learning in academic units.

What general outcome do we seek?	How will we know this outcome when we see it? That is, what will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do? That is, how can we assess student learning?	What are the assessment findings?	What improvements have been made based on assessment findings?

An oversight group, the Program Review and Assessment Committee (PRAC), representing each academic unit prepares an annual report on the assessment of student learning using the template illustrated above. The campus report is based on individual reports submitted by each academic unit. The content of the campus report is reviewed by a faculty committee, and suggestions for improvement of approaches to instruction and student support services, as well as assessment methods, are offered.

ePort

IUPUI's electronic portfolio (ePort) enables students and faculty to document student learning of the PULs, using authentic student work produced in and out of the classroom as evidence of achievement for both accountability and improvement. Work that students collect and submit to ePort provides a rich source of documentation for the annual assessment reports and guides faculty efforts to improve curriculum and pedagogy. As faculty members and departments incorporate ePort into their curricula, they simultaneously refine courses and whole curricula to address desired learning outcomes more deliberately and effectively. Thus, ePort supports improvement in learning outcomes at the same time that it demonstrates these outcomes.

Assessment Findings and Responsive Actions

Surveys

IUPUI freshmen and seniors have had opportunities to respond to the National Survey of Student Engagement (NSSE) three times, in 2002, 2004, and 2006. We have constructed scalelets that cluster NSSE items related to the engaging pedagogies we employ and to four of the PULs: Communication and Quantitative Skills, Critical Thinking, Understanding Society and Culture, and Values and Ethics. Using the criteria of consistent improvement with each administration and at least a three-point increase from 2002 to 2006, ten scalelets show significant improvement for first-year students at IUPUI:

Active learning (5.2 point increase)
Collaborative learning (2.9 point increase)
Course interaction (4.7 point increase)
Information technology (15.5 point increase)
Support for student success (7.2 point increase)
Gains in practical skills (11 point increase)
Overall satisfaction (4.6 point increase)
Communication and quantitative skills (8.5 point increase)
Critical thinking (4.4 point increase)
Values and Ethics (11 point increase)

Five scalelets demonstrate improvement in the perceptions of seniors:
Information technology (8.1 point increase)
Support for student success (4.3 point increase)
Gains in practical skills (3.3 point increase)
Communication and quantitative skills (5.1 point increase)
Values and ethics (6.5 point increase)

Since 2000, IUPUI faculty and staff have undertaken a variety of initiatives designed to improve student learning and success. These NSSE responses provide evidence that the initiatives have increased student engagement and satisfaction in the first year, and as these students have progressed through the curriculum, the engagement of seniors has begun to increase as well.

Program Review

Responding to recommendations received following its review, the School of Music has instituted two new programs: music technology and music therapy. The Kelley School of Business and the School of Music are considering offering a Master of Business Administration degree with a focus on music technology. Restructuring of the school has been completed.

The proposal for a PhD in Health and Rehabilitation Sciences was approved by the Graduate Affairs Committee in April 2007 and will be forwarded to the Academic Leadership Council.

In a decision related to program reviewers' recommendations, the schools of Education and Science have established the Urban Center for the Advancement for Science and

Mathematics Education (UCASE). Through a combination of program development, mathematics and science education research, and graduate and undergraduate scholarships, UCASE will pursue a common goal of increasing the numbers of highly qualified science and mathematics teachers.

In response to recommendations made by the team that reviewed the Department of English, faculty entered into a planning process that established seven priorities addressing the following themes: hiring needs; revising key policies and guidelines; revisiting curricula for department majors; improving morale; focusing attention on research and teaching; focusing attention on personal professional development; and developing a strategic plan.

The Physics department has begun systematic tracking and follow-up on all inquiries for information about the graduate program. The most promising potential students are invited for campus visits. The department is exchanging graduating students' data with other universities and then contacting those students whose data are received. Attempts are being made to increase the visibility of the Physics program among colleges in Indiana and the surrounding states by preparing and sending brochures, inviting faculty from these institutions to visit IUPUI, and contacting graduating students from these colleges. A Graduate Assistance in Areas of National Needs (GAANN) grant funded by the Department of Education for $400,000 for 3 years, plus a required match from IUPUI of $97,000 (being provided by the Graduate School and the School of Science) will support 16-20 graduate fellowships over the next 3 years. In addition to research grants from federal and state agencies and private foundations, faculty continue to seek graduate student support from agencies such as the American Heart Association and Purdue Research Foundation, which offer programs for graduate student assistance. As the newly recruited faculty settle into their roles at IUPUI, more grant activity should help to garner greater support for graduate students.

The Department of Biology has changed requirements in the BS program to make research and a senior thesis an option rather than a requirement and hired two very promising faculty to connect the department with the Department of Biomedical Engineering. Faculty have earned over $2.5 million in new research funding.

Biomedical Engineering continues to be guided by feedback from last year's BME department review: The recommendation to *increase diversity hiring* (especially female) has led to the hiring of a new minority female faculty member and will continue to influence search and screen activities. The recommendation for *improved allocation of space* has led to an increase and consolidation in a centralized area of department laboratory and teaching space. The recommendation to *infuse entrepreneurship into BME courses* will shape some of the topics covered in our capstone design course, to be taught for the first time this fall. Finally, the recommendation to *clarify elective course offerings* has led to the development of a more comprehensive approved depth area electives list, and has influenced the planning of appropriate courses for the elective stream.

Performance Indicators

Two of IUPUI's ten mission-related goals focus directly on student learning. These goals are stated: "support and enhance effective teaching" and "enhance undergraduate student

learning." Each year faculty and staff review panels are convened to assess IUPUI's progress in these areas using the following scoring rubrics:

A *green light* indicates that the goal is being achieved at an acceptable level or is clearly heading in the right direction.

A *yellow light* indicates that the goal is not being achieved at an acceptable level, though it might be improving or declining slightly.

A *red light* indicates that the current status or direction of change is not acceptable.

