

PAII 2001 Annual Report

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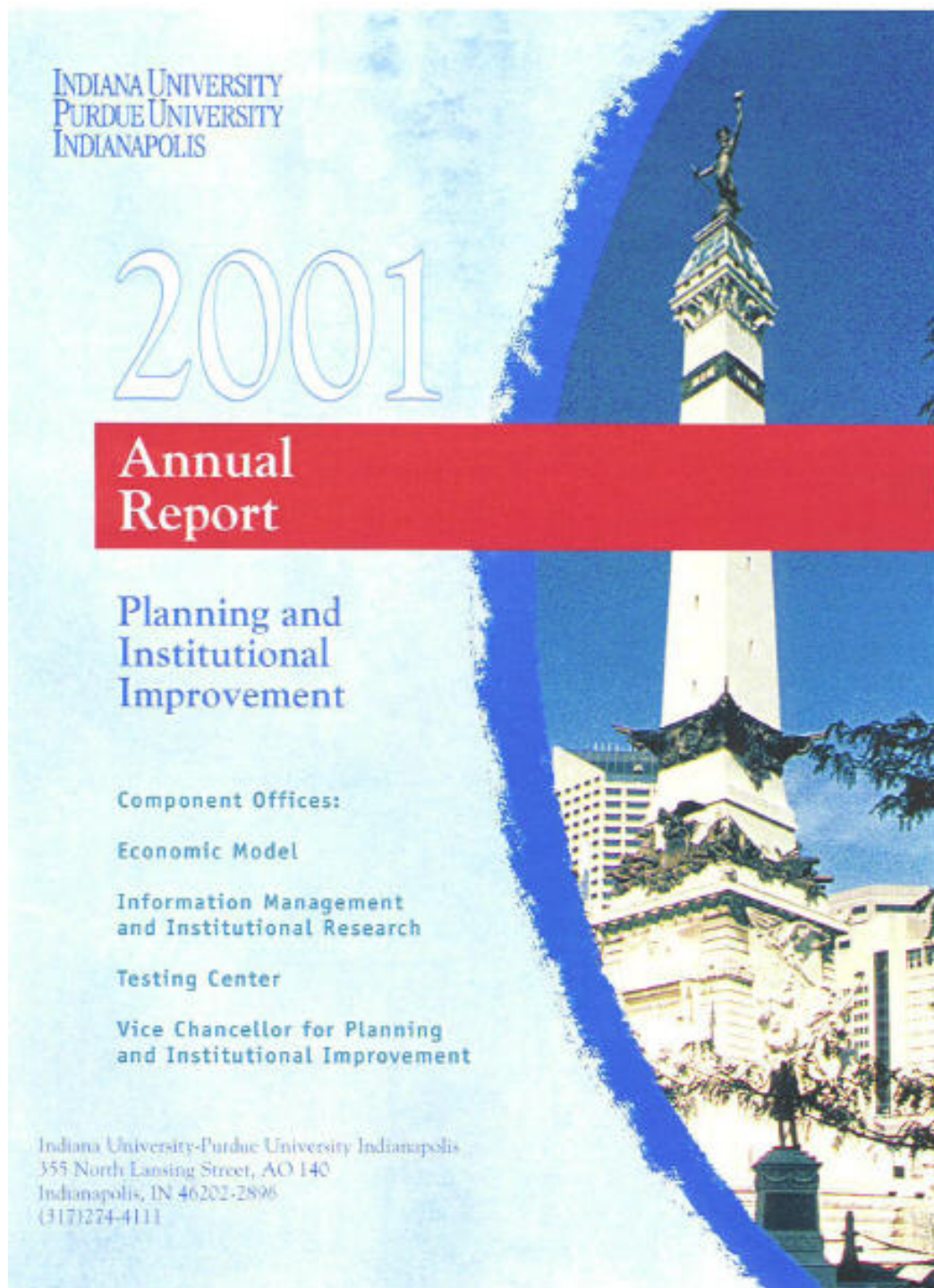
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INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS

2001

Annual Report

Planning and Institutional Improvement

Component Offices:

Economic Model

Information Management
and Institutional Research

Testing Center

Vice Chancellor for Planning
and Institutional Improvement

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

Information Management and Institutional Research (IMIR)

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

Testing Center

The mission of the Testing Center (TC) is to provide assessment and evaluation support through the collection and processing of test data, creating of assessment instruments and the lending of

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

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

- defining unit outcomes (programs, activities, services),
- identifying costs associated with 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 helps administrators:

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

FY2001 Accomplishments

- PAII staff provided leadership for developing the new Mission/Vision/Goals/Objectives document for the campus in collaboration with the Future Group. The draft has been placed on the web for review and comment by Faculty Council committees, Staff Council, and student groups.
- The initial framework for IUPUI's institutional electronic portfolio was developed and organized to illustrate the tripartite mission of the campus.
- PAII staff consulted deans and focus groups of professional staff in refining a set of performance indicators for the campus.
- Two self-studies were initiated in preparation for the North Central Association (NCA) reaccreditation visit in November 2002. One study will address our mission to achieve excellence in teaching and learning; the second will address excellence in civic engagement.
- Our national conference, the 2000 Assessment Institute in Indianapolis, attracted record attendance (530) and our international conference was held in Glasgow, Scotland.
- PAII staff assisted 59 campus units with their academic planning. Most campus units now have aligned their own goals with those of the campus and annual reports are being recorded on a common website.
- Information Management and Institutional Research (IMIR) staff developed point-in-cycle enrollment reports for use by deans and added initial enrollment projections in response to requests for this feature.
- PAII staff provided coordination and information support for a new Enrollment Management Group, helping the group set new enrollment goals. The resulting campus enrollment plan was implemented with no loss of enrollment - in fact, enrollments actually have increased slightly.
- IMIR staff developed a new web-based template for planning/budgeting reports.
- IMIR staff built a Fall 2001 enrollment projection model and conducted a gap analysis.
- IMIR staff provided information support for 40 campus units.
- IMIR staff assisted Chancellor Bepko with analyses relevant to development of the Community College of Indiana.

- PAII staff developed and implemented peer reviews for the Career Center, the Department of Foreign Languages, the masters degree program in Computer and Information Science, and the PhD program in Nursing.
- Phase 1 of a study of progress in implementing IUPUI's Principles of Undergraduate Learning was coordinated by PAII staff. Faculty Associates prepared a document tht provided a framework for organizing th 2001 Moore Symposium.
- PAII staff assisted 61 schools, departments, and offices with assessment activities.
- Testing Center staff implemented three on-line foreign language placement tests.
- Ratings of Testing Center services averaged 95% or above "satisfied" or "completely satisfied" with various services.
- Course evaluation services received 100% good or excellent ratings on all survey items administered to users.
- Economic Model staff brought to 31 the total number of campus units for which economic models (activity-based costing/management analyses) have been developed.
- Renewal rates for subscriptions to the national periodical, *Assessment Update*, edited by our staff, have increased from 75% in 1998, to 78% in 1999, to 80% in 2000.
- The urban university data exchange developed by IMIR staff was expanded to include 21 institutions from the Coalition for Urban and Metropolitan Universities.
- A special issue of *Metropolitan Universities* was developed on the Urban University Portfolio Project and six national conference presentations/workshops on the electronic institutional portfolio work at IUPUI and other UUP campuses were conducted.
- IMIR staff helped design and implement assessment of the effectiveness of University College freshman success programs. Changes in some programs have been made based on preliminary findings of these studies.
- Several reports designed for specific audiences were prepared and disseminated by IMIR staff, including results of the National Survey of Student Engagement, which were distributed to the Program Review and Assessment Committee and Student Life and Diversity and Academic Affairs staff.
- The IMIR analysis of student retention and program effectiveness contributed significantly to

approval by the Board of Trustees of its full-time lecturer initiative.

- The total number of consultations for planning, evaluation, and improvement purposes provided by PAII staff to IUPUI units was 292.
- Vic Borden was elected Associate Chair for the 2001 National Forum of the Association for Institutional Research and Chair for the 2002 National Forum.
- Borden and Banta were selected for service on five National Postsecondary Education Cooperative advisory groups.

Teaching, Research, and Professional Service

- Courses taught by PAII staff - for credit 8
- Courses taught by PAII staff - non-credit 6
- Graduate assistants supervised 8
- Thesis/dissertation committees 15
- Published articles 15
- Keynote addresses 11
- Peer-reviewed presentations 9
- Invited presentations 36
- Service on national advisory groups 10

Summary of Progress on Goals and Objectives

Goal:	1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.
Campus Planning Theme:	Best Practices
Objective:	a. Complete IUPUI's new Vision, Mission, Goals, and Strategies document with participation by faculty, students, staff, and community representatives.
Timeframe:	June 2002
Activities Planned:	Review of plans by faculty, staff, student and community groups. Three Faculty Council committees will suggest revisions in new Mission/Vision/Goals/Objectives document. Student, staff, and community advisory board members also will review and suggest revisions. Appropriately revised document will be reviewed by the Future Group. Faculty Council should approve the new document by June 2002.
Actions taken to date:	IUPUI's Board of (community) Advisors developed and prioritized 15 civic activities in which IUPUI should be engaged. New Mission/Vision/Goals/Objectives document developed by Future Group. Draft planning document placed on web in May for review by Faculty Council committees.
Indicators of Progress:	Approval of Mission/Vision document by Faculty Council (anticipated by June 2002).
Campus Planning Theme:	Best Practices
Objective:	b. Communicate broadly the campus mission/vision.
Timeframe:	June 2002
Activities Planned:	Will seek Future Group and Faculty Council input on portfolio via email. Sections for NCA self-study will be drafted and approved by Future Group; campus performance indicators will be further developed.
Actions taken to date:	Initial framework for institutional electronic portfolio developed around IUPUI planning themes. Draft of campus performance indicators developed. NCA self-studies initiated (for November 2002 visit). National conference attracted record attendance (530); international conference held in Glasgow, Scotland.

Indicators of Progress:	Completed prototype of IUPUI's Institutional Portfolio (in draft form). Listing of performance indicators expanded and enhanced. Faculty/ staff understanding of campus plans (available in 2002). Participation in PAII national and international conferences (record attendance (530) in November 2000; 135 in Scotland). Number of national and international invitations (69 in 2000-01). Number of external information requests (127 in 2000-01).
Campus Planning Theme:	Best Practices
Objective:	c. Develop a short list of campus priorities for strategic investment.
Timeframe:	June 2002
Activities planned:	Involve the deans as well as the Chancellor's Staff, the Future Group, and Faculty Council committees in creating and using the short list in planning and budgeting.
Actions taken to date:	Chancellor develops the list of priorities, though other groups do provide some information for decision-making.
Indicators of Progress:	Short list of priorities developed with specified involvement of stakeholders.
Goal:	2. Enable all academic and administrative units to develop mission, vision, and goal statements aligned with those of the campus.
Campus Planning Theme:	Best Practices
Objective:	a. Provide planning assistance to campus units.
Timeframe:	Ongoing
Activities planned:	Respond to needs for planning assistance as units identify these. Maintain or increase number of units assisted.
Actions taken to date:	Long-range planning assistance provided for Allied Health, Education, Engineering & Technology, Science, SPEA. Virtually all campus units have aligned goals with campus goals.
Indicators of Progress:	Number of units assisted (59). Number of campus units aligning goals with new campus goals (all have done this).
Campus Planning Theme:	Best Practices
Objective:	b. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.

Timeframe:	Ongoing
Activities planned:	Special studies to support further admissions criteria adjustment. Set new enrollment goals. Introduce web-based enrollment reports with drill-down capabilities. Expand and enhance scholarship analyses. Develop further the enrollment projection model.
Actions taken to date:	Point-in-cycle enrollment reports developed for use by deans, initial enrollment projections added, scholarship analyses conducted, continuing to provide support for Enrollment Management Group decision-making. Enrollment goals exceeded without a decline in minority enrollment.
Indicators of Progress:	Campus enrollment plan implemented with no loss of enrollment (enrollments have increased slightly). Preparation level of students improved [SAT improved from 957 in Fall 2000 to 971 in Fall 2001 (14 points)]. Use of web-based management information system by deans and directors (most are using this, but improvement in utilization is needed).
Goal:	3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Campus Planning Theme:	Best Practices
Objective:	a. Continuously improve information support for the campus planning process.
Timeframe:	June 2002
Activities planned:	Link annual planning/budgeting reports to Institutional Portfolio. Refine enrollment projections and move to a longer-term model. Develop Civic Engagement inventory system.
Actions taken to date:	New web-based template used to support annual planning/budgeting reports. Fall 2001 enrollment projection model built and gap analysis conducted.
Indicators of Progress:	Number of units provided information support (40). Ratings of accessibility of planning reports thought web.
Campus Planning Theme:	Best Practices
Objective:	b. Continuously improve the use of environmental scanning information.
Timeframe:	Ongoing

Activities planned:	The Faculty Council Planning Committee will be informed of academic plans (for new programs) being considered and will develop a process for bringing community needs to bear on decision-making. Work with Campus Planning Committee to encourage additional user of information from campus resources like the Center on Urban Policy and the Environmental and Polis in long-range planning. Complete prototype data exchange activities (Portrait of Universities with Metropolitan Alliances -- PUMA)) and develop next state of process.
Actions taken to date:	Further development of urban university data exchange (PUMA). Assisted Chancellor with analyses relevant to development of Community College of Indiana.
Indicators of Progress:	Evidence of more significant involvement of Planning Committee in long-range academic planning. Expansion of PUMA project from Urban 13 to include additional 21 institutions from Coalition for Urban and Metropolitan Universities (41).
Campus Planning Theme:	Best Practices
Objective:	c. Continuously improve the academic program review process.
Timeframe:	Ongoing
Activities planned:	Obtain PRAC for service unit guidelines and financial criteria. Verify and incorporate financial criteria into program review documents. Work with PRAC to incorporate e-portfolio. Work with PRAC on teaching/learning self-study and obtain Future Group approval for two special emphasis self-studies.
Actions taken to date:	Guidelines for review of service units submitted to PRAC for approval (May 2001). Four reviews (Career Center, Foreign Languages, CIS PhD, NURS PhD) and one follow-up (Construction Technology) were conducted. Three department heads (Career Center, Anthropology, Biology) briefed PRAC and/or Academic Affairs on activities undertaken as a result of program review. Initial framework and draft financial criteria completed for linking economic modeling to program review process.

Indicators of Progress:	Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted (4 reviews, 1 follow-up, and 3 mid-cycle updates were conducted in 2000-01). Reviewers' ratings used to improve process (PAII staff continue to look for ways to improve the process of program review. While the majority of reviewers' ratings fall into the excellent or good categories, we continue to try to make the process more meaningful. Recently we have invited the internal reviewers to attend the follow-up meetings with the deans of academic units and scheduled a pre-review breakfast meeting for review teams so that members can become acquainted.) PRAC approval obtained for new program review guidelines for administrative units and at least two administrative units reviewed. Program review guidelines and practices revised to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures. Draft of NCA self-study completed.
Campus Planning Theme:	Teaching and Learning
Objective:	d. Continuously improve the practice of assessment.
Timeframe:	Ongoing
Activities planned:	Conduct teaching/learning self-study for NCA accreditation in cooperation with PRAC membership. Develop and disseminate web-based assessment techniques. Plan 2002 Moore Symposium related to NCA process. Follow up to implement and document improvements emerging from Phase 1 of PUL study. Complete collection of other evidence and add to Institutional Portfolio. Develop and maintain a Program Evaluation Resource Site with a searchable database of resource materials, directory of evaluators, and links to other websites that offer evaluation services and/or funding. Conduct collaborative research & development activities: on automated essay scoring (with Mark Shermis, FIU); with Elizabeth Rubens (CTL/OPD) in customizing Flashlight templates for interested faculty; with Jay Fern (Oncourse) and J. David Perry (BEST, IUB) in developing online course evaluations; and conduct faculty/staff development workshops on assessment.
Actions taken to date:	Phase 1 of study of progress on Principles of Undergraduate Learning (PULs) completed. Some evidence gathered to document other aspects of student learning as well. Protocol related to IRB review issues developed and referred to Sara Hook and Mark Brenner. PEG and Flashlight tools developed in consultation with PAII staff continue to be available nationally via the web.

Indicators of Progress:	Number of units assisted with assessment (61). University College assessment expanded and integrated with assessment for Student Life and Diversity. NCA self-study on teaching/learning completed. Moore Symposium conducted in March 2001 by Faculty Associates (accomplished) and Teaching/Learning self-study for NCA outlined and underway. PAII/OPD Program Evaluation Resource Site completed. (Work on developing an initial Evaluation Resource Site (proof of concept) is underway at Testing Center). Number of units assisted in creating web-based assessment techniques (Online placement testing: 3 units; Online course evaluation: 3 units). Strengthened Institutional Review Board protocol for assessment studies approved. Increased use of web-based assessment methods (Testing Center implemented online placement tests in French, German, & Spanish; adopted use of computer-based CLEP and online career guidance tests; and continued to develop online course evaluation for interested clients).
Campus Planning Theme:	Teaching and Learning
Objective:	e. Continuously improve survey programs.
Timeframe:	June 2002
Activities planned:	Provide broader sample base for NSSE. Include in Faculty Survey a new learning section to parallel NSSE items. Add web-based component to alumni survey. Expand school-based development of alumni survey supplements. Improve use of IUPUI's survey data. Conduct content analysis of program review self-studies to ascertain that survey results are used.
Actions taken to date:	Web-based versions of Continuing Student Survey implemented. First participation in National Survey of Student Engagement (NSSE) completed. Non-returning student survey expanded and refocused on traditional cohort.
Indicators of Progress:	Response rates on student surveys increased (39%-2000 to 42%-2001 for alumni survey). Formal multi-year plan for surveys developed and approved (completed). Documented evidence that survey results are used to improve campus climate and specific programs (documentation underway). Evidence of changes instituted on the basis of using survey findings (among other things, improvements in advising are underway in many units).
Campus Planning Theme:	Teaching and Learning

Objective:	f. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.
Timeframe:	Ongoing
Activities planned:	Work with Placement Testing Advisory Committee and faculty to offer "free" foreign languages placement tests; Develop/implement new computer-based tests, and maintain or expand consulting services in assessment. Maintain, improve, or implement exit survey quality indicators that reflect level and quality of services offered in all TC areas.
Actions taken to date:	Implement online Foreign Language placement tests and computer-based national testing (ACT COMPASS); Obtained new clients for course evaluation, document scanning, evaluation/research and development activities. Implement revised placement testing exit survey. Continued to collect satisfaction and utilization data for TC services.
Indicators of Progress:	Increased use of Testing Center Services (New clients acquired for program evaluation and research consultation services, online course evaluation, test scoring, customized forms design, printing and scanning services). Satisfaction with Testing Center services (Placement Testing: 96% of students are "satisfied" or "completely satisfied" with information received from TC staff; 96% of students "satisfied" or "completely satisfied" with information received from TC staff; 96% of students "satisfied" or "completely satisfied" with courtesy displayed by proctors; 95% "satisfied" or "completely satisfied" with helpfulness displayed by proctors. Students' perceptions of accuracy of placement tests in measuring present skills: Math: about 56% "agree" or "strongly agree" that COMPASS Math is an accurate measure of present math skills; Reading: 80% "agree" or "strongly agree" that the English Placement Test is an accurate measure of present writing skills. Course Evaluation: 98% of clients are "satisfied" or "very satisfied" with courtesy of staff; 95% "satisfied" or "very satisfied" with helpfulness of staff. Turnaround time: 98% "satisfied" or "very satisfied"; Overall: 100% "good" or "excellent").
Campus Planning Theme:	Best Practices
Objective:	g. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.
Timeframe:	Ongoing

Activities planned:	Established two clients at Bloomington campus and presented one proposal to Radiology Department in School of Medicine. Providing on-going support for School of Allied Health Sciences in its financial exigency resolution, campus policy due process, and school restructuring. Provided services to new and former client schools.
Actions taken to date:	Develop proposals for School of Medicine and individual departments. Expand services to Bloomington campus.
Indicators of Progress:	Number of units for which economic models (activity-based costing/management) have been developed (31). Number of units integrating the use of economic modeling (activity-based/management) in annual planning/budgeting (11).
Campus Planning Theme:	Best Practices
Objective:	h. Continuously improve Management Information reports and analysis capability for academic managers.
Timeframe:	June 2002
Activities planned:	Electronic dissemination of all Enrollment Reports and Survey Reports starting in September 2001. Coordinate and integrate Campus Facts publications with External Affairs. IMIR website to get a complete facelift focusing on information access and analysis. Development of evaluation resource web site to link evaluation needs with resources.
Actions taken to date:	Point-in-cycle reports deployed to enable deans to monitor admissions and enrollments.
Indicators of Progress:	Documented use of web-based department/program trend reports. Evaluations of timeliness, accuracy, and usefulness of reports and analyses. Documented evidence of use of reports for planning and improvement. IMIR data and Fact Card integrated.
Goal:	4. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.
Campus Planning Theme:	Best Practices
Objective:	a. Develop a more uniform and concise set of campus-wide performance indicators.
Timeframe:	Ongoing

Activities planned:	Continue brainstorming sessions. Develop list of official indicators for review and approval by key campus planning and management groups. Continue to improve use of key PIs in annual campus report. Begin to establish standards for performance and improvement. Civic Engagement Task Force will develop methodology and reporting framework for assessing effectiveness of civic engagement efforts.
Actions taken to date:	Prototype Performance Indicator system included in Institutional Portfolio. Developed annual campus report on progress toward mission related goals, relying increasingly on performance indicators to tell the story. Brainstorming sessions held with key campus constituent groups to identify key PIs. Indicators for school goals collected through web-based annual reporting system.
Indicators of Progress:	Annual campus report on an increasingly stable list of key performance indicators (This has evolved considerably over the past 3 years). External publications and presentations relating to current system (1 book on PIs published in 1994 and several presentations made at national meetings). Documented use of indicators by central senior administrators and school deans (survey planned).
Campus Planning Theme:	Best Practices
Objective:	b. Continuously refine PAII indicators of quality in daily work.
Timeframe:	Ongoing
Activities planned:	Further refinement of indicators. Align indicators with campus-level performance measures.
Actions taken to date:	Review of office goals and indicators resulted in modifications to realign them with new campus-wide unit reporting template. Indicators are continuously reviewed and indicators are added and deleted as required.
Indicators of Progress:	Increasingly useful set of indicators for monitoring PAII performance. (PAII staff continually monitor and refine a set of 12-15 indicators. Annually some are added and other deemed unnecessary because prior goals have been met.) Increase on some indicators: Our national conference participation was a record high in 2000. Our program review ratings continue to be excellent or good. PAII staff published 16 articles in 2000-01. Renewal rates for subscriptions to national periodical, Assessment Update, have steadily increased from 75% in 1998 to 78% in 1999 to 80% in 2000.
Campus Planning Theme:	Best Practices

Objective:	c. Advance Urban University Collaborative initiatives.
Timeframe:	June 2002
Activities planned:	Develop proposal for next funded portfolio project efforts. Complete current phase of PUMA project and develop proposal for second phase.
Actions taken to date:	Completed collaborative stages of Urban University Portfolio Project. Urban University Data Exchange renamed PUMA (Portrait expanded to include 21 institutions from Coalition for Urban and Metropolitan Universities.
Indicators of Progress:	Grants and contracts for further collaborations (TC has maintained at least 2 program evaluation grants/contracts with Clarian Health and Goodwill Industries, and 1 contract with School of Science). At least on proposal developed, submitted, and funded as follow-up to Urban University Portfolio Project (UUPP). Presentations and publications related to efforts. (Special use of Metropolitan Universities on UUPP. At least 6 national conference presentations/workshops on electronic institutional portfolio work at IUPUI and other UPP campuses). Usage (view) statistics for both Portfolio and PUMA Exchange web-sites (1. PAII: 71,540; 2. IMIR: 246,010 (IMIR Breakdown: Office Site: 19,769; National Portfolio Project: 11,986; IUPUI Institutional Portfolio: 14,927; Environmental Scanning: 1,644; Urban Data Exchange: 2,454); 3. Testing Center: 268,275; and 4. Economic Model: 3,635).
Goal:	5. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.
Campus Planning Theme:	Best Practices
Objective:	a. Facilitate implementation of improvements suggested by analysis of campus assessment data.
Timeframe:	Ongoing
Activities planned:	Work with UC advisors to develop diagnostic information system. Follow up to ensure that appropriate actions are taken on the basis of data reported.
Actions taken to date:	University College freshman success programs (learning communities, structured learning assistance, critical inquiry) assessed and changes made based on preliminary findings. Several reports designed for specific audiences prepared and disseminated (e.g., results of the National Survey of Student Engagement distributed to PRAC, Student Life and Diversity, Academic Affairs).

Indicators of Progress:	Instances of significant improvements undertaken. (Analysis of student retention and program effectiveness contributed significantly to Board of Trustees' approval of Full-time Lecturer initiative).
Campus Planning Theme:	Best Practices
Objective:	b. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.
Timeframe:	Ongoing
Activities planned:	Continue to receive national recognition for good practice. Continue to provide assessment and evaluation support to individual faculty, departments, or research teams through document design, instrument development, data collection and analysis, and psychometric consulting services. Develop specific proposals and submit to appropriate external agencies.
Actions taken to date:	Borden and Banta selected for National Postsecondary Education Cooperative advisory groups, APQC Award in 1998. Provided assessment and evaluation support to individual faculty, departments, and research teams working on various projects. Initial proposal for national center on institutional effectiveness developed. Discussions with potential funders initiated.
Indicators of Progress:	Number of consultations for planning, evaluation, & improvements purposes provided by PAII staff (296). (Testing Center has 3 program evaluation contracts.) External funding received (Testing Center received \$14,928 from Clarian Health & Goodwill Industries, and \$6,000 from FIPSE for project evaluation purposes; PAII has received a \$44,000 grant over the period 1999-2002 for the STEP project. \$6,000 from USA Group to support Deans' Academy; IMIR: \$25,000, Coalition for Urban and Metropolitan Universities; \$40,000 Urban 13 Academic Officers; \$130,000 per year for three years (Aug 1998-July 2001) Pew Charitable Trusts; \$4,000 Higher Education Funding Council of England; External recognition (2 staff named to National Postsecondary Education Cooperative (NPEC) panels, APPC award).
Campus Planning Theme:	Civic Engagement
Objective:	c. Develop Indiana data exchange for high schools and the state's community college.
Timeframe:	June 2002

Activities planned:	Use Projects SEAM and SMART to gain experience working with H.S. student tracking data. Develop proposal with Creative Analytics to hold workshops in high schools on use of feedback reports. Initiate collaboration with Ivy Tech for two-year tracking component.
Actions taken to date:	Project SEAM and Indiana SMART School Partnerships contracts secured, each containing a data tracking component. Discussions begun with Creative Analytics, Inc., to form a collaboration based on the H.S. Feedback Reports.
Indicators of Progress:	External funding received to support project: Project SEAM \$100,000 for three years; Indiana Schools SMART Partnership - \$65,000 for three years. Creation of initial databases.

