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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) Link appropriate evaluative mechanisms to campus goals and implementation strategies.

4) Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.

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

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

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COMPONENTS OF THE OFFICE

This Office includes the Vice Chancellor's immediate staff, the 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)

(See Appendix G for 1999 Annual Report)

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

(See Appendix H for 1999 Annual Report)

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)

(See Appendix I for 1999 Annual Report)

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.

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PLANNING

Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.

Strategy 1.1 With the Faculty Council Planning Committee, deans, and Chancellor's staff, revise IUPUI's planning document.

Early in 1999 an event occurred that changed dramatically the public higher education landscape in Indiana. The Governor and Executive Director of the Indiana Higher Education Commission announced that Ivy Tech State College and Vincennes University would join forces to form Indiana's first state-wide public community college.

In May 1999 President Myles Brand asked each IU campus chancellor to undertake a planning initiative aimed at determining future strategies in light of the development of the community college system. Chancellor Bepko named a planning task force that came to be known as the Future Group, which met during the summer and fall and produced a new planning document entitled ***IUPUI in 2000 and Beyond (***see Appendix B). Preliminary drafts were put on the web and shared in paper format with the Faculty Council and discussed in a town meeting. Groups asked specifically to comment on the document included the Chancellor's staff and deans; the Faculty Council Executive, Planning, Faculty Affairs, and Student Affairs committees; the Council on Undergraduate Learning; and the Enrollment Management Group.

During 2000 the Future Group will continue to meet to review additional components of the ***IUPUI Mission, Vision, Values, Goals, and Strategic Initiatives***, a document that was last revised in May

1997. With detailed review by the Faculty Council Planning Committee, and input from all the other groups mentioned above, a new planning document for IUPUI should become available in 2000.

Performance Indicators/ Milestones: The IUPUI planning document has been revised in part and the process of revision is continuing.

Strategy 1.2 Continuously improve environmental scanning.

PAII and IMIR facilitated school efforts to develop enrollment plans that addressed external trends and needs. Based on the prior year's enrollment planning efforts, and discussions at the August Deans' Retreat, school enrollment planning summaries were collected through a website and summarized for use in the planning document, ***IUPUI in 2000 and Beyond***. Late in 1999, IMIR staff began the development of the first campus-wide enrollment projection model, which will be used in the coming year to coordinate enrollment planning in the schools.

IMIR's environmental scanning website remains a popular reference source for external trends. The website had approximately 1,100 visitors during 1999. IMIR websites, including the office home page, environmental scanning clearinghouse, Urban University Portfolio Project, and Statistical Portrait Project, average 130 visitors per day. Most visitors access these sites during non-working hours. The average viewer views over seven pages per visit and stays on the site for about eight minutes.

IMIR staff continued in their national leadership roles on both the Urban University Portfolio Project and the Urban University Statistical Portrait Project. Project-related meetings were held in San Diego, New York, Seattle, Portland (OR), and Milwaukee. Presentations on these projects were featured at several national conferences, including three

American Association for Higher Education (AAHE) conferences, the Association for Institutional Research (AIR), the Coalition for Urban and Metropolitan Universities, and the National Association for State Universities and Land Grant Colleges (NASULGC). Funding was received from the Coalition for Urban and Metropolitan Universities to partially support the Statistical Portrait Project. Progress on the IUPUI Urban University Portfolio continues, with a site visit scheduled for March 2000.

Performance Indicators/ Milestones: IMIR websites average 130 visitors per day; presentations on Urban University Portfolio Project at 6 national conferences.

Strategy 1.3 Communicate broadly the campus vision, mission, aspirations, and goals.

Deans and directors continue to link their units' goals and implementation strategies to the campus plans and thus to elements of Indiana University's Strategic Directions Charter. The planning/ budgeting review documents prepared annually by deans and directors are linked to the campus planning documents and in 1999 these reports were compiled in a web-based format: http://www.imir.iupui.edu/plan/. This enabled PAII staff to compile the most comprehensive campus-wide annual performance report to date in 1999.

The **1998 IUPUI Performance Report** (see Appendix C) was distributed to selected faculty, staff, and students on campus and to the IUPUI Board of Advisors and others in the Indianapolis community who receive the ***Chancellor's Newsletter***.

A chapter on assessment in the United States written by PAII staff was published in a book edited at a university in South Africa. Our bi-monthly periodical, ***Assessment Update***, completed its eleventh year of publication and attained a record number of subscribers world-wide:

over 1250 as opposed to a previous record of 1100. Banta's book with Catherine Palomba, entitled **Assessment Essentials**, was published by Jossey-Bass in May and had sold over 2,000 copies by year's end. Two other volumes by Banta were released in May 1999 by the National Center for Higher Education Management Systems.

Other dissemination efforts included the eleventh International Conference on Assessing Quality in Higher Education held this year in Manchester, England, which drew 133 participants from 27 countries. Our annual national Assessment Institute in Indianapolis was attended by a record 430 people from 41 states. Borden again developed and hosted on campus the Information Technology Institute of the Association for Institutional Research.

In 1999 Banta gave a total of 25 invited presentations at 7 other campuses as well as at 7 regional conferences and 8 national conferences. She served on 2 federal panels and 6 other national advisory boards. Black gave a total of 3 invited presentations, Borden gave a total of 12 invited presentations and one keynote address, Johnson gave a total of 3 invited presentations, and Shermis gave a total of 13 invited presentations and one keynote address.

Performance Indicators/Milestones:

a. Faculty and staff understanding of IUPUI's plans remains higher than national averages.

b. Participation in the 1999 national conference was at a peak level and the international conferences attracted people from more countries than ever.

c. More people than ever contacted IUPUI for information about planning and assessment.

d. PAII staff are called upon increasingly to serve on federal panels and national advisory boards.

Strategy 1.4 Develop a short list of campus priorities for strategic investment.

For the third year the Chancellor's Staff developed a brief list of campus priorities associated with each of IUPUI's five central planning themes (Student Learning, Responsibilities of Excellence, Collaboration, Centrality and Community Connections, and Accountability and Best Practices) and used this list in allocating campus resources in June 1999 (see Appendix D) The deans and members of the Faculty Council Planning and Budgetary Affairs Committees were asked to comment on the list before it was issued in final form.

Performance Indicators/ Milestones: Some progress in collaborative priority setting was made. More work in this area is needed.

Goal 2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.

Strategy 2.1 Provide planning assistance to campus units.

All academic units and most administrative units now have their own planning goals linked with those of the campus and thus with the components of Indiana University's Strategic Directions Charter. Most

units used the website constructed by IMIR to enter 1998 planning goals and 1999 enrollment planning goals.

More work on the website is needed to ensure that all units will use it in the future. A meeting of deans and fiscal officers was held in July to gather suggestions for improving the site. Facilitation for unit planning sessions was provided for the Schools of Engineering & Technology and Social Work and the Center on Philanthropy. We believe that the number of units requesting assistance is declining because most units now have annual and long-range plans with which they are satisfied. (Please see Appendix E for a summary of all PAII services for campus units in 1999.)

Performance Indicators/Milestones:

a. Three units were assisted with their planning processes.

b. All academic units and most administrative units now have goals aligned with campus goals.

c. While most units used the website for reporting, improvements are needed to increase user satisfaction with this reporting medium.

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ASSESSMENT/EVALUATION

Goal 3. Link appropriate evaluative mechanisms to campus goals and implementation strategies.

Strategy 3.1 Continuously improve the academic program review process.

During 1999 program reviews were conducted for the departments of Criminal Justice, Labor Studies, Public Affairs (MS and BS), Computer Technology, Organizational Leadership and Supervision, and Social Work. Appendix F contains the summaries of reviewers' findings and recommendations. Follow-up meetings with deans and department chairs were conducted with the departments of Sociology, Philosophy, Mechanical Engineering, and Electrical Engineering. Meetings were held with the departments of Religious Studies and Foreign Languages and Cultures as well as the Law School to plan reviews to be held during 2000-2001.