The data used to evaluate success in the area of supporting and enhancing effective teaching show increasing levels of faculty participation in professional development opportunities related to teaching and learning and a significant increase in the use of technology to improve teaching and learning. *Green lights* have been assigned to the subgoals of "institutional priorities for teaching development and practices," "development of technology-based and technology-assisted teaching capacities," and "use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes." *Yellow lights* have been assigned to the subgoals of "engagement of students through the curriculum and co-curriculum in learning about their own and other culture and belief systems."

The data used to evaluate success related to the goal of enhancing undergraduate student learning show that IUPUI is moving toward a more inclusive, welcoming, learning environment, with assessment efforts on the rise and improvements in student satisfaction. Student advising, however, is lagging behind other components of this goal, with current student and alumni surveys consistently documenting that this is an area needing improvement. Likewise, first-to-second year retention rates have not improved significantly, and they lag well below the retention rates of our peers. Review panels gave a *green light* to the subgoals "demonstration of students' general education and major-specific learning outcomes," "quality of the learning environment," and new graduates' contributions to their professions and communities, economically, socially, and culturally." A *red light* was assigned to "student academic progress and achievement" to indicate the need for more work to improve advising and retention to graduation.

The Student Electronic Portfolio

The IUPUI student electronic portfolio (ePort) is being designed to provide evidence of both achievement and improvement in each of the PULs as they are learned within the context of the student's major. Authentic evidence of individual student learning, as well as aggregated information about learning at the course, department, program, and campus levels will be increasingly available as the ePort software matures and is adopted by more departments across the campus.

The implementation of ePort is integrated with several concurrent initiatives, such as the establishment and maintenance of faculty Communities of Practice based on the PULs, Themed Learning Communities, General Studies Curriculum Development, Service

Learning/Community Engagement, and Faculty Development. This progress report therefore includes information about these integrative aspects of ePort implementation.

The academic year 2005-2006 saw a notable change in the implementation of ePort: the introduction of two-year Integrative Department Grants, designed to engage faculty at the department level in conversations about and improvement of student learning. The goal was to integrate the Principles of Undergraduate Learning explicitly into discipline-specific learning outcomes, and to develop assignments that would provide evidence of student learning in both the discipline and relevant Principles of Undergraduate Learning. Each department receiving a grant is provided funding for faculty to engage in significant planning for student learning, and for a team of specialists in instructional design, instructional technology, assessment, and information resources to support curricular transformation resulting from those discussions. Assignments integrating the Principles with learning outcomes for the major are submitted to ePort to document growth and achievement in student learning. The Department of Secondary Education and the Department of Computer and Information Technology were the recipients of the first round of grants and have made significant strides toward building curricula that more intentionally incorporate and assess the PULs and related discipline-specific learning outcomes, using customized versions of the ePort learning matrix. The Department of Visual Communication and the Division of Education at IUPU Columbus were recipients of the second round of grants, beginning this past academic year, and are making good progress. Proposals for next year are currently under consideration.

This focus on implementing ePort at the department level and the availability of modest funding support have generated considerable interest among IUPUI schools and departments, where faculty have begun to see ePort as a means of supporting learning and assessment of both disciplinary outcomes and the PULs. The ePort team, made up of representatives of the Office for Professional Development, Planning and Institutional Improvement, and University Information Technology Services, works intensively with these departments, both to guide and advise them on implementation of ePort and to seek their feedback on ongoing development of the software. Development priorities for the coming year include building assessment capabilities that will automate aggregation and disaggregation of assessment outcomes based on student work submitted to ePort.

The ePort team is also working to refine approaches to using ePort in our freshman Themed Learning Communities (TLCs), through small grants to faculty groups collaborating on teaching these linked courses. A primary thrust of this work, as with the Integrative Department Grants, is to embed ePort work in courses so that it supports TLC learning goals, rather than including ePort as an add-on. This incremental approach, using modest incentives and offering faculty and departments extensive guidance and support, seems to be working effectively to encourage department and faculty adoption and use.

1. **Themed Learning Communities** (TLCs): The TLCs combine 2-4 first year courses with a first-year learning experience around a particular theme, and thereby provide an excellent and integrated introduction to the PULs. The TLCs play an important complementary role to ePort in relation to Goal 6 in that they are an ideal site for students to integrate assignments in several courses for a particular PUL. Therefore they provide an excellent catalyst for student learning of the PULs in a context that is

truly integrated within the disciplines. Further information is available at http://www.opd.iupui.edu/COIL and then click on Themed Learning Communities.

2. **Communities of Practice** (CoPs): To date, five CoPs have been established, one for each of the PULs, except for Depth, Breadth, and Intellectual Adaptiveness, which is addressed in two additional Communities of Practice, namely Civic Engagement across all the PULs, and Technology and the Scholarship of Teaching and Learning. With a total engagement of around 80 faculty, these Communities are still fledgling. Nonetheless, they are doing important work in relation to ICHE Goal 6. They have refined the expectations for learning of the PULs at the introductory and intermediate levels and have developed some sample assignments that explicitly integrate the targeted PUL with discipline-specific concepts and knowledge. The expectations for learning appear in the ePort learning matrix, and the sample assignments provide well-structured opportunities for students to demonstrate their learning of the PULs in ePort. Further information is available at http://www.opd.iupui.edu/COIL and then click on Communities of Practice.

3. **General Studies**: The curriculum for General Studies is grounded in the Principles of Undergraduate Learning. In Spring 2005, General Studies faculty began to develop a three-credit course using ePort to document and assess learning in relation to the PULs. This was implemented in Spring 2006 with one class of pilot students. Since General Studies boasts the largest number of majors on campus, the involvement of this program provides a significant catalyst for engaging more students and more faculty in ePort as a means of documenting student progress in learning the PULs. Additionally, General Studies caps its curriculum with a capstone course requiring paper portfolios constructed entirely around the PULs. The portfolios are reviewed by faculty from across the campus. It is anticipated that this capstone course will begin using ePort for its capstone portfolios as soon as the infrastructure is fully developed within the Oncourse CL environment.