Fiscal Health Summary

Planning & Institutional Improv				
	Actual	Actual	Actual	Budget
	1998-99	1999-2000	2000-01	2001-02
Reallocation Fund Requests				
Reallocation Fund Actual		55,000		50,000
General Fund				
Income				
Student Fees	630			
State Appropriation				
Other Revenue	63,153	129,014	60,269	29,000
ICR				

Subtotal	63,783	129,014	60,269	29,000
Assessments			1,287,455	1,318,023
Total Income	63,783	129,014	1,347,724	1,347,023
Expense				
Compensation	1,003,290	1,110,021	1,104,734	1,180,781
Financial Aid	9,001	17,091	15,791	
General S & E	127,856	153,249	158,799	139,029
Travel	17,796	34,055	20,662	21,455
Capital	70,147	18,413	12,875	5,758
Transfers	15,652	35,125	45,044	
Total Expense	1,243,743	1,367,955	1,357,905	1,347,023
Net Operating	(1,179,960)	(1,238,941)	(10,181)	0
FUND BALANCE				
Beginning Fund Balance			44,292	34,111

Change from Operations			(10,181)	
Ending Fund Balance			34,111	
Non-General Funds				
Agency				
Auxiliary	(120)	2,956	6,215	6,784
Contracts & Grants	33,131	32,305	17,305	45,537
Designated	94,070	187,100	131,200	123,788
Restricted				
Total Non-General	127,081	222,361	154,720	176,109
TOTAL FUND BALANCE	127,081	222,361	188,831	176,109
Trustee 3% Reserve Requirement			38,215	40,411
Actual			0	0

Campus Reallocation Fund Use Summary

Goal:	3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Objective:	d. Continuously improve the practice of assessment.
Amount:	\$50,000
Uses:	Portions of staff funded by Urban University Portfolio Project moved to base funds (.25 Technology Development Associate; .25 Clerical Support). Other funds used to complete transition of staff roles to departure of Director of Testing Center and loss of Associate Director.
Evidence:	Actions in process; impact information not yet possible.
Additional Comments:	

Goal:	3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Objective:	c. Continuously improve the academic program review process.
Amount:	\$25,000
Uses:	Funds are used to support the review process including: honoraria, travel reimbursements, printing of self-studies, and logistical support for the 2 1/2 day visit.
Evidence:	Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted (4 reviews, 1 follow-up, and 3 mid-cycle updates were conducted in 2000-01). PRAC approval obtained for new program review guidelines for administrative units and at least two administrative units reviewed. Program review guidelines and practices revised to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.
Additional Comments:	

Goal:	3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
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Objective:	g. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.
Amount:	\$30,000
Uses:	Provided support to several financially constrained clients. Developed proposals for five potential clients.
Evidence:	Baseline economic model developed for SPEA, economic model architecture for University College completed, four proposals under evaluation for project implementation, and fifth proposal is in the initial phase of economic model development.
Additional Comments:	

School/Unit Goal:	2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
Objective:	a. Provide planning assistance to campus visits.
Proposed Initiative:	NCA Reaccrediative Visit
Sources of Funds	
Source:	
Campus Reallocation Fund	\$30,000
Total	\$30,000
Use of Funds	
Item	
To reimburse campus visitation team for travel and on-site expenses	\$30,000
Total	\$30,000

Additional Comments:

The North Central Association plans to send a team of visitors to our campus in November 2002 for the purpose of certifying IUPUI for reaccreditation. In 1992 approximately \$35,000 was spent on this process; we hope to improve the process in order to spend less money in 2002 than in 1992.

Items of Special Interest

- Provided leadership as the convenor of the campus Enrollment Management Group 2000-01.
- Provided support for enrollment management efforts, including making data-based recommendations for changing entry criteria to attract more retainable students.
- Published Student Retention Analysis.
- Provided ongoing support for evaluation of freshman success programs in University College and throughout schools and departments (e.g., Gateway Program; Sociology/English collaboration project; Psychology B104, etc.)

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.		
1. Complete IUPUI's new Vision, Mission, Goals, and Strategies document with participation by faculty, students, staff, and community representatives.	1. Approval of Mission/Vision document by Faculty Council	Trudy
2. Communicate broadly the campus mission/vision.	2a. Completed prototype of IUPUI's Institutional Portfolio.	Vic, Susan
	2b. Completed draft of the NCA Self-Study in the portfolio.	Karen, Susan, Vic
	2c. Listing of performance indicators expanded, enhanced, and included in the portfolio.	Vic
	2d. Faculty/staff understanding of campus plans.	Karen
	2e. Participation in PAII national and international conferences.	Julie
	2f. Number of national and international invitations.	Julie
	2g. Number of external information requests.	Howard
	2h. Web usage statistics for PAII.	
3. Develop a short list of campus priorities for strategic investment.	3. Short list of priorities developed with specified involvement of stakeholders.	Trudy
Goal 2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
1. Provide planning assistance to campus units.	1a. Number of units assisted.	Karen & Vic
	1b. Number of consultations and projects	Julie
	1c. Planning website for annual reporting enabled.	Vic

<p>2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.</p>	<p>2a. Information provided for setting enrollment targets and admissions guidelines that promote retention.</p> <p>2b. Expanded use by deans and directors of enrollment projections component of web-based management information system.</p>	<p>Vic</p> <p>Vic</p>
<p>Goal 3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.</p>		
<p>1. Continuously improve information support for the campus planning process.</p>	<p>1a. Number of units provided information support.</p> <p>1b. Number of information requests fulfilled.</p> <p>1c. Ratings of accessibility of planning reports through web.</p>	<p>Vic</p> <p>Vic</p> <p>Vic</p>
<p>2. Continuously improve the use of environmental scanning information.</p>	<p>2a. Evidence of more significant involvement of Planning Committee in long-range academic planning.</p> <p>2b. Completion of Phase I of PUMA project and Business Plan for Phase II.</p>	<p>Trudy</p> <p>Vic</p>
<p>3. Continuously improve the academic and administrative program review process.</p>	<p>3a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.</p> <p>3b. Reviewers' ratings used to improve process.</p> <p>3c. PRAC approval obtained for new program review guidelines for administrative units reviewed.</p> <p>3d. Program review guidelines and practices revised to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.</p>	<p>Karen & Trudy</p> <p>Karen</p> <p>Karen</p> <p>Karen & James</p>

<p>4. Continuously improve the practice of assessment.</p>	<p>4a. Number of units assisted with assessment.</p> <p>4b. Number of consultations/projects conducted for units.</p> <p>4c. University College assessment expanded and integrated with assessment for Student Life and Diversity</p> <p>4d. PRAC approval of draft of NCA self-study on teaching/learning.</p> <p>4e. Moore Symposium continues to address assessment.</p> <p>4f. PAII/OPD Program Evaluation Resource Site developed and implemented</p> <p>4g. Number of units assisted in creating web-based assessment techniques.</p> <p>4h. Increased use of web-based assessment methods for placement testing and course evaluation.</p>	<p>Karen & Julie</p> <p>Karen & Julie</p> <p>Vic</p> <p>Susan, Karen</p> <p>Trudy</p> <p>Howard</p> <p>Howard</p> <p>Howard</p>
<p>5. Continuously improve survey programs.</p>	<p>5a. Response rates on student surveys increased.</p> <p>5b. Survey services to schools promoted and involvement increased.</p> <p>5c. Survey for alumni 3-5 years out developed.</p> <p>5d. Evidence of changes instituted on the basis of using survey findings.</p>	<p>Vic</p> <p>Vic</p> <p>Vic</p> <p>Vic</p>

<p>6. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.</p>	<p>6a. Increased use of Testing Center Services</p> <p>6b. Satisfaction with Testing Center services.</p> <p>6c. Information derived from the placement testing and validation process enhanced.</p>	<p>Howard</p> <p>Howard</p> <p>Howard</p>
<p>7. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.</p>	<p>7a. Number of units for which economic models (activity-based costing/management) have been developed.</p> <p>7b. Number of units integrating the use of economic-based/management) in annual planning/budgeting.</p>	<p>James</p> <p>James</p>
<p>8. Continuously improve Management Information reports and analysis capability for academic managers.</p>	<p>8a. Migration of management reports to the web-based format completed.</p> <p>8b. Evaluation of use, timeliness, accuracy, and usefulness of reports and analyses.</p> <p>8c. Documented evidence of use of reports for planning and improvement.</p> <p>8d. IMIR data and Fact Card integrated.</p>	<p>Vic</p> <p>Vic</p> <p>Vic</p> <p>Vic</p>
<p>Goal 4. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.</p>		
<p>1. Develop a more uniform and concise set of campus-wide performance indicators.</p>	<p>1a. Annual campus reports based on an increasingly stable list of key performance indicators.</p> <p>1b. External publications and presentations relating to current system.</p> <p>1c. Documented use of indicators by central senior administrators and school deans.</p>	<p>Vic & Trudy</p> <p>Vic</p> <p>Vic & Trudy</p>

2. Continuously refine PAII indicators of quality in daily work.	2a. Increasingly useful set of indicators for monitoring PAII performance. 2b. Increases on some indicators.	Vic & Karen Julie
3. Advance Urban University Collaborative initiatives.	3a. Grants and contracts for further urban university collaborations. 3b. At least one proposal developed, submitted, and funded as follow-up to Urban University Portfolio Project (UUPP). 3c. Presentations and publications related to urban universities collaboration initiatives. 3d. Usage statistics for both Portfolio and PUMA Exchange web-sites.	Vic Susan Vic, Susan Vic, Howard
Goal 5. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
1. Facilitate implementation of improvements suggested by analysis of campus assessment data.	1. Instances of significant improvements undertaken.	Vic & Trudy
2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	2a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff. 2b. External funding received.	Julie Julie
3. Contribute evaluation resources for community activities and programs.	3a. Develop and conduct K-16 evaluation studies. 3b. Develop and conduct evaluation studies with health and human services agencies.	Vic, Howard Howard

2001 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/ Milestones	IUPUI Planning Theme
Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.		
1. Complete IUPUI's new Vision Mission, Goals and Strategies document with participation by faculty, students, staff, and community representatives.	1. Completed document	Accountability
2. Continuously improve environmental scanning.	2a. Fall 2001 enrollment projection model built and gap analysis conducted. 2b. New web-based template used to support annual planning/ budgeting reports.	Learning, Accountability
3. Communicate broadly the campus vision, mission, aspirations, and goals.	3a. Faculty/staff understanding of plans. 3b. Participation in PAII national and international conferences. 3c. Number of national and international invitations. 3d. Number of external information requests.	Accountability, Civic Engagement
4. Develop a short list of campus priorities for strategic investment.	4. Involve the deans as well as the Chancellor's Staff and Faculty Council committees in creating and using the short list in planning and budgeting.	Learning, Accountability
Goal 2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		

[illegible]

<p>2. Continuously improve the practice of assessment.</p> <p>c. Conduct student learning self-study for NCA accreditation.</p> <p>d. Create Assessment Resource Site.</p> <p>e. Develop IRB protocol for assessment studies.</p> <p>f. Develop and disseminate web-based assessment techniques.</p>	<p>2a. Number of units assisted.</p> <p>2b. University College assessment expanded and integrated in UC planning.</p> <p>2c. Moore Symposium conducted by Faculty Associates and student Learning self-study for NCA outlined and underway.</p> <p>2d. PAII/OPD Assessment Resource Site completed.</p> <p>2e. Strengthened Institutional Review Board protocol for assessment studies approved.</p> <p>2f. Units assisted in creating web-based assessment techniques.</p> <p>2g. Increased use of web-based assessment methods.</p>	<p>Learning, Accountability</p>
<p>3. Continuously improve survey programs.</p>	<p>3a. Increased response rates on student surveys.</p> <p>3b. Formal multi-year plan for surveys developed and approved.</p> <p>3c. Documented evidence that survey results are used to improve campus climate and specific programs.</p>	<p>Learning, Accountability</p>
<p>4. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.</p>	<p>4a. Increased use of Testing Center Services</p> <p>4b. Satisfaction with Testing Center services.</p>	<p>Learning</p>

5. Increase the use of activity-based costing (ABC) in unit planning, management, and evaluation.	<p>5a. Number of units for which economic models have been developed.</p> <p>5b. Number of units using activity-based costing.</p> <p>5c. Suggested use of ABC added to annual planning/budgeting guidelines.</p>	Accountability
Goal 4. Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.		
1. Develop analyses and disseminate reports.	<p>1a. Development of web-based department/program trend reports.</p> <p>1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.</p> <p>1c. Documented evidence of use of reports for planning and improvement.</p> <p>1d. IMIR data and Fact Card integrated.</p>	Accountability
2. Develop websites that enable others to do their own analyses.	<p>2a. Deployment of new office website to enable easier access to information contained within campus reports.</p> <p>2b. Website usage and evaluations of sample users.</p>	Accountability
3. Advance Urban University Collaborative initiatives.	<p>3a. Use of IUPUI's Institutional Portfolio institutionalized.</p> <p>3b. Urban Statistical Portrait Project completed and evaluated.</p> <p>3c. Usage statistics for both Portfolio and Urban University Data Exchange web-sites.</p>	Learning, Accountability

4. Develop Indiana data exchange for high schools and community college.	4. Communicate college data added to high school feedback report methodology and new reports issued for community college.	
Goal 5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.		
1. Develop a more uniform and concise set of campus-wide performance indicators.	1. Annual campus reports based on an increasingly stable list of key performance indicators.	Learning, Research & Scholarship, Accountability
2. Continuously refine PAII indicators of quality in daily work.	2a. Increasingly useful set of indicators for monitoring PAII performance. 2b. Increases on some indicators.	Accountability
Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
1. Facilitate implementation of improvements suggested by analysis of campus assessment data.	1. Instances of significant improvements undertaken	Learning, Research & Scholarship, Civic Engagement, Accountability
2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, managing, and improving.	2a. Improvements implemented based on assessment, testing, ABC, etc. 2b. Number of consultations provided by PAII staff. 2c. External recognition (awards, citations).	Accountability

IUPUI Vision, Mission, Values, and Goals Statement

Context for Planning at IUPUI

Cities are enhanced economically and culturally by university resources. Universities advance the skills of the urban workforce; support the intellectual and cultural growth, as well as the health and well-being of the citizenry; and expand the economic base through research and development. They provide the charge for the magnet that will attract business and industry and well-educated people to the city. There are few great cities that do not have great universities in their midst.

For Indiana's future, it is especially important that Indianapolis be a great city. If that is to occur, universities in Indianapolis must be fully developed and continuously improved through collaboration among institutions and between institutions and the city. Central Indiana's system of private and public higher education must be anchored by an urban public campus situated at the very heart of the population and accessible to the largest range of students. That campus is IUPUI, and it supplies increasingly critical educational resources and clinical services to the city, the state, the nation, and beyond.

IUPUI is fast becoming one of the nation's leading urban universities, in part because the IUPUI model has inherent assets. While IUPUI is part of Indiana University, it blends the great traditions of Indiana University with those of Purdue University in bringing higher education to the state's largest population center. The connections between Purdue University and Indiana University create a corridor of higher education, research, patient and client services, advanced technology, and economic growth that runs from Lafayette in the north to Bloomington in the south, with the state's most densely populated region—and IUPUI—right at the center. IUPUI is ideally positioned both to draw on and to enhance the resources of the city and the region through its teaching and learning, research and scholarship, and civic engagement.

Providing educational opportunity to the citizens of Indianapolis and Central Indiana is at the core of IUPUI's mission. The campus is distinguished by innovative programs that support excellence in teaching and learning through assessment, faculty development, and ongoing improvement. Local, regional, and national educational needs are met through a broad array of undergraduate and graduate academic programs, including many nationally recognized interdisciplinary programs that are among the first in their fields. In the Indianapolis community, IUPUI faculty, staff, and students work extensively with P-12 programs to help students prepare for college and give them the academic support they need to accomplish their educational goals.

IUPUI combines excellence in research and scholarship with excellence in teaching and learning.

As a research university located in the state's capital and its population center, IUPUI is vital to the community's economic development and cultural and artistic life. The city offers the university opportunities for cutting-edge research and development through cooperation and collaboration with local business and industry, government, health care organizations, and cultural institutions. IUPUI's robust research programs are enhanced by collaborations with other universities, including Indiana University Bloomington and Purdue West Lafayette, that help it forge global connections. The new knowledge generated by research also directly enhances teaching and learning at the university, supporting its mission to provide educational opportunity to the citizens of Indianapolis and Central Indiana and beyond.

IUPUI's faculty, students, and staff strive to be good citizens of the surrounding community. The university's many community collaborations and provision of patient and client services build on the resources and expertise of both university and community to improve the quality of life in Indianapolis and Central Indiana. This type of civic engagement spans the university's teaching, research, and service commitments and is the basis for new knowledge that both serves the community and informs the disciplines and professions. By demonstrating civic responsibility as an institution, IUPUI provides a model for meaningful and effective interaction of students, faculty, staff, and community partners.

Indiana University-Purdue University Indianapolis

IUPUI is an urban research university created in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. IUPUI thus grants degrees in some 185 programs from both Indiana University and Purdue University. IUPUI offers the broadest range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. This campus ranks among the top fifteen in the country in the number of first professional degrees it confers and among the top five in the number of health-related degrees. IUPUI is the home campus for state-wide programs in medicine, dentistry, nursing, allied health, and social work and extends its program offerings through IUPUI Columbus. Internet II and TransPAC are located here. IUPUI's University Library provides regional leadership for developing digital resources and making them available throughout the community. Building upon a tradition of excellence in higher education, IUPUI provides access for committed learners to quality education that conveys the skills, intellectual framework, and values necessary for life-long learning. Its programs and services influence thinking and practice throughout the state, across the country, and around the world. IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff, and among the state's educational institutions, including colleges, universities, and schools of the Indianapolis region, and other learning organizations. IUPUI is home to dozens of interdisciplinary research centers and in the next century expects to become one of the nation's leading centers of interdisciplinary teaching and learning.

The VISION of IUPUI is to be recognized as one of the best urban universities.

The MISSION of IUPUI is to provide for its constituents excellence in

- **Teaching and Learning**
- **Research, Scholarship, and Creative Activity**
- **Civic Engagement**

with each of these core activities characterized by

- **Collaboration** within and across disciplines and with the community,
- A commitment to ensuring **diversity**, and
- Pursuit of **best practices**

IUPUI's mission is derived from and aligned with the principal components--Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices--of Indiana University's **Strategic Directions Charter**.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning through civic engagement. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of a diverse campus community of students, faculty, and staff and to continuous improvement of its programs and services.

Goals for Implementing IUPUI's Mission

Excellence in Teaching and Learning

I. Attract and support a diverse student population

- II. Support and enhance effective teaching*
- III. Improve undergraduate student learning and persistence*
- IV. Provide effective professional and graduate programs*

Excellence in Research, Scholarship, and Creative Activity

I. Conduct world-class research and creative activities relevant to Indianapolis, the State, and beyond

- *II. Continue to build a strong and diverse research faculty*
- *III. Increase scholarly activity and external funding*

IV. Enhance infrastructure for research and creative activities

Excellence in Civic Engagement

- I. Enhance capacity for civic engagement*
- II. Expand community activities and partnerships*
- III. Intensify commitment and accountability to Indianapolis and Central Indiana*

Goals and Strategies for Implementing IUPUI's Mission

Excellence in Teaching and Learning

- I. Attract and support a diverse student population*
- A. Enroll better-prepared and more diverse beginning students.**
 - 1. Expand scholarship support and use strategically

2. Strengthen the Honors program
3. Promote degree opportunities in the arts and sciences as well as professional schools
4. Coordinate school and campus promotional materials and approaches to prospective students
5. Cultivate relationships with high school counselors and teachers that encourage them to recommend IUPUI
6. Cultivate relationships with P-12 students to improve their preparedness and disposition toward continued learning (e.g., after-school and summer experiences on campus, library access, credit courses)
7. Encourage secondary students to complete Core 40 requirements and pursue honors diplomas
8. Continue to raise the required level of preparedness for entering students, referring those with deficiencies to the Community College of Indiana
9. Undertake specific community and international outreach activities to increase student diversity
10. Expedite matriculation for home-schooled students
11. Set campus and enrollment targets based on systematic studies of program capacity

B. Provide academic and support programs that serve the needs of a wide array of beginning students and promote their ability to persist in achieving their goals.

1. Develop additional campus housing
2. Develop a new student center
3. Improve first-year courses and strengthen learning communities

4. Increase active learning and student engagement in first-year, then all, courses
5. Increase participation in student mentoring
6. Strengthen advising
7. Improve course placement activities
8. Increase the use of technology to enable students to hone basic skills.
9. Strengthen the early-warning system
10. Improve Enrollment Center processes to make it easier than ever to enroll

C. Increase enrollment and retention of transfer, adult, second-degree, international and graduate students.

1. Work closely with Ivy Tech/Vincennes to ensure access and encourage transfer
2. Improve student transfer processes and services for transfers within IU and between IUPUI and other colleges and universities
3. Strengthen and increase articulation agreements linking IUPUI and other campuses and institutions
4. Promote use of campus facilities by Ivy Tech/Vincennes students
5. Promote college completion and second degree opportunities for adults
6. Improve enrollment services for adult learners
7. Increase utilization of off-campus facilities and distributed learning opportunities
8. Coordinate a campus-wide effort to recruit international students
9. Conduct studies to determine additional and emerging postsecondary education needs of Central Indiana

10. Provide non-credit courses, degrees, and certificates that enhance workforce skills and contribute to Indiana's economic development
11. Work with area employers to improve internship and job placement opportunities for students and graduates
12. Work with area employers to increase their support for postsecondary education for their employees

II. Support and enhance effective teaching

- A. Recruit, support, and retain a full-time and associate faculty community with complementary excellence in teaching, research, and professional service
- B. Build a faculty and staff who reflect the diversity of Central Indiana
- C. Provide effective faculty and staff development, particularly in the use of innovations in instructional strategies, curricular options, technology, and assessment to enhance student learning
- D. Provide clear paths for faculty and staff advancement through development
- E. Encourage and support initiatives that promote interdisciplinary teaching, curricular and co-curricular integration of the Principles of Undergraduate Learning, and community-based academic learning (service learning)
- F. Enhance a campus-wide community of dialogue and reflection rooted in the scholarship of teaching
- G. Encourage, celebrate, and reward excellence in teaching at the department, school, and campus level

III. Improve undergraduate student learning and persistence

- A. Use the Principles of Undergraduate Learning to construct a coherent general education experience for every student

- B. Encourage excellence through Honors programming
- C. Improve classroom and other learning environments
- D. Involve students in faculty research
- E. Set goals for student learning in every course and discipline, assess student achievement of these goals, and use assessment findings to improve curriculum and instruction
- F. Provide curricular experiences that increase student understanding of other cultures
- G. Enable more students to engage in internships
- H. Increase opportunities for international experiences
- I. Strengthen library resources
- J. Increase opportunities for service learning

IV. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

- A. Facilitate the development of new graduate degree and post-baccalaureate certificate programs to meet local, national, and global needs
- B. Increase the number of certificate-seeking and master's and doctoral students and post-doctoral fellows at IUPUI
- C. Increase scholarships and recruiting activities to attract highly qualified students
- D. Expand mentorship opportunities for graduate students and postdoctoral fellows
- E. Increase diversity in graduate and professional programs
- F. Expand scholarship/fellowship support available to graduate students and post-doctoral fellows in order to promote full-time study
- G. Expand distance-learning opportunities for obtaining graduate degrees

- H. Involve graduate students and post-doctoral fellows in the full range of research activities--knowledge development, dissemination, and utilization
- I. Provide pre-doctoral and post-doctoral fellows with opportunities to strengthen their teaching skills
- J. Link graduate students and post-doctoral fellows with community opportunities for research
- K. Encourage interdisciplinary opportunities for graduate students and post-doctoral fellows
- L. Build research support for graduate and post-doctoral projects

Excellence in Research, Scholarship, and Creative Activity

I. Conduct world-class research and creative activities relevant to Indianapolis, the State, and beyond

- A. Build upon IUPUI's world-class research activities as a principal mechanism for engaging with entities in the City and Central Indiana to improve health care; enhance industry, high technology, and health research and development; inform city and local governmental policy makers to improve practices and research activities that enhance the quality of health and human services
- B. Develop multiple funding mechanisms to establish and maintain high quality research facilities, including private partnerships, endowments, indirect cost recovery, licensing income, and state and federal support
- C. Establish strong models for connections between undergraduate and graduate research programs
- D. Capitalize on IUPUI's central location and unique strengths to develop Indiana's research corridor linking IUPUI, Purdue West Lafayette, and Indiana University Bloomington
- E. Link IUPUI's world-class creative activities and research in the arts and

sciences to the cultural institutions of Central Indiana

F. Extend findings of local studies to inquiries that are national and international in scope

G. Enhance both the national and the international research and creative activities of IUPUI faculty

H. Connect the research and creative strengths of IUPUI with the opportunities and needs of Indianapolis and Central Indiana.

II. Continue to build a strong and diverse research faculty and staff

A. Recruit, hire, and retain faculty and staff with exceptional qualifications and potential, including minority and female faculty in all disciplines, especially where they are under-represented

B. Recruit, retain, advance, and recognize a diverse faculty and staff by providing support systems that encourage creativity/innovation, thus creating an environment that encourages multiple perspectives and initiatives, sensitizing people to issues of culture; in short, respecting the range of differences that are part of urban life and fostering an educational environment in which all people can contribute to their fullest potential

C. Ensure that faculty and staff salaries are competitive

D. Maintain and enhance start-up packages at competitive levels

E. Expand funding for faculty development related to research and scholarly activity

F. Enhance seed funding to assist faculty in initiating new research and scholarly activities

G. Increase endowments for professorships and chairs

H. Increase multidisciplinary research collaborations within the University and beyond

I. Continue to assess and improve structures for faculty appointments, advancement, and rewards that make interdisciplinary and collaborative research attractive and effective

J. Enhance collaborations within the University and beyond by expanding and increasing use of faculty and staff expertise databases

III. Increase scholarly productivity and external funding

A. Identify emerging directions in research and utilize research strengths to capitalize on these new opportunities

B. Increase funding to support undergraduate, graduate, and post-doctoral research activities

C. Enhance support for faculty to develop preliminary data and write research proposals

D. Submit more high quality proposals to governmental agencies, foundations and international agencies

E. Submit more proposals related to current local, state and national research priorities such as science and math education, health, and information technology

F. Expand industrial collaborations

G. Establish centers of excellence in multidisciplinary areas

H. Seek federal “Center” status for more areas supporting campus research

I. Study and disseminate the economic impact of research on the community and work with city and state leaders to increase funding for research

IV. Enhance infrastructure for research and creative activities

A. Provide additional research space on campus

B. Obtain funding to renovate research space on a regular schedule

- C. Increase library funding so that the campus libraries can provide research resources while continuing to meet the instructional needs of the campus
- D. Enhance core support for research activities such as data management, statistical consultants, and specialized instrumentation facilities
- E. Obtain funding to update equipment continuously
- F. Increase travel support for research that takes faculty and students to archives, libraries, and research sites both elsewhere in the U.S. and abroad
- G. Create support services and programs to attract outstanding postdoctoral fellows
- H. Collaborate with the city and private sector to create and operate a technology incubator facility
- I. Seek increased state appropriations for research activities like the 21st Century Research and Technology Fund and operating funds for research facilities, their upkeep and renovation, shared equipment, etc.