We continue to refine the review process and this year a new format was tried: a one-day focused review by a panel of local leaders for a program that had just undergone an accreditation review. In addition, changes were made to the standard schedule for reviews based upon reviewer recommendations. More time was set aside for the visiting team to meet alone by combining meetings and lengthening their team's private time. For example, by starting the meetings with campus representatives a little later on the first day, the team can meet for breakfast. These adjustments permit team members to become better acquainted and formulate a more complete oral summary of findings and recommendations for the exit session of the review.

The Program Review and Assessment Committee continues to provide a forum for mid-cycle reporting by department chairs. This year, Robert Sandy of Economics reported that program review had been a productive and positive experience. The review led to both additional faculty hires and salary increases. Dr. Sandy attributes a more favorable view of the department both within the school and throughout the campus to the favorable findings of the program review team. As a result of the teams' recommendation that the department form a closer alliance with the Center on Philanthropy, the department is conducting research in the economics of philanthropy and has secured a $250,000 research grant. The department has made changes to the master's program that have made it more efficient and cost effective. An additional recommendation led to increased coordination with the School of Business regarding the statistics course. Overall, Dr. Sandy reported that the entire program review process was useful and beneficial.

The Program Review and Assessment Committee at its May 1999 meeting considered ways in which the committee could become more active in the academic program review process. The committee supported a link between chairs who had previously completed reviews and chairs who were beginning the process. Another idea was that the committee should look to the possibility of examining the site team's written recommendations to identify campus-wide issues, aspects of assessment and the review process that require strengthening, and dimensions of the program review guidelines that might be improved.

Black and Banta completed their three-year study of the program review processes on the eight campuses of Indiana University with a seminar conducted by Banta, Black, Douglas Eder

of Southern Illinois University Edwardsville, and Todd Gleeson of the University of Colorado Boulder. Representatives of all campuses of Indiana University were invited to the April 1999

meeting. Subsequently, the four leaders presented findings and recommendations at the AAHE Assessment Forum in June 1999.

Banta served as co-chair of the NCAA Steering Committee that conducted the self-study for certification of IUPUI as a Division I institution. Black served on the Academic Integrity sub-committee and as campus liaison to the NCAA staff. The self-study was completed in late January 1999, and the site visit took place March 30-April 2, 1999. Subsequently IUPUI was certified as a Division I school.

Banta coordinated the work of the Campus Climate for Diversity Assessment Group that planned a review by external consultants to take place April 4-5, 2000. Sylvia Hurtado, faculty member from the University of Michigan and a leader in the field of diversity initiatives and Edgar F. Beckham, Senior Fellow with the Association of American Colleges & Universities and former coordinator of the Ford Foundation's Campus Diversity Initiative, will serve as consultants.

Performance Indicators/Milestones:

a. **Seven Program Reviews and four follow-up sessions were conducted**

b. **NCAA self-study was conducted, site visit completed, and IUPUI was certified.**

Strategy 3.2 Assist others with assessment/evaluation planning.

PAII continues to provide planning support for the Program Review and Assessment Committee (PRAC), which coordinates program review and outcomes assessment processes for the campus. PAII staff developed a template that enabled every school to submit for the first time a comprehensive report on assessing student learning in general education (based on the Principles of Undergraduate Learning) and the major.

These reports are now available at the website: www.planning.iupui.edu. Several of the reports, most notably those from the professional schools, already contain evidence that faculty are using the results of assessment to improve teaching, learning, and the student experience. Other reports illustrate that schools are just beginning to identify specific learning outcomes in the major and have not yet collected sufficient evidence on which to base improvement actions. Liberal Arts, Science, and University College made noteworthy progress on their assessment plans. University College completed the self-study and site visit for its urban campus review project (RUSS). IMIR staff members are collaborating with University College on its assessment plan. Three Faculty Associates were appointed to study and facilitate the integration of the Principles of Undergraduate Learning and their assessment in academic units' procedures for instruction and assessment in the major.

In addition to the seven program reviews and four review follow-up sessions this office conducted in 1999, PAII staff consulted with 39 campus units on the subject of outcomes assessment. Included in this group were the following schools: Allied Health, Business, Continuing Studies, Dentistry, Education, Engineering and Technology, the Graduate School, Law, Liberal Arts, Medicine, Nursing, Physical Education, Science, Social Work, SPEA, and University College. Appendix E contains a complete listing of all units assisted as well as a brief description of the projects undertaken.

PAII staff members are collaborating with staff from the Office of Professional Development to provide assistance to faculty and staff with the design of evaluation components for internal and external grant proposals. In addition, we are working toward becoming a conduit or clearinghouse to provide information about effective evaluation and to connect grant writers with campus experts.

PAII staff members are collaborating with Student Life and Diversity on a comprehensive assessment plan for that division. The process will be presented at the national meeting for student affairs professionals in March 2000.

PAII staff serve on evaluation committees of the United Way of Central Indiana and its Community Service Council.

Performance Indicators/Milestones:

a. Consulted with 39 units concerning assessment and evaluation.

b. Every School completed an assessment report and these are now on the web.

Strategy 3.3 Continuously improve IUPUI's survey programs.

Results from IMIR assessment and client surveys have become a staple for the assessment of campus academic and administrative programs. IMIR conducted a record number of surveys in 1999: 9 general campus assessment surveys (Entering Student, Continuing Student, Alumni, Non-Returning Student, Staff, Advising, Learning Community Template, Teaching Excellence Recognition Award, Lilly Freshman), and 12 client surveys (Nursing alumni, IU Southeast Staff, IU Southeast Continuing Student, Allied Health Pre-Major Advising, UITS User surveys (Students, Faculty, and Staff), CLN Off-Campus Courses and Distance Learning Courses, Senior Academy, Project SEAM (Lilly 3), Center for Public Service and Leadership Volunteer). Consistent with national trends, survey response rates continue to decline slightly, but are still relatively robust for higher education assessment research. Survey Manager, Michael Wince attended a national conference on the topic and will put into place new practices in 2000 to reverse this trend.

IMIR staff have been working with representatives of other urban universities to develop comparative and relevant survey research data. Through the RUSS project, IMIR implemented an Entering Student Survey that has items in common with surveys used at Portland State and Temple Universities. IMIR led a national effort to develop common urban university questions for the National Survey of Student Engagement. IUPUI participated in the Fall 1999 pilot of this survey, along with four of the other urban universities in the Urban Universities Portfolio Project, as well as several other urban universities.

Performance Indicators/Milestones: IMIR conducted 9 assessment surveys and 12 client surveys, and led an effort among urban universities to participate in the National Survey of Student Engagement.

Strategy 3.4 Continuously improve IUPUI's placement testing and course evaluation programs.

In 1999, the average validity coefficients for IUPUI placement tests were as follows: .49 for math, .25 for reading, and mid-teens for the English placement test. As Figure 1 shows, there has been a steady increase in the validity coefficients for the computerized adaptive mathematics placement test since its implementation in late 1995. The validity coefficients for English and reading, however, have remained unchanged for the past three years.