4. **Service Learning/Community Engagement**: Six departments (Sociology; World Languages and Cultures; Communication Studies; Sociology; Visual Communication; and Computer Information Technology) are currently involved with an initiative in the Center for Service and Learning to integrate service learning and community engagement meaningfully throughout the major. This engagement will be documented through reflections developed by the students in relation to the PULs. These reflections will be posted to the ePort to demonstrate the integration of service learning/community engagement with the PULs and with the major. Together with the Civic Engagement Across the PULs Community of Practice, the Center for Service and Learning is providing significant leadership in assessing student understanding of the PULs in relation to community engagement.

5. **Faculty Development**: The Center for Teaching and Learning provides several kinds of support for faculty who wish to learn how to use ePort to document progress and achievement in the PULs. The "ePort Airport" is a day-long workshop on the PULs and ePort, and is available to individual departments or other campus groups upon request. Individual technological support is provided, as well as a wealth of shorter workshops offered throughout the year. Every workshop involving course

development includes sessions on the PULs and information about how to develop assignments that integrate the PULs explicitly with discipline-specific concepts in order to demonstrate progress and achievement on ePort.

6. **Integrative Department Grants**: These grants provide resources from funding to technological, pedagogical, curricular, and assessment expertise to departments seeking to develop their curricula in ways that explicitly integrate the PULs throughout the major, providing not only opportunities for students to achieve a basic level of competence in all of the PULs in relation to the major, but also to grow and develop intellectual competence in the PULs as they progress through the major. This intellectual growth and achievement is documented and assessed using ePort.

The above seven initiatives provide a widening network for integrating and supporting the Principles of Undergraduate Learning throughout the campus, as well as increasing faculty engagement with ePort as a means for documenting progress and achievement in the PULs. Taking this intentionally incremental approach will enable faculty to come on board at a comfortable pace, ensuring that their motivation to enhance student learning of the PULs becomes the prime factor in their engagement.

Annual Assessment Reports

Direct and indirect sources of evidence of student learning are being used in every school to guide efforts designed to improve curricula, instruction, and student support services. Some examples of evidence and responsive improvements drawn from the 2007 reports from academic units are summarized below:

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Business	Surveys and student feedback	Principles of Business Learning (based on PULs) were revised and adopted by both KSBI and KSBB.
Continuing Studies	Capstone course, written portfolio, and oral presentation based on portfolio	Portfolios are not individualized: students have the option of creating 1 of 3 different portfolios, depending upon the goal for their degrees.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Dental Hygiene	Surveys and feedback from students, faculty, patients, advisory committee, and alumni.	Added a new freshman learning community course to enhance mentoring of potential applicants by program faculty; added two external clinical sites to improve access to periodontal cases; added three new clinical competence exams to assess students' abilities to treat special patients' needs; added a mock licensure exam; participated in faculty calibration workshops to unify periodontal diagnoses among divisions of the department based on new guidelines for the regional licensure exam; incorporated Breeze software and more online learning in selected courses to be more responsive to current student learning preferences.
Education • Secondary	Benchmarks • Student reflections reporting on areas of growth and/or concern cited by faculty • Students view and analyze a content pedagogy teaching case	Faculty review the results of the benchmarks in light of program and course objectives and make modifications to address areas of weakness. Based on 2006 findings, a new, proactive system was developed to identify students who act in unprofessional ways early in the program so that these students can be assisted in their development. In addition, the assessment protocol was modified and a new rubric was designed to score the analysis of benchmark data.
Engineering and Technology • Biomedical Engineering	2005 comprehensive program review	• The recommendation to infuse entrepreneurship into BME courses is shaping some of the topics covered in the capstone design course to be taught for the first time in Fall 2007 • The recommendation to clarify elective course offerings has led to the development of a more comprehensive electives list.
• Computer and Information Technology	Assignments, tests, lab reports, project reports and presentations, final exams in courses; internship and project reports; student, alumni, and employer surveys; Industrial Advisory Board appraisals	Increased emphasis on oral and written communication skills; standardized the specific tools to be taught in all systems analysis and design courses.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Construction Technology	Individual and group projects; capstone project presentations; laboratory reports; exams; student and employer surveys; senior exit interviews; peer reviews; Industrial Advisory Board discussions	• Industry Advisory Board recommendations have led to a new plan of study with several new courses as well as content changes in some courses. • Changes in instruction include increased use of technology in teaching, several new online courses, and more case studies, real life examples, and lab experiences to meet industry's needs.
• Design Technology	At least one course is identified to assess each PUL and ABET program outcomes.	The program was reviewed by ABET and was given full accreditation for six years. In addition, the program was recommended for full accreditation for ten years by NASAD.
• Electrical and Computer Engineering	Capstone project reports; laboratory reports; exams; student, alumni, and employer surveys; Industrial Advisory Board appraisals; oral presentations; term papers/project reports	• The engineering ethics course was revised to be more case-based. • Senior seminar is being discontinued and reconstituted as a sophomore seminar to give students earlier exposure to subjects such as interviewing, resume writing, and internships. • A senior design course will now be two semesters long, but still at 3 credit hours. • A new interdisciplinary course has been designed to emphasize the integration of knowledge from a number of technology areas.
• Electrical and Computer Engineering Technology	Course project reports (written & oral); capstone project reports (written & oral); research reports; formal laboratory reports; Design & Build project (assessed using rubrics); final exam; student and faculty surveys; Industrial Advisory Board appraisals	• Improve problem solving, a recitation section was added to ECET 107; retention and student GPA increased. • To improve critical thinking course objectives were added to suggest that lab reports have a section on conclusions. Then a rubric was developed to assess the conclusions section. • To improve teamwork, course objectives and assessment activities were added to some classes and lecture content was modified in the project course. • To improve attention quality and timeliness, course objectives and assessment activities were added in some classes. • To improve written communication, a grader was hired to assess grammar on some assignments throughout the curriculum. In addition, tablet PCs were purchased for faculty to facilitate their grading of electronically submitted reports.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Freshman Engineering	Hourly and final exams, student surveys, oral presentations, peer evaluations, project reports, project assessment survey	• Results derived from course outcomes surveys, project report evaluation, and peer evaluations have produced changes in project design, instruction on teamwork, and teaching methods. • MATLAB was removed from ENGR 196 and 197 and placed in a separate course, ENGR 297. • Online quizzes were implemented in DD 190 courses taught at Butler. • Report writing instruction was added to ENGR 196. • A simple team-building/engineering design project (fruit drops) was added to ENGR 195.
• Mechanical Engineering	Capstone design project reports; laboratory reports; exams; term papers/project reports; oral presentations and jury evaluations; employer, student and alumni surveys; faculty feedback mechanism; Industrial Advisory Board and Student Advisory Board appraisals	• Jury evaluation of capstone design projects led to more emphasis on project evaluation and a design impact statement. • Course outcomes surveys led to the addition of term paper/technical writing exercises in certain classes to improve research and writing skills.
• Mechanical Engineering Technology	Laboratory written and oral project reports; capstone design project written and oral reports; assessed homework assignments linked to course learning objectives; assessed exam questions linked to course learning objectives; student satisfaction survey linked to Program Outcomes; graduation examination questions linked to Program Outcomes; alumni surveys linked to Program Outcomes; employer surveys linked to Program Outcomes; feedback from Industrial Advisory Board; faculty End of Semester Reflection documents.	• Online reference material was added to clarify a difficult topic in MET 111. • Course content in MET 141 was revised to include additional basic chemistry theory. • Multimedia animations and a new experiment were added in MET 211 to clarify difficult material. • An exam in MET 214 was revised to assess a difficult learning objective more effectively. • IN MET 344 additional homework, assignments, quizzes, and exams were incorporated to assess student learning objectives more effectively. The course content was transferred to PowerPoint with supplemental audio files and offered on-line for the first time.
• Organizational Leadership and Supervision	Quizzes, midterm exams, final exams; evaluation of oral and written reports; surveys of student attitudes toward progress	• Multimedia animations Reformat of final exams to improve measurement of the ability to "comprehend, interpret and analyze" text. • Introduction of audio conference chat into