Civic Engagement

Goals and Strategies

I. Enhance Capacity for Civic Engagement

- A. Demonstrate support for civic engagement in all aspects of institutional work
- B. Expand opportunities for academic community-based learning (e.g., field experience, internship, service learning) and scholarship based on community engagement
- C. Secure external funding for civic engagement
- D. Document the quality and impact of civic engagement activities

II. Expand Community Activities and Partnerships

- A. Increase the number of campus-community partnerships
- B. Strengthen the nature and quality of campus-community partnerships
- C. Increase community access to campus resources

III. Intensify Commitment and Accountability to Indianapolis and Central Indiana

- A. Establish wide-spread community participation in the development and implementation of IUPUI's civic engagement in Indianapolis and Central Indiana
- B. Establish wide-spread campus participation in the development and implementation of civic engagement in Indianapolis and Central Indiana
- C. Conduct regular forums on the campus-community agenda for Indianapolis and Central Indiana

Civic Engagement

Goals and Strategies

I. Enhance Capacity for Civic Engagement

- A. Demonstrate support for civic engagement in all aspects of institutional work
 - 1. Give sustained voice through publicity, speeches, publications, editorials, and other public representations for the academic importance of civic engagement as a means for fulfilling campus mission.
 - 2. Commit resources to support civic engagement activities according to the mission of each campus unit.
 - 3. Provide effective faculty and professional development activities (e.g., workshops, incentive grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.
 - 4. Create structures to make knowledge accessible to communities.
 - 5. Co-sponsor with the community public forums and discourse focused on civic engagement.
 - 6. Recruit faculty, staff, and students who advocate for the role of civic

engagement in the mission and life of the campus.

7. Establish evolving institutional practices (e.g., planning, assessment, budgeting, evaluations) that strengthen civic engagement.
8. Create an effective means for documenting and representing the civic contributions of faculty, students, and staff, including best practices (e.g., web-based portfolios).
9. Develop evolving incentives and recognition (e.g., awards) for faculty and staff to pursue civic engagement as a meaningful and productive aspect of professional work.
10. Establish promotion and tenure guidelines and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.

B. Expand opportunities for academic community-based learning (e.g., field experience, internship, service learning) and scholarship based on community engagement

1. Teach community-based academic classes and conduct action research with students and the community that develop knowledge, cultivate civic skills, and strengthen social responsibility.
2. Collaborate with communities to produce socially engaged scholarship that extends the knowledge of the content area, discipline, or profession.
3. Engage in and support interdisciplinary work that addresses complex community issues.
4. Document outcomes of academic community-based learning opportunities and scholarship in peer-reviewed, professional forums and publications.

C. Secure external funding for civic engagement

1. Acquire external funds for collaborative, interdisciplinary projects with and in communities.

2. Advocate to policy makers to establish civic engagement funding sources.
3. Demonstrate positive outcomes of community-based learning opportunities for all partners.

D. Document the quality and impact of civic engagement activities

1. Gather information on faculty work (e.g., awards, external grants, publications, research, teaching) as it relates to civic engagement.
2. Conduct research on learning outcomes for students engaged in academic community-based learning.
3. Gather information on staff involvement in civic engagement activities.
4. Seek ongoing feedback from all community partners.

II. *Expand Community Activities and Partnerships*

A. Increase the number of campus-community partnerships

1. Establish diverse civic engagement partnerships that vary in scale and formality.
2. Establish civic engagement partnerships that have clearly defined goals and outcomes desired.
3. Establish cross-disciplinary partnerships that encompass faculty, staff, and students.
4. Establish co-curricular opportunities on and off campus for students to contribute to the civic welfare and common good of communities.

B. Strengthen the nature and quality of campus-community partnerships

1. Involve communities in developing, implementing, managing, and evaluating of civic engagement activities that are mutually beneficial.
2. Involve communities in evaluating civic engagement activities during

campus program reviews and accreditation.

3. Collaborate with communities to establish mutually beneficial community partnerships that are innovative, equitable, and responsive to communities.

C. Increase community access to campus resources

1. Host educational, cultural, and recreational events (e.g., science fairs, Model United Nations, Race for the Cure) on campus.

2. Provide websites and data bases of campus resources and expertise to increase community use of campus resources.

3. Create a Visitor's Center and increase campus tours to inform others about campus resources and educational programs.

4. Provide educational programs to increase awareness of campus resources.

III. Intensify Commitment and Accountability to Indianapolis and Central Indiana

A. Establish wide-spread community participation in the development and implementation of IUPUI's civic engagement in Indianapolis and Central Indiana

1. Promote to civic leaders and residents through publicity, forums, and speeches.

2. Obtain commitment of resources.

3. Establish community participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and Central Indiana.

B. Establish wide-spread campus participation in the development and implementation of civic engagement in Indianapolis and Central Indiana

1. Promote civic engagement through publicity, fora, and symposia to faculty, staff, and students.

2. Conduct faculty and staff development workshops focused on the local

agenda.

1. Provide technical assistance.
2. Establish faculty, staff, and student participation on a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and Central Indiana.
3. Engage student leadership and organizations.
4. Link to community-based learning classes.
5. Promote civic engagement through community advisor boards in schools and units.

C. Conduct regular forums on the campus-community agenda for Indianapolis and Central Indiana

1. Involve IUPUI campus (e.g., centers, faculty, staff, and students) and community (e.g., residents, businesses, elected policy makers, nonprofit agencies) in planning, implementation, and evaluation.
2. Develop the capacity to attend to long-term community issues and acute, unexpected issues.
3. Provide regular reports, recognition, and publicity on outcomes for Indianapolis and central Indiana.
4. Create ongoing opportunities for feedback from the community on IUPUI's progress in civic engagement.
5. Develop an IUPUI/Indianapolis and Central Indiana agenda for

- a. P/K-12 education and life-long learning
- b. Career and professional competencies
- c. Business and economic development
- d. Arts, humanities, and culture

- e. Urban and environmental partnerships
- f. Health, social sciences, and human services
- g. Information technologies
- h. Science and technology



2000 IUPUI PERFORMANCE REPORT

Indiana University-Purdue University Indianapolis

IUPUI AT A GLANCE

IUPUI

Indiana's most comprehensive university,
offering more than 180 Indiana and
Purdue University degree programs

Indiana's center for graduate
professional education

Fifth in the nation in number of degrees (1187)
conferred in health professions
and related sciences on a single campus

Fifteenth in the nation in total first professional
enrollments (i.e., dentistry, law, medicine)

Home campus of Indiana University's student trustee:
Dean A. Hertzler II, Department of Biology

27,525 students from 49 states and 122 countries

110,328 alumni worldwide, including 69,942 in Indiana,
49,065 of whom live in the Indianapolis region

\$164.5 million in contracts and grants awarded in
1999-2000 for faculty research and development projects

The *IUPUI Sagamore* captured 35 regional and
state awards for excellence in print journalism,
including the first-place award in the
"Best All-Around Non-Daily Newspaper"
competition sponsored by the national
Society of Professional Journalists.

NCAA Division I athletics and a member of the
Mid-Continent Conference, with seven sports
for women and seven sports for men

2000 Mid-Continent Conference Regular Season
Women's Volleyball Champions

2000 Mid-Continent Conference Tournament
Men's Soccer Champions

2000 NCAA Tournament participant
(1st for IUPUI in any sport) in Men's Soccer

1,763 full-time faculty, plus 849 working part-time

3,795 full-time staff and 1518 working part-time

Total operating budget of \$772.1 million



Gerald L. Bepko

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Indianapolis, IN 46202-2896
E-mail: chancellor@iupui.edu

The annual IUPUI Performance Report for calendar year 2000 provides an overview of activities that demonstrate how IUPUI is defining what it means to be a model urban university campus in the United States in the 21st century.

IUPUI has done so through significant progress in three strategic areas of campus planning:

TEACHING & LEARNING | RESEARCH, SCHOLARSHIP & CREATIVE ACTIVITY | CIVIC ENGAGEMENT

Building on a tradition of excellence in higher education, IUPUI provides access for committed learners to high quality education that conveys the skills, intellectual framework, and values necessary for self-fulfillment, career success, and lifelong learning. IUPUI is home to dozens of interdisciplinary research centers and is poised to become one of the nation's leading centers of interdisciplinary teaching and learning. IUPUI was among 16 colleges and universities that were recognized in December 2000 by the Association of American Colleges and Universities for "visionary campuswide innovations in undergraduate education."

IUPUI programs have a profound commitment to ensuring diversity. Students at IUPUI are nearly as diverse as the city around them, coming from many walks of life and varied ethnic cultures. Nearly 14 percent of the students on campus are from minority groups, and 57 percent of these students are women. IUPUI's total minority student population of 3,800 is the largest such postsecondary population in Indiana.

Among the recent construction projects that have transformed our campus are the new law building, Inlow Hall; the Van Nuys Medical Sciences Building addition and renovations; and the new Center for Young Children. The construction of the Communications Technology Complex/Classroom Academic Building at Michigan and West Streets will provide a home for information technology resources and programs as well as much needed classroom space for other academic programs. The Communications Technology complex will house Internet II and other advanced networks, three of the Indiana Pervasive Computing Research labs funded by the Lilly Endowment, and the School of Informatics. It will be located near the Purdue Schools of Engineering & Technology and Science to create a precinct on campus devoted to this key economic development opportunity.

IUPUI is also moving forward with plans to build a new student campus center and more student housing, which will bring additional vitality to the campus.

To be a great city, Indianapolis needs first-rate public and private university resources that are anchored by a first-rate urban public university. IUPUI provides a solid core of academic curricula and research that fuels economic growth and enhances the quality of life. Indiana University and Purdue University programs at IUPUI have responded to areas of great importance to the economic future of Indiana: health, information technology, and advanced manufacturing.

IUPUI's role as part of the core campus of IU and as a major site for Purdue science, engineering, and technology programs; the location of IUPUI equidistant from the world-renowned university centers in Bloomington and Lafayette; and the strength of the campus in research, particularly medicine, have contributed to increased focus on the research corridor that runs from Bloomington to Lafayette. In December 2000, IU President Myles Brand was successful in developing the Indiana Genomics Initiative, which resulted in a Lilly Endowment grant of \$105 million. With the grant, IU is ready to take a commanding role in the promising field of genomics research.

Exemplary civic engagement is a fundamental part of urban campuses. At IUPUI, this emphasis on engagement stems from a long tradition of practice-based education and community-responsive research agendas. While engagement often is associated with workforce and economic development, it means much more at IUPUI. It is a fundamental part of our institutional ethic that a key responsibility of a public urban university campus is to help our regional partners achieve success on a wide range of issues – including helping our community understand its strengths, priorities, and needs better; developing educational resources that respond to the community's agenda for progress; and enhancing the quality of life by linking with cultural institutions.

Sincerely,



Gerald L. Bepko, Chancellor

Indiana University-Purdue University Indianapolis (IUPUI)

The vision of IUPUI is to be recognized as one of the best urban universities.

The mission of IUPUI is to provide for its constituents excellence in

TEACHING & LEARNING
RESEARCH, SCHOLARSHIP & CREATIVE ACTIVITY
CIVIC ENGAGEMENT

Each of these core activities is characterized by

Collaboration within and across disciplines and with the community,

A commitment to ensuring diversity, and Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.



GERALD L. BEPKO
IUPUI Chancellor



TEACHING
&
STUDENT LEARNING

STUDENTS SIGNED UP FOR
A RECORD 263,118
CREDIT HOURS FOR THE
FALL 2000 SEMESTER AT IUPUI.
THERE HAS NEVER BEEN A HIGHER
RATE OF PARTICIPATION
IN CREDIT COURSES AT IUPUI,
REFLECTING A SIGNIFICANT
INCREASE IN THE OVERALL
PREPARATION LEVEL OF
IUPUI'S ENTERING CLASS.

Achievements in TEACHING and STUDENT LEARNING during 2000 may be characterized in the following categories: *Program Rankings, Faculty Recognition for Teaching, Professorships, Scholarships, New Academic Programs, Use of Technology, Evidence of Student Learning, Assistance/Support to Promote Retention, Diversity Initiatives, Improvements in the Environment for Learning, and International Activity.*

program rankings

The **HERRON SCHOOL OF ART**'s undergraduate printmaking programs were rated among the top three in the country in a study conducted at the University of Texas at Austin.

The **IUPUI CENTER FOR ECONOMIC EDUCATION** received the 2000 Peter V. Harrington Award, which recognizes the achievements of a university center in Indiana in advancing its mission of promoting economic education.

The **IUPUI SAGAMORE** captured 35 regional and state awards for excellence in print journalism, including the first-place award in the "Best All-Around Non-Daily Newspaper" competition sponsored by the national Society of Professional Journalists (SPJ). In addition to the top newspaper award, the Sagamore won a second place in Editorial Writing, third place in General Column Writing, and third place in In-Depth Reporting. J.M. Brown, Sagamore editor-in-chief, won a professional award (a non-student award) from the Indiana SPJ for Best Non-Deadline Reporting. Brown also was honored as Journalist of the Year by the Indiana Collegiate Press Association and was elected president of that association.

IUPUI WAS RANKED as one of the top-50 most wired campuses in the *Yahoo! Internet Life* annual survey.

faculty recognition for teaching

Mary Sue Brady, **SCHOOL OF ALLIED HEALTH SCIENCES**, received the Outstanding Dietetic Educator's Award from the American Dietetic Association and a similar award from the Indiana Dietetic Association.

Stephen Bogdewic, **SCHOOL OF MEDICINE**, was elected president of the Society of Teachers of Family Medicine.

Michael Patchner, new dean of **SOCIAL WORK**, co-chairs the Commission on Education Policy of the national Council on Social Work Education.

The Booth Tarkington School 92 Center for Inquiry was selected as Indiana's 1999-2000 Exemplary Reading Program by the International Reading Association. This is one of the School of Education's Professional Development Schools and involvement with IUPUI's teacher education program contributed significantly to attaining this recognition.

Sandra Brown, **SCHOOL OF EDUCATION** graduate, is Indiana's winner of the 2000 Presidential Award for Excellence in Science and Mathematics Teaching.



TABLE 1

IUPUI ENROLLMENT STATISTICS

	Fall Semesters									
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
International students				382	397	405	514	592	604	646
New transfers from Ivy Tech-Indianapolis		58	58	53	74	99	88	108	146	170
Number of valedictorians and salutatorians ¹	5	4	6	12	9	11	13	13	14	15
Beginners ranked in the top 10% of their high school class	149	126	122	125	139	136	153	169	194	169

¹Ranked first or second in their class with a high school percentile rank in the top 10%.

professorships

The **SCHOOL OF MEDICINE** added 4 new professorships and 2 new chairs. The professorships include the Robert K. Stoelting in Anesthesia, the H.H. Gregg in Cancer Research, the Lawrence M. Roth in Surgical Pathology, and the John and Nancy Nelson in Neurology. The new chairs include the Harry and Edith Gladstein in Cancer Epidemiology and the Hulman in Spinal Cord Injury Research.

The **CENTER ON PHILANTHROPY**'s first-ever fully endowed chair in philanthropy was established with funding from the Indianapolis Foundation. The Efroymson Chair in Philanthropy will honor the civic legacy of three generations of the Efroymson family in Central Indiana. The chair holder will work closely with Central Indiana nonprofits to identify and study challenges the organizations face and propose solutions and good practices to address them.

The Sharon J. Hamilton Lectureship in Writing was established with a gift from Hamilton, **DEPARTMENT OF ENGLISH** and Director of Campus Writing.

scholarships

The **OFFICE OF STUDENT FINANCIAL AID** was reorganized to double the number of staff available to provide direct services to students; the scholarship application process was streamlined and scholarships were offered earlier than ever; in addition, more than \$100,000 was added to the pool of funds now available campus-wide for scholarships. As a consequence of these enhancements, yield rates (acceptances) doubled and tripled in some of the campus scholarship programs.

Due in part to the increase in scholarship opportunities for high-ability students, the number of high school valedictorians and salutatorians enrolled at IUPUI has grown from 9 in 1995 to 15 in 2000. Moreover, the average SAT score for beginners increased from 949 in Fall 1999 to 957 in Fall 2000.

The **SCHOOL OF ENGINEERING AND TECHNOLOGY** increased scholarships for students with SAT scores of 1200 and above.

The **SCHOOL OF MEDICINE** established 23 new scholarships with gifts from donors.

The **CENTER FOR SERVICE AND LEARNING** invested \$100,000 in 46 Freshman Service Scholarships to recruit students with exemplary experience in community service.

HERRON SCHOOL OF ART increased scholarships for freshmen by 25% using gift dollars.

DURING THE 2000-01 ACADEMIC YEAR, IUPUI REFERRED NEARLY 700 APPLICANTS TO THE NEW COMMUNITY COLLEGE OF INDIANA, MORE THAN TWICE THE NUMBER IT HAD REFERRED IN PREVIOUS YEARS.



TABLE 2**MOST POPULAR
BACCALAUREATE DEGREE FIELDS**

	1998-99	1999-00	Total
General Studies	231	266	497
Nursing	187	187	374
Elementary Education	167	126	293
Psychology	99	100	199
Accounting	102	94	196
Management	88	89	177
Marketing	72	76	148
Social Work	61	70	131
Secondary Education	53	72	125
Physical Therapy	56	60	116
Mechanical Engineering	47	65	112
Criminal Justice	55	56	111
Finance	47	56	103

Note: This table includes all majors from which 100 or more students graduated in the last two years.

new academic programs

Several new academic programs were approved in 2000. These include:

Allied Health	M.S. in Nutrition & Dietetics
Business (IUPUC)	B.S. in Business M.S. in Business Administration
Engineering & Technology	B.S. in Computer Graphics Technology Certificate in International Leadership
Liberal Arts	M.A. in Sociology Graduate Certificate in Geographic Information Science (GIS)—Spatial Analysis Graduate Certificate in Museum Studies Graduate Certificate in Teaching English as a Second Language (TESL) with Optional Emphasis in English for Specific Purposes Certificate in Paralegal Studies
Medicine	Certificate in Biotechnology
Music	M.S. in Music Technology via Distance
Nursing (IUPUC)	B.S. in Nursing
Physical Education	M.S. in Physical Education
SPEA	Certificate in Conflict Management Certificate in Environment Affairs Graduate Certificate in Planning Information Systems

The **OFFICE OF RESEARCH AND GRADUATE EDUCATION** developed a policy on graduate certificate programs. To date, 5 new certificate programs have been developed and more are under-way; 6 new graduate minors or Ph.D. tracks also were developed.

use of technology to enhance instruction and student achievement

Most majors now incorporate some on-line learning; examples include the course “Cruising the Internet for Writing Ideas” in **JOURNALISM**, course modules in **NURSING** and **SOCIAL WORK**, 14 graduate courses in **EDUCATION**, 15 undergraduate courses in **ENGINEERING AND TECHNOLOGY**, and 20 courses in **SCHOOL OF SCIENCE** majors.

Entire programs that are now offered on-line include master's degrees in **NURSING** and **BUSINESS**, and a certificate program in **INFORMATION TECHNOLOGY**. Through the **COMMUNITY LEARNING NETWORK** (CLN) faculty in the Department of **COMPUTER TECHNOLOGY** offered information technology certificate programs to 231 undergraduates. CLN also enrolled 146 students in training and vendor certification preparation selected from over 600 computer training courses available on-line.

RESEARCH AND GRADUATE EDUCATION staff created a web-based instructional module and test that enable faculty to learn their responsibilities with respect to conducting research on human subjects.

Faculty in Early Childhood Education offer a master's degree via interactive video to students enrolled at the University of Southern Indiana and the **SCHOOL OF EDUCATION** offers 10 graduate courses using this technology.

At **IUPU COLUMBUS** a distance education classroom was equipped to serve the needs of the campus and the core curriculum of the Bachelor of Science in Business was taught interactively with **KELLEY SCHOOL OF BUSINESS** faculty. A graduate level education course for public school administrators also was taught via interactive video.

The **SCHOOLS OF INFORMATICS, BUSINESS, EDUCATION, SOCIAL WORK**, and **PHYSICAL EDUCATION** increased their use of Oncourse,[™] IUPUI's on-line course management system.

The **OFFICE OF THE REGISTRAR** continued to develop on-line tools for student use.

A web version of the new IUPUI bulletin received 11,000 visits in the last quarter of 2000.

A new web entry point for students: **WWW.ENROLL.IUPUI.EDU** was created and 70% of students now use the internet to enroll. Registrar website visits increased 66% over 1999.

Computers have been placed at Manual High School on a trial basis to see how high school students respond to a new website designed by the registrar to help these students prepare themselves academically for college.

The **CAREER CENTER** also enhanced on-line services for students:

JagJobs, the on-line job service used by employers as well as students, was improved.

User forms were added to the Center's website for employers to use in requesting interns.

The web services of the **CAREER CENTER** were demonstrated to all freshmen in Orientation, which led to a tenfold increase in the number of students registering for part-time employment.

The **TESTING CENTER** converted the Spanish placement test from its original paper-and-pencil format to a web-based format.

TABLE 3

FACULTY SATISFACTION RELATED TO USE OF TECHNOLOGY

	1998	2000
Satisfaction with the Access to Technology for Teaching ¹	66%	77%
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities ¹	46%	53%
Satisfaction with Availability of Support Related to Technologies ¹	50%	61%

¹Percent responding very satisfied or satisfied

The conversion of **UNIVERSITY LIBRARY** data to the SIRSI Unicorn Environment was completed with migration from current library systems involving some 5.5 million records. Visits to the Library's website increased 74 percent and use of the web-based course reserve system increased more than 50 percent.

Nine IUPUI faculty (Stan Alexander, Mostafa Analoui, Daniel Brady, Elaine Cooney, Michelle Fiander, Marchusa Huff, John Kremer, Soren Svanum, and Glenda Westmoreland) received awards from the IU Ameritech Fellows Program that promotes innovation in teaching and learning as facilitated through technology.

UNIVERSITY INFORMATION TECHNOLOGY SERVICES (UITS) increased remote modem access by 18 percent so that busy signals now are seldom encountered. Lifecycle funding ensured that desktop computers for faculty and students are no more than 3 years old. This program produced substantial savings through aggregation of orders and negotiation of volume pricing agreements with vendors. A recent survey of faculty and staff revealed a satisfaction rating of 97 percent for all aspects of the campus computing environment.

evidence of student learning

Samples of IUPUI freshmen and seniors participated in the new National Survey of Student Engagement. When compared with similar students at comparable institutions first-year students at IUPUI report that they encounter levels of academic challenge and active and collaborative learning that are higher than expected. Seniors perceive these same strengths as well as higher than expected levels of student interaction with faculty, enriching educational experiences, and supportive campus environment.

The **SCHOOL OF MEDICINE** established a triple-jump exam in three subject areas that is used to assess student competence at the end of the first year of medical education.

A web version of the new IUPUI bulletin received 11,000 visits in the last quarter of 2000.

Faculty in the **SCHOOL OF JOURNALISM** now collect samples of students' video work and have developed a streaming QuickTime server that can show future students examples from past classes.

In the **SCHOOL OF EDUCATION** 17 undergraduate students or former students were co-authors on faculty publications, and 41 students were involved in refereed conference presentations.

Undergraduate teacher education has been redesigned using a cohort structure that includes intense faculty contact and mentoring and that builds strong connections with area schools. This provides a coherent, integrated, and sequenced program that prepares students to develop and demonstrate the knowledge, dispositions, and skills expected of beginning teachers. Faculty have developed a comprehensive unit assessment system that supplements traditional course grades and standardized test scores with authentic evidence that teacher candidates themselves are able to document student learning and perform the range of tasks expected of beginning teachers. Teacher candidates are assessed at multiple points in the program: admission to teacher education, at the conclusion of early coursework, and through a student teaching portfolio.

In the department of Intercollegiate Athletics, 88 student-athletes (41% of the total) have grade-point averages of 3.0 or above.

MEN'S AND WOMEN'S SWIMMING TEAMS were designated Academic All-American. The **WOMEN'S TENNIS TEAM** was selected as an Intercollegiate Tennis Association (ITA) Academic All-American Program. Marissa Van Rensberg was selected as an ITA Academic All-American First Team member.

Sharon Hamilton, Director of **CAMPUS WRITING**, is working with an interdisciplinary group of faculty to develop an electronic portfolio that will enable individual students to document their learning.

Mark Shermis, **TESTING CENTER** director, received a grant from the Fund for the Improvement of Postsecondary Education to involve nine other institutions in creating national norms for evaluating documents commonly found in students' electronic portfolios.

assistance/support to promote retention

Bob Bringle, Director of the **CENTER FOR SERVICE AND LEARNING**, has conducted a multi-campus study of the role of service learning in retention, and articles commenting on the results of the study are forthcoming.

Improved communications strategies employed by the **OFFICE OF FINANCIAL AID** enabled more students to apply earlier for financial assistance, thus helping to increase by \$100,000 the amount of state aid received by IUPUI students.

ENGINEERING AND TECHNOLOGY faculty have initiated a special study of a cohort of freshmen to see what enables these students to be successful.

SCHOOL OF SCIENCE faculty have initiated a Math Assistance Center.

SOCIAL WORK faculty work to increase student retention with careful recruiting, pre-advising, admission counseling, and on-going counseling throughout the program. The School has created two new non-tenure track faculty positions to coordinate student services for the BSW and MSW programs.

Special recruitment and retention committees have been named in the **SCHOOLS OF LIBERAL ARTS AND SCIENCE**.

The dean of the **SCHOOL OF DENTISTRY** holds monthly town hall meetings to hear students' concerns and the new campus dean of **INFORMATICS** has inaugurated a monthly luncheon meeting with students for this purpose.

The IUPUI **SCHOOL OF MUSIC** has expanded the Jazz and Pep Bands to increase performance opportunities for students.

The **SCHOOL OF LIBERAL ARTS** has reorganized advising using student responses to the campus Student Satisfaction Survey.

The **SCHOOL OF MEDICINE** implemented a competence-based curriculum for second-year students on all campuses.

First-year medical students were given the Myers Briggs Type Inventory to enhance their understanding of their own learning styles and those of patients.



Recently nine of ten undergraduate degree recipients report working full-time in the year after getting their degree from IUPUI. The vast majority of alumni feel that their education prepared them well for their jobs and even more agree that it more generally enhanced their future prospects.