Display 1. Ad Hoc Requests by Client Type

	1995	1996	1997	1998	1999
Number					
Executive Administration	20	19	21	15	52
Academic Units	40	62	59	100	118
Acad/Admin Support	20	58	45	36	35
Students	na	na	14	9	6
Total	80	139	139	160	211
Percent of Total					
Executive Administration	25%	14%	15%	9%	25%
Academic Units	50%	45%	42%	63%	56%
Acad/Admin Support	25%	42%	32%	23%	17%
Students	na	na	10%	6%	3%

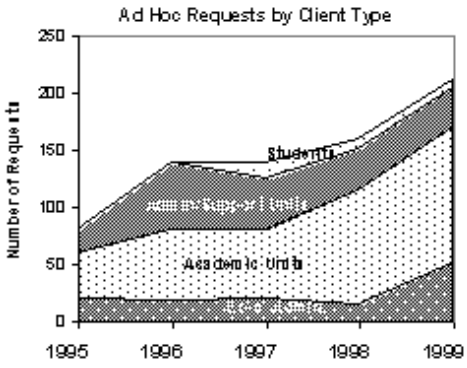

Figure 1. Placement Validity Coefficients for IUPUI Placement Tests

With regard to the delivery of placement testing services, this past year was one of continued improvement. The results of placement testing exit surveys (administered to approximately 4800 students last year) have continued to show increased favorable rates over the years. For instance, 98% of students reported that using computers to take placement tests was *all right* or *very easy*. This is an increase of 2 percentage points over the results reported for 1998.

With respect to clarity of test directions, 99% of students reported that the directions for English and reading placement tests, respectively, were quite understandable or overly simple, and 93% of examinees responded similarly for the math placement test. The math test instructions were revised this past fall, with a resulting improvement in ratings for this test. Also, 99.5% of students reported that the Testing Facility staff and proctors were courteous or very courteous during placement test administration. Regarding technical knowledge of staff, 99.3% of students reported that the Testing Facility staff had sufficient or extensive computer knowledge that facilitated quality service in placement testing.

The Testing Center Scanning Services experienced new growth during 1999 in terms of Student Evaluation of Teaching (SET) clients. New clients include the School of Social Work, the IUPUI School of Journalism, and all courses on the IU Kokomo campus.

The Development Office (lead programmer: Lien Nguyen) began the conversion for the Student Evaluation of Teaching system from a paper-and-pencil instrument to a Web-based medium (see Figure 2). This project is presently in the testing stage, and should be ready for implementation by Summer 2000. An earlier version of the SET program was used for the evaluation of part-time teachers in the Computer Technology Department with good results. While the SET programming activities have addressed most technical issues, getting students to comply with filling out the new forms has been difficult. If left as a voluntary activity, rates of compliance tend to be lower than if forms are filled out with paper and pencil in a proctored setting. We will work with faculty to develop an efficient, but ethical, means to help bring up compliance rates.

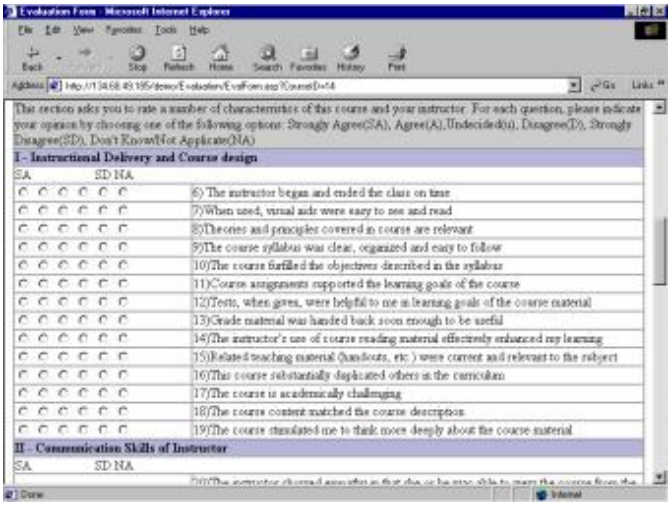

Figure 2. An Evaluation Form Created by the New SET Web-based Program.

Performance Indicators/Milestones: Positive, but incremental change in placement test validities.

Strategy 3.5 Help units create assessment techniques that utilize web-based technologies.

The Testing Center was involved in the improvement of two web-based technologies that show promise in their application for assessment in post-secondary education. Last year we reported on the development of Project Essay Grade (PEG), web-based software that can be used to evaluate written essays. This past year, in a large-scale experiment, we were able to extend the PEG evaluations from holistic to trait ratings, including ratings for *content, creativity, style, mechanics, and organization*. Future development will focus on implementing PEG across a wide variety of documents of the type that might be found in electronic portfolios. We were also able to alter PEG so that it can work in Indiana University's OnCourse environment as a formative tool for students to "pre-submit" their essays prior to actually turning in the document for grading by an instructor. Both the reliability and validity of PEG exceed that of human raters. The PEG website can be reached at http://134.68.49.185/pegdemo/.

A second effort has to do with the development of the IUPUI Electronic Portfolio. This programming effort began last year, but development was halted when the money to continue such activity was diverted elsewhere. In its present incarnation, the IUPUI Electronic Portfolio is a multi-faceted system designed for students or faculty to create repositories of purposefully

selected educational or professional information for later review and evaluation. The material contained in electronic portfolios usually consists of documents, but could include multi-media items such as music, graphics, photos, and video. The portfolio system is composed of five parts: an input system, a classification system, an assessment system, an indicator system, and a reporting system.

**Performance Indicators/Milestones: Projects include SET conversion, PEG,
Electronic Portfolios, and high school testing programs**

Strategy 3.6 Increase the use of activity-based costing (ABC) as a planning and evaluation tool.

Since its inception in 1990, the economic model has been developed for over half of the various schools and units across campus. The number of economic model users has increased commensurate with the changing financial climate, the further development of the model, and user familiarity. Twelve (55%) of the 22 IUPUI schools have completed or are in the process of updating or upgrading their models. Twenty-four (55%) of the 44 support units have completed or are in the process of updating or upgrading economic models.

The economic model architecture has been further refined to increase the ease of entering financial data and reduce the time required to update it. Various components of the economic model have been customized to fit client-specific analyses for internal benchmarking and "what-if" scenarios.

Performance Indicators/Milestones: Prior clients have requested follow-on services to update and upgrade their economic models with the latest fiscal year data and additional analyses for strategic and budget planning.

Goal 4. Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.

Strategy 4.1 Develop analyses and disseminate reports.

In addition to the usual slate of reports and analyses, IMIR staff integrated several reports more closely with ongoing campus initiatives. Program Review reports were further customized to meet individual program needs. The Fall Enrollment and Degrees Conferred reports focused on information related to student retention and graduation rates. The information included in the Budget and Planning Book was integrated into planning requests used to frame the annual review sessions conducted by the Chancellor's Staff.

Several external factors have resulted in greater attention being paid to recent enrollment trends and forthcoming enrollment prospects. In collaboration with Enrollment Services and the Registrar, IMIR staff have begun to work with several school deans to develop management reports to track enrollments for current and future semesters.

IMIR staff continue to support the analysis and report development needs of University College and

Enrollment Services. Particular attention was paid this past year to continuing analysis of the effectiveness of the Learning Communities program, and the impact of institutional financial aid on student persistence.

IMIR receives generally favorable feedback from the university community on the usefulness and quality of the Office's reports and analyses. In order to assess the impact of this work more systematically, questions were included on the survey conducted as part of the administrative review of the PAII Units. Over half (56%) of the survey respondents reported that they read IMIR reports frequently. Another quarter indicated that they read IMIR reports occasionally. When asked to grade IMIR enrollment and survey reports, over one-third of respondents gave the reports a grade of A (Excellent) and three-quarters gave a grade of B or better in the areas of timeliness, ease of use, accuracy and applicability.

Performance Indicators/Milestones: Over three-quarters of surveyed users rate IMIR enrollment reports above average or excellent.

Strategy 4.2 Develop websites that enable others to do their own analyses.

IMIR staff completed the second year of a national grant to develop a website for disseminating data collected by the National Center for Education Statistics (IPEDS datasets). This work was featured at several national and regional conferences.