School (with Majors)	Source(s) of Evidence	Responsive Improvements
	in meeting course objectives; students' self evaluation of performance in meeting PUL outcomes; alumni surveys; Industrial Advisory Board appraisals.	online classes to improve measurement of the ability to "communicate effectively... in small and large group settings." • Departmental re examination of the sequence PUL competency levels with the core courses to improve the potential for progressive skill development from basic to intermediate to advanced. • Addition of a required course in technical writing.
• Technical Communications	Oral presentations and written reports	TC faculty now offer to participate as jurors for senior design presentations for both engineering and engineering technology students.
Health and Rehabilitation Sciences	Standardized student evaluations of teaching. National licensure exams. Accreditation reviews.	• Faculty agreed on 14 core questions for student assessment of teaching. • Both Physical Therapy and Nutrition and Dietetics graduates exceeded the national average on their respective licensure exams. • Both Physical Therapy and Occupational Therapy programs had on-site visits and both received full reaccreditation status. Nutrition and Dietetics maintained its full reaccreditation status.
Herron	Assignments, projects, exams in courses, Sophomore Advancement Reviews, artist's statements at sophomore and senior levels, capstone courses, student surveys, alumni surveys, internship supervisors' reviews, 2nd looks assessments, senior exhibition, senior portfolio, video tape/DVD, teaching portfolio, lesson plans, written reflections on teaching & lesson plans, use of rubrics	Students who do not meet expectations in the Sophomore Advancement Review are placed on probation or denied advancement; now they are given instructions about what to do prior to being considered for a subsequent review. A new text has been adopted for the Herron Themed Learning Community and a new section will be added in Fall 2007; Visual Community Design (VCD) faculty plan to spend more time teaching research and writing skills; all VCD students now will be required to take a speech course.
Liberal Arts • Anthropology	Perceived need to integrate civic engagement and service learning components in the curriculum.	Selected upper-level courses for ethnographic projects such as those build and maintain partnerships with communities in Indianapolis threatened by predatory lending policies and urban blight.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Geography	Student requests for concentrated time formats, i.e., 12 weeks instead of 16 weeks.	In selected courses, combinations of traditional in-class and newer online formats have been developed to allow students greater flexibility in scheduling classes.
• History	Evaluation of majors' capstone course	Systematic analysis of majors' projects has become the basis for setting benchmarks concerning the mastery of skills and knowledge of history graduates and for developing an introductory course for history majors.
• World Languages and Cultures	Placement tests for students in all language classes and DELE test for Spanish language certification.	Placement tests (online and traditional face-to-face) have been developed and improved. In addition, the test that is the basis for Spanish language certification has been reviewed and revised.
Medicine • Health Professions Programs	Clinical experience evaluations, final practical exams, national certification exams, and employer surveys.	All benchmarks for student achievement were met in 2006-07.
Nursing	Course evaluations; NCLEX Program Reports; ATI testing; ATI-Comprehensive; capstone evaluation; EBI-Exit surveys; alumni surveys. .	• Increased use of simulations • Strengthened content in physiology and pharmacology in the sophomore year of the BSN curriculum • Faculty have adjusted course content to reflect areas where students have tested below national benchmarks for ATI • Senior students not meeting the national benchmark are required to remediate to benchmark performance level • Strengthened the preceptor online training by clarifying expectations • Added EBI Masters Survey to measurements used to assess graduates of our masters program. Mapped EBI benchmarking items to BSN and MSN outcomes • Modified BSN and MSN outcomes to address expectations of graduates' employers for more current and relevant practice