TABLE 4							
ALUMNI OUTCOMES							
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Percent Employed Full-Time	79%	80%	79%	80%	80%	81%	88%
Percent Advancing based on Degree ¹	NA	45%	48%	50%	57%	56%	52%
Percent Pursuing Further Education Full-Time	8%	8%	9%	9%	8%	8%	9%
How well Education Prepared for Current Job ²	89%	86%	87%	89%	90%	91%	90%
Enhancement of Future Prospects ²	95%	96%	95%	95%	96%	96%	96%
Satisfaction with Overall Quality of Education ³	74%	NA	88%	86%	89%	88%	91%
Satisfaction with Instruction in Major ³	73%	86%	80%	78%	83%	83%	85%
Advising ³	43%	51%	50%	50%	53%	55%	56%
Relatedness of Job to Major	82%	84%	83%	82%	84%	88%	82%
Health and Social Services ⁴	98%	97%	98%	97%	97%	99%	98%
Arts and Sciences ⁴	65%	66%	59%	64%	65%	73%	61%
All Other Fields ⁴	79%	83%	83%	79%	82%	86%	80%

¹Percentage of respondents employed full-time who remained at their current job and received a raise or promotion or who got a new job because of their degree.

²Percentage responding somewhat or very well. ³Percentage responding satisfied or very satisfied. ⁴Percentage responding somewhat or directly related.

The **CENTER FOR SERVICE AND LEARNING** is training peer tutors to support other students in large classes that have a service learning component.

Gateway Forums were initiated to generate conversation across units offering large entry-level courses; the Forums attracted 188 faculty, staff, and students. The **OFFICE FOR PROFESSIONAL DEVELOPMENT** instituted the series Dialogues on First-Year Student Success; topics included learning theory, student outcomes assessment, and using technology effectively.

The **COMMUNITY LEARNING NETWORK (CLN)** established the CLN Call Center, which received over 17,000 calls and initiated over 12,000 outbound calls and e-mails to engage distance learners, certificate students, and stop-out general studies students.

CLN created an advanced on-line enrollment system, SignUp, to track enrollment activity, interest in future learning, and personal learning accounts for corporate clients.

The **OFFICE OF EXTERNAL AFFAIRS** created integrated marketing strategies that helped to increase undergraduate admissions by 6.7% while maintaining a 65% yield rate.

diversity initiatives

A new Diversity Inquiry Group, supported by the **OFFICE FOR PROFESSIONAL DEVELOPMENT**, is conducting studies designed to identify good practice in teaching and supporting diversity in classrooms; dissemination of ideas gleaned from the literature is planned for 2001.

Minority students received 29% of the Freshman Service Scholarships awarded in 2000.

In the **SCHOOL OF SOCIAL WORK**, diversity is a specific item of content in most courses.

A director of Student Diversity Support has been named in the **SCHOOL OF DENTISTRY**.

The Minority Engineering Achievement Program brings students from grades 6-11 to campus for 1-2-week summer programs.

**88 student-athletes
(41% of the total) have
grade-point averages
of 3.0 or above.**

The School of Medicine conducts a program in Kenya in which students pay their own way to travel to the African nation and spend a portion of their time there in volunteer service.

Since 1995, there have been notable increases in student satisfaction with the registration process, academic advising, the amount of aid available, use of technology in the classroom and relevance of courses to career goals and objectives.

TABLE 5

STUDENT SATISFACTION

	1995	1996	1997	1998	1999
Registration Process	74%	80%	83%	88%	84%
Overall Academic Experience	78%	83%	82%	84%	82%
Quality of Instruction	77%	81%	81%	82%	80%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%
Courses in the Major Area	75%	77%	79%	79%	77%
Availability of Faculty for Discussions Outside Class	65%	71%	69%	69%	68%
Use of Technology in the Classroom	59%	63%	67%	68%	69%
Advising	51%	55%	58%	59%	55%
Classroom Environment	40%	49%	48%	45%	46%
Amount of Aid Available	32%	39%	41%	40%	41%
Availability of Parking	23%	30%	31%	36%	30%
Relevance of Courses to Career Goals and Objectives	62%	65%	71%	67%	72%
Health and Social Services	70%	75%	78%	77%	81%
Arts and Sciences	60%	67%	74%	65%	69%
All Others	60%	62%	69%	66%	71%

Note: Continuing Student Satisfaction and Priorities Survey was not conducted in 2000.

ENGINEERING AND TECHNOLOGY faculty developed a special publication describing academic programs for use in recruiting female students.

The number of under-represented minority students has increased from 11 to 16 in the current entering class in the **SCHOOL OF MEDICINE**.

HUMAN RESOURCES collaborated with **AFFIRMATIVE ACTION** to conduct training sessions for staff that were designed to raise awareness of diversity issues.

improvements in the environment for learning

RENOVATIONS

A campus Learning Environment Committee seeks to improve classrooms

and space across campus. In May 2000, the first comprehensive multi-classroom technology plan for general-purpose classrooms was completed. This plan ensures the installation and support of technology in classrooms and coordination for the design and renovation of classrooms to enable effective use of technology.

\$30 million in state funds have made possible an important renovation of the Van Nuys Medical Science Building.

Three classrooms in the Mary Cable Building were renovated for use as **INFORMATICS** laboratories.

ENGINEERING AND TECHNOLOGY spent \$290,000 to renovate instructional laboratories.

PHYSICAL EDUCATION converted a student lounge to a new learning laboratory and the former Library/Reading Room to faculty offices. New fitness equipment has been installed in conditioning rooms.

Human Resources collaborated with Affirmative Action to conduct training sessions for staff that were designed to raise awareness of diversity issues.

IUPUI's minority student population now closely approximates that of the regional population.

TABLE 6								
ETHNICITY OF STUDENTS								
	<i>Fall Semesters</i>							
	1993	1994	1995	1996	1997	1998	1999	2000
African American	2136	2033	2181	2344	2543	2675	2602	2597
Asian American	658	652	625	699	694	718	735	722
Hispanic	301	289	315	349	357	372	411	433
Native American	61	58	65	72	83	75	80	72
Total Minority	3156	3032	3186	3464	3677	3840	3828	3824
Foreign	461	481	497	500	594	668	681	729
African American as Percent of All Students	8%	8%	8%	9%	9%	10%	9%	9%
Minority as Percent of All Students	11%	11%	12%	13%	14%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	16%	16%

The **SCHOOL OF JOURNALISM** implemented a wireless computer laboratory—a cart containing laptop computers that can be rolled from one classroom to another. The wireless technology improved the teaching of Introduction to Visual Communication by enabling students to edit their video projects more efficiently.

The **SCHOOL OF EDUCATION** upgraded equipment and remodeled its interactive video facility to improve the sound and extend capacity to support additional peripherals.

The **COMMUNITY LEARNING NETWORK** established a computer lab at Glendale Shopping Center and shared with Ivy Tech and the community renovation expenses for the new Community Life and Learning Center in Carmel.

new construction

The new **CENTER FOR YOUNG CHILDREN** was completed in Fall 2000, the largest university child care center in the state.

Ground was broken on the medical campus for the **STARK NEUROSCIENCE INSTITUTE** established with \$27 million in private funding.

A new 26,000 square foot Sculpture and Ceramics facility for **HERRON SCHOOL OF ART** was completed.

international activity

The number of new international students at IUPUI increased 21 percent in 2000; total international enrollments increased 7 percent.

The **OFFICE OF INTERNATIONAL AFFAIRS** worked with several schools to develop mission statements and goals for international activity. With **ENROLLMENT SERVICES** the Office increased contacts with academic units to raise awareness of the potential for international recruitment.



The **SCHOOL OF MEDICINE** conducts a program in Kenya in which students pay their own way to travel to the African nation and spend a portion of their time there in volunteer service.

HERRON SCHOOL OF ART has raised over \$33,000 for scholarships that will enable students to participate in its International Travel Program.

Sherry Ricchiardi in the **SCHOOL OF JOURNALISM** has been selected for the programming board for the

International Center for Education of Journalists in Croatia. In addition she continues to serve as a media consultant for the Parliamentary Development Program in the Ukraine.

The **SCHOOL OF EDUCATION** hosted a Fulbright scholar from the University of Granada in Spain and two other international scholars, one from the Czech Republic and one from Tajikistan.

Beatriz D'Ambrosio, **SCHOOL OF EDUCATION**, gave the invited lecture for the Ninth International Conference of Mathematics Education held in Tokyo, Japan.

Michael Parsons of the **SCHOOL OF EDUCATION** received three years of funding from the U.S. I.A. to support the reform of higher education in Kazakhstan. The project includes extended visitations and faculty exchanges between the two countries.

Faculty and staff of the **CENTER ON PHILANTHROPY** made more than 70 presentations to national and international conferences and organizations, including programs in Barcelona, Buenos Aires, Dublin, Jerusalem, Mexico City, Sao Paolo, Tokyo, and Vienna.

The Twelfth International Conference on Assessing Quality in Higher Education, a series co-sponsored by **PLANNING AND INSTITUTIONAL IMPROVEMENT**, was held at the Royal Melbourne Institute of Technology in Melbourne, Australia.

The **OFFICE FOR PROFESSIONAL DEVELOPMENT** (OPD) hosted visits from several international universities seeking information about IUPUI programs, including Temasek Polytechnic in Singapore, and National Institute for Development Administration (NIDA) in Thailand. OPD also hosted a scholar in residence from Hokkaido National University in Japan.

HERRON STUDENT KEITH MONFREDA
JOURNEYED TO CHINA LAST SUMMER
THANKS TO A HERRON TRAVEL
SCHOLARSHIP, AND A GRANT FROM
AN IUPUI UNDERGRADUATE
RESEARCH PROGRAM. WHILE IN
CHINA, MONFREDA STUDIED AND
VIDEO-TAPED CHINESE ART
EDUCATION CLASSES AND COMPARED
THEM WITH THOSE IN AMERICA.





RESEARCH, SCHOLARSHIP
&
CREATIVE ACTIVITY

Achievements in RESEARCH, SCHOLARSHIP, and CREATIVE ACTIVITY are described in the following sections: *Program Rankings, Faculty Recognition, Funded Projects, Collaborative Activity, Graduate Education, and Sponsorship of Noteworthy Events.*

program rankings

The **SCHOOL OF NURSING** was ranked 12th nationally in the quality of its graduate programs by *U.S. News and World Report*; the school was ranked fifth in adult health, sixth in psychiatric/ mental health and ninth in community health.

The Law School's **CENTER FOR LAW AND HEALTH** was ranked ninth among its peers by *U.S. News & World Report*.

faculty recognition for research, scholarship, and creative activity

Ulla Connor, **DEPARTMENT OF ENGLISH**, was elected to membership in the Finnish Society of Sciences and Letters (Societas Scientiarum Fennica).

David Williams, **SCHOOL OF MEDICINE**, received the William Dameshek prize from the American Society of Hematology.

Jay Grosfeld, **SCHOOL OF MEDICINE**, was initiated as an Honorary Fellow of the Royal College of Surgeons of England.

The Law School's Center for Law and Health was ranked 9th among its peers by *U.S. News & World Report*.



Mary Maitland Kimball, **SCHOOL OF PHYSICAL EDUCATION**, received the Heritage Award of the National Dance Association.

Alexander Its, **DEPARTMENT OF MATHEMATICS**, was invited to be a 2002 Hardy Fellow in the London Mathematical Society.

Maurice Bluestein's pathbreaking research on the wind chill factor attracted national and international media attention; Bluestein, in the **SCHOOL OF ENGINEERING AND TECHNOLOGY**, is also the co-author of a new textbook, *Thermodynamics and Heat Power*.

Roger Jerman, **KELLEY SCHOOL OF BUSINESS**, received the award for Outstanding Academic Achievement from the American Society for Transportation and Logistics.

Joan Austin in the **SCHOOL OF NURSING** became the first nurse to receive a Jacob Javits Neuroscience Award from the National Institutes of Health and was elected to the Institute of Medicine, National Academy of Sciences.

Susan Bennett in the **SCHOOL OF NURSING** was elected to fellowship in the Council on Cardiovascular Nursing of the American Heart Association.

Linda Urden was elected to fellowship in the American Academy of Nursing.

Lillian Stokes received the American Nurses Association Mary Mahoney Award.

Becky Sloan received the New Investigator Award of the Midwest Nursing Research Society's Chronicity Section.

The **SCHOOL OF NURSING** is one of only nine nursing schools in the country to have a NIH-funded research center, the Center for Enhancing Quality of Life in Chronic Illness; the school also was one of 12 nursing schools to receive a NIH-funded institutional training grant.

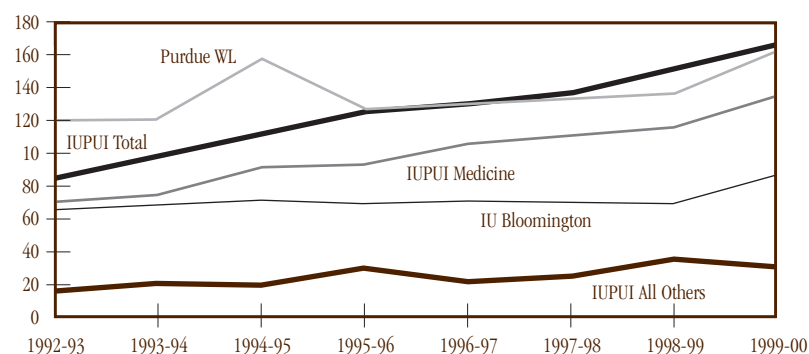
Linda Kasper and Bernadette Rodak of the **SCHOOL OF ALLIED HEALTH SCIENCES** received Omicron Sigma Awards and were inducted into Alpha Mu Tau of the American Society for Clinical Laboratory Science.

Rowland Sherrill of the **DEPARTMENT OF RELIGIOUS STUDIES** received the Charles McArthur Alumni Award for Career Achievement from Eckerd College.

IUPUI continues to obtain record amounts of external grant and contract support for research, service, and instruction. Funding received by IUPUI has exceeded the figure for Purdue University, West Lafayette for the past three years. While these numbers reveal the increasing success of the Medical School, IUPUI's other programs are contributing significantly to this growth.

TABLE 7**GRANT AND CONTRACT AWARDS**

	<i>Fiscal Year</i>							
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
IUPUI	87.6	97.7	111.7	124.3	128.3	135.4	151.2	164.5
IU Bloomington	66.6	68.7	71.8	68.1	70.9	69.5	68.6	86.4
Purdue West Lafayette	119.2	120.2	156.6	126.3	129.9	132.3	134.5	160.2
IUPUI Medicine	71.2	74.8	90.6	92.9	104.9	109.1	114.9	133.2
IUPUI excluding Medicine	16.4	22.9	21.1	31.4	23.4	26.3	36.3	31.2



- Regina Kreisle, president of the Group for Research in Pathology Education.
- William Martin II, president of the American Thoracic Society.
- Richard Miyamoto, president of the American Neurotology Society.
- Ora Pescovitz, president of the Society for Pediatric Research.
- Terry Reed, president of the American Dermatoglyphics Association.
- Douglas Zipes, president of the American College of Cardiology.

The **CENTER ON PHILANTHROPY** was selected by the American Association of Fund-Raising Council (AAFRC) Trust for Philanthropy to conduct studies, write, and edit the annual *GIVING USA* yearbook, the nation's most widely recognized and cited source of data and information on charitable giving.

The **CENTER ON PHILANTHROPY's** Philanthropic Giving Index, which serves as a consumer confidence index indicating the current and future climate for charitable giving, is a valuable tool for nonprofit fundraisers and was cited this year in the national news media, including the front page of the *Wall Street Journal*.

Ten faculty in the **SCHOOL OF MEDICINE** currently hold presidencies of their respective national professional associations, including:

- Craig Brater, dean of the School, president of the Central Society for Clinical Research and the Association of Professors of Medicine, and chairman of the American Board of Clinical Pharmacology.
- José Biller, president of the American Board of Psychiatry and Neurology.
- Larry Einhorn, president of the American Society of Clinical Oncology.
- Conrad Johnston, Jr., president of the American Association for Osteoporosis Foundation.

funded projects

Total research awards for IUPUI increased almost 9 percent, from \$151.2 million in 1999 to \$164.5 million in 2000. Increases were recorded in all of the following: 50 invention disclosures by IUPUI faculty; 70 patent applications; 19 patents issued; and 15 licenses or options executed, with nearly \$3 million in licensing income earned.

The Molecular Biology Program at IUPU Columbus received a grant from the United States Air Force Office of Scientific Research to study the effect of chemical exposure on mammalian systems.

NIH funding for **SCHOOL OF MEDICINE** faculty research increased from \$65.5 million in 1998-99 to \$72.3 million in 1999-2000. Overall, grant awards to the school increased 16 percent in the last year, from \$114.9 million to \$133.2 million.

In December 2000 the **SCHOOL OF MEDICINE** was awarded a 3-year \$105 million grant from the Lilly Endowment to develop the Indiana Genomics Initiative, a biomedical enterprise that will include a center for the study of bioethics and engage scientists from medicine, biology, chemistry, and informatics in collaborative research on the human genome.

The **SCHOOL OF MEDICINE** received additional funding from Clarian, Eli Lilly, and other companies for patient trials.

One of three such grants in the U.S. was awarded to the **SCHOOL OF ALLIED HEALTH SCIENCES** for a pediatric nutrition project; faculty will work with the Indiana Department of Health and others.

Four **ENGINEERING AND TECHNOLOGY** faculty have spent sabbaticals working in industry, which has led to more patents and invention disclosures.

Eileen Udry, **SCHOOL OF PHYSICAL EDUCATION**, received a grant from the Indiana Association for Health, Physical Education, Recreation, and Dance to study the psychological profiles of chronic pain/injury patients at a sports medicine facility. She is collaborating with the Methodist Sports Medicine group practice on this study.

Rafael Bahamonde of **PHYSICAL EDUCATION** is completing a United States Tennis Association Grant to study ground reaction forces and angular momentum during the tennis serve.

Marjorie Lyles of the **KELLEY SCHOOL OF BUSINESS** Indianapolis received a grant from the National Science Foundation to study knowledge transfer among joint venture companies in Hungary.

The **SCHOOL OF ALLIED HEALTH SCIENCES** Office of Research and Graduate Studies has completed a strategic plan to develop the infrastructure to support increased research activity. A three-phase renovation plan for existing space will produce a cluster of laboratories that should help to attract faculty engaged in research while supporting the teaching mission of the professional programs.

The **DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING** received external funding for projects in the areas of parallel computing, battery management, container port optimization, and biomedical topics such as computational neurosciences.

The **DEPARTMENT OF MECHANICAL ENGINEERING** acquired funding in the areas of computational fluid dynamics, chemically reacting flow simulation, wave fan and hybrid pulse simulation, and in biomedical areas such as orthopedic implant design.

John Schild of **ELECTRICAL AND COMPUTER ENGINEERING** and Hiroki Yokota of the **DEPARTMENT OF MECHANICAL ENGINEERING** each received a Whitaker Foundation grant for biomedical research.

NEW MEDIA faculty produced two interactive CD/virtual tours of Mexican ruins, in Chichen Itza and in Uxmal.

The Division of Mental Health for the State of Indiana has asked that **SCHOOL OF SOCIAL WORK** faculty serve as the primary resource in conducting a series of mandated program assessments of services provided by community mental health centers throughout the state; two such studies are related to the Dawn Project and Adult Protective Services.

With external funding the **CENTER ON PHILANTHROPY** launched two major studies: (1) a collaboration with a University of Michigan panel study that will examine giving and volunteering behavior of American households and (2) a partnership with the Urban Institute in Washington D.C. that will look at nonprofits' administrative and fundraising costs and develop tools for comparable uniform reporting.



The **CENTER ON PHILANTHROPY** received funding for a new edition of the leading research text in the field, *The Nonprofit Sector: A Research Handbook*, from the McCormick Tribune Foundation, Stanford University, and the Aspen Institute.

collaborative activity

A major new state initiative, the 21st Century Research and Technology Fund, was established in 1999 to finance research and technology that will stimulate economic growth in Indiana. This fund has facilitated for IUPUI nine major research projects that involve collaboration with other research universities in the state as well as private business entities. Among these projects is a \$1.9 million grant to the **SCHOOL OF MEDICINE** for The Indiana Center of Excellence in Biomedical Imaging, a collaborative project with psychiatry, neurology, cardiology, the Cancer Center, University of Notre Dame, and multiple healthcare-related private businesses.

The **SCHOOLS OF DENTISTRY, MEDICINE, and OPTOMETRY**, and the Purdue Schools of Electrical Engineering and Liberal Arts received a 21st Century Research Fund grant to complete the development of advanced imaging technology systems and bring them into practice for detecting early tooth decay and skin cancer.

IUPUI faculty in the **DEPARTMENT OF BIOLOGY** and the **SCHOOL OF MEDICINE** are members of a team awarded \$879,338 from the 21st Century Fund to found the Center for Excellence in Regenerative Biology and Medicine at IUPUI. Other team members represent IU Bloomington and Eli Lilly and Company.

SOCIAL WORK faculty created a cross-campus interdisciplinary Research Advisory Group that also includes professionals from the larger human service community.

Faculty in **DENTISTRY, MEDICINE, SCIENCE, and ENGINEERING AND TECHNOLOGY** are collaborating to form the new Biomechanics/Biomaterials Research Center.

The **SCHOOL OF NURSING's** Mary Margaret Walther Program in Oncology Care has extended its activities to a multi-disciplinary, multi-site Behavioral Cooperative Oncology Group that includes Duke University, Indiana State University, Michigan State University, The Ohio State University, the University of Louisville, the University of Michigan, Washington University, and others.

The **SCHOOL OF NURSING** has entered into a partnership with the University of Iowa College of Nursing in the institution's successful effort to become a Hartford Foundation-supported Center of Excellence in Gerontological Nursing.

The **SCHOOL OF ALLIED HEALTH SCIENCES** and the **SCHOOL OF INFORMATICS** have elected to share an Associate Dean for Research and Graduate Studies. The schools are also collaborating to recruit new faculty to deliver a masters degree in health informatics and to engage in joint research ventures.

The **SCHOOL OF ALLIED HEALTH SCIENCES**, the **CENTER FOR AGING RESEARCH**, and the **DEPARTMENT OF MEDICINE** are promoting collaborative research ventures through the sharing of a faculty line as Associate Director of the Center for Aging Research.

The **SCHOOL OF ALLIED HEALTH SCIENCES** Nutrition and Dietetics Program, the **DEPARTMENT OF PEDIATRICS, RILEY HOSPITAL**, selected federal Maternal and Child Health Programs, and the Indiana State

Department of Health are key partners in the Leadership Education Excellence in Pediatric Nutrition Programs funded to improve neonatal/ pediatric health and education.

The Molecular Biology Program at **IUPUI COLUMBUS** received a grant from the United States Air Force Office of Scientific Research to study the effect of chemical exposure on mammalian systems.

SCHOOL OF SCIENCE faculty participate in interdisciplinary work in the following areas: informatics, earth and environmental science, regenerative biology and medicine, and psychobiology of addictions.

SCHOOL OF SOCIAL WORK faculty are active partners in the Indiana Mental Health Research Consortium, which is funded by a multi-million dollar National Institute of Mental Health Research Infrastructure grant.

The **CENTER ON PHILANTHROPY**, its staff, and **PHILANTHROPIC STUDIES** faculty are involved in collaborations and partnerships with more than 150 international, national, regional, state, and Central Indiana organizations, including UNICEF, the Association of Black Foundation Executives, the Corporation for National Service, the Association of Fundraising Professionals, and Native Americans in Philanthropy.

The School of Nursing was ranked 12th nationally in the quality of its graduate programs by U.S. News and World Report.

graduate education

The number of students enrolled in the joint MD/PhD program increased from 4 to 12 in 2000.

The number of PhD students in the **SCHOOL OF MEDICINE** increased from 25 to 37.

SCHOOL OF SOCIAL WORK faculty instituted an annual PhD Spring Research Symposium designed to provide doctoral students with a public forum for the exchange of ideas and dissemination of research interests.

Nine doctoral students were co-authors on 15 publications with **SCHOOL OF EDUCATION** faculty.

sponsorship of noteworthy events

The **CENTER ON PHILANTHROPY** hosted an international conference on methodologies for measuring charitable giving and volunteering, convening virtually all of the leading scholars in this field from Canada and the United States.

Philanthropy Matters, a new magazine providing people who work in nonprofit organizations with the latest research on philanthropy and nonprofit management was launched.

The **CENTER ON PHILANTHROPY** planned and hosted its 13th national annual symposium: *Taking Fundraising Seriously: Donor Dynamics Beyond the Comfort Zone*, which brought together senior executives of foundations, nonprofits, and professional organizations as well as leading scholars to examine the dramatic increase in wealth, new types of donor behavior, and their impact on the nonprofit sector.

Sherry Ricchiardi in the **SCHOOL OF JOURNALISM** received a grant from the Dart Foundation to develop a curriculum for educating media professionals concerning issues surrounding trauma and journalism. The Dart grant led to the first statewide conference on "Covering Tragedy: Pitfalls, Challenges, and Opportunities" held at IUPUI in October 2000. Some 60 media professionals, journalism students and journalism educators attended this conference to participate in discussions of the ways journalists cover victims of violence and tragic events and then deal with their own emotions afterward.

A monograph will be developed on the basis of tapes of conference sessions and then used as a learning tool in the classroom and for training professional journalists in the United States and around the world. Ricchiardi is also a consultant to the Crimes of War project in Washington D.C.; she organized the first national conference on International Humanitarian Law and Journalism that drew media scholars, journalists, and journalism educators from around the country.

SCHOOL OF SCIENCE faculty annually present "Frontiers in Science," a symposium on current topics in science that is open to the public.

new school of social work journal

"ADVANCES IN SOCIAL WORK," PUBLISHED BY THE IU SCHOOL

OF SOCIAL WORK AT IUPUI, IS A PEER-REVIEWED JOURNAL

COMMITTED TO ENHANCING THE LINKAGE AMONG

SOCIAL WORK PRACTICE, RESEARCH, AND EDUCATION.

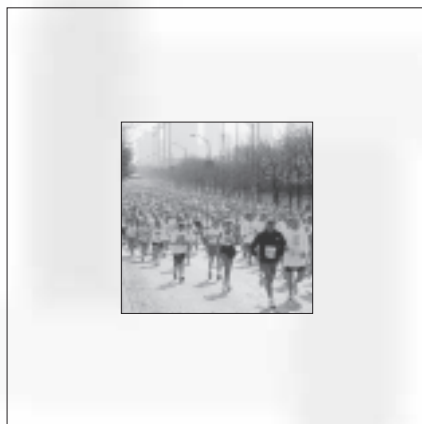
INITIATED IN SPRING 2000, THE JOURNAL FOCUSES ON

INNOVATIONS AS WELL AS CURRENT ISSUES AND CHALLENGES

IN ALL AREAS OF SOCIAL WORK. THE JOURNAL PROVIDES A

FORUM FOR SCHOLARLY EXCHANGE OF RESEARCH AND IDEAS

THAT ADVANCE SOCIAL WORK KNOWLEDGE AND PRACTICE.