IMIR staff are the primary developers of the IUPUI Institutional Portfolio, which has led the way among the six universities involved in the Urban University Portfolio Project. Reaction to the initial web portfolio, along with ongoing discussions among the range of groups involved in portfolio development, is being incorporated into the next generation web-design, which will be unveiled in February 2000.

The Urban University Statistical Portrait website now incorporates a data exchange component. IMIR staff developed this component as an extension of the architecture used to develop the IPEDS website. This effort will be expanded considerably in 2000 with committed funding from the Coalition for Urban and Metropolitan Universities and further funds likely from the Urban 13 consortium.

Performance Indicators/Milestones: IMIR completed development of a national IPEDS data-sharing website and launched the first components of a web-based Urban 13 data exchange.

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

Strategy 5.1 Continuously refine key indicators of institutional effectiveness.

The number of performance indicators being used regularly in the annual ***IUPUI Performance Report*** is increasing. A few of these are student enrollment, student satisfaction with selected aspects of instruction and campus services, numbers of minority students, selected elements of alumni satisfaction, student retention, external grant and contract awards, degrees conferred, time to degree, and selected aspects of faculty and staff satisfaction.

The deans and the Chancellor's Staff have been asked to identify 5-10 key performance indicators they would like to monitor, and we will attempt over time to come closer to providing the needed information centrally and including some of the unit performance indicators in the annual campus performance report.

Performance Indicators/Milestones: Deans, directors, and vice chancellors are beginning to focus on a smaller, more enduring set of indicators to monitor unit and campus performance.

Strategy 5.2 Continuously refine PAII indicators of quality in daily work.

The chart below provides information on PAII indicators of quality in daily workfor 1997, 1998, and 1999. We regard this listing as preliminary and plan to refine it continuously in the years to come.

Indicator	1997	1998	1999
Reviewers' ratings of the process of program review	3.57 overall out of 4.0 (4.0 = excellent)	NA	NA
Evidence of significant unit/campus improvements made as a result of program review	See 1997 Annual Report	See 1998 Annual Report	See page 7 of this annual report
Number of ad hoc requests to which IMIR staff responded	200 (includes internal and external)	160 (internal) 32 (external) 192 (total)	211 (internal) 40 (external) 251(total)
Accuracy of estimates of IMIR staff time needed to respond to an ad hoc request (keeping accuracy level at 1.0)	1.0 accuracy level. Ratio of time estimates to time to complete	1.0 accuracy level. Ratio of time estimates to time to complete	1.0 accuracy level. Ratio of time estimates to time to complete
Response rate on mailed surveys (keeping it over 50%)	Alumni - 46% Cont Student - 46% Staff - 58%	Alumni 43% Cont. student-45% Faculty-56%	Alumni – 44% Cont. Student – 39% Staff – 60%
Student satisfaction with placement testing in the Microcomputer Testing Facility (keeping this at 95% or above.)	97% reported that using computers to take placement exams was alright or very easy	96 % of students reported that using computers to take placement exams was alright or very easy	98% of students reported that using computers to take placement exams was alright or very easy

Placement test validities-increasing	Math .30 Reading .22 English mid-teens	Math .38 Reading .25 English mid-teens (.25 for computer-graded essays)	Math .49 Reading .25 English mid-teens
User satisfaction with PAII services such as IMIR Management Reports and economic model strategies	6 of 7 units responding report that they will use Economic Model data for planning	80% of occasional/often faculty users rated the quality of IMIR services as good or excellent. 66% of a like population rated the Testing Center as good or excellent	Administrative Review Survey respondents: 52% read IMIR reports often; an additional 26% occasionally. Grades for enrollment reports and survey results on 4-point scale ENR SRV Timeliness 2.98 2.91 Ease of Use 2.95 2.87 Accuracy 3.10 3.06 Applicability 2.88 2.80
Number of participants and number of states/countries represented at the national and international conferences sponsored by PAII	International: 118 participants, 20 countries November: 252 participants, 25 states, plus Puerto Rico and Canada	International: 152 participants, 22 countries November: 410, 44 states plus Puerto Rico, Canada, and Turkey	International: 133 participants, 27 countries November: 430, 41 states plus Puerto Rico
Number of invited presentations and refereed papers	24	51	73
Number of articles published	10	9	19
Number of subscribers to Assessment Update (keeping it above 1,000)	1,087 (December 1997)	Over 1,100 (December 1998)	Average for 1999 was 1251
Number of information requests (about planning and assessment)	82	120	245
Percentage of faculty satisfied or very satisfied with their understanding of the campus plan	Collect every other year. Was 46% in '96	49%	Collect every other year. Will collect Spring 2000
Percentage of staff rating the clarity of objectives and plans for the next few years at IUPUI good or excellent	66%	Collect every other year. Will collect Spring 1999.	We changed the question and response scale to a very satisfied to very dissatisfied format. 38% are satisfied or very satisfied; only 15% dissatisfied (41% neutral)

NA = Not available

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IMPROVEMENT

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

Strategy 6.1 Sponsor and support quality improvement efforts.

Quality improvement (QI) strategies continue to be used by the Enrollment Management Group, the Enrollment Center, Enrollment Services, and PAII units. In addition, Banta consulted on TQM with members of the Board of Advisors for the School of Engineering and Technology. She also facilitated a meeting on planning and research for the School of Social Work and a planning retreat for the Center on Philanthropy using QI strategies.

Banta and Johnson facilitated a strategic planning session with an administrative finance group from Wabash College. This group was introduced to quality tools such as data collection methods and Pareto Charts for analysis, activity analysis for process output and outcomes development, and a relationship matrix of needs to strategic and operational plans. Meeting dynamics have been shown to and utilized by a number of schools and committees, such as the Enrollment Management Group. Johnson has introduced QI tools of process mapping and force field analysis in his work with the Schools of Social Work and Education as they reorganize their respective schools for enhanced internal and external operational effectiveness and efficiencies. Johnson's economic model projects result in further analysis beyond cost as the client units request follow-on assistance in the development of improvement strategies. The University Library,

Child Care Center, and Parking Services are some of the units requesting such assistance.

Performance Indicators/ Milestones: QI tools used in meetings with the Board of Advisors for Engineering and Technology, Social Work faculty, Education faculty, Librarians, Child Care staff and Parking Services staff.

Strategy 6.2 Implement improvements suggested by analysis of campus assessment data.

IMIR staff entered into several new collaborations with UC faculty and staff to integrate assessment efforts more closely with UC program development efforts. The director of IMIR played a central role in the RUSS project to ensure that the development of the new Entering Student Survey with colleagues from the other participating institutions provided useful management information for UC staff. A full-time research analyst was hired with partial support from University College to work closely with UC faculty and staff in further efforts to collect, analyze, and use evaluative data to improve UC programs.

During 1998-1999 an Administrative Review Committee conducted the campus-mandated 5-year review of the Office of the Vice Chancellor for Planning and Institutional Improvement and its component offices. The committee wrote after a review of the documents produced by these offices that they were 'well-planned and executed …displaying and illustrating clear and steady progress of the entire office in achieving its stated mission

and goals' (p. i, Executive Summary). The reports were said to be 'not only full of information; they are in and of themselves excellent models of planning and assessment…' (p. i, Executive Summary). Surveys conducted indicated that those responding were most familiar with the Vice Chancellor's Office and Information Management and Institutional Research but less familiar with the Testing Center and even less familiar with the Economic Model Office. However, those who reported being most familiar with the offices were at least satisfied and generally very pleased with the services provided. The external reviewer consulted suggested that Vice Chancellor Banta is one of the most respected figures in planning and assessment and that she uses her national appearances to showcase IUPUI. The review suggested some recommendations regarding 'increasing the general awareness of the services available through the Office of the Vice Chancellor for Planning and Institutional Improvement as well as further analysis of the linkages between the planning process and the Testing Center and the Economic Model Office. "Overall, however, it has demonstrated superb performance and impact of the Office of the VCPII, VC Trudy Banta and the component offices and incumbents in carrying out its mission and goals for IUPUI" (p. ii Executive Summary).