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Physical Education and Tourism Management • Department of Physical Education	Graded out-of-class field experiences, in-class laboratories, examinations; alumni surveys; internship placement evaluations; cooperating student teacher evaluations; record of professional / graduate school placements of our recent graduates; undergraduate student research activities (presentations local and nationally); Service-Learning Community site evaluations	• Introduced an 'orientation' to service learning in selected courses; • Expanded service-learning course options; • Spoke with professional organizations about reporting passing rates on National Certifying Exams of our recent graduates, in particular: ACSM, NSCA, PRAXIS; • Department developed 'Working Groups' such as one for *certifications* and another for *course development* to address perceived gaps in expectations; • Re-tooled some courses; • Introduced selected technologies in specific courses to address deficiencies; • Collaborated with local community agencies to offer more 'real-world' experiences to undergraduates in laboratory portion of course.
• Tourism, Conventions, and Event Management	Capstone course	• Decreased class sizes and enhanced active learning opportunities throughout the curriculum. • Offered more online courses to meet the needs of location-bound students. • Created new courses to meet changing industry needs. Now placement rates of graduates in related jobs have increased. • Began offering courses in an accelerated format (12 weeks) to meet changing student needs. • Help Us Help You Graduate campaign has increased the number of BS graduates to a new record high

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Public and Environmental Affairs	Student performance in gateway and capstone courses; DFW rates and grade distributions; school & campus student surveys; NSSE; DFW rates and grade distributions; retention and graduation data; student, employer and faculty evaluation of internships; focus groups; internal and accreditation reviews; learning outcomes mapped for each course mapped to degree learning outcomes	
• Criminal Justice		• The Criminal Justice and Public Safety majors were updated to emphasize values and ethics. A new course on diversity was added to the curriculum. • J101 instructors revised the course to include mentoring and critical inquiry. Just-in-time teaching was evaluated in one section of J101.
• Environmental Science and Health		• The Environmental Science and Health major was updated to align with accreditation requirements. These changes, which also included revisions to the learning outcomes for the major, were focused on strengthening critical thinking, quantitative skills, and depth of knowledge. • Additional changes include strengthening science requirements (added two semesters of inorganic chemistry and one semester of organic chemistry plus an additional 3 science courses). • GEOG-G338 Geographic Information Systems was added as a requirement to improve quantitative skills. A new integrated course on water and wastes was developed. • Pre-requisites were required for SPEA-H459 and SPEA-H460 (data analysis and laboratory courses) to ensure adequate background for these courses. The laboratory and homework exercises were retooled for H459 and H460.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Health Administration		• The Health Administration major was updated to align the major to certification guidelines for undergraduate programs in health administration. These changes, which also included revisions to the learning outcomes for the major, were focused on strengthening quantitative skills and critical thinking, emphasizing diversity and ethical issues, and strengthening intellectual depth. • The curricular changes include: 1) Students without health care experience will take a 1-credit introductory course on health care in the U.S; 2) Expanded the options in personnel management to include SPEA-V443 Managing Workforce Diversity and SPEA-V435 Negotiation and Alternative Dispute Resolution; 3) Added SPEA-V379 Performance Measurement and Program Evaluation as a general management option; 4) Strengthened depth by requiring courses in advanced finance (SPEA-H353) and strategic management (SPEA-H401; 5) Emphasized health care ethics by requiring SPEA-H474; 6) Updated the content of SPEA-H411 to include chronic-care administration and updated the content of the capstone SPEA-H472; 7) Improved experiential access by permitting students with junior status to take the practicum course 8) Improved quantitative performance by requiring BUS-A200 or A201 as the prerequisite for SPEA-H352 (health finance course).

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Public Affairs		• The learning outcomes for the Public Affairs major were updated to align with required competencies. • Curricular changes to SPEA-V170 (introductory course) and SPEA-V439 (capstone) were made to emphasize critical thinking, written communication and technology skills. • An assessment tool was developed for SPEA-V473.
Science • Psychology	Surveys and student feedback	Data collected from students entering B311 Introductory Laboratory in Psychology revealed a very wide range of competence in the ability to use SPSS to analyze data. B305 Statistics is a prerequisite for B311 and is the course in which data analysis is learned. A set of standardized SPSS modules was created and required in all sections of B305 during the 2006-07 school year to insure that all students who enroll in B311 in the future will enter the course with fundamental competence in SPSS.
Social Work	Focus Groups; Course/Instructor and Student Learning Assessment System; Course Learning Objectives Classification System; student video tapes; practicum final evaluations; exit surveys; service learning surveys; curriculum assessment regarding internationalization of the undergraduate curriculum.	• Developed more online courses and teaching approaches to address different student learning styles. • Intensified the oversight by faculty of some field practicum agencies. • Invested more faculty efforts in service as mentors for undergraduate research projects. • Increased systematic development of service learning opportunities at the freshman, sophomore, and junior levels. • Implemented a course on global issues.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
University College • Summer Bridge Program	End-of-Course Questionnaire; GPA and Retention Reports; student participation statistics; and student profiles.	• Because of positive assessment results, the program was expanded to 450 seats. The Schools of Business, Engineering, Nursing, and University College added sections for summer 2007. The School of Public and Environmental Affairs will participate for the first time, and a special section for international students has been added. Students who are awarded the First Generation Scholarship will be required to participate, and students who are 21st Century Scholars will be offered an additional scholarship award for participation. African American males who are 21st Century Scholars will be eligible for another scholarship award for participating in the bridge program. • Altered math component • Created innovative curricular components