C I V I C E N G A G E M E N T

Achievements in CIVIC ENGAGEMENT are described in the following categories: *Faculty and Staff Recognition, Service Learning and Internships, Alumni Activities, Preschool-Grade 12 Projects, Health-Related Activities, Business-Industry Partnerships, Arts Organizations Projects, Government and Non-Profit Agency Projects, and Community Advisory Councils.*

faculty and staff recognition for civic engagement

Charles Clark, **SCHOOL OF MEDICINE**, was the recipient of the 2000 Secretary's Award for Distinguished Service from the U.S. Department of Health and Human Services.

Russell Eberhart and Kenneth Reid from the **SCHOOL OF ENGINEERING AND TECHNOLOGY** each received the Third Millennium Medal from the Institute for Electrical and Electronic Engineers association for their distinguished service to IEEE.

Kimberly Quaid, Director of the **OFFICE FOR WOMEN** and faculty member in **MEDICINE**, accepted on behalf of the Office the 2000 "Women and Work" award presented by the Indiana Chapter of the AFL-CIO. The award recognized the support of the Office for IUPUI's new Center for Young Children as well as efforts to provide educational programs about sexual harassment and pay equity and to monitor the campus work environment.

In the America Reads Tutoring Program, 79 tutors provided 18,000 hours of tutoring at 11 community sites.

SCHOOL OF EDUCATION lecturer and doctoral student Monica Medina received the Hispanic American Service/Achievement Award given by the Hispanic Education Center.

Patrick McKeand, publisher of the *IUPUI Sagamore* and **JOURNALISM** professor, was honored at the national convention of the Society of Professional Journalists for his service on the National Board of Directors and as Region V Director of SPJ.

Jean Delaski (**WOMEN'S VOLLEYBALL**) and Steve Payne (**MEN'S SOCCER**) were named 2000 Mid-Continent Conference coaches of the year.

service learning and internships

The **CENTER FOR SERVICE AND LEARNING** (CSL), which now includes the Office of Service Learning, the Office of Neighborhood Resources, and the Office of Community Service, added 5 new service learning classes in 2000. A CSL study found that in such classes 22 faculty and 1,326 students provided 51,770 hours of service to the community.

CSL coordinates the America Reads Tutoring Program in which 79 tutors provided 18,000 hours of tutoring at 11 community sites.

CSL staff report that 17% of campus Work Study funds were devoted to community service, doubling the federal minimum of 8 percent.

IUPU COLUMBUS students provided 1560 service learning hours to the community. For example, some students conducted a health/blood pressure clinic and others worked with county librarians to organize displays and identify resources for classroom projects required of area school children.

Students in the **SCHOOL OF LIBERAL ARTS** have created websites for non-profit agencies in Indianapolis.

A Division of Community Service has been established in the **SCHOOL OF DENTISTRY** to enhance community engagement and integrate service learning in the curriculum.

Dental outpatient clinics (with Wishard Hospital) provide services for 20,000 patients annually in this region. In addition, **DENTAL SCHOOL** faculty and students provide dental care for the homeless and those in shelters for victims of domestic violence (with People's Health Center).

Beginning **GEOLOGY** courses have a service learning component linked to the White River Reforestation Project and to the Children's Museum Ritchey Woods project. Four departments collaborate to provide service learning in connection with the White River project, which is coordinated by the Center on Earth & Environmental Science.





Freshman Service Scholars develop a service learning project each semester that involves other students.

One section of Introduction to Psychology is devoted to the United Way and all psychology practica have a service learning component.

Each year some 300 social service professionals give field instruction to 550 students majoring in **SOCIAL WORK**.

State-wide some 250 clinical sites in communities are utilized for **SCHOOL OF NURSING** students' practice experiences; during the past year more than 20 new sites were made available just in the Indianapolis area.

As part of their community health experience baccalaureate **NURSING** students teach either breast self-exam or testicular self-exam practices to every IPS high school student.

Nearly 400 professionals in 33 school corporations serve as mentors to IUPUI students during the **STUDENT TEACHING** experience. An additional 90 professionals have provided internships for graduate students in **COUNSELING/ COUNSELOR EDUCATION** programs.

Children from public housing were brought to campus monthly for an afternoon of training by **SCHOOL OF EDUCATION** students in their computer classrooms. High Hopes is an after-school tutoring program run by Indianapolis Public Housing in collaboration

with the Purdue Cooperative Extension Service and the **SCHOOLS OF EDUCATION** and **SOCIAL WORK** at IUPUI.

Service learning projects are a component of many of the learning community sections that are offered for about 3000 students each year under the auspices of **UNIVERSITY COLLEGE**.

The Public Opinion Laboratory in the **SCHOOL OF LIBERAL ARTS** employs students who conduct interviews and assist the director with various aspects of survey research.

IUPUI students participate regularly in the **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS** (SPEA) Washington Leadership Program, which combines undergraduate internships in government and non-profit agencies in Washington, D.C. with related academic courses offered on-site. SPEA students also intern in state and local government agencies in Indianapolis.

Students in the **SCHOOL OF JOURNALISM** intern with local broadcast stations. Since the stations do not pay interns, students often contribute up to 40 unpaid hours of work per week.

Patrick McKeand developed and offered a course on community journalism at the request of the Hoosier State Press Association; students in the course worked on assignments for community newspapers in smaller communities.

The **CENTER ON PHILANTHROPY** hosted the Summer Institute on Philanthropy and Voluntary Service for college undergraduates, the only program of its kind in the nation, in cooperation with the Fund for American Studies.

The **COMMUNITY LEARNING NETWORK** provides life-long learning opportunities year-round to 16,000 community members—from microcomputer certification programs to photography.

alumni activities

The **OFFICE OF ALUMNI RELATIONS** provides continuing education, service and social programming opportunities for over 105,000 IUPUI alumni. In 2000 over 11,000 alumni and friends participated in 106 alumni events, 32 class reunions, and 78 alumni board of directors meetings throughout the United States. Continuing education activities included the Fall and Spring Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the frontiers of Science.

Nearly 400
professionals
in 33 school
corporations serve
as mentors to
IUPUI students
during the student
teaching experience.



The Good Friends program, begun in 1992 by the **ALUMNI ASSOCIATION**, paired 114 adult volunteers with approximately 115 children per week in 28 Indianapolis area schools to help students with development of reading, math, and science skills. An advisory board was organized this year to help direct the program. Volunteer training sessions were held, and several literacy events were staged throughout the community.

Under the sponsorship of the campus **ALUMNI ADVISORY COUNCIL** and the **STUDENT ORGANIZATION FOR ALUMNI RELATIONS**, a program to recognize the Top 100 undergraduate students at IUPUI was begun. These students and their families came together for an evening event designed to recognize the students' accomplishments.

preschool-grade 12 projects

The Center for Economic Education at **IUPUI COLUMBUS** offers programs to K-12 teachers that enable them to teach their students economics more effectively.

NURSING faculty and students provide services in school-based health clinics.

For 18 months **SCHOOL OF EDUCATION** faculty worked with WESCO community leaders to plan the re-opening of the old Washington High School near the west edge of the IUPUI campus. The new Washington Middle School was designated as a SOE partner school when it opened in Fall 2000, and a cohort of 28 majors in secondary education had the entire teacher education program on-site there with field experiences both at the new school and within WESCO.

As part of an effort to encourage IPS students to attend college, each spring 6th, 7th, and 8th grade honors students from Crispus Attucks Middle School and their parents are invited to attend and be recognized as part of the School of Education Honors Convocation.

More than 150 teachers participated in Click 2000, a project in which **SCHOOL OF EDUCATION** (SOE) staff and graduate students provided on-line development for teachers who want to incorporate technology in their classrooms. With a Technology Challenge Grant from the U.S. Department of Education the SOE is providing technology-focused professional development for IPS sixth-grade teachers.

The SOE hosts the Indiana Urban Schools Association (IUSA), and the third annual IUPUI/IUSA Summer Conference on Urban Education was held in Indianapolis in July. The School also hosts the Indiana Essential Schools Network, a consortium of schools dedicated to school reform and the state-funded Indiana Educator's Technology Center, a clearinghouse for educational software.

Jose Rosario, director of the **CENTER FOR URBAN AND MULTICULTURAL EDUCATION**, has worked with students at Arsenal Tech and Northwest High Schools to form Club Latino chapters that focus on community service and school completion. Through e-mail and video conferences club members are meeting inner city students in Granada, Spain.

The SOE sponsors Young Scholars, a summer enrichment program for elementary and middle school students. Area master teachers and IUPUI students collaborate to offer challenging activity-oriented classes for young people in grades 1 through 10.

During 1999-2000 some 2200 students participated in at least one of the P-12 preparation programs sponsored by University College. These included two Upward Bound programs for high school students and the College Preparatory Initiative to set middle school students on the path toward a college degree. The 21st Century Scholars office in **UNIVERSITY COLLEGE** coordinates the activities of AmeriCorps volunteers who work with 21st Century Scholars in Central Indiana.

The **POLIS CENTER, UNIVERSITY LIBRARY**, and the **GEOGRAPHY EDUCATORS NETWORK OF INDIANA** collaborate on a GIS Summer Institute for K-12 educators.

The **SCHOOL OF PHYSICAL EDUCATION** provided a bus trip to Gettysburg, Pennsylvania and Washington, D.C. for 200 high school students to interest them in military science (ROTC).

INFORMATICS faculty provided Saturday School for IPS students to acquaint them with the fields of informatics and new media.

SCIENCE faculty conduct Scientist's Apprentice Camp to provide research experiences for middle school students.

Science faculty provided a Genetic Update Conference for high school teachers and gifted students.

Students from the **SCHOOL OF SCIENCE** talked to middle and high school students about careers in 3-4 areas of science selected by the teachers who invited them to their classes.

Faculty in the **SCHOOL OF MEDICINE** presented the Mini-Medical School for the eighth year, providing sessions to area high school students with interests in medicine and health. Presentations are made by the medical faculty on a voluntary basis.

SCHOOL OF MEDICINE faculty offered more than eight summer research programs to Indiana high school and college students, some of which were funded through private philanthropy and one by the Howard Hughes Medical Institute. These programs by faculty and staff are designed to attract high school and college students to careers in medical research.

SCHOOL OF EDUCATION faculty encourage at least one campus visit annually by K-12 students enrolled in each of its Professional Development Schools. A pizza lunch is offered, along with a campus tour and program.

The **SCHOOLS OF EDUCATION, NURSING, and SOCIAL WORK** continue to work together in full service schools in the inner city to provide an inter-professional education component for students preparing to be teachers, nurses, or social workers.

The **COMMUNITY LEARNING NETWORK** hosts an online teaching environment for Wayne Township and the Indiana Online Academy; 28 courses are online, enrolling 124 area high school students with faculty from Indianapolis Public Schools as well as Wayne, Pike, and Washington Township schools.

IUPUI faculty and staff from several units consulted with and made presentations to Project Seam, a collaborative effort funded by the Lilly Endowment that involves 15 Central Indiana school districts and five postsecondary institutions

in an effort to create a “seamless” transition between high school and college for all students.

The **OFFICE OF INTERNATIONAL AFFAIRS** received a grant to facilitate development of the “IUPUI World-Neighbors Program,” which will place international students and study abroad returnees in local schools to give presentations on their countries.

The **OFFICE OF EXTERNAL AFFAIRS** created “The Back Pack Attack” to help young children in need of back-to-school supplies. Volunteers from campus stuffed more than 225 back packs full of supplies. Intercollegiate Athletics student-athletes volunteered more than 1000 hours of community service in skills clinics and other activities for young adults.

health-related activities

The **SCHOOL OF NURSING**’s “Healthy Families Indiana” project reached 9000 families in all 92 Indiana counties and served as a model for the national effort to reduce child abuse and support effective parenting.

NURSING’s MOM Project served 1500 indigent women through the MOM mobile and conducted home visits for hundreds.

NURSING’s Shalom Health Care Center provided services to more than 5000 inner-city clients.

Sixteen **ALLIED HEALTH** student interns spent a total of 512 hours developing a website to be used by children at Riley Hospital for Children.

Clinical faculty members in the **SCHOOL OF MEDICINE** provided over 2,000 telephone consultations to community physicians at no cost.

The **OFFICE OF MEDICAL SERVICE LEARNING** enabled students to participate in community health-related activities in Indianapolis that help them master skills in two areas of the new competence-based curriculum: social and community context of healthcare and professional and role recognition. Students have volunteered more than 11,000 hours since the program began in 1996.

The **SCHOOL OF EDUCATION** assisted Health and Hospital Corporation to obtain a \$7 million demonstration grant from the Center for Mental Health Services to expand the Dawn Project, which provides interdisciplinary wraparound services to children with serious emotional disturbances and their families. This project involves faculty from these IUPUI units: **SOCIOLOGY, SOCIAL WORK, ECONOMICS, PUBLIC HEALTH, NURSING, MEDICINE, and PSYCHIATRY.**

Clinical faculty members in the School of Medicine provided over 2,000 telephone consultations to community physicians at no cost.



business-industry partnerships

Partnership agreements between **ENGINEERING AND TECHNOLOGY** faculty and Allison Transmission, Rolls Royce, Raytheon, Delco Electronics, Delphi, Thomson, and Eli Lilly among others, yield research, development, and testing projects for students and faculty.

Engineering and Technology faculty have sought and received industry sponsorship for 4 senior design projects, including EDS sponsorship of a Jeep redesign for a handicapped child with a disability.

INFORMATICS faculty established a partnership with Microsoft for a Visual Basic laboratory.

The Natatorium hosted the NCAA Women's Swimming & Diving Championships, The Big 10 Women's Swimming & Diving Championships and The US Olympic Team Trials.

HERRON SCHOOL OF ART students and faculty created 50 IRIS prints for the Conesco Fieldhouse.

Three Herron students built large outdoor sculptures for Celadon Trucking Company.

Herron faculty collaborated with Thomson Consumer Electronics staff on a design course for students.

The Spirit of Philanthropy luncheon, co-sponsored by the **IUPUI FOUNDATION** and **ETERNAL AFFAIRS**, honors those individuals and corporations that have provided philanthropy to the campus. The 2000 event attracted 374 people from the community.

arts organizations projects

SCHOOL OF LIBERAL ARTS

Museum Studies students participate in internships with local museums and this year curated exhibits at the **UNIVERSITY LIBRARY** and the ArtsGarden.

The American Sign Language and Theater Initiative is a collaborative effort between the **SCHOOL OF LIBERAL ARTS** and the Indiana School for the Deaf and the Phoenix Theater. Planned outcomes include a play, a documentary film, book, and visual history archives.

HERRON's IRIS Lab clients include the Eiteljorg, the Pacer Foundation, Indy Jazz Fest, Madame Walker Theatre, and American Crafts Museum of New York.

government and non-profit agency projects

The **CENTER FOR SERVICE AND LEARNING** organizes the United Way Day of Caring in September, the Martin Luther King, Jr. Day in January, a holiday Sponsor-a-Family project, and other campus-wide programs designed to encourage participation in voluntary community service. Participation in all of these events increased in 2000 to total more than 350 individuals.

The **OFFICE OF EXTERNAL AFFAIRS** coordinated the Komen Race for the Cure bringing 18,850 total participants to the campus to support breast cancer research. The "Jam the Jaguars Bus" food drive sponsored by External Affairs collected 5 tons of food for indigent families in the community.

The Public Opinion Lab in the **SCHOOL OF LIBERAL ARTS** conducted a study for the United Way of Central Indiana that yielded the first comprehensive profile of the Hispanic and Latino populations in Indianapolis. In addition to demographic characteristics, the assets of this population were identified along with some of the major problems these individuals encounter in living in this community.

Art work by **HERRON** students and faculty was displayed at Governor O'Bannon's residence, the ArtsGarden, and the Indiana State House.

LAW students and faculty provide legal assistance clinics for indigent clients.

Environmental scientists and students involved in the **CENTER FOR EARTH AND ENVIRONMENTAL SCIENCE** used a grant from Eli Lilly & Company to plant trees along the eastern bank of the White River near the campus.

Restoration of species that formed the forest on the riverbank 200 years ago will yield data that can guide future riverbank restoration projects.

For 25 years **ENGINEERING AND TECHNOLOGY** faculty have conducted a national survey of faculty salaries in technology as a professional service to the field.

Faculty in Tourism, Conventions, and Event Management in the **SCHOOL OF PHYSICAL EDUCATION** conducted research on visitor behavior and tourism for the Jazz Festival, World Police and Fire Games, and the Junior League.

PHYSICAL EDUCATION extended recreational sports and other opportunities to students, faculty, and staff at Ivy Tech.

INFORMATICS students and faculty designed interactive marketing tools for nonprofit agencies.

The **CENTER FOR URBAN POLICY AND THE ENVIRONMENT** undertook an analysis of investments in the 44 county Central Indiana Region with a grant from the Lilly Endowment. This survey of 6,448 heads of households provided evidence that a third had invested in career-related education and skill development and a majority had contributed volunteer time to their communities. Other work undertaken in the course of this project included use of satellite images to analyze changes in land use, analyses of local governments' land planning capacities, and analyses of the structure of the economies in the six Metropolitan Statistical Areas encompassed in the region.

A major award from the Ford Foundation enabled the Center for Urban Policy and the Environment to undertake an evaluation of the implementation and effectiveness of the Charitable Choice provisions of the Welfare Reform Act in Indiana, Massachusetts, and North Carolina. National evaluations of the programs of Join Hands Day and the Points of Light Foundation also were initiated.

The **CENTER FOR URBAN POLICY AND THE ENVIRONMENT** undertook analyses of valuations of recreational uses projected for proposed extensions of the downtown canal project. The Center also established a range of money values for services provided by the Central Library and branch libraries of the Indianapolis-Marion County Public Libraries and for educational, social, and health-related services provided by the Catholic Diocese of Cleveland.

For the State of Indiana the Center on Urban Policy and the Environment conducted studies of the effects of river-boat casinos licensed by the state and influences of the three ports operated by the state. The Center also administers the Indiana Advisory Commission on Intergovernmental Relations.

The Community Foundations Institute, the first-ever professional development, training, and resource program for community foundation staff volunteers and board members in the United States and internationally was launched by the **CENTER ON PHILANTHROPY** in partnership with the national Council on Foundations with a \$775,000 grant from the Lilly Endowment.

Through its Indiana training fund, the **CENTER ON PHILANTHROPY** partnered with several organizations across Indiana to offer eight two-day low cost fundraising workshops in communities to assist small nonprofits lacking resources to travel for training.

The **NATATORIUM** hosted the NCAA Women's Swimming and Diving Championships, The Big 10 Women's Swimming and Diving Championships and The US Olympic Team Trials.

The **MICHAEL A. CARROLL TRACK AND SOCCER STADIUM** hosted The American Diabetes Walk, Jingle Bell Run, Race for Heat, March of Dimes Walk, Walk to Cure Diabetes, and The Susan G. Komen Foundation Race for The Cure.

community advisory councils

The Benchmarking Subcommittee of the Dean's Industrial Advisory Council for the **SCHOOL OF ENGINEERING AND TECHNOLOGY** has collected examples of best practices from other urban schools of engineering for use in making continuous improvements within the school at IUPUI.

In a unique community-focused academic program review, the **SCHOOL OF LAW** involved its Board of Visitors as well as selected campus representatives in a facilitated discussion of several issues of interest to the school and its students.

Faculty in Tourism, Conventions, and Event Management in the School of Physical Education conducted research on visitor behavior and tourism for the Jazz Festival, World Police and Fire Games, and the Junior League.



BEST PRACTICES

Each facet of IUPUI's mission is characterized by an active search for best practices. The following activities were undertaken by support units in 2000 as they sought to improve their services for the campus community:

- **ENROLLMENT SERVICES** improved and expanded communication and recruitment efforts by creating new publications aimed at adult students, transfer students, and high school counselors. The campus view-book was redesigned and new publications were developed to inform prospective students of the many options available at IUPUI in computing and health care.
- The **OFFICE OF EXTERNAL AFFAIRS** vastly increased the number of published news stories about IUPUI, achieving an annual total of 2266, or 189 per month, representing an ad value of \$2.1 million. The office also completed design of an attractive new home page "Inside IUPUI" to increase communications with faculty, staff, and students for IUPUI.
- The **OFFICE OF ACADEMIC POLICIES, PROCEDURES, AND DOCUMENTATION** provided assistance and coordination in the deployment of an automated faculty annual review system and the development of a faculty expertise database.
- **RESEARCH AND GRADUATE EDUCATION** implemented a tracking system for industrial contract negotiations that has improved the timeliness of processing such contracts.
- **ACCOUNTING, PURCHASING, UNIVERSITY INFORMATION TECHNOLOGY SERVICES**, the **BOOKSTORES**, and the **CONFERENCE CENTER/SPORTS FACILITIES** implemented or developed customer satisfaction surveys that are designed to help these units continuously improve their services.
- Process improvements in the **OFFICE OF FINANCIAL AID** enabled students to submit aid applications earlier, thus increasing the number and value of the awards received. In 1998-99, \$772,718 in SSACI grants went to 912 students; during 1999-00, 1154 students received \$1,105,643. Total financial aid increased from \$120,644,244 in the previous year to \$123,238,169.
- Many actions were taken to improve processes using web technology. The **REGISTRAR, ENROLLMENT SERVICES**, and **INFORMATION MANAGEMENT AND INSTITUTIONAL RESEARCH** collaborated to design and implement the Point-in-Cycle Website to provide enrollment-planning data to deans and directors. The following units made forms, policies, training, or documents available through the web: **OFFICE OF ACADEMIC POLICIES, PROCEDURES AND DOCUMENTATION; BURSAR; HUMAN RESOURCES; PURCHASING; BOOKSTORES;** and **PARKING SERVICES.**





A P P E N D I X

IUPUI PERFORMANCE INDICATORS

TEACHING & LEARNING

ACCESS AND SUPPORT

- Provide access to students at all points in their lives.

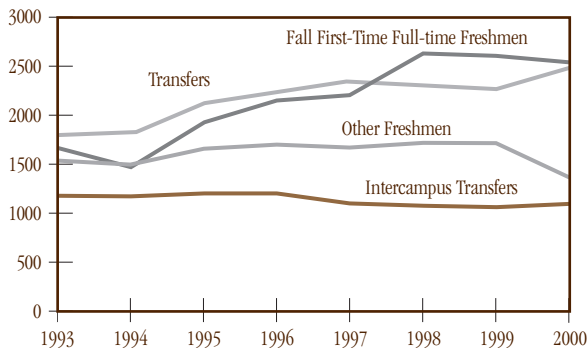
Just one-third of undergraduate students new to IUPUI enter via the traditional mode, first-time, full-time fall freshmen. However, that population is an increasing percentage of IUPUI's entering students—up from one-quarter of the population six years ago.

TABLE A-1

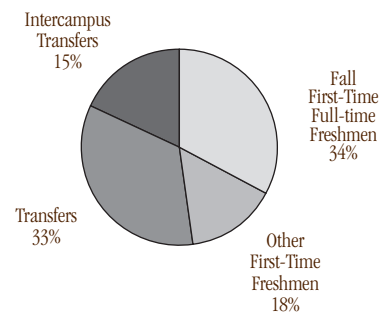
IUPUI ENTERING STUDENTS

	Calendar Year							
	1993	1994	1995	1996	1997	1998	1999	2000
Fall First-Time Full-Time Freshmen	1509	1448	1862	2102	2154	2576	2562	2481
All Other First-Time Freshmen	1621	1457	1632	1667	1638	1674	1675	1327
Transfers	1758	1758	2088	2176	2321	2254	2211	2406
Intercampus Transfers	1136	1141	1164	1177	1074	1069	1021	1072
Total	6024	5804	6746	7122	7187	7573	7469	7286
Percent Fall First-Time Full-Time Freshmen	25%	25%	28%	30%	30%	34%	34%	34%

TREND



2000 DISTRIBUTION



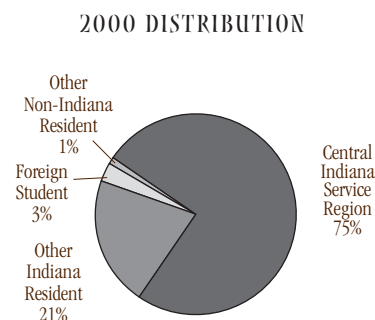
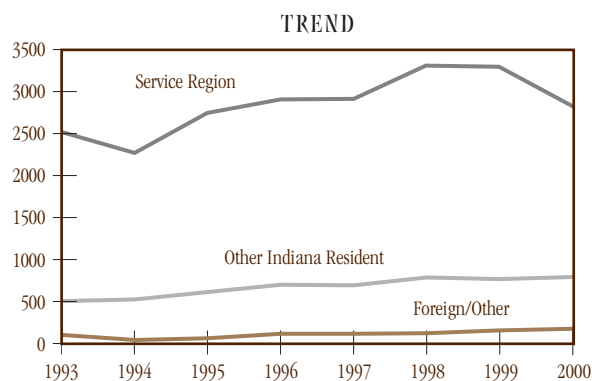
- Ensure that student population reflects the diversity of IUPUI's service region (see Table 6 in text).
- Serve undergraduates primarily from service region.

Almost four of every five new freshmen come to IUPUI from the eight counties of Central Indiana. In recent years, IUPUI has attracted more freshmen from elsewhere in Indiana and more foreign students.

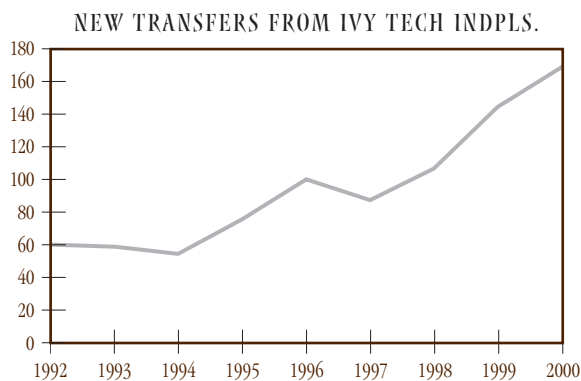
TABLE A-2

GEOGRAPHIC ORIGIN OF NEW FRESHMEN

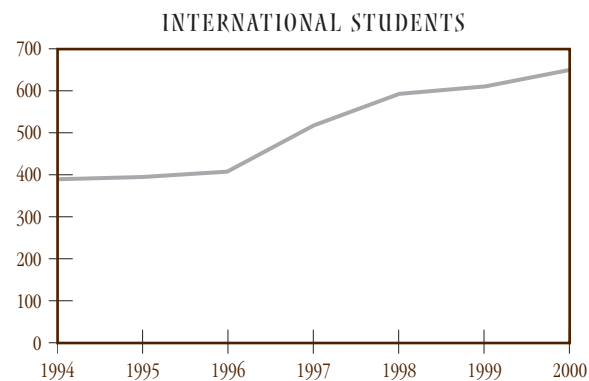
	Calendar Year							
	1993	1994	1995	1996	1997	1998	1999	2000
Central Indiana Service Region	2529	2312	2785	2926	2957	3324	3290	2850
Other Indiana Resident	505	525	623	733	722	806	792	795
Foreign Student	69	47	58	82	88	84	104	107
Other Non-Indiana Resident	27	21	28	28	25	36	51	56
Total	3130	2905	3494	3769	3792	4250	4237	3808
Foreign/Non-Indiana	96	68	86	110	113	120	155	163
Percent in Service Region	81%	80%	80%	78%	78%	78%	78%	75%



- Increase Articulation from Community College of Indiana.