In response to the review, the offices have begun to collaborate with the Office of Professional Development to make faculty and staff more familiar with all our services. Specifically, one group is working to provide a comprehensive resource center for evaluation components of grant proposals. Others on both staffs are collaborating on needs assessment, use of technology and assessment, and student course evaluations. PAII is also considering an online newsletter to highlight services and upcoming events to acquaint the campus community with our work.

Performance Indicators/ Milestones:
Implementation of a multi-university entering

student survey. RUSS project site visit yielded positive and constructive comments on the use of assessment data for Learning Communities program development.

Strategy 6.3 Improve access to staff development opportunities.

Training opportunities were discussed with each of the PAII staff. As a result, these staff have attended computer training, programming classes, management classes, evaluation training, financial management training, grant administration training and workshops on managing conflict, work flow analysis, and quality tools. Over $1500 was devoted to staff training and professional development in PAII, $1500 in the Economic Model Office, over $7000 in IMIR and approximately $3500 in the Testing Center. Several staff members continued work on degree programs, took credit courses or other professional and personal enrichment classes.

Performance Indicators/Milestones: Over $12,000 devoted to professional development of staff.

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2000 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration
Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.		
1. With the Faculty Council Planning Committee, deans, and Chancellor's staff, revise IUPUI's planning document.	1. Revised document.	ABP, C (SDC 13)
2. Continuously improve environmental scanning.	2a. Expand enrollment projection model to reflect external trends. 2b. Development and impact of the Urban Statistical Portrait Project. 2c. Progress in developing IUPUI's Urban Institutional Portfolio.	REX, A (SDC 13)
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.	ABP, C (SDC 13)

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.	REX, D (SDC 14)
Goal 2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
1. 1. Provide planning assistance to campus units.	1a. 1a. Number of units assisted 1b. Number of campus units aligning goals with new campus goals.	ABP, C (SDC 13)
2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	2a. Campus enrollment plan implemented with minimal loss of enrollment. 2b. Web-based management information system deployed and used by deans and directors.	ABP, C (SDC 13)
Goal 3. Link appropriate evaluative mechanisms to campus goals and implementation strategies.		
1. Continuously improve the academic program review process.	1a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (conducted by PRAC). 1b. Use of reviewers' ratings to improve process. 1c. Campus Climate Review completed and some recommendations implemented. 1d. Program review guidelines and practices revised to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.	APB, E (SDC 22)
d. Integrate financial outcomes in	1e. Evidence that reviews have produced	

the program review process using activity-based costing and quality improvement tools.	program improvements.	
2. Continuously improve the practice of assessment.	2a Number of units assisted. 2b. University College assessment expanded and integrated in UC planning. 2c. Reports completed by Faculty Associates for Undergraduate Learning.	L, F. ABP, C & D (SDC 2, 13, 22)
3. Continuously improve survey programs.	3a. Increased response rates on student surveys. 3b. Refocused campus surveys that assess student learning outcomes. 3c. Documented evidence that survey results are used to improve campus climate and specific programs.	ABP, C (SDC 13)
4. Continuously improve IUPUI's placement testing, course evaluation, and classroom testing programs.	4a. Increased use of Testing Center Services 4b. Satisfaction with placement testing and with course evaluation and classroom testing services.	L, F, ABP, D (SDC 2, 22)
5. Help units create assessment techniques that utilize web-based technologies	5. Increased use of web-based assessment techniques	
6. Increase the use of activity-based costing (ABC) as a planning and evaluation tool	6a. Number of units for which economic models have been developed. 6b. Number of units using activity-based costing.	ABP, H (SDC 24)

Goal 4. Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.		
1. Develop analyses and disseminate reports	1a. Development of department/ program trend reports. 1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses. 1c. Documented evidence of use of reports for planning and improvement.	ABP, H, I, R (SDC 22, 24, 27, 30)
2. Develop websites that enable others to do their own analyses.	2a. Deployment of new office website to enable easier access to information contained within campus reports. 2b. Website usage and evaluations of sample users.	ABP, O (SDC 22,23)
3. Advance Urban University Collaborative initiatives.	3a. IUPUI's Institutional Portfolio reviewed by site visitors. 3b. Data Exchange formally developed by IMIR and funded by Urban 13 Chief Academic Officers. 3c. Number of information areas and data fields in web-based Data Exchange. 3d. Usage statistics for both Portfolio and Urban University Data Exchange web-sites.	ABP, O (SDC 22,23)
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 report based on an increasingly stable list of key performance indicators.	ABP, I (SDC 22,30)
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.	ABP, I (SDC 22,30)
Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings		
1. Sponsor and support quality improvement efforts.	1. Use of QI tools incorporated in the framing of strategies for program improvement.	ABP, D REX, C (SDC 2, 22)
2. Implement improvements suggested by analysis of campus assessment data.	2. Instances of significant improvements undertaken.	ABP, D, E (SDC 2, 22)
3. Improve access to staff development opportunities.	3. Conduct annual reviews of PAII staff to enhance professional development.	ABP, D, REX, C (SDC 2, 22)

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Teaching

Professors Banta, Black, Borden, Mzumara and Shermis taught a total of six graduate and undergraduate classes during 1999. Black taught one undergraduate class and Johnson taught two courses through the Community Learning Network during 1999. Banta, Borden and Shermis also supervised ten graduate students who work in their offices. In addition, Banta and Borden served on seven doctoral committees and Borden and Mzumara served on two master's committees during 1999.

Research

Banta, Borden, Johnson, Shermis, Black, Burton, Childress, Kiger, Lambert, Marsiglio, Mzumara, Thomas, and Ward have been involved in a variety of scholarly activities during 1999 (see table at the end of this section). In addition to publications and presentations, Banta edits the bi-monthly periodical, **Assessment Update**, Black serves as managing editor and Ward is the editorial assistant. Banta is a consulting editor for the **Journal of General Education** published at Penn State and the British journal **Assessment and Evaluation in Higher Education**.

Banta and PAII staff planned and coordinated the eleventh

International Conference on Assessing Quality in Higher Education held in England in July and an eighth Assessment Institute in Indianapolis in November. Borden, Shermis and Johnson offered pre-conference workshops in conjunction with the Assessment Institute.

Borden hosted, co-directed and taught at the third Information Technology Institute offered by the Association for Institutional Research (AIR). Shermis taught at this same institute and gave the keynote address at the Texas Testing Conference. Borden also taught at the AIR Statistics Institute and gave the keynote address at the Rocky Mountain AIR meeting.

Service

- ***Committees***

National and State: Banta continues to serve as a member of the National Postsecondary Education Cooperative of the National Center for Education Statistics Task Force on Competence-Based Initiatives, as well as the National Research Council Committee on Recognizing, Evaluating, Rewarding and Developing Excellence in Teaching in Science, Mathematics, Engineering, and Technology. Borden serves a member of the National Postsecondary Education Cooperative Task Force on Accessing Survey Resources, and has been appointed to a variety of tasks forces and committees for the Association for Institutional Research.