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• First Year Seminars	End-of-Course Questionnaire; GPA and retention data; student participation statistics; and student profiles.	• Program has been expanded due to positive impact on GPAs and retention. • The annual Learning Community Colloquium was dedicated to helping instructional teams prepare a curriculum that will place greater emphasis on multicultural topics in helping students gain an understanding of and appreciation for diversity issues. Instructional teams have been asked to develop an action plan syllabus to demonstrate how they will cover the topic throughout the first semester. • Enrollment requirements for on-line learning communities have been changed. Half of fall 2007 on-line sections will be reserved for late enrollees (as in previous semesters), but the other half will be open this fall to students who might benefit most from an on-line learning community experience. Two UCOL sections have also been reserved for science and nursing majors who are unable to take Windows on Science or the Nursing learning community sections because those sections are filled by the time they enroll. • University College expanded its Themed Learning Community (TLC) sections. In fall 2007, three new TLCs will be offered including African America Perspectives, Crime in America, and Health and Wellness.
• Critical Inquiry	Course evaluations; grade data; and instructor perceptions.	• Continued to clarify learning objectives and revised end-of-course questionnaires to reflect the changes. • Resources will be devoted to ensuring that CI faculty members are engaged with each other through a Community of Practice. • Increased training and support for all faculty.
• Orientation	New Student Exit Survey	• The format of the Transfer Orientation was revised. Presentation content and flow was modified for each session of the program to meet the needs of transfer students. • Continued focus on EXPLORE THE ROAR (campus tour) to create an engaging and interactive tour- while keeping in mind the important learning outcomes of the FLASH program (First year students Learn & Achieve Socially Here).

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Advising	Web-based survey to random sample of UC students; pre-post questionnaire administered in first-year seminars; Web-based survey to random sample of students recently certified to schools; UC advisors survey	• Intentionally designed learning experiences for students in individual advising sessions, group advising, and the learning communities that focus on stated learning outcomes. • Tied advisor training and development to learning outcomes. • Clearly articulated learning outcomes to students. • Continued efforts to integrate academic and career planning. Developed programs/advisors to help students not admitted to competitive fields and to assist with alternate career plans. • Developed systems to encourage, mentor, and reward staff for scholarship in the field of advising. • Committees formed to address: Assignment of advisors, meeting the needs of non-traditional students, New Student Orientation advising, Advisor development (inquiry and scholarship), Advisor training, and the health advising network.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Learning Center	Tutoring Survey; graduating Student Mentors Website; biology mentors and instructors surveys and interviews; end of semester grade reports.	• Students reported not being able to connect with a tutor due to their schedules not matching Learning Center hours or their ability to come to campus. As a response to the data collected, the Learning Center has implemented a website, which students can access 24 hours a day, which lists students who are willing to tutor in a variety of subject areas. • A website has been created to connect former students in the mentoring community with their peers to share contact information, accomplishments, family news and photo galleries. Additionally, former mentors will be kept up-to-date on the current activities in the many programs that utilize mentors and opportunities to join those organizations in coming events. • As a means of keeping Biology mentors and instructors connected, the Learning Center has collaborated with Biology instructors to institute the Biology Mentor Roundtables (BMR). These meetings allow mentors in Biology to meet with instructors in BIOL N212, N214, N217, N261, K101, and K103 to discuss different ways to connect the content for their course to their students in a way that is augmented by models, animations, charts and collaborative learning techniques. • The DFW rate for the PSY B104 course has not changed much in the six years the Structured Learning Assistance program has been in collaboration with the Psychology department. As a way to address students who are struggling with the Psychology material, Learning Center staff are working closely with Psychology instructors to make adjustments in mentoring to address the needs of lower-achieving students. The main focus of the mentoring sessions will be text analysis, homework completion, goal setting, attendance and participation, and exam preparation.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Math Assistance Center	Student Surveys Summary Report	• Continued to invest in more modules (including software-based modules) that students may use (with guidance from tutors) to achieve needed improvements in specific topical areas. • Media Online Math Tutorials and Project/Online-Homework Software Assistance created (the Online Help and Media OnLine provides links to the lectures for Pre-Algebra, 001, 110, and 111). • The demand for assistance in M118 is nearly twice the demand for any other course that the Center serves. In response to that, the Center now schedules 1-2 M118 tutors at all hours of operation in addition to offering at least 30 hours of SI assistance Monday through Thursday. • Improvements have been made to both the tutor and mentor interview and evaluation processes to help insure that students receive quality help from their peers. • In response to a desire for exam jams that are more reflective of finals and overall course content, Center staff met with course coordinators to discuss, select, and otbain approval of Exam Jam content.
Columbus • Division of Business	Business strategy globalization game in capstone; new reflection assignment at the end of the internship	Expanded the number of students taking internships; the final program reflection now requires students to address their learning, curriculum content, PULs, and other aspects of the academic experience.
• Division of Education	National PRAXIS exams; locally-developed performance assessments based on national standards (3 program benchmarks); new performance assessments; student, employer, field placement teacher; and advisory board surveys	Changed field experience expectations, including separate course syllabi for practica that link PULs and national standards to performance assessments in the field experience; implemented student ePortfolio to evaluate content knowledge.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Division of Nursing	National licensure exam (NCLEX); clinical performance practicum / capstone evaluation; course evaluations; ATI assessments; ATI NCLEX blueprint predictor; surveys and focus groups.	Students will take practice and proctored ATI assessments with a benchmark of 60%. Students will remediate until they reach 90% if the 60% benchmark is not met.
• Division of Science	1. Assignments, lab reports, project reports 2. Exams, including common finals in some areas 3. Lab practical exams 4. Research proposals and reports, including capstone 5. Presentations (individual and group) 6. State board exams 7. Self-evaluation and supervisor evaluation of practicum experiences 8. Midterm and end of semester course evaluations 9. Employer feedback 10. Alumni feedback	Some psychology courses built in additional time for discussing controversial issues as a basis for critical thinking papers. Other psychology courses used interactive software to create electronic case studies.