- Increase number of international students.



- Attract an increasing number of well-prepared learners.

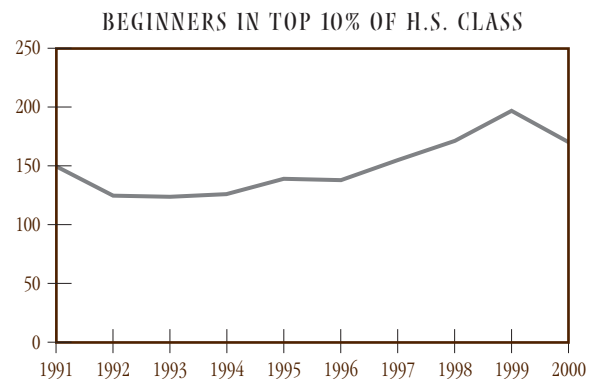
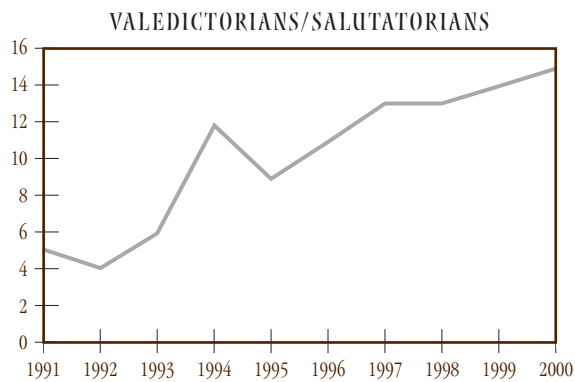
The academic background indicators for new students have fluctuated over time. This year's entering class had slightly higher qualifications than in the recent past. The average SAT score and high school percentile rank are up slightly, as is the average number of college prep units. The percentage of new students requiring remediation has decreased significantly for the last two years.

TABLE A-3

ACADEMIC BACKGROUND INDICATORS FOR ENTERING STUDENTS

	<i>Fall Semester</i>							
	1993	1994	1995	1996	1997	1998	1999	2000
Average SAT Score-Freshmen								
UC Conditional Admits	848	857	852	902	873	874	881	895
UC Regular Admits	1003	987	984	854	1007	1024	1013	1017
Direct School/Dual Admits	1024	1046	1042	1045	1059	1086	1091	1097
H.S. Class Rank-Freshmen								
Percent from Top Quartile	22%	22%	22%	21%	20%	19%	22%	23%
Percent from Bottom Quartile	18%	18%	18%	19%	19%	20%	16%	13%
Average Percentile Rank	51	52	51	51	51	49	52	54
Average Number of College Prep Units-Freshmen	13.6	14.5	14.4	14.6	15.0	15.3	15.9	16.2
Percent of Freshmen Requiring Remediation								
At least one subject	83%	85%	83%	84%	83%	85%	79%	66%
Mathematics	76%	75%	75%	79%	81%	81%	77%	64%
Writing	30%	54%	46%	30%	21%	29%	16%	15%
Reading	32%	28%	26%	27%	24%	28%	20%	NA
Average Prior College GPA for New Transfers	2.52	2.59	2.52	2.46	2.50	2.52	2.56	2.54

- Increase number of exceptional students.



- Maintain overall enrollments to match instructional and facility capacities.

In recent years, IUPUI has enrolled an increasing number of full-time undergraduates and a decreasing number of part-time students. As a result, credit hour enrollments have increased significantly since the early 1990s. Enrollments in first professional programs decreased slightly for the second year, reversing a slight but steady upward trend. Enrollments in doctoral programs remained stable this year after several years of decline. Master's level enrollments increased for the third year in a row. As an urban university, IUPUI serves many more students on an annual basis than is represented by those enrolled in the Fall; Fall enrollees represent fewer than three-quarters of those who enroll annually.

TABLE A-4

IUPUI STUDENT ENROLLMENT

	<i>Fall Semester</i>							
	1993	1994	1995	1996	1997	1998	1999	2000
Fall Semester Enrollment	27,552	26,766	26,939	27,011	27,036	27,821	27,587	27,525
Undergraduate	20,392	19,483	19,667	19,950	20,130	20,667	20,416	20,211
Full-Time	9,216	9,081	9,676	10,356	10,827	11,394	11,542	11,650
Part-Time	11,176	10,402	9,991	9,594	9,303	9,273	8,874	8,561
Graduate	7,160	7,283	7,272	7,061	6,906	7,154	7,171	7,314
Non-degree	2,335	2,322	2,308	2,177	2,121	2,231	2,136	2,113
Master's	2,230	2,316	2,282	2,214	2,074	2,233	2,376	2,543
First Professional	2,241	2,277	2,296	2,312	2,365	2,381	2,379	2,374
Doctoral	354	368	386	358	346	309	280	284
Annual non-duplicated student enrollment	38,086	37,443	37,561	38,003	38,361	38,904	38,722	NYA
Fall enrollment as a percent of annual	72%	71%	72%	71%	70%	72%	71%	NYA
Credit Hour Enrollments (Spring and Fall)	500,882	491,474	495,932	506,501	519,062	531,707	540,645	539,062

- Increase student satisfaction with support services.

Student satisfaction in some important areas did not increase in 1999.

TABLE A-5

STUDENT SATISFACTION

	<i>Year</i>				
	1995	1996	1997	1998	1999
Registration Process	74%	80%	83%	88%	84%
Availability of Faculty for Discussions Outside Class	65%	71%	69%	69%	68%
Advising	51%	55%	58%	59%	55%
Classroom Environment	40%	49%	48%	45%	46%
Amount of Aid Available	32%	39%	41%	40%	41%
Availability of Parking	23%	30%	31%	36%	30%

STUDENT LEARNING

- Ensure students gain competence in general education and in areas most relevant to their areas of specialization.

All IUPUI undergraduate degree recipients are surveyed approximately one year after receiving their degrees. Among the questions in the survey, these alumni are asked to rate 31 items on a 5-point scale with regard to their current ability level in that area. The table below includes the items that ranked highest (top 10) in average response for all respondents combined, and respondent subgroups according to the disciplinary area of their majors.

TABLE A-6

PERCEIVED COMPETENCE OF RECENT IUPUI GRADUATES

	<i>Disciplinary Area of Degree Program</i>			
	Total	Arts & Sciences (n = 147)	Health & Social Services (n=258)	All Other Majors (n=538)
Reading and understanding books, articles, and instruction manuals	1	1	2	1
Working effectively with people of different races, ethnicities, and religions	2	2	1	2
Working as part of a team to solve problems	3	6	3	3
Learning independently	4	5	5	4
Writing clearly and effectively	5	3	6	6
Managing many different tasks and obligations at the same time	6	10	8	5
Thinking critically and analytically	7	4	7	7
Speaking clearly and effectively	8	9	4	9
Gathering information from a variety of sources when deciding what action to take	9	7	11	10
Evaluating other people's ideas and proposed solutions	10	12	14	13
Discussing complex problems with co-workers to develop a better solution	11	17	15	11
Using the computer applications that are most common to my field of work or study	12	20	24	8
Finding new ways to use my skills and knowledge as I encounter new situations/problems	13	14	18	12
Creatively thinking about new ideas or ways to improve existing things	14	15	21	14
Trying different approaches to solving a problem	15	19	20	17
Communicating effectively with people who see things differently than I do	16	18	13	22
Learning new approaches to solving a problem	17	22	16	19
Doing research on an issue or topic before I plan a course of action	18	8	28	15
Keeping my composure in difficult situations	19	27	12	18
Finding useful information on the Internet for work-related projects	20	11	25	16
Applying what I learned in college to issues and problems I face every day	21	21	9	24
Writing a final report on a project or other work assignment	22	13	23	20
Systematically reviewing & improving own ideas about how to approach an issue/problem	23	24	17	21
Having an in-depth understanding of my major field of study	24	23	10	25

STUDENT PROGRESS

- Increase freshman retention rate.

Retention of IUPUI's largely non-traditional student population remains a challenge.

TABLE A-7

ONE-YEAR RETENTION RATE OF FIRST-TIME FRESHMEN

	Year of Entry							
	1992	1993	1994	1995	1996	1997	1998	1999
Full-time	59%	62%	62%	63%	62%	60%	60%	58%
Part-time	50%	49%	46%	48%	44%	43%	46%	42%

- Increase graduation rates.

Graduation rates among IUPUI's beginning students have fluctuated over the years with a downward trend, especially among minority students.

TABLE A-8

GRADUATION RATES

	Year of Entry							
	1987	1988	1989	1990	1991	1992	1993	1994
All Full-time Beginners								
Six-Year Graduation Rate	27%	26%	27%	23%	24%	20%	21%	21%
Eight-Year Graduation Rate	35%	36%	36%	30%	32%	27%	NA	NA
Ten-Year Graduation Rate	37%	38%	38%	33%	NA	NA	NA	NA
Minority Full-time Beginners								
Six-Year Graduation Rate	21%	16%	15%	15%	15%	10%	16%	12%
Eight-Year Graduation Rate	28%	25%	24%	24%	22%	18%	NA	NA
Ten-Year Graduation Rate	31%	27%	26%	27%	NA	NA	NA	NA

- Increase the number of degree conferrals.

The number of degrees conferred at IUPUI has climbed slowly but steadily in recent years. Master's degree conferrals increased significantly this year, reversing a recent downward trend. Baccalaureate degree conferrals also increased this year following two years of decline. Degrees conferred at the bachelors level account for just over one-half of all degrees conferred. Graduate and professional degrees comprise roughly three of ten degrees conferred. The number of degrees earned by African American students and by all minority students increased significantly this year with numbers reaching an eight-year high. (See Table A-9 on page 34.)

TABLE A-9

DEGREES CONFERRED

	Degree Year (July 1–June 30)							
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Certificate	220	186	106	107	155	163	197	238
Associate	552	581	532	524	540	551	559	575
Bachelor's	1954	1994	2125	2129	2128	2101	2097	2155
Master's	494	518	608	681	659	612	615	652
First Professional	560	572	583	587	542	624	601	604
Doctoral	30	28	31	32	32	36	37	43
Total	3810	3879	3985	4060	4056	4087	4106	4267
Total African American	210	193	198	233	233	273	249	293
Total Minority	359	340	373	389	411	443	440	494

- Time to degree.

Students who began as freshmen at IUPUI (native freshmen) and earned a bachelor's degree in the last two years averaged 8 years to complete their degrees. However, given the few students who take exceptionally long to graduate, this average is not the best measure of a typical career. Half of the native freshmen who graduated did so within six or fewer years. As would be expected, students who transferred from a non-IU college or university to IUPUI took less time on average, since they came with significant credits. However, students who started their careers at another IU campus after transferring from a non-IU institution and eventually received their degrees from IUPUI, took the longest time, on average.

TABLE A-10

YEARS TO GRADUATION

	<i>Mean Years</i>		<i>Median Years</i>		<i>Percent Taking Longer Than Six Years</i>	
	1998-99	1999-00	1998-99	1999-00	1998-99	1999-00
Began at IUPUI as Freshman	7.9	8.1	6.3	5.8	46%	47%
Began at other IU Campus as Freshman	7.9	7.8	5.8	5.3	35%	40%
Began at IUPUI as Transfer	5.2	5.6	4.0	4.3	21%	29%
Began at other IU Campus as Transfer	9.1	8.5	5.8	5.8	43%	47%

CAREER AND PROFESSIONAL DEVELOPMENT

- Increase students' perceptions of relevance of courses to career goals and objectives.

IUPUI students increasingly perceive that their courses are related to their career goals.

TABLE A-11

PERCEIVED RELEVANCE OF COURSES
TO CAREER GOALS/OBJECTIVES

	<i>Year</i>				
	1995	1996	1997	1998	1999
Relevance of Courses to Career Goals and Objectives	62%	65%	71%	67%	72%
Health and Social Services	70%	75%	78%	77%	81%
Arts and Sciences	60%	67%	74%	65%	69%
All Others	60%	62%	69%	66%	71%

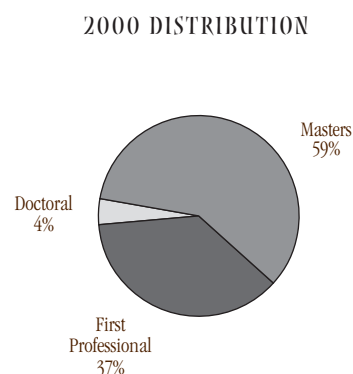
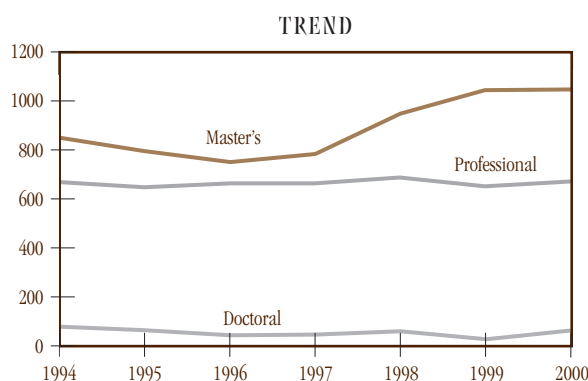
- Alumni outcomes (see Table 4 in text).
- Provide Central Indiana residents access to relevant graduate and professional programs.

IUPUI enrolls 1500 to 1700 new students in graduate degree programs each year. The number of students entering master's level programs has gone up and down considerably over the last six years, with a significant increase for both 1998 and 1999. First professional new enrollments (medicine, dentistry, and law) have been fairly stable, while the number of new doctoral students has fluctuated over time.

TABLE A-12

NEW GRADUATE STUDENT ENROLLMENT

	Year of Entry							
	1993	1994	1995	1996	1997	1998	1999	2000
Master's	760	848	794	748	780	952	1036	1049
First Professional	651	674	652	666	671	688	652	666
Doctoral	63	97	74	57	50	63	41	68
Total	1474	1619	1520	1471	1501	1703	1729	1783



- Provide degree programs to meet student demand (see Table 2 in text).
- Lifelong learning.

About one of five students who earned a degree in the last four years had re-enrolled in IUPUI classes within two years of earning the degree. The highest re-enrollment rates were among certificate and associate degree recipients.

TABLE A-13

RE-ENROLLMENT OF DEGREE RECIPIENTS WITHIN TWO YEARS AFTER GRADUATION

	Percent Re-Enrolling by Degree Year			
	1995-96	1996-97	1997-98	1998-99
Certificate	57%	65%	36%	54%
Associate	40%	41%	38%	46%
Bachelor's	17%	16%	15%	15%
Post-Baccalaureate Certificate	32%	36%	57%	53%
Master's	19%	19%	14%	17%
First Professional	2%	4%	3%	2%
Doctorate	6%	0%	3%	11%
Total	19%	19%	17%	19%

COMMUNITY BASED OPPORTUNITIES

QUALITY OF PROGRAMS

- Student satisfaction with quality of learning experiences.

Approximately 4 of 5 IUPUI students are satisfied with the quality of their academic experience.

TABLE A-14

STUDENT SATISFACTION

	Year				
	1995	1996	1997	1998	1999
Overall Academic Experience	78%	83%	82%	84%	82%
Quality of Instruction	77%	81%	81%	82%	80%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%
Courses in the Major Area	75%	77%	79%	79%	77%

- IUPUI's workforce.

IUPUI's academic workforce has grown in recent years. The number of non-academic appointments has continued to grow following a steep decline in 1997 caused by the transfer of hospital employees to Clarian.

TABLE A-15

IUPUI'S WORKFORCE

	Year							
	1993	1994	1995	1996	1997	1998	1999	2000
Academic Appointments	1952	2001	2009	2074	2121	2115	2168	2177
Tenured/Tenure Track Faculty (excluding librarians)	1276	1268	1262	1267	1280	1284	1262	1241
Tenured	853	866	872	879	874	906	918	908
Tenure Track	423	402	390	388	406	378	344	333
Percent Tenured	67%	68%	69%	69%	68%	71%	73%	73%
Other Academic Appointments	676	733	747	807	841	831	906	936
Postdoctoral Fellow	69	77	78	88	111	132	139	142
Researchers	180	192	189	198	191	189	200	193
Clinicians	182	213	212	236	269	257	299	329
Other Non-Tenure Eligible	78	84	77	66	62	46	60	51
Librarians	41	47	49	47	47	45	48	47
Visiting Academics	126	120	142	172	161	162	160	174
Non-Academic Appointments	6964	6959	6758	6824	3456	3607	3726	3863
Professional	1553	1650	1683	1784	1233	1323	1366	1539
Clerical	1823	1779	1723	1693	1184	1215	1239	1255
Technical	2555	2515	2349	2395	631	670	721	651
Service Maintenance/Food Services	1033	1015	1003	952	408	399	400	418

Note: Figures prior to 1997 include the hospitals.

• Gender and ethnic minority representation.

Representation of women and ethnic minorities among professional staff is more reflective of IUPUI's student population than is the representation among faculty.

TABLE A-16

GENDER AND ETHNIC MINORITY REPRESENTATION

	Year							
	1993	1994	1995	1996	1997	1998	1999	2000
Tenure and Tenure-Track Faculty*								
Percent Women	25%	25%	25%	26%	25%	25%	25%	26%
Percent Minority	13%	13%	13%	13%	13%	13%	14%	14%
Percent African American	3%	3%	3%	3%	3%	3%	3%	3%
Professional Staff**								
Percent Women	66%	65%	67%	67%	62%	62%	64%	65%
Percent Minority	9%	9%	9%	9%	10%	12%	11%	11%
Percent African American	6%	6%	6%	6%	6%	6%	6%	6%
Students								
Percent Women	58%	58%	58%	58%	58%	58%	58%	57%
Percent Minority	12%	11%	12%	13%	14%	14%	14%	14%
Percent African American	8%	8%	8%	9%	9%	10%	9%	9%

*Excludes librarians. **Includes hospital employees for 1993-1996.

Best Practice

MANAGEMENT AND FINANCE

• Instructional workload.

Average credit hour production by full-time faculty in IUPUI's general academic programs has fluctuated over time, while the number of sections taught per year has remained relatively stable.

TABLE A-17

FULL-TIME FACULTY INSTRUCTIONAL WORKLOAD
(GENERAL ACADEMIC PROGRAMS)

	Academic Year					
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Credit Hours/FTE*	382	372	372	382	395	366
Sections/FTE*	5.7	5.6	5.7	5.6	5.6	5.4

*Includes assistant, associate, and full professors excluding faculty with administrative roles aside from chairs.

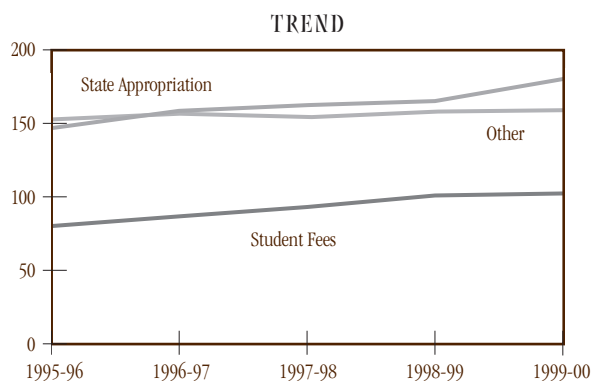
In 1999-00 dollars, the overall state appropriation for IUPUI has grown in recent years. The undergraduate tuition rate has increased modestly over these years.

TABLE A-18

GENERAL FUND REVENUES

<i>(in millions of dollars)</i>	<i>Fiscal Year</i>					<i>Percentage Change</i>	
	1995-96	1996-97	1997-98	1998-99	1999-00	1 year	5 year
Total General Fund Revenues	\$ 364.3	\$ 393.9	\$ 400.6	\$ 419.4	\$ 434.5	3.5%	19.3%
State Appropriation	141.0	147.7	155.0	161.7	176.8	8.6%	25.4%
Health	81.5	85.7	87.6	90.8	93.7	3.0%	15.0%
Law	5.4	5.5	5.6	5.7	5.8	1.9%	7.4%
General Academic	50.4	51.5	56.5	58.8	70.2	16.2%	39.2%
Exec. Mgmt, Physical Plant, Sys Serv Chrg	3.6	5.1	5.2	6.3	7.2	12.2%	96.6%
Per FTE Appropriation (dollars)							
Health	23,327	25,041	26,559	27,143	27,511	1.3%	17.9%
Law	7,771	7,969	7,895	7,758	8,019	3.3%	3.2%
General Academic	3,936	3,856	4,113	4,127	4,955	16.7%	25.9%
In 1999-00 Constant Dollars							
State Appropriation	152.3	155.1	159.6	163.3	176.8	7.7%	16.1%
Health	88.0	90.0	90.3	91.7	93.7	2.1%	6.4%
Law	5.9	5.7	5.8	5.8	5.8	0.9%	-0.5%
General Academic	54.5	54.1	58.2	59.4	70.2	15.3%	28.9%
Exec. Mgmt & Physical Plant	3.9	5.3	5.3	6.3	7.2	11.3%	82.1%
Per FTE Appropriation (dollars)							
Health	25,193	26,293	27,356	27,414	27,511	0.4%	9.2%
Law	8,392	8,367	8,132	7,835	8,019	2.3%	-4.4%
General Academic	4,251	4,048	4,236	4,169	4,955	15.9%	16.6%
Student Fee Income	\$ 81.4	\$ 88.4	\$ 94.1	\$ 101.3	\$ 102.3	1.0%	25.8%
Resident							
Undergraduate	40.2	43.4	46.0	49.3	50.1	1.6%	24.5%
Graduate	6.7	6.9	6.8	7.6	8.1	6.8%	20.4%
Professional	16.8	18.3	20.0	21.2	22.2	4.7%	32.1%
Non-Resident							
Undergraduate	2.4	3.0	4.1	4.4	4.4	-1.4%	79.0%
Graduate	2.9	3.6	3.4	4.3	4.6	6.6%	60.6%
Professional	3.6	4.4	5.1	5.6	6.1	7.6%	67.6%
Other Student Fees	7.9	8.2	8.1	8.5	6.2	-35.7%	-20.9%
Adjustments	0.8	0.7	0.6	0.5	0.7	19.6%	-14.2%
Other Revenues	\$ 141.9	\$ 157.8	\$ 151.5	\$ 156.4	\$ 155.3	-0.7%	9.4%
Cost Allocation	71.5	72.2	75.6	80.9	87.2	7.2%	21.9%
Indirect Cost Recovery	19.5	20.5	22.6	24.0	25.2	4.8%	29.0%
Sales and Service	14.9	15.3	6.9	7.7	8.0	4.2%	-46.2%
Other	36.0	49.8	46.4	43.9	34.9	-25.6%	-2.9%
Undergraduate Per Credit Hour Tuition Rate	\$ 102.15	\$ 106.25	\$ 110.50	\$ 114.40	\$ 119.00	3.9%	16.5%
In 1999-00 Dollars	\$ 110.32	\$ 111.56	\$ 113.82	\$ 115.54	\$ 119.00	2.9%	7.9%

General Fund Revenues and Expenses (continued)



1999-2000 DISTRIBUTION

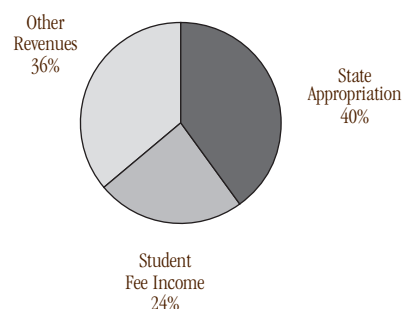


TABLE A-19

GENERAL FUND EXPENSES

(in millions of dollars)	Fiscal Year					Percentage Change	
	1995-96	1996-97	1997-98	1998-99	1999-00	1 year	5 year
Total Compensation	\$ 169.9	\$ 178.0	\$ 194.3	\$ 202.3	\$ 208.1	2.8%	22.5%
Academic Salaries	81.8	85.5	92.9	97.0	100.8	3.8%	23.1%
Staff Salaries and Wages	48.6	50.7	55.1	58.0	59.7	2.8%	22.8%
Benefits	39.4	41.7	46.2	47.3	47.6	0.7%	20.8%
Student Financial Aid & Fee Remissions	\$ 4.8	\$ 5.0	\$ 5.0	\$ 6.4	\$ 8.0	20.5%	67.0%
General S&E	84.1	83.9	90.3	92.1	97.4	5.5%	15.9%
Overhead*	62.9	63.7	65.9	71.4	77.2	7.5%	22.7%
Other**	42.5	47.0	34.2	36.7	36.1	-1.6%	-15.0%
Grand Total	\$ 364.1	\$ 377.6	\$ 407.0	\$ 421.2	\$ 426.8	1.3%	17.2%
Overhead as Percent of Total	17%	17%	16%	17%	18%		
<i>In 1999-00 Constant Dollars</i>							
Total Compensation	\$ 183.5	\$ 186.9	\$ 200.1	\$ 204.3	\$ 208.1	1.8%	13.4%
Academic Salaries	88.4	89.8	95.7	97.9	100.8	2.8%	14.0%
Staff Salaries	52.5	53.2	56.7	58.6	59.7	1.8%	13.7%
Benefits	42.6	43.8	47.6	47.8	47.6	-0.3%	11.9%
Student Financial Aid & Fee Remissions	\$ 5.2	\$ 5.2	\$ 5.2	\$ 6.4	\$ 8.0	19.7%	54.6%
General S&E	90.8	88.1	93.0	93.0	97.4	4.5%	7.3%
Overhead*	67.9	66.9	67.9	72.1	77.2	6.5%	13.6%
Other**	45.9	49.4	35.2	37.1	36.1	-2.6%	-21.3%
Grand Total	\$ 393.3	\$ 396.5	\$ 419.2	\$ 425.4	\$ 426.8	0.3%	8.5%

*Overhead represents the assessments paid by academic units for administrative services.

**Other includes travel, equipment, unallocated, balance sheet and transfer.

CAMPUS CLIMATE

- Diversity of workforce (see Table A-15).
- Faculty and staff satisfaction.

Faculty tend to be more satisfied with access to technology for use in teaching and research activities than they are with training and support available to address the use of technology. However, satisfaction with all three items: access, training and support increased from 1998 to 2000. The perceived quality of undergraduate students has fluctuated over the years with only two of five faculty indicating the quality of IUPUI's undergraduate student population is excellent or good.

TABLE A-20

FACULTY SATISFACTION

	Year		
	1996	1998	2000
Satisfaction with the Rewards and Recognition for Teaching*	39%	44%	49%
Perception of the Quality of Undergraduate Students**	42%	33%	36%
Perception of the Quality of Graduate Students**	78%	75%	74%
Satisfaction with the Access to Technology for Teaching*	NA	66%	77%
Satisfaction with the Access to Technology for Research*	NA	61%	73%
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities*	NA	46%	53%
Satisfaction with Availability of Training Related to Technologies used in Research Activities*	NA	42%	52%
Satisfaction with Availability of Support Related to Technologies used in Teaching Activities*	NA	50%	61%
Satisfaction with Availability of Support Related to Technologies used in Research Activities*	NA	46%	58%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI*	46%	49%	50%

*Percentage responding very satisfied or satisfied.