IUPUI: PAII staff members served on twelve campus

committees, including the Faculty Council and its Planning Committee, Program Review and Assessment Committee, Enrollment Management Group, Council on Undergraduate Learning, Commission on Women, Academic Policies and Procedures Committee, the Campus Climate for Diversity Review Committee, and the NCAA Self-Study Steering Committee. In addition, Banta has consulted with seventeen schools and centers on the IUPUI campus to provide assistance with planning and assessment activities. IMIR staff members served on five campus and three university committees, including Enrollment Management Group, the Academic Policies and Procedures Committee, the Student Information Systems (SIS) Information Environment Task Force, and the University Information Systems Task Force. Testing Center Staff served on eight campus committees, including the Testing Center Advisory Committee, Program Review and Assessment Committee, Academic Affairs Committee, Administrative Council, and the Academic Policies and Procedures Committee.

- ***Review of Manuscripts/Proposals***

Banta reviews manuscripts for the **Journal of Higher Education**, **Assessment and Evaluation in Higher Education**, and the **Journal of General Education**. In addition, she reviewed proposals for the Association for Institutional Research and the annual meeting of the Association for the Study of Higher Education.

Shermis reviews manuscripts for the **Journal of Educational Measurement**, and has reviewed conference papers for the American Educational Research Association and the National Council on Measurement in Education. Mzumara reviewed proposals for conference presentations at the American Educational Research Association Measurement Services SIG

meeting.

- ***Service to Campus Community***

PAII staff are involved in numerous service activities sponsored by the IUPUI campus. Five staff members from PAII, IMIR, and the Economic Model Office volunteered for Team IUPUI.

- ***Service to Local Community***

PAII staff serve as members of the United Way Community Service Council, the United Way Planning and Impact Assessment Committee, Clarian Health Community Benefits Committee, and the Ruth Lilly Center for Health Education. Many staff members are active in local churches and youth groups, and serve on Parent-Teacher Associations at local schools.

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1999 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration
Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.		
1. With the Faculty Council Planning Committee, deans, and Chancellor's staff, revise IUPUI's planning document.	1. Revised document.	ABP, C (SDC 13)
2. Continuously improve environmental scanning.	2a. Number of units with an enrollment plan that addresses the external trends and needs related to program enrollments. 2b. Expansion, usage and user evaluation of the existing environmental scanning website. 2c. Development and impact of the Urban Statistical Portrait Project. 2d. Progress in developing IUPUI's Urban Institutional Portfolio.	REX, A (SDC 13)
3. Communicate broadly the campus vision, mission, aspirations, and goals.	3a. Faculty/staff knowledge of plans. 3b. Participation in PAII national and international conferences. 3c. Number of national and international invitations.	ABP, C (SDC 13)
4. Develop a short list of campus priorities for strategic investment.	4. Involve the deans as well as the Chancellor's staff in creating and using the short list in planning and budgeting.	REX, D (SDC 14)
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. 1a. Number of units assisted. 1b. Number of campus units aligning goals with campus goals. 1c. Refined process for sharing unit planning goals via the web; number of units using website.	ABP, C (SDC 13)

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration
Goal 3. Link appropriate evaluative mechanisms to campus goals and implementation strategies.		
1. Continuously improve academic program review process.	1a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (conducted by PRAC) 1b. Use of reviewers' ratings to improve process. 1c. Evidence that reviews have produced program improvements.	APB, E (SDC 22)
2. Assist others with assessment/ evaluation planning.	2. Number of units assisted.	L, F. ABP, C & D (SDC 2, 13, 22)
3. Continuously improve survey programs.	3a. Increased response rates on student surveys. 3b. Increased number of client surveys. 3c. Documented evidence that survey results are used to improve campus climate and specific programs.	ABP, C (SDC 13)
4. Continuously improve IUPUI's placement testing, course evaluation, and classroom testing programs.	4a. Higher placement test validities. 4b. Increased use of web-based assessment techniques.	L, F, ABP, D (SDC 2, 22)

5. Help units create assessment techniques that utilize web-based technologies.	5. Increased use of web-based assessment techniques.	
6. Increase the use of activity-based costing (ABC) as a planning and evaluation tool.	6. Number of units using ABC.	ABP, H (SDC 24)
Goal 4. Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.		
1. Develop analyses and disseminate reports.	1a. Development of department/ program trend reports. 1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses. 1c. Documented evidence of use of reports for planning and improvement.	ABP, H, I, R (SDC 22, 24, 27, 30)
2. Develop websites that enable others to do their own analyses.	2a. Deployment of new office website to enable easier access to information contained within campus reports. 2b. Website usage and evaluations of sample users. 2c. Roll-out of IUPUI Institutional Portfolio. 2d. Expansion of Urban Statistical Portrait and Environmental Scanning websites.	ABP, O (SDC 22,23)

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration
Goal 5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.		
1. Continuously refine key indicators of institutional effectiveness.	1. Base annual campus report on an increasingly stable list of key performance indicators.	ABP, I (SDC 22,30)

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.	ABP, I (SDC 22,30)
Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
1. Sponsor and support quality improvement efforts.	1. Increased campus use of QI strategies.	ABP, D REX, C (SDC 2, 22)
2. Implement improvements suggested by analysis of campus assessment data.	2. Instances of significant improvements undertaken.	ABP, D, E (SDC 2, 22)
3. Improve access to staff development opportunities.	3. Conduct annual reviews of PAII staff to enhance professional development.	ABP, D, REX, C (SDC 2, 22)

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IUPUI in 2000 and Beyond

In June 1999 academic leaders in collaboration with campus administrators undertook a new phase of planning for IUPUI's future. During the coming year all aspects of IUPUI's current mission and goals statements will be reviewed and revised as appropriate. This document is focused particularly on aspects of the campus mission that will be affected by the development of Indiana's community college.

Since its founding, IUPUI has been committed to providing open access to higher education. The current statement of mission and goals emphasizes student learning as the highest campus priority. The first goal within this area is to provide "access and appropriate assistance for all who demonstrate the ability to benefit from higher education." In the absence of a community college in Indiana, this commitment has meant that IUPUI provides a wide variety of two-year degree programs in addition to special academic and developmental assistance initiatives designed to strengthen the preparation of recent high school graduates and adult learners in need of such help. Providing open access as well as baccalaureate, masters, doctoral, and post-doctoral programming with a single faculty has been a Herculean task.

The development of Indiana's community college system provides an opportunity for IUPUI to achieve more focus in its academic mission. The range of ability and preparation levels accommodated in first-year courses may be restricted a bit as IUPUI admissions professionals work with their counterparts at Ivy Tech/Vincennes to place entering students in the educational environment that holds the most promise for meeting their educational needs.

IUPUI's Future Students

Given the limitations of the size of the current physical

plant and the number of faculty, the total number of students at IUPUI should remain relatively stable for the foreseeable future. However, the addition of a community college system to the range of higher education providers in Indiana should permit some change in the composition of IUPUI's student population. Specific enrollment goals for individual schools are summarized in Appendix A. Campus goals will include recruiting more learners in the following categories:

- well-prepared recent high school graduates.
- Honors Program participants.
- underrepresented populations.
- adults employed in prospective and established Indianapolis-area business and industry, government and non-profit organizations.
- second baccalaureate degree students.
- transfer students.
- international students.
- graduate non-degree students.
- postbaccalaureate certificate students.
- masters and PhD students.
- post-doctoral fellows.

IUPUI currently enrolls more minority students than any other college or university in Indiana. This distinction should be preserved and strengthened as the preparation levels of the student population are raised. Some community colleges in other states have attracted disproportionately large numbers of minority students, causing a decrease in the number of students of color at four-year institutions. At IUPUI we will work with representatives of underrepresented groups to demonstrate our commitment and respond to their concerns. Then we will undertake specific marketing and recruitment initiatives at the outset to guard against a downturn in minority enrollment.

The community college, with its lower tuition levels, is likely to attract returning adult students disproportionately, especially during the first several years of its existence.