The Accelerated Improvement Process
at Work at IUPUI
(January 2007)

Office Involved	Process	Contact(s)	Progress
Campus Facilities Services	Activities of Process Improvement Team	Patricia Turner	Working through a number of processes, as well a balance-scorecard approached for CFS operational divisions. In the midst of completing a way to shorten the hiring process time for Building Services Custodial personnel. Working with that team and in one case of internal candidates – have identified a process to shorten the period from 3-4 weeks down to less than 2 weeks from start to finish. Each of these processes has resulted in saved time and money. Will be looking at the interviewing process after this. Looking to move thorough a number of our processes this way.
Center for Service & Learning	•Website redesign •Task force planning transfer of College Work Study from Career Center to CSL	Julie Hatcher and Elizabeth Laux	Work on the webpage has gone very well, perhaps because of the level of staff involvement, buy-in that was generated initially through the use of AIP. Community Work Study Group: 3 meetings to date and plan to have one final meeting at the end of June. Very close to having a final product that includes three flow charts for the Community Work Study process—one for IUPUI administration; one for students; and one for community partners. These flow charts will be converted into checklists for the students and community partners because feedback received from these constituents indicates that the flow charts are a bit confusing & too cumbersome. Overall, the process has worked well and I would recommend using AIP again.
Center for Service & Learning	Multiple projects	Julie Hatcher and Elizabeth Laux	Projects were identified at a staff retreat on July 20, 2006 where Karen Black facilitated. On February 19, Black will attend a staff meeting to hear reports on progress.
Engineering and Technology	Internal student database	Kelly Keelen	Identified data that should be collected and established business rules for the database.

Office Involved	Process	Contact(s)	Progress
Enrollment Center Admissions Multicultural Outreach	Coordination of student outreach activities among 3 offices	Pamela Brown	Using AIP for Outreach Events to determine in which events to participate. Participated in fewer events since. Using a modification of AIP for another project that is not working that well, but have learned lessons.
Enrollment Services	Post-Baccalaureate admissions	Becky Porter	Using the flowchart, four specific areas were identified as needing further attention and analysis in terms of the business processes. A sub-committee of team members was assigned to each of the four areas and a team lead established. The task for each group was to define the issue, discuss possible business process changes and submit a recommendation to the AIP team at the following meeting. - Issue #1: Students Pursuing Teacher Licensure/Certification (B. Jones, Lead) - Issue #2: Varying Business Processes between UG and Grad Admissions (J. Pease, Lead) - Issue #3: Inappropriate Applications to Graduate Non-Degree program (S. Wheeler, Lead) - Issue #4: Financial Aid Needs and Assessment (J. Fiddler, Lead) Each group submitted recommendations.
Human Resources Administration	Review of background checks for hourly employees	Juletta Toliver/ Ellen Poffenberger	Continue to use AIP principles to conduct background checks. The background check process is much more efficient and often outside perspectives are sought for ongoing improvements. If steps are followed, background checks can be received and processed, and results returned to departments within 3 business days. Goal is to reduce the turnaround time to two days, but the volume of hourly hires is just too great. Recently support staff received AIP training. Team members have been trading duties to improve internal procedures that were once handled by multiple people or sections within the

Office Involved	Process	Contact(s)	Progress
			department, trying to eliminate delays or the inevitable "lost paperwork". Where possible, technology has been incorporated. Will keep AIP in mind to streamline other processes. One key to success is to include individuals from outside the immediate campus unit in which the process resides. The fresh perspective makes a meaningful difference.
International Affairs	Restructure monthly staff meetings	Susan Sutton Sara Allaei	Everyone agrees that meetings are much, much better. They are more focused, more action oriented, less given over to dry reporting. Also used AIP to choose the top ten values for our Vision, Mission, and Values statement for the office - narrowing a list of 27 possible values down to 10 in just one meeting.
Liberal Arts – Department of English	Responding to program review site visit	Susanmarie Harrington	Marilyn Bedford and Karen Black consulted with the department using AIP and facilitator tools to tackle some of the difficult issues raised in the review. An *ad hoc* steering committee (then-chair Christian Kloesel, the associate chairs, and the co-chairs of the self-study committee) directed the department's actions, which included: • the solicitation of individual responses to the review • discussion of preliminary reports from working groups assigned to key issues that emerged from the whole-department discussion. In December 2006 the Department of English presented its response to the external review.
Office for Professional Development	ePort Retreat agenda and activities	Lori Spencer	Process used to facilitate retreat.
Multicultural Professional Development	Minority Council's recruitment and involvement processes.	Natasha Flowers	Marilyn will meet with her in September if the council officers are open to the idea.
Orientation	Online reservation system for new students	Andrea Engler	We have continued to use flow charts as we make several changes in the "flow." It is complicated to flow-chart the processes and work. We have found a couple of errors that had cost us some time. We are in beta testing of the new system and working out bugs daily. AIP helped the team think about the process of serving students in the

Office Involved	Process	Contact(s)	Progress
			reservation process as a flow chart. It was just what we needed to communicate with those who were going to create the system. A "Word" document would have been my preference for communicating but that would have been a waste. To flow-chart the process made the difference in moving ahead and not. Will continue to use this process in phase II of this project. We have all kinds of ideas for what else we want the system to do. The new system that this was instrumental in helping us create was a web reservation system for student self-service. The challenges of trying to pull information from PeopleSoft, receiving privileges and access to data to have it be the "intelligent" system that it needed to be have been challenging. We are still working the bugs out, but it is going to be AWESOME and one of very few such systems in the country
Planning & Institutional Improvement	Website redesign	Karen Black	The initial team concluded its work and charged the technical team. The technical team has presented a proposed web design template and organizational structure.
Nursing, School of	Use of On-course by faculty	Dennis Dell	The entire school is going through the AIP process- the training will begin in August. Formed committees, but the School of Nursing is just initiating the process.
Nursing, School of Office of the Dean	10 task forces related to strategic planning	Marion Broome	(see Dennis Dell's response)
Nursing, School of Office of the Dean	Various administrative processes	Donna Anderson	Still using it and even using it at home! It is amazing that one can accomplish so much more in much less time by using this process. I have just been doing things in my own personal space - not with others, so therefore am unable to comment on the few meetings etc. We hope to do much more of this as a group once the training at the School is complete.
Physical Education and Tourism Management, School of	Classroom management	Betty Jones	I tried a couple of the AIP tools in classes I taught this spring – and found them to be a great help. I used the norm setting tool (what would cause me to