**Percentage responding excellent or good.

About three of four staff members are generally satisfied with their jobs and the majority like the work they do. However, slightly less than half are satisfied with how performance evaluations are conducted and with recognition received for doing a good job. Staff are less likely to be satisfied with the clarity of campus objectives and plans than are faculty members.

TABLE A-21

STAFF SATISFACTION

	Year
	1999
My unit has good working relationships with other units in the University*	69%
I am satisfied with the kinds of training currently available to me*	52%
I am satisfied with the recognition I receive for a doing a good job*	47%
I am satisfied with how performance evaluations are conducted in my unit*	45%
I am satisfied with my physical work environment at IUPUI*	61%
I like the work I do at my current position*	86%
My overall job satisfaction**	73%
The clarity of objectives and plans for the next few years at IUPUI**	38%

*Percentage responding agree or strongly agree.

**Percentage responding satisfied or very satisfied.





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Summary of Program Review Final Reports

STRENGTHS - Mentioned in Two or More 2001 IUPUI Program Reviews

	Nursing	Foreign Languages and Cultures	Computer Science	Career Center
Program Quality	Y	Y	Y	
Faculty Involvement	Y, especially with doctoral students	Y, especially with the community	Y	

CONCERNS - Mentioned in Two or More 2001 IUPUI Program Reviews

	Nursing	Foreign Languages and Cultures	Computer Science	Career Center
Faculty workload/ lack of full-time faculty	Y	Y, too many part-time faculty	Y, especially graduate faculty	Y, lack of staff
Facilities/Equipment	Y, lack of research space	Y, lack of central office and signage	Y, space barely adequate limited space for expansion of research laboratories	
Library Resources		Y	Y, lack of access to key electronic databases	

Reveiwers' Recommendations for Improvement Based on 2001 Program Reviews

	Nursing	Foreign Languages and Cultures	Computer Science	Career Center
Hire faculty or staff	Y	Y	Y	Y, staff
Recruitment	Y		Y	
Enhance/Review curriculum		Y	Y	

Reduce Teaching Loads for full time faculty	Y	Y		
Resources for labs	Y	Y	Y	
Strengthen links with other departments/schools		Y	Y	Y

2000-2001 PROGRAM REVIEW QUESTIONNAIRE SUMMARY FOR DEPARTMENTS

Career Center, Computer and Information Science, Foreign Languages and Cultures, and Ph.D. in Nursing

Please take a few minutes to assist us in improving our process by responding to this questionnaire. Please rate the following sessions as to their usefulness in informing you about the department.

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session		2			
Tour of Department		1			1
Descriptive Overview of Department	1	1			
Review of Academic Programs	1	1			
Faculty Interviews	1	1			
Student Interviews	2				
Meeting with School Deans		1	1		
Related Department Representatives Meeting	1	1			
University Support Representatives Meeting	1	1			
Entry Support Directors Meeting					2
Concluding Discussion	1				1

2000-2001 IUPUI PROGRAM REVIEW EVALUATION SUMMARY FOR DEPARTMENTS

Career Center, Foreign Languages and Cultures, Computer and Information Science,

and Ph.D. in Nursing

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?

This was conveyed in a timely professional manner. Yes. This was my first experience with a formal CIS department assessment, so I have nothing to make comparisons with. All materials appeared adequate.

2. Please rate the sections of the self study:

Sections	Excellent	Above Avg	Average	Below Avg	Poor	N/A
Mission & Goals	4	9	1	1		1
Programs & Curricula	5	6	4			1
Student Outcomes	2	7	5	1		1
Resources	2	10		2	1	1
Questions to Guide Team	8	3	4			1

3. Did you have the necessary office equipment to complete your work efficiently? **Yes. Committee member had their own laptops, otherwise we would have been short. Office staff was very helpful.**

4. Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?

The tour of the space was a little strange. We were basically taken up the elevator and walked through the hallway and then back downstairs. It seemed the last two meeting were not necessary. Team could have used more time to process.

Employer input least helpful - the rest was quite good. The session with the school representatives was most helpful. Very organized a packed schedule.

Three days would have been better - longer sessions with faculty and employers; time to draft review report. Time sufficient. Sessions were well organized. No suggestions for improvement here. It was pretty intense schedule, but it worked. I certainly would not try to do it in less time. It was about the right amount of time. Enough to

get a good feel for the programs and people. I would not have been able to commit more time.

5. Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)

Yes. Cross-section was excellent. Several people from the business community had had little experience with the Career Center. The other groups were helpful. The student group was the least informative.

Not completely - Yes the people we met were appropriate but -no- the review should not have been scheduled when Austin and Champion were unavailable given their key roles. Yes, but would have added more of administration of campus and university as whole. (Program important to campus). It is always the case that more time would be helpful but the appropriate people were available for enough time to obtain the information needed. It was certainly useful to spend time with all stakeholders. Sessions with students and with heads of collaborating departments in SOS were especially helpful. Would have liked to have met with more minority students to better understand their motivation to study in this department.

6. Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).

Good mix. Good group. Unfortunately, the representative from UPS could not participate, John Vice was very helpful. Composition good. Excellent team. The committee chair is very experienced. The committee members covered all areas. Appreciated the perspective of legal industry. Much larger than any review team in my experience, but the group worked extremely well as a team. The team chair did a great job!! Dr. Loui did a great job of leading the effort, maintaining the schedule, taking notes, etc. We probably would have floundered without him. Overall, team was highly competent, constructive, vocal, and knowledgeable.

7. What general suggestions would you offer to improve future reviews?

Was too rushed. Have team meet with people in the development office. Time at the end to complete rough draft of findings.

The review could have been shortened by ½ day if the self-study included a self-assessment of strengths and weaknesses by the directors of the Ph.D. program or the SON leadership.

Align the review with other academic review process (e.g. ABET) so that the course material collected can be more complete. It would have been helpful to have had a black/white board in the room in which the team met for the final sessions to begin developing the report. Allow more time, at least in cases where the department is

larger. Two days was “enough” only because of the limited size and scope, and limited ambitions, of the CIS department. Establish some assessment criteria in advance, possibly with benchmark data from other schools. Continuous availability of coffee, water, etc.

8. Please rate the overall process of the program review.

Poor = Fair= Good=16
Excellent=10

Thank you very much for your help. Please use enclosed envelope to return to Trudy W. Banta, IUPUI, Administration Building 140, 355 N. Lansing Street, Indianapolis, IN 46202.

Summary of Assessment of Principles of Undergraduate Learning From the 2000-2001 School Reports to the Program Review and Assessment Committee

School	Used Matrix	PULs	Methods Used	Planned or in Use	Use of Findings
Allied Health	Y	Core Comm, CT, Integration, Depth/Breadth, Society/Culture, Values and Ethics	Papers, case study, practical exams, clinical experiences, fieldwork, employer surveys, portfolios, oral presentations, accreditation self-study, licensure exams, capstone course, incidents of academic dishonesty reported, student presentations at professional meetings, student papers at professional meetings, clinical educator surveys, student job placements, graduate surveys, class discussions, article critiques.	In Use	
Business	N				

Columbus-Business	Y	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Surveys (faculty, students, alumni, employers), portfolios, oral presentations, writing assignments, case studies		
Continuing Studies		No report			
Dentistry	N	No report			
Education	N	Core Comm, CT, Society & Culture, Values & Ethics	Oral and written assignments, presentations, portfolios, journaling, field experiences, case studies, performance assessment, Socratic dialogue	In Use	Expanded the number and variety of assessments to gain a more authentic and comprehensive picture of both student work and program success. Need a data infrastructure to maintain records. Regular meetings of members of block to share ideas, develop syllabi & assignments, and discuss issues concerning students, pedagogy & curriculum. Discussions have led to addition of a second mathematics course, the integration of assessment to Bloc II, a three

					hour training session in evaluating is provided to instructors. An Evaluation Committee has been established.
Engineering & Technology	Y	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Reports, papers, exams, oral presentations, capstone projects using holistic rubrics; pre and post-course surveys.		
Computer Tech		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, team project reports, video or audio tapes of oral presentations, retention data, graduation rates, enrollment data	In Use	<p>COBOL was dropped; full-time instructor hired with advising responsibilities (1999-00)</p> <p>Programming courses have been consolidated based on informal assessment, overlap between two courses has been eliminated, more hands-on networking experiences have been put into the networking course, course pre-requisites have been reorganized more logically, more advisors are now</p>

					available, advising manual has been produced, course descriptions (syllabi) on the Web have been revised, planning increased emphasis on basics (CPT 115 & CPT 116), continuity of learning will be increased by working on bridging courses (2000-01).
					Increased use of computers; increased emphasis on written & oral communication; options for B.S. majors; incorporated PULs into course & syllabi; use student evaluations to rehire associate faculty; incorporated service learning; developed freshman experience course; new courses based on industry demand; new A.S. degree in interior design; revised student evaluation

Construction Tech	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, lab reports, team project reports, essays, focus groups, course satisfaction data, comprehensive exams.	In Use	forms; improved scheduling of courses; updated laboratory equipment; using OnCourse; incorporated software into courses; increased relationships with industry for training and research; developed articulation agreements with Ivy Tech and Vincennes; developed continuous improvement form for department (1999-00). Refine the grading process for assessment, including the development of departmental scoring rubrics to increase consistency between sections, refine the assessment process to reduce subjectivity, including the development of ways to grade student work more objectively, i.e. removal of
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					student names from drawing, expand the use of surveys to assess student learning with regard to the course objectives, use writing and oral presentation rubrics developed by Prof. Marjoie Rush Hovde (TCM) in CNT classes that require writing, increase involvement of associate faculty in improving student learning and data collection by creating and distributing departmental "Beginners Guide for Assessment", include more group projects throughout the curriculum to better prepare students to work in groups (2000-01).
--	--	--	--	--	---

Introduction to electrical engineering course revised (1998-99).

Creation of open labs for flexibility; developed instructional objectives written for individual courses; developed tutor program for freshman and sophomore courses; designated gatekeeper courses which require students to see a counselor before they can register; developed training program for counselors; incorporated a fall retreat for faculty development programs; new computer engineering program was developed; survey of student satisfaction was conducted by the ECE department for three years (1999-00).

Electrical & Computer Eng	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, capstone project reports, essays, video or audiotapes of oral presentations, continuing student survey.	In Use	Consider two-semester capstone course to improve workmanship, investigate competencies in pre-requisite knowledge, improve learning experiences in critical thinking in the ethics and professionalism course, improve learning experiences in the global context of engineering, use of peer tutoring in writing and oral presentations, distribution of good examples of student writing (introductions and conclusions) in TCM 360, teach general problem solving processes, provide student tutors, conduct freshman focus groups to understand dissatisfaction with opportunities to get to know faculty and other students, conduct focus group discussion to
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					understand why seniors are dissatisfied with the quality of computer equipment in the labs and with access to the labs, work on ways to improve graduation rates for directly admitted students (2000-01).
Elect Eng Tech		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, lab reports, team project reports, essays, industry surveys, course satisfaction data, practicum logbooks.	In Use	Development of new courses in specialty areas; development of a computer engineering technology degree updating the software that students use in the programs; course notes posted on the Internet; increased use of design teams; more oral presentations and writing; incorporation of a capstone design course; free tutoring services provided; development of pre-requisite check form; rearranged classes for students who

					work full time; upgraded laboratory instruments; development of instructional objectives was begun. (1999-00).
					<p>Modified curriculum to allow more freedom in selection of upper level technical electives (1998-99 uses).</p> <p>Dean's office - student services such as job placement functions and housing; feedback from accrediting body on facilities and infrastructure. (1999-00).</p> <p>Improvements being developed for probability and statistics, design of thermal systems, global and societal impact of engineering, contemporary issues, and life-long learning, improving students ability to demonstrate 150 learning</p>

Mech Eng	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, lab reports, team project reports, essays.	In Use	competencies, improvements planned for lab facilities, computer facilities, advising, course scheduling, and career planning, require students to see an advisor at least once a semester, exit surveys indicate needed improvement of student confidence in statistics and probability, lab experiments, design skills, teamwork skills, global and societal issues, life-long learning and contemporary issues, improvements in senior capstone course to include a section on safety, environment and societal impact, and a professional seminar component, prototyping, poster presentations, design competencies, utilize department
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					listserv for improved communication with students, involve industrial advisory board in assessment activities, include more engineering tools in courses, refine list of general education courses to meet ABET's "soft" outcomes (2000-01).
					Reduced credit hours required for a B.S. in MET and CIMT; industrial advisory committee meets twice a year instead of once a year; technical Graphics BS degree developed; courses scheduled three years in advance; TAs provided for lab courses; programming language in MET 105 upgraded; laboratory facilities upgraded; lab section added to Strength of Materials course; Fall retreat for

Mechanical
Engineering
Technology

Core Comm, CT,
Integration,
Depth/Breadth,
Society &
Culture, Values
& Ethics

full time and adjunct faculty; revision of syllabi into standard format, with learning objectives; tutorials for statics and fluids courses available on-line; mentors assigned to new faculty members; scholarship funds solicited from local organizations; faster computers obtained; safety information added to all lab manuals. (1999-00).

Course schedules done three years in advance, TA's now used in laboratory sections, advising improved by giving release time to primary counselors, lab facilities upgraded, lab activities added to strength and materials course (2000-01).

Organizational Leadership and Supervision		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics		Established desired PUL performance levels for six required courses; developed scoring rubrics to assess student learning in five required courses; identified program level goals and objectives; developed flow chard detailing course completion sequence to help students complete the program more effectively; revised mission and vision statements after internal review; made major revisions in both the AS and BS degree based on recommendations of internal review team, including reduction in total credit hours required; students are required to select a related technology area as a minor, concentration, or certificate program;
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capstone course was created for both AS and BS degree programs; prerequisite and corequisite courses more clearly communicated to students. (1999-00)

Include behavior objectives in all courses taught by full-time faculty and half of those taught by part-time faculty, create standardized objectives for courses with multiple sections, identify knowledge, skills, and abilities (KSA) desired for all OLS graduate courses where they are learned, scoring rubrics have been developed for at least one learning activity in all required courses.

Herron		No Report			
Informatics	N				
Journalism		No Report			

Law		None in report	Bar Exams results, employment survey	In Use	
Liberal Arts	Y		Survey all SLA graduates about PULs	In Use	Planning to use the assessments of the individual departments for review of the programs, in particular the coordination and "curricular fit" among the various programs in the school.
Anthropology		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Test, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduate & current majors), evaluation by external organizations, practicum advising and evaluation, evaluations of oral presentations, evaluation of research projects, oral feedback from students, alumni survey	In use	Reviewed sequencing and offerings of the upper level courses in the major (1998) Develop a capstone experience (1999-00) Develop a more supplementary course evaluations (1999-00) A201: development of course in applied anthropology (1999-00), revision of major (1999-00). Develop capstone experience integrated with practica (2000-01).

			Tests, writing assignments, oral presentations, alumni surveys, exit interviews, electronic portfolios, portfolios, public presentations,	Consistently reexamine curriculum to maintain excellence; integrating technology into classroom on regular basis; integration of discussion of relationship between culture & communication; continued assessment of capstone experience; continue to include discussion of ethics as relates to communication; continue to integrate oral performance opportunities; seeking creative ways to integrate performing arts into curriculum and provide students with opportunities to practice perf. Arts; continue to integrate discussions about listening in all courses; continue to provide opportunities to conduct research
		Core Comm, CT, Integration,		

Communication Studies		Depth/Breadth, Society & Culture, Values & Ethics	oral performances, public debates, role play activities, performances, original research projects, case studies, application journals	In Use, More Planned	in class; continue to include discussions of ethics in relation to communication (1998-99). R110 now includes PowerPoint instruction (1999-00). Improve departmental and curricular structures. (1999-00). Expand efforts to combine technology with innovative and collaborative methods of teaching as in distance learning, video presentations, and world wide web internet education (2000-01). Encourage students to enroll in G100 early in their plan of study (2000-01). Assess major to ensure that students cannot graduate without taking courses addressing historical dimensions of the discipline (2000-01). Search for facility that provides students opportunity to
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					perform (2000-01).
Economics			Tests, alumni surveys, senior seminar, senior seminar reflection assignment, common final.	In Use	The next step up in effort and expense for evaluating our major could be an exit interview or an examination required for graduation (1998-99 & 1999-00). We draw on an examination of a common final to evaluate the quality of instruction in different sections of various courses. (1999-00), restructure of major and revision of courses (1999-00)
English		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Written assignments - critical analysis, reflective papers, analysis of conversation & texts, major research project, capstone course, capstone portfolio, oral and written assignments, poster demonstrations, tests, projects, portfolio analysis, sensitive to language in class	In Use	ESL and Writing Program studies have resulted in changes in policy, curriculum, and faculty development. Portfolios are used to assess student learning in many courses. The ESL program has been re-

			discussions, consider attention to the rhetorical context in grading written work, appropriate integration of public & personal voice in creating & in responding to text		organized, based on assessment findings. Restructure of major and revision of courses (1999-00).
Foreign Languages		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Oral proficiency interview (nationally developed test), oral exercises in class, oral & written tests, simulated situations, evaluations of appropriate interactions during study abroad programs, portfolios, capstone courses, oral proficiency tests	In Use	Improvement of program offerings and adjustments in curricular structure (1999-00).
Geography		Core Comm, Society & Culture	Exams, term papers, critical analyses of scientific literature, essays, oral presentations, exercises, individual research projects, group research projects	In Use	Revised and Strengthenedd the major, especially in light of new technologies

History		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Class discussions, written assignments, quizzes, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni survey	In Use	On-going evaluation of major and revision of courses (1999-00).
Philosophy		Core Comm	Tests, written assignments, longitudinal assignment (paper), alumni survey, oral & written exercises, scoring rubrics for grading longitudinal paper, oral presentation	In Use	Evaluation of course offerings (1999-00).
Political Science		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Capstone course, tracking academic progress	In Use	Requirements for major were changed (1998) Revision of courses (1999-00)
			Written tests, projects, essays, group		Need more emphasis on role of religion in human history, need stronger emphasis on the interdisciplinary work at lower level, more attention to connect Religious Studies with other academic

Religious Studies			discussions, written assignments, capstone course, research paper, major research paper, participation in seminar.	In Use	fileds, more emphasis on argumentation before capstone (all 1999-00). More emphasis on understanding the role and significance of religion in history in the introductory courses (2000-01). More attention to connections of Religious Studies with other academic fields (2000-01).
					Enhanced writing component in R100 to try to reduce rates of D/W/F; implementation of new capstone experience for majors (1998-00). Reviewed theory offerings with the possibility of honors emphasis; increased internships & research assistantships (1999-00). Detailed assessment of R100 is underway (2000-01). R100 redesign with W131 link

Sociology	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Exams, essay papers, class participation, group projects, oral presentations, discussions, capstone experience, written responses to instruction	In Use	and new technologies (2000-01). R100 - Quantitative Skills: In-class discussion of survey results addressed the collection of data and problem solving with quantitative data. Critical Thinking: The discussion of the survey demonstrated the careful and logical analysis of information, and evaluation of the logic, validity, and relevance of data. Understanding Society and Culture: The use of "deviance" questions and comparison to national surveys helps students compare and contrast the range of diversity and universality in human history, societies, and ways of life. Discussion of "deviance" helps students learn to operate with civility in a
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					complex social world. Values and Ethics: The survey was voluntary, asked sensitive questions, and was IRB approved. As such, students were introduced to concepts of anonymity, confidentiality, and informed consent in social science research. This will help students make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of those choices (2000-01).
Library & Information Science		No Report			

Medicine	N	Core Comm, CT, Depth/Breadth, Society & Culture, Values & Ethics	Clinical rating forms, observation, oral exams, simulated patient exams, papers, self-assessment, exercises, triple jump examinations, OSCEs, USMLE Step 1, USMLE Step 2. Added in 1999-00: Clinical performance assessment portfolios; videotaping performance, on-line testing		1999-00: (1) Curricular changes in basic science: sequence of courses; maximize active learning; prepare students for lifelong learning. (2) Developed regression model and identified predictors and shared with faculty. (3). Funded Clinical Teaching and Assessment Center. The Curriculum Council and Academic Standards Committee require that all disciplines administer a uniform statewide assessment or develop a plan to do so by August 2001. Implementation of the statewide assessment tools in all disciplines should be complete by August 2002 (2000-01).
Music		No Report			

					Currently piloting in electronic portfolio in B249; continue to work with Director of Enhancement & Diversity; concepts threaded through revised curriculum to increase skills & knowledge; revised BSN curriculum to reflect stronger community base; implementing the competencies for beginner nurses that were written by Indiana's nursing leaders; continue to seek ways to increase student involvement in policy issues that impace nursing practice; continue to stress writing & speaking opportunities in all courses; invited the English Dept. to faculty meeting to discuess their expectations as well as SON; developing writing expectations for
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program; revised curriculum to add capstone experience; accepted the competencies for BSN graduates developed by Indiana nurse leaders in practice & education; curriculum committee examining performance trends of those not successful (1998-99). Incorporate more strategies that promote critical thinking in all courses in the major; explore other means of measuring critical thinking as the CCTI appears to lack construct validity; currently looking at assessment measures across courses; continue to work with the Director of Enhancement and Diversity; support culturally-based programs for students and faculty; adopted a statement on diversity for the SON that is hung

in the entrance to the school; need to explore additional measures; revised BSN curriculum to reflect a stronger community base; incorporate a community experience option in the senior capstone course; encourage community service learning in the first-year learning course; students required to incorporate current political and policy issues into discussions for some courses; growth and Empowerment course in the senior year of the BSN curriculum will focus on policy issues; development of a health care ethics course required for all students; continue to stress writing and speaking opportunities in all courses; establishment of consistent writing expectations;

Nursing	Y	Core Comm, CT, Integretion, Depth/Breadth, Society & Culture, Values & Ethics	Standardized exam (NET to replace CCTI), clinical course evaluations, capstone evaluation, observations, evaluation feedback on cultural courses, student assessment project, community oriented papers/project, posters that indicate community resources, grading of special projects, evaluation of writing (via SON writing expectations, peers, clinical evaluations), clinical evaluations, RN Assess Test, RN-CLEX,	invited faculty from the English department to faculty meeting to discuss competencies developed in W131 and how to continue to enhance these competencies. Increase and maintain NLCLEX rates; revised curriculum to add a capstone expereince for students in preparation for graduation; adopted the <u>AACN Essential of Baccalaureate Education</u> ; students mentoring program in place for those in major and for those in first-year course experience; students participate in recruitment sessions; history of consistent participation in the summer research program; currently exploring how this outcome in being met across the curriculum
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			employer's survey, alumni survey		(1999-00) Incorporate more strategies to promote critical thinking in all courses in major, continue to explore other means of measuring critical thinking, continue to focus on critical thinking across courses, continue to work with Director of Enhancement and Diversity, support culturally-based programs for students and faculty as they are positively received, adopted a statement on diversity that is hung in the entrance to the school and incorporation of this statement in all appropriate school publications, continue to explore additional measures through Office of Enrichment and Diversity, secured a UC grant to
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incorporate service learning focused on different cultures into first-year learning community course, revised BSN curriculum to reflect a stronger community base, incorporate a community experience option into senior capstone course, secured funding to incorporate community service learning in the first-year learning course, students required to incorporate current political and policy issues into discussions for some courses, Growth and Empowerment course in the senior year of the BSN curriculum that will focus on policy issues, incorporated a health care ethics course into BSN curriculum, continue to stress writing and speaking opportunities in all courses,

establishment of consistent writing expectations, faculty developed an APA information guide for students that is incorporated into course syllabi, statement on plagiarism incorporated into student handbook and course syllabi, BSN Curriculum members adopted and Assessment Model of Student Learning" and an "Algorithm for Exam Results for Student Assessment", algorithm requires additional assessment in specific care areas at the end of specific course work, developed an electronic portfolio of expected nursing skills expected to piloted fall 2001, need for additional assessment including anatomy and physiology

					knowledge, acceptance of honors option in BSN program, student participation in recruitment, encouraged students to become involved in research activities, continue to stress importance of managing research for self and others (2000-01)
Optometry		No Report			
Physical Education	Y	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Senior capstone survey, internship surveys, internship notebooks/ observations, clinical fieldwork, national exams 1998-99 data - 1999-2000 done differently. Did not address PULs except to say that they will ask IMIR to do alumni survey to assess student satisfaction with PULs.	In Use	Developed a syllabi checksheet that linked the PULs to course objectives (1998-99).

Science	Y	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Focus group interviews about advising, survey sent, Senior Assessment Project - graduating student survey, faculty mentor survey, and senior reflection about the PULs Capstone Assessment template (2000-01).	In Use	Each syllabus for an undergraduate course clearly state objectives that reflect the IUPUI PULs; rubrics developed to assess senior reflection paper; written components of the electronic portfolio introduced early in semester so to allow for more time for reflection (1999-00)
Biology			Exams, quizzes, term papers, oral presentations, lab reports, capstone project, field camp, senior thesis/project, publications, performance evaluation by extra-departmental scientists and educators. Pre- and post-tests, self-assessments, progress determination, achievement tests, comprehensive written exams, standardized proficiency exams, analysis of admission	All in I. are In Use. All in II. are being considered	Learning outcomes developed (1999-00).

			data of those entering graduate & professional schools, surveys of graduating seniors, alumni, and employers. Weekly warm writing exercises, group projects, genetics case study, 'just in time teaching' (2000-01).		
					Computerized exams - improved examination questions (1998-99). Revised C100; developed C120, C110, C115; changed course content; replaced recitations with workshops; developed new course materials, established evaluative measures; learning outcomes developed; devised performance scoring sheets & measures (1999-00). *C100 The World of Chemistry Current scientific findings reported in the newspaper

Chemistry

Placement exam,
computerized
exams,
standardized
final exams,
laboratory
experiment
scoring sheets,
formal
laboratory
reports,
capstone, written
report, oral
presentation,
resume,
portfolio,
independent
project reports.
Pre- and Post-
course surveys

In Use

and on the web were presented and discussed in class to show applicability and relevance of the course material to the students. *C105 Principles of Chemistry One Just-In-Time teaching was initiated in C105 in the fall semester. *C105 Principles of Chemistry One A focus group was formed to discuss the course lectures and provide feedback to the instructor. Both a graduate student and anonymous comments were utilized to provide feedback, which resulted in changes in the lecture format. *S125 Honors Experimental Chemistry One Revision and improvement of the lab curriculum was begun with the introduction of three new experiments. *S126 Honors Experimental Chemistry Two

(2000-01)

Five new experiments were introduced into this lab in an effort to improve the curriculum. In addition, an on-line question/answer service was implemented.

*C342 Organic Chemistry Two Emphasis on pharmaceutical and medicinal chemistry was increased to provide relevance to real world situations.

*C435 Inorganic Chemistry Laboratory An experiment on the electrochemical and magnetic properties of transition metal complexes emphasizing the magnetic balance and modern electrochemical equipment was incorporated into this lab, which completes the revision of the course including six original experiments.

*C495 Capstone in Chemistry Enhanced interaction

					between capstone students and members of the local scientific community was facilitated through a seminar and research mentoring. (2000-01)
Comp & Info Sci			Grading, exams, homework, programming assignments. Capstone course, lab assignments (2000-01)		Learning outcomes specified (1999-00). Once the student database is completed, as mentioned in Section 3.A, the department will begin tracking the progress and retention of the mid-level students based on grades, registration and drop rates. The department does not contemplate a detailed assessment against the Principles of the students at this level for the present time. (2000-01)

Geology			Homework, written examinations, term papers, geologic map and report prepared by the student evaluated using a rubric.		<p>Since last NCA visit -Learning objectives formulated; career outcomes defined; introduced statistical and CAD/CAM computer based exercises; purchased instructional equipment; developed Associate degree in Geoscience; revised Earth Science secondary education certificate; developed G135 & G132 using cable TV and web-based instruction; developed G123; introduced group discussions and service learning in courses. (1999-00). Changes have been made in G323 Structural Geology, usually taken the semester before the field course, to ensure that exercises involving three-dimensional geometry build on each other.</p>
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					That is, simple problems done in the beginning of the semester are repeated in a number of different contexts so that students eventually do them with little effort. (2000-01).
Mathematical Science			Grades, surveys (student, alumni & employers), observations, feedback from internships, exit surveys, GRE & NTE exams, student evaluations, evaluation by external assessment committees (arising from an NSF grant), external peer review.		<p>Student learning outcomes developed; developed a tracking system to track learning outcomes across exams and sections (1999-00).</p> <p>So far, our efforts have gone into setting up assessment procedures and starting to gather data. We fully expect to have extensive results to report on next year's Annual Report. (2000-01)</p>

Physics			<p>I. National standard exam on Physics Concepts, Force Concept Inventory (FCI), Maryland Physics Expectation (MPEX), course attrition rates, student satisfaction surveys, and enrollment data. Capstone use two reports by the student on his/her research experience – one oral one written., laboratory reports,</p> <p>II. Grades, pre-and post-tests, success in higher-level courses, capstones, internships, comprehensive exams, surveys, employment rates.</p> <p>Literature research, web-based learning (2000-01).</p>	<p>I. In Use</p> <p>II. "measures we can use"</p>	<p>Adoption of different teaching methods – “Just in Time Teaching.”(1998-99).</p> <p>Since last NCA visit – revised capstone & explicit learning goals identified. (1999-00).</p> <p>Formation of an industrial advisory committee, a new course offering in computational physics, and discussions with Engineering about a combined Physics/ Engineering B.S./ M.S. degree (2000-01).</p>
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Psychology			<p>Standardized computerized exams, instructor selected measures, Psychology Curricular Learning Objectives Questionnaire; syllabi analysis, surveys. Senior Reflection Survey (2000-01).</p>		<p>Continued to implement assessment plan; developed learning objectives; developed new curriculum for three educational tracks linked to graduate areas; developed & administered questionnaires; new course requirement – B103 (1999-00) A concerted effort will be implemented to enable psychology majors to become more aware of the department's SLOs and their importance. This will be done through: • new-student orientation (copies of the SLOs will be provided to each incoming student and their importance will be explained) • peer advisors in the Advising Office (the SLOs will become part of their training, and they will be instructed to</p>
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					bring the SLOs to the attention of those who seek their advice) • faculty academic advisors (they will be provided with copies of the SLOs to which they can refer and distribute during their advising sessions) • department faculty (e.g., inclusion of the SLOs in their syllabi) (2000-01).
Social Work	Y				
			Admission data & trends, surveys and focus groups, reviews of IUSSW faculty and administration, course learning evaluations,		Introduced two distinct Certificate Programs, added program learning objectives related to information technology, continued plans to introduce and electronic portfolio (1998-99) Implemented certificates in Case Management and in Family Life Education; introduced additional objectives

BSW	N	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	portfolios (1999-00) Individual and group presentations, posters, role playing, chat rooms, portfolios, practicum, student course evaluations, exams, papers, videotapes (2000-01)	In Use	related to information technology & lifelong professional learning. Will require portfolios in Spring 2001 in non-electronic form (1999-00). Course learning objectives were revised to facilitate outcome measurement, two courses will be offered online in Fall 2001., will increase course content on technology and globalization and their implications on social work practice (2000-01).
MSW	N	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Admission data & trends, surveys and focus groups, reviews of IUSSW faculty and administration, course learning evaluations, portfolios (1999-00) Individual and group presentations, posters, role playing, chat rooms,	In Use	Extensive program review planned, revision of curriculum in the Fall 2001 (2000-01).

			portfolios, practicum, student course evaluations, exams, papers, videotapes (2000- 01).		
PhD	N	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	<p>Admission data & trends, surveys and focus groups, reviews of IUSSW faculty and administration, course learning evaluations, portfolios (1999- 00)</p> <p>Individual and group presentations, posters, role playing, chat rooms, portfolios, practicum, student course evaluations, exams, papers, videotapes</p>	In Use	<p>Initiated a 'pre- doc' program, altered curriculum to strengthen emphasis on quantitative & qualitative research, introduced social work minor, approved new admission policies, increased research prerequisites for admission to the PhD program (1998-99).</p> <p>New doctoral seminar approved and offered to assist students in transition from practice to research, focus on foundational and research skills, proposal approved to establish the role of program director on a rotational basis to stimulate broader</p>

					involvement of faculty (2000-01).
SPEA	N	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Portfolio, capstone course, term paper, assessment file that includes for that instructor evaluates the student's performance on each of the desired learning outcomes – raw data include the syllabi, memo to students explaining how the outcomes incorporate the PULs and the learning outcomes for the program, and a completed form with comments and other materials. Added in 1999-00: Surveys; Service Learning projects, discussion with internship mentors; laboratory exercises, examinations.		

University College	Y	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Grades, enrollment patterns, persistence, DFW rates, certification transfers, and graduation rates, student evaluation forms, entering student survey, interviews, focus groups. Added in 1999-00: scan of syllabi; RUSS site visit; interview-based project; focus groups to study U112; ACT Compass replaced reading test.		
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Appendix G

Schools, Offices, Organizations Served by PAII Staff in 2000-01

Schools, Offices, Organiztions	Economic Model	IMIR	PAII	Testing Center
ACADEMIC UNITS				
Allied Health	<ul style="list-style-type: none"> Completed school wide economic models with multiple models with five-year projections Requested to be a member of Economic Model Review Committee 	<ul style="list-style-type: none"> 3 Information requests 	<ul style="list-style-type: none"> Consulted on assessment component of health-related proposal External Advisory Committee Chair 	<ul style="list-style-type: none"> Student Evaluation of Teaching (SET), LXR-Test Scoring, Collaborated to develop a new evaluation of teaching/course form.
Business		<ul style="list-style-type: none"> 3 Information requests 	<ul style="list-style-type: none"> Consulted on assessment 	<ul style="list-style-type: none"> External testing (Strong Inv., MBTI) LXR-test scoring
Continuing Studies	<ul style="list-style-type: none"> Instructed three project management courses Performed some follow on work of updated economic model 	<ul style="list-style-type: none"> 5 Information requests 		<ul style="list-style-type: none"> Placement testing IU Tax Practitioners Conference External testing; DANTES, CLEP, Independent Studies Community Learning Network

Dentistry	<ul style="list-style-type: none"> • Provided preliminary school data for economic model discussions 		<ul style="list-style-type: none"> • Consulted on assessment 	<ul style="list-style-type: none"> • SET, LXR-test scoring
Education	<ul style="list-style-type: none"> • Provided consulting and follow up presentations 	<ul style="list-style-type: none"> • 4 Information requests • 1 Evaluation/Assessment 	<ul style="list-style-type: none"> • Chaired Council on Teacher Education • Consulted on Bridges to Success evaluation 	<ul style="list-style-type: none"> • Placement testing • External testing: PRAXIS, (PPST, Specialty, Core Battery), MAT • Data entry & data analysis
Engineering & Technology		<ul style="list-style-type: none"> • 17 Information requests • 3 Evaluation/Assessments 	<ul style="list-style-type: none"> • Chaired special task force on Bio-Medical Engineering • Participated in Construction Technology program review follow-up meeting • Participant ABET review 	<ul style="list-style-type: none"> • SET • Faculty Ballot • Forms design • LXR-Test scoring & report • External testing
Herron		<ul style="list-style-type: none"> • 3 Information requests 	<ul style="list-style-type: none"> • Consulted on assessment 	<ul style="list-style-type: none"> • SET
Informatics			<ul style="list-style-type: none"> • Consulted on Assessment 	
Journalism		<ul style="list-style-type: none"> • 1 Evaluation/Assessment 		<ul style="list-style-type: none"> • SET, External testing
Law			<ul style="list-style-type: none"> • Consulted on Assessment 	<ul style="list-style-type: none"> • SET, LXR-test scoring • External Testing: LSAT, MPRE

<p>Liberal Arts</p>	<ul style="list-style-type: none"> • Developed RCM matrix model for discussions about the assessment allocations to centers and departments 	<ul style="list-style-type: none"> • 10 information requests • 2 Management reports Communication Studies <ul style="list-style-type: none"> o 2 Information requests English <ul style="list-style-type: none"> o 2 Information requests o 1 Evaluation/Assessment Economics <ul style="list-style-type: none"> o 3 Information requests Political Science <ul style="list-style-type: none"> o 1 Information request Religious Studies <ul style="list-style-type: none"> o 1 Information request Sociology <ul style="list-style-type: none"> o 3 Information requests o 1 Evaluation/Assessment 	<p>English</p> <ul style="list-style-type: none"> o Consulted on Assessment <p>Sociology</p> <ul style="list-style-type: none"> o Consulted on Assessment <p>Religious Studies</p> <ul style="list-style-type: none"> o Planned Program Review 	<ul style="list-style-type: none"> • Placement Testing, Foreign Languages Placement Testing (FLPT) • Data entry, FOCUS reports • External Testing: Independent Studies, DANTES, CLEP • LXR-Test Scoring & Reporting
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Medicine		<ul style="list-style-type: none"> • 1 Information request • 1 Management report 	<ul style="list-style-type: none"> • Consulted on Biology-Chemistry grant • Consulted on accreditation review for Public Health 	<ul style="list-style-type: none"> • Placement testing, SET • Forms design, LXR-test scoring • External testing: MCAT • Collaborated to develop an online testing mechanism for OSCE, Designed a new form for the Triple Jump evaluation
Nursing	<ul style="list-style-type: none"> • Provided training to update economic model • Consulted on benchmarking 	<ul style="list-style-type: none"> • 1 Information request • 2 Evaluations/ Assessments 	<ul style="list-style-type: none"> • Conducted review of PhD program • Participated in internal program review of Masters Program 	<ul style="list-style-type: none"> • SET, placement test • Collaborated on a grant proposal on evaluation of the Nursing Practice Capstone course • Consulted on evaluation • External testing: Independent Studies, CLEP • Worked on developing web-based evaluation tool
Physical Education	<ul style="list-style-type: none"> • Completed economic model and presentation support 	<ul style="list-style-type: none"> • 1 Information request ROTC <ul style="list-style-type: none"> o 1 Information request 		<ul style="list-style-type: none"> • SET, LXR Test Scoring & Report; External Testing (PRAXIS, ACE, NSCA, Strong, MBTI)

Public Health				<ul style="list-style-type: none"> • SET
Science		<ul style="list-style-type: none"> • 3 Information requests • 1 Committee member <ul style="list-style-type: none"> Geology <ul style="list-style-type: none"> o 1 Information request Psychology <ul style="list-style-type: none"> o 10 Information requests o 1 Committee member 	<ul style="list-style-type: none"> • Consulted on Assessment • Facilitated retreat for associate dean's staff and faculty advisors • Chaired Purdue Schools Planning Taskforce Computer & Information Science <ul style="list-style-type: none"> o PhD feasibility Math <ul style="list-style-type: none"> o Consulted on placement testing 	<ul style="list-style-type: none"> • Placement Testing, FLPT • FOCUS Reports • Consulted on assessment of NSF-funded WebScience/Just-in-Time Teaching Project with Physics • Conducted evaluation activities including instrument development, training of evaluators, and conducted classroom observation of JiTT classes in Biology, Chemistry, Mathematics, and Physics • LXR-Test Scoring for Department of Biology • Placement testing for Math Department
Social Work	<ul style="list-style-type: none"> • Provided consulting 	<ul style="list-style-type: none"> • 1 Information request 	<ul style="list-style-type: none"> • Consulted on planning 	<ul style="list-style-type: none"> • SET • External testing: MAT • LXR-Test Scoring & Reporting

SPEA	<ul style="list-style-type: none"> • Began school wide economic model • Made initial presentations 	<ul style="list-style-type: none"> • 1 Information request • 1 Evaluation/Assessment 		<ul style="list-style-type: none"> • SET • LXR-Test Scoring & Reporting
University College	<ul style="list-style-type: none"> • Began activity analyses for RC wide economic model 	<ul style="list-style-type: none"> • 30 Information requests • 15 Evaluation/Assessments • 2 Planning assistance • 3 Grant projects 		<ul style="list-style-type: none"> • Placement testing (including special foreign languages testing during honors orientation) • SET • Research/data analysis • Upload of reading post-test scores into IUTS • Consulted on development of Advisors' Information System of facilitate academic advising • Wrote proposal on "Development of Advisors' Informatin System" and submitted to Borden (IMIR) • Generated FOCUS data set for COMPASS Reading Test Scores • Reviewed and updated information on placement testing for publication in student handbook

Other Academic Units (Columbus, SLIS, etc.)		<ul style="list-style-type: none"> • 2 Information Requests • 1 Evaluative/Assessment • 2 Presentations/Workshops 		<ul style="list-style-type: none"> • Placement testing for Columbus • Data analysis for Columbus • External testing: Independent Studies, DANTES, CLEP, SAT, Merkler
Academic Support Units				
Career Center			<ul style="list-style-type: none"> • Conducted program review and follow-up 	<ul style="list-style-type: none"> • External testing: Strong & MBTI, Merkler
Center on Philanthropy		<ul style="list-style-type: none"> • 3 Information requests • 2 Evaluation/Assessments 	<ul style="list-style-type: none"> • Planned program review 	
Center on Public Service & Leadership			<ul style="list-style-type: none"> • Consulted on NCA self-study on civic engagement 	
Child Care Center	<ul style="list-style-type: none"> • Follow-up consulting on Clarian pricing 	<ul style="list-style-type: none"> • 2 Information requests 		
Community Learning Network		<ul style="list-style-type: none"> • 4 Information requests • 4 Evaluation/Assessment 		<ul style="list-style-type: none"> • External testing: DANTES, ACT, Strong, & MBTI • Began work on developing an online evaluation mechanism

Enrollment Services	<ul style="list-style-type: none"> Began activity analyses for RC wide economic model 	<ul style="list-style-type: none"> Admissions Office <ul style="list-style-type: none"> 4 Information requests 1 Evaluation/Assessment 5 Information requests 	<ul style="list-style-type: none"> Chaired Enrollment Management Group 	<ul style="list-style-type: none"> Supported placement test scheduling Consulted on development of new test scheduling and student tracking system External testing: ACT, SAT, MAT, Campus Day Exhibit Designed new orientation exit survey forms
Faculty Records		<ul style="list-style-type: none"> 6 Information requests 		
Honors Program		<ul style="list-style-type: none"> 2 Information requests 		<ul style="list-style-type: none"> Placement testing
Human Resources			<ul style="list-style-type: none"> Suggested improvements to new employee orientation 	
International Affairs			<ul style="list-style-type: none"> Consulted on planning 	<ul style="list-style-type: none"> Placement testing
Office of Professional Development	<ul style="list-style-type: none"> Began activity analysis for economic project 	<ul style="list-style-type: none"> 2 Evaluation/Assessment 	<ul style="list-style-type: none"> Co-sponsored Faculty Associates for Undergraduate Learning Invited address on Problem Based Learning 	<ul style="list-style-type: none"> Exhibited at New Faculty Orientation Conducted assessment workshops for faculty and staff development

Registrar's Office	<ul style="list-style-type: none"> • Provided economic model data 	<ul style="list-style-type: none"> • 2 Information requests 		<ul style="list-style-type: none"> • Consulted on placement testing process, particularly with regards to updating teh Registrar's pre-requisite check system
Student Life and Diversity		Adaptive Educ. Services <ul style="list-style-type: none"> o 1 Evaluation/Assessment • 2 Information requests • 2 Evaluation/Assessments • 2 Planning assistance 	<ul style="list-style-type: none"> • Provided workshop on planning at annual retreat • Consulted on program review for student government 	
UITS		<ul style="list-style-type: none"> • 1 Information request • 1 Evaluation/Assessment • 4 Committee members 		<ul style="list-style-type: none"> • Reporting of placement test results • Programming (IUTS revamp)
University Libraries		<ul style="list-style-type: none"> • 1 Evaluation/Assessment • 1 Planning assistance 		<ul style="list-style-type: none"> • SET
CAMPUS-WIDE ORGANIZATIONS				
Academic Policies and Procedures		<ul style="list-style-type: none"> • 2 Committee members 		<ul style="list-style-type: none"> • Committee member

Brain Gain Task Force		<ul style="list-style-type: none"> • 1 Committee member 		
Campus Planning Committee		<ul style="list-style-type: none"> • 2 Planning assistance 	<ul style="list-style-type: none"> • Serve as staff to committee 	
Campus Technology Support Team		<ul style="list-style-type: none"> • 1 Committee member 		
Civic Engagement Task Force		<ul style="list-style-type: none"> • 1 Planning Assistance • 1 Committee member 		
Diversity Cabinet			<ul style="list-style-type: none"> • Consulted on Planning and Assessment 	
Deans Academy			<ul style="list-style-type: none"> • Obtained USA Group grant and planned 2 initial programs 	
Deans's Planning/Budgeting Committee	<ul style="list-style-type: none"> • Presented Economic Model Office status 			
E.C. Moore Symposium			<ul style="list-style-type: none"> • Served on planning committee 	
Enrollment Management Group		<ul style="list-style-type: none"> • 1 Information request • 2 Planning assistance • 2 Management reports • 1 Committee member <p>Enrollment Reports</p> <ul style="list-style-type: none"> o 4 Management 	<ul style="list-style-type: none"> • Participated in Spring High School Counselors Breakfast 	<ul style="list-style-type: none"> • Mzumara serves as a member of the Enrollment Services Group

		Reports		
FASPAC		<ul style="list-style-type: none"> • 2 Evaluation/ Assessments • 1 Committee member 		
Faculty Council			<ul style="list-style-type: none"> • Chancellor's representative 	<ul style="list-style-type: none"> • Faculty Development Exhibit • Faculty ballot
Faculty Council Executive Committee	<ul style="list-style-type: none"> • Provided economic model data 		<ul style="list-style-type: none"> • Presentation of campus planning document 	
IUPUI Surveys		<ul style="list-style-type: none"> • 7 Evaluations/ Assessments 		
Program Review and Assessment Committee	<ul style="list-style-type: none"> • Economic model consulting and financial assessment components 	<ul style="list-style-type: none"> • 1 Information request • 4 Evaluation/ Assessment • 1 Planning assistance 	<ul style="list-style-type: none"> • Served as staff to committee 	
Sports and Recreation		<ul style="list-style-type: none"> • 1 Evaluation/ Assessment 		
Team IUPUI			<ul style="list-style-type: none"> • Consulted on Organizational Structure 	<ul style="list-style-type: none"> • Kigor served as TC Representative
Urban University Portfolio Project		<ul style="list-style-type: none"> • Provided technical support 	<ul style="list-style-type: none"> • Served on planning committee 	
Other Campus Support Offices	<ul style="list-style-type: none"> • Economic model updates and support for Testing Center 			<ul style="list-style-type: none"> • Placement testing for AES students

CAMPUS ADMINISTRATION				
Chancellor's Office	<ul style="list-style-type: none"> Presented Economic Model Office Annual Report Update 	<ul style="list-style-type: none"> 10 Information requests 1 Evaluation/Assessment 1 Planning assistance 	<ul style="list-style-type: none"> Coordinated Planning and Budgeting hearings 	
Data Stewards		<ul style="list-style-type: none"> 1 Committee member 		
Executive Vice Chancellor & Dean of Faculties Office		<ul style="list-style-type: none"> 16 Information requests 8 Evaluation/Assessments 1 Committee member 		<ul style="list-style-type: none"> Developed detailed plans for electronic portfolio
Vice Chancellor for Administration & Finance	<ul style="list-style-type: none"> Updated and provided economic model updates Consulted on master planning and rate proposals Provided analyses for parking services and Child Care Center 	<ul style="list-style-type: none"> 1 Presentation/Workshop University Budget Office <ul style="list-style-type: none"> 2 Information requests FACET <ul style="list-style-type: none"> 1 Presentation/Workshop Steering Group Office of Communication and Marketing (BL) <ul style="list-style-type: none"> 1 Information request 		

Vice Chancellor for External Affairs		<ul style="list-style-type: none"> • 2 Information requests Community and Public Relations o 5 Information requests 	<ul style="list-style-type: none"> • Collaborated in developing annual IUPUI Performance Report 	
Vice Chancellor for Research and Graduate Education		<ul style="list-style-type: none"> • 1 Planning assistance • 1 Committee member Graduate School o 2 Information requests 	<ul style="list-style-type: none"> • Served on strategic planning committee 	<p>Graduate School</p> <ul style="list-style-type: none"> o External Testing: MAT
UNIVERSITY ADMINISTRATION				
ADA Task Force		<ul style="list-style-type: none"> • 1 Evaluation/Assessment 		
President Brand's Office		<ul style="list-style-type: none"> • 1 Information request • 1 Evaluation Assessment 		
Strategic Directions				<ul style="list-style-type: none"> • Research on College Placement Testing
Vice President Palmer	<ul style="list-style-type: none"> • Developed presentation on economic modeling for the fiscal officer development series for VP Palmer's office and FMS 			

OTHER IU OR PURDUE CAMPUSES				
IP Fort Wayne			<ul style="list-style-type: none"> Conducted planning workshop for deans and Vice President for Academic Affairs 	
IU Bloomington				<ul style="list-style-type: none"> SET for Bloomington
IU Kokomo				<ul style="list-style-type: none"> Data Analysis for Kokomo and Columbus SET for Kokomo and Bloomington
IU Southeast		<ul style="list-style-type: none"> 1 Information request 		
LOCAL COMMUNITY				
Clarian Health Community Benefits Committee			<ul style="list-style-type: none"> Member 	
Clarian Education				<ul style="list-style-type: none"> Work Keys Evaluation; Evaluation of Job Link & Career Quest Programs
CUE Deans (Consortium for Urban Education)			<ul style="list-style-type: none"> Chair 	
Area High Schools		<ul style="list-style-type: none"> 1 Evaluation/Assessment 		

Indiana Association for Institutional Research		<ul style="list-style-type: none"> • 2 Committee members • 2 Presentations/ Workshops 		
Indiana Schools SMART Partnership		<ul style="list-style-type: none"> • 1 Grant project 		
Indianapolis Star				
Ivy Tech-IUPUI Partnership				<ul style="list-style-type: none"> • Consulted on placement testing policy and procedures
Lilly Endowment				
Mayor's High Technology Task Force				
Phi Beta Kappa			<ul style="list-style-type: none"> • Executive Committee member 	
Project SEAM		<ul style="list-style-type: none"> • 1 Grant project 		
Ruth Lilly Health Education Center				<ul style="list-style-type: none"> • Data analysis
Sigma Theta Tau				<ul style="list-style-type: none"> • Data analysis
Star Alliance, Inc				<ul style="list-style-type: none"> • Data entry • Forms Design and scan new form
State Government		<ul style="list-style-type: none"> • 1 Information request 		
Riley Hospital (Urology)				<ul style="list-style-type: none"> • Image Scanning
United Way	<ul style="list-style-type: none"> • Day of caring volunteer 		<ul style="list-style-type: none"> • Community Service Council member 	
NATIONAL				

AAC&U		<ul style="list-style-type: none"> • 1 Presentation/ Workshop 		
AAHE		<ul style="list-style-type: none"> • 1 Presentation/ Workshop 		
ACE		<ul style="list-style-type: none"> • 1 Presentation/ Workshop • 1 Publication 		
Assessment Institute			<ul style="list-style-type: none"> • Sponsor 	<ul style="list-style-type: none"> • Best Practices Fair Exhibit • Presented workshops • Developed & scanned surveys, analyzed Data & wrote the 2000 Assessment Institute Report
Assessment Update (bimonthly periodical)			<ul style="list-style-type: none"> • Editor 	<ul style="list-style-type: none"> • Contributed one article
Association for Institutional Research		<ul style="list-style-type: none"> • 2 Committee members • 9 Presentations/ Workshops • 1 Publication • Associate Forum Chair 	<ul style="list-style-type: none"> • Presentation 	
Black Issues		<ul style="list-style-type: none"> • 2 Evaluation/ Assessments • 3 Publications 		

Campus Compact		<ul style="list-style-type: none"> • 1 Presentation/ Workshop 		
College Board		<ul style="list-style-type: none"> • 1 Presentatin/ Workshop 	<ul style="list-style-type: none"> • Midwest Regional Representative 	
Other Colleges and Universities		<ul style="list-style-type: none"> • 26 Information requests 		
Peer Institutions				
Vincinnes University		<ul style="list-style-type: none"> • 2 Presentations/ Workshops 		
INTERNATIONAL				
Hosting International visitors		<ul style="list-style-type: none"> • 3 groups (South Africa, Singapore, UAE) 	<ul style="list-style-type: none"> • 5 groups (Kazakstan, Finland, South Africa, Singapore, Thailand) 	
United Kingdom HEFC Project		<ul style="list-style-type: none"> • 1 grant project 		
Student Support				
<i>Sagamore</i>		<ul style="list-style-type: none"> • 5 Information requests 		
Students				<ul style="list-style-type: none"> • Placement testing • Testing: Independent Studies, MAT • SAT, MCAT, ACT, MPRE, LSAT, DANTES, CLEP, ETC

Web Usage Statistics for Planning and Institutional Improvement (PAII)

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Information Management and Institutional Research (IMIR)	http://www.imir.iupui.edu/imir	246010	192	20:24	597140
	<u>Breakdown</u>	<u>URL</u>	<u>Views</u>	<u>% Of Total</u>	
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Testing Center	http://assessment.iupui.edu/testing	268275	229	10:40	685470
Economic Model	http://www.iupui.edu/~abcmmodel/intro-page.html	3635	N/A*	N/A*	5588

*Note: Log access not available. And Web statistics compiled by Analog logfile analyzer (<http://www.statslab.cam.ac.uk/~sret1/analog/>) do not include “speculative” data.