Traditional age students may well go to the community college in increasing numbers once it becomes established and develops suburban campuses. The process of attracting more traditional-aged students will be hastened if IUPUI and other 4-year colleges and universities begin to require under-prepared students to attend the community college to take remedial work. While we will make every effort to attract additional students who are well prepared for college work and retain more of the students already enrolled at IUPUI, we nevertheless anticipate that during the period of transition from open access to somewhat more selective admissions, some loss of enrollment may occur.

We will conduct studies designed to determine IUPUI's capacity in terms of overall student numbers. But with current resources we do not believe we can continue to grow beyond a total of about 30,000 students. At that point we can no longer earn enrollment change funds. During this period of transition, we ask that the ICHE provide assurances against the loss of state appropriations for IUPUI, particularly in light of the chronic underfunding this campus has experienced since its inception. In the long term we hope the ICHE can develop a variety of funding strategies for the state's colleges and universities (e.g., special funds for technology, research infrastructure and other state priorities) that will mitigate the current emphasis on continually increasing enrollment. During the Campaign for IUPUI, we also hope to attract more private funding for student scholarships and academic initiatives.

Preparing for Fewer Conditional Admissions and Increasing Admissions at Advanced Levels

As it develops, Indiana's community college may encourage a larger proportion of high school graduates to attend college. If this occurs, and if IUPUI can increase retention of its own beginning students and continue to strengthen its articulation processes so that many community college students eventually transfer to this campus, increases in enrollments in advanced courses may take place in a few years. Initially, at least, we expect a decrease in beginners as more returning adults elect the less expensive community college route for early college work.

Nevertheless we will conduct additional studies to determine more precisely the educational needs of Central Indiana and continue to provide programs at all levels that meet community needs and thus are attractive to students.

Currently IUPUI awards over 550 associate degrees in some 25 fields annually. This constitutes about one-third of the associate degrees that are offered by 11 institutions in the Indianapolis area. Recipients of these degrees, almost 60 percent of whom were employed during the time they were students, retain or secure jobs upon graduation that pay reasonably well. Almost 90 percent report that their current salary is $25,000 or more. Only 4 percent are unemployed and looking for work. Degree recipients are pleased with their education: 97 percent believe their studies at IUPUI have enhanced their future prospects. Almost 40 percent of associate degree recipients are continuing their education at IUPUI and an additional 38 percent say they are likely to do so in the future.

Only 6 of IUPUI's 25 associate degree programs are also offered at Ivy Tech-Indianapolis. Since our two-year degrees further our urban mission and make important contributions to the economic development of our region, we will continue to offer most of those in our current inventory. We will, however, continue to seek new opportunities for responsive programming, while at the same time eliminating those programs that no longer address market and community needs.

Focusing Future Academic Programming

Indiana's economy needs more workers holding bachelors and masters degrees. While associate degree recipients can expect to earn $234,000 more in their lifetimes than peers who earned only a high school diploma, those who attain bachelors degrees will earn $700,000 more than the high school graduate, those with masters degrees $883,000 more and those with graduate professional degrees such as medicine and law can expect to earn $2,336,000 more (Postsecondary Education OPPORTUNITY, #69, March 1998). To meet identified programming needs at advanced undergraduate and graduate levels, we will explore and identify programs and fields in which the diversity of schools at IUPUI, the expertise of its faculty, and its location in a major metropolitan area have positioned it to achieve national academic distinction. We will increase the number of baccalaureate

degree programs we offer in such programs as new media, computer and information science, and others and add applied graduate programs in liberal arts and science. For example, the School of Liberal Arts is developing new graduate programs that build on its initial success with applied programs serving the needs of Central Indiana residents. It will also continue to take advantage of unique opportunities in new fields where it can be a national leader, as has been the case in philanthropic studies and public history. Most programs will be graduate certificates or at the masters level, with an interdisciplinary dimension, although a few specialized doctorates are under consideration. Please consult Appendix B for the specific program plans of all IUPUI's academic units.

IUPUI currently awards between 30 and 60 masters degrees in non-professional areas and about 500 professional degrees, as well as 35 doctorates, each year. If the Purdue PhD graduates who did their work at IUPUI had been counted in our official total in 1997-98, we would have awarded 46 doctorates. IUPUI would be classified as a Carnegie Research I institution if we could claim credit for 50 doctorates a year.

Indiana University could compete more effectively nationally for top graduate students if several changes were undertaken to increase financial assistance for these students. Tuition could be waived for students who work as graduate assistants in departments. Graduate students could be declared eligible, as they are at Purdue West Lafayette, for in-state tuition after a year in residence. In some departments assistantships are offered too late--in the Spring rather than the previous Fall, as is the case at many other universities.

Increasing Research and Development to Meet Regional Needs

IUPUI has recruited faculty who value and actively pursue excellence in teaching and, at the same time, are productive researchers. This important practice must continue. In 1998-99 external support for research at IUPUI topped $150 million, placing IUPUI first among all campuses in the state in external research support.

IUPUI's major research emphases will continue to be in medicine and health-related sciences, capitalizing on particular strengths in the areas of aging, alcoholism, cancer, cardiology,

diabetes, sexually transmitted diseases, and women's health issues. Research areas likely to be pursued via the 21st Century Fund include bioinformatics and genetics/genomics, drug development (especially for treating cancer), telemedicine/health, education/health services (including Internet2), imaging, clinical trials research, transgenics (mice, sheep), regenerative biology, biomedical engineering, and bionanotechnology (e.g., drug delivery, sensors, electrodes), and medical devices.

Other areas that will continue to expand include nursing research, particularly the behavioral aspects of patient care. Other likely areas of emerging strength include informatics; computer and information science and technology, particularly visualization, graphics, and databases and high speed networking related to Abilene; molecular science and technology; quality of life issues; areas of social work; public health; international issues that now provide the context for much Indiana business; urban development and neighborhood life; and social and humanistic aspects of diversity.

To position IUPUI to receive more external funding for its research and graduate programs, we should consider taking the following action:

1. Create a program with appropriate funds to provide a seed-funding grant to help faculty complete preliminary studies. In order to be competitive to receive external grants, most agencies require sufficient preliminary data to demonstrate that a particular project has a high probability of success. There should be sufficient funds to award grants that average $20,000. The total amount for this program should be in the range of $500,000 to $1,000,000.

2. Create a central fund to provide set-up money to help recruit new faculty who will be highly competitive in attracting external grants.

3. Create a program to seed-fund interdisciplinary research projects. We need to catalyze the creation of new interdisciplinary projects. Lack of resources is often a factor limiting the creation of new projects. Like individual investigator projects, proposals for external funding will be much more competitive if the investigators can demonstrate that

they are already working together as a productive group.

4. Aggressively promote submission of proposals to the 21st Century Fund. Document outcomes of activities supported by the fund. This information will be very important to convince the legislature to sustain funding for the program.

Student Recruitment

The following recruitment objectives should help IUPUI in its transition to a better-prepared student population attaining ever more advanced levels of preparation.

1. Strengthen opportunities for students to develop their academic skills in University College programs.

2. Build the Honors Program at IUPUI.

3. Recruit more well-prepared students from underrepresented populations.

4. Coordinate all initial mailings to prospective students and their families by placing responsibility for these mailings in the Office of Admissions. Admissions will establish strong relationships with the schools to ensure appropriate follow-up of prospects. The new student contact system available through the Student Information System will be helpful in this process.

5. Continue to improve Enrollment Center processes to make it easier for adults, as well as 18-20 year-olds, to enroll in credit and non-credit courses and undergraduate as well as graduate and graduate professional programs.

6. Increase scholarship and fellowship opportunities for well-prepared prospective undergraduate and graduate students, respectively.

7. Increase contacts with high school counselors by sending them additional materials about IUPUI programs and regularly inviting them to more campus events.

8. Build and maintain articulation strategies, such as associate-to-baccalaureate programs, that enable IUPUI to recruit more undergraduate transfer students from community colleges.

9. Coordinate admissions policies so that students enroll in the college that suits their needs best, recognizing the expanded role of the community colleges in providing remediation.

10. Widely distribute IUPUI's new common bulletin.

11. Establish bridge programs (e.g., 2+2+2) to bring disadvantaged students to IUPUI and continue other efforts with high school students and their parents to encourage those who might not be considering college to prepare for college while in high school, then to enter IUPUI or the community college.

12. Expand summer research programs for high school students.

13. Build and maintain articulation strategies, such as the dual degree program between Engineering and Technology and Butler, that bring enrollments from other four-year institutions.

14. Use scholarships to attract qualified transfer students from two-and four-year institutions.

15. Increase fast-track second-degree programs (e.g., BS in Chemistry to BSN).

16. Strengthen and expand programs that permit high school students to take classes at IUPUI.

17. Through Honors create provisional admission to medicine, dentistry, law, and other postbaccalaureate programs for highly qualified beginners.

18. Attract community college students to IUPUI by offering them library privileges, tickets to sports events, and opportunities to participate in other aspects of campus life at IUPUI. Marketing and recruitment plans formulated by individual schools are summarized in Appendix C.

Relationships with Ivy Tech and Vincennes

Through the Passport program (see Appendix D), we are building strong bridges to encourage students to transfer from Ivy Tech to IUPUI when they are prepared to enter a baccalaureate-granting institution. Activities completed and underway include the following:

- IUPUI and Ivy Tech faculty have collaborated to review and modify courses and programs to ensure course equivalence and transfer.

- Information about courses that transfer and associate-to-bachelor's degree pathways is easily accessible via posters, brochures, a telephone line, and a website.

- IUPUI and Ivy Tech Admissions offices coordinate referrals and follow up with students who are not yet ready to enroll at IUPUI. Registrars' offices share on-line records, thus facilitating transfer.

- Financial aid offices cooperate to enable students to get financial aid based on full-time enrollment if students are taking sufficient total hours on the two campuses.

- IUPUI has instituted scholarship opportunities specifically for Ivy Tech students who transfer to IUPUI with an appropriate GPA.

- IUPUI and Ivy Tech share space and staff at off-campus locations and advertise jointly in newspapers and each other's class schedules.

We should continue to strengthen the Passport program as well as similar relationships with Vincennes. In addition, we will continue to strengthen programs to socialize students referred to Ivy Tech/Vincennes by enabling them to attend athletics and other student activities, obtain materials from the IUPUI Library and use IUPUI computer clusters.

Transferability of Credits and Degree Programs

The Passport program with Ivy Tech is an excellent beginning effort to establish course equivalence and degree articulation. In addition, ten courses have been declared transferable among all seven of Indiana's public colleges and universities (See Appendix E). Despite these positive developments, substantial barriers to transfer remain. These include:

- The numbering for courses varies from campus to campus, even within IU.

- On some campuses, specific courses are transferred as undistributed credit--possibly designated as 100-level hours--rather than counting as a substitute for a specific course.

- Campus differences affect particular courses. For example, Bloomington and Fort Wayne have a single introductory English composition course (W131) and the other IU campuses apparently have two.

Recommendations in this area include the following:

1. Discuss with appropriate faculty governance committees current developments in transfer of credit associated with the community college.

2. Develop a website similar to the Engineering and Technology articulation website (see paper copy in Appendix E): http://www.engr.iupui.edu/iupui/services/articulation/shell.html.

3. Add Admissions staff to enhance PACE (Public Access Course Evaluation, which is already available through the IUPUI Admissions and Registrar's websites) to include Ivy Tech/Vincennes agreements developed through the new circumstances of a state community college system (see paper copy in Appendix E): http://iupui-tiger.iupui.edu/pace/Pace.dbm

4. Enhance IUCARE to include course transfer equivalences with IvyTech/Vincennes.

5. Improve transfer within IU. (The University Faculty Council plans to work on this in the coming academic year.)

6. Resolve transferability of basic courses, primarily in the arts and sciences. The Indiana Partnership for Statewide Education statewide transfer courses are examples of these, but this list should be expanded to include all possible courses eligible for transfer from Ivy Tech/Vincennes.

7. Resolve the issue of whether courses should transfer into degree programs as undistributed credit or as alternatives for specific courses.

8. Establish model associate-to-baccalaureate programs that will be based on the above agreements.

9. Examine existing articulation agreements and programs between IUPUI (and other system universities) and Ivy Tech/Vincennes. This will assure that we build our transfer agreements on either formal articulations already in place or on commonly understood practices.

10. Draft a transfer policy that can be examined by the universities in our system, particularly by programs in the arts and sciences.

11. Examine policies for giving AP credit and other advanced placement mechanisms such as foreign language placement tests.

12. Examine policies for giving credit for life experiences using CLEP, DANTES, and others.

13. Work to establish smooth transitions from associate to baccalaureate to graduate programs.

Distributed Learning

In the past eight years 17 undergraduate distance learning courses have been developed by IUPUI faculty. Each semester 1200 to 2000 students enroll in courses taught at a distance via videotape, public TV broadcast, or the Internet. Course selection criteria applied by IUPUI's Community Learning Network (see Appendix F) include high enrollments, availability of strong teaching faculty, and content offered at a 300-400 level to meet the demands of the returning adult who seeks college credit to complete a bachelor's degree.

We must continue to increase the number of distance learning courses and programs offered by IUPUI faculty. In achieving this goal it will be essential to strengthen faculty development opportunities for individuals who seek skills in using technology to enhance instruction. We must also work to ensure that distributed learning opportunities enhance rather than destroy the sense of community among students and faculty.

Off-campus learning sites include Glendale Mall in the northeast quadrant of the city; Plainfield High School in Hendricks County, west of the city; and high schools and community centers in Carmel/Clay Township. The Glendale site has 11 classrooms and a service, or virtual enrollment, center. Learners can enroll in coursework that leads to a bachelor's

degree or take courses for enrichment. In Hamilton County renovation of a former public library is underway to provide facilities for a joint curriculum to be offered by IUPUI and Ivy Tech. We must strategically strengthen and increase our use of off-campus learning sites.

Partnerships with Area Businesses, Industry, Government, Schools, and Community Organizations

The Community Learning Network (CLN) offers contract education, outreach and enrollment sessions, on-site instruction and on-line offerings such as NETg, and content for the Community College of Hancock County. With a Strategic Directions Charter grant, the CLN added 2.5 FTE staff to increase outreach to area businesses. The staff maintains a corporate database of 200 active accounts and both the number of contracts and revenues have increased. Contract credit education is provided for the Defense Finance Accounting Service, the State Student Assistance Commission of Indiana, H&H Steel, Conrail, Brightpoint, Conseco, Resort Condominiums International, and the American Bus Association, among many others.

We should increase and strengthen partnerships with area businesses and industry and governmental and other non-profit agencies that provide internships and other learning experiences for students and enable IUPUI to meet community needs for workforce enhancement and/or research and development. A part of this strategy should include encouraging every campus unit to establish an advisory council that includes community representatives. We can enhance community understanding of IUPUI by distributing planning and performance assessment reports, as well as descriptive materials of campus-wide interest, to members of these advisory groups as well as other community leaders, policy-makers, and elected officials.

Public and private schools can be strengthened through participation in the schools by faculty and staff from all IUPUI units. Our support for the Indianapolis Higher Education Access Resources (I-HEAR) initiative will enable more high school students to learn what is needed to prepare academically and

financially for going to college. The work of I-HEAR