Office Involved	Process	Contact(s)	Progress
			fail as an instructor? You fail as students?) at start of semester. That worked much better than my past efforts with norm setting in classes.
Public and Environmental Affairs, School of	Graduate student admission	Nancy Lemons and Andrea Eickhoff	Process used to streamline the admissions process and to ensure proper backup procedures are in place.
Student Life & Diversity	- New resident Orientation - Internal fiscal controls for Housing & Residence Life - Adaptive Educational Services procedures - Fundraising - Student activity fee distribution	Karen Whitney	Adaptive Educational Services (AES) Have not used AIP yet, but intend to evaluate services such as testing and note taking. Campus and Community Life (CCL) Using AIP for the student activity fee allocation. Had to "reassign" some homework to committee members. Therefore, the process did not take the three meetings as expected.
University College	Twenty-First Century Scholars Program	DiAnna Washington and Reggie Session	Used to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result the process was streamlined and various check points were added to evaluate the process.
University Library	Interlibrary loan	Karen Janke	The interlibrary loan process is working well and AIP made this possible in a very short period of time. AIP works well with new policies and procedures that cross departments.

Projects in Process (January 2007)

Office Involved	Process	Contact(s)	Progress
Education, School of	Advising	Claudette Lands	After the Program Review of Student Services and Teacher Education, Marilyn Bedford and Neelam Chand met with representatives to explore starting a process for handling email contacts from students to advisors.

Potential AIP Projects

Office Involved	Process	Contact(s)	Progress
Academic Affairs Committee of the Faculty Council	More productive meetings	Betty Jones	Exploring use of AIP
Community Learning Network	Solution Center business processes	Amy Warner	Could use a facilitator soon. Have made contact.
Dentistry, School of	AIP training for staff	Margie Beiswanger	Marilyn Bedford or Dan Griffith will contact
Education, School of	More productive meetings	Linda Houser	Not used it lately. Hope to use it as we continue to modify the assessment process in the School of Education.
Health and Rehabilitation Sciences, School of	Communication process	Mark Sothmann	Initial meeting to explore ways in which AIP might assist the process.
Information Management and Institutional Research	Administration of surveys	Mike Wince	Project being explored.
Ivy Tech State College	Transfer Process	Kathleen Lally	Marilyn Bedford will meet with Kathleen and Ivy Tech contact
Liberal Arts	Student information system	Amy Jones	
Parking/Natatorium	AIP training for front-line staff	Carol Pferrer, Julie McKenney	
Purchasing	Business processes	Claudette Canzian	
Registrar, Office of	Communication of and training on new processes	Carla Boyd	Initial meeting to explore ways in which AIP might assist the process.
Research and Sponsored Programs	AIP training for staff	Sid Johnson	

Ongoing Training Process:

Marilyn Bedford, Karen Black, and Dan Griffith along with Ann Zanzig will present *Accelerated Improvement Process: Creating a Culture for Continuous Improvement on Campus* at the CUPA-HR Midwest Regional Conference, May 6-9, 2007 in Madison, Wisconsin.

Betty Jones and Marilyn Bedford presented a 30-minute workshop on "AIP at IUPUI" at The Assessment Institute at the Westin on Oct. 30, 2006.

Facilitator training workshop was conducted on October 12, 2006.

Libby Laux, Theresa Martin, Debbie McCullough, and Marilyn Bedford led a campus-wide AIP workshop on Tuesday, Oct. 17, 2006.

Committee on Teacher Education

at

Indiana University-Purdue University Indianapolis

2006 - 2007 Annual Summary

The Committee on Teacher Education (COTE) exists to provide a forum for dialogue among stakeholders in teacher education at IUPUI. COTE members include representatives of public schools in the Indianapolis area and faculty from the Schools of Liberal Arts, Science, Physical Education and Tourism Management, Herron School of Art, and University College, as well as the School of Education in Indianapolis and in Columbus. COTE meetings during the 2006-07 academic year took place in October, December, February, and May, with a public symposium sponsored by COTE in March.

At the October meeting, COTE members heard for the first time about the Urban Center for the Advancement of Science/Mathematics Education (UCASE). This center is a joint undertaking of faculty in the School of Education and the School of Science at IUPUI using Commitment to Excellence funds. Its mission is to "advance science and mathematics education by promoting excellence in teaching and learning, research and scholarship, and supporting services for students that enhance persistence and achievement." UCASE intends to create and strengthen partnerships with K-12 educators, museums, civic groups, and other informal learning organizations. Specifically, Science and Education faculty and staff will work together to develop four-year programs leading to the certification of secondary teachers in life sciences, physical sciences, and earth/space science. In addition, they will develop recruiting strategies to attract high performing science and math students—particularly those from underrepresented groups—into teaching. They also will develop workshops designed to disseminate good practice in teaching and learning for P-12 science and math teachers.

At the December meeting, and thereafter, COTE members heard from P-12 public school representatives about specific issues concerning teachers in the field.   The first P-12 issue was concern about the impact of frequent achievement testing on teaching in public schools. Many teachers no longer feel they can apply best practices because they have to prepare students for the tests. In addition, students who are unable to pass the benchmark tests given every four weeks eventually give up and don't even try to do the work or take the tests any more.

In March, COTE sponsored a community symposium at the Key Learning Community in Indianapolis. The speaker was James P. Gee, Tashia Morgridge Professor of Reading at the University of Wisconsin-Madison. Gee, a sociolinguist who applies linguistics to literacy and education, described the kind of literacy development that is necessary for success in school. Building on his recent work, Gee discussed the types of

learning and literacy that are built into video games and what they have to teach us about learning, literacy, and language development.

Additional topics considered at meetings during 2006-07 include:

a. the Pathways to Success Program.
b. SOE involvement in secondary schools in the Indianapolis area.
c. proposed revisions to the Secondary Teacher Education Program.
d. block scheduling.
e. the new Master of Arts in Teaching in Spanish.
f. portfolio assessment.
g. removal of social justice from NCATE standards.
h. the Ivy Tech-IU common lower division curriculum in elementary education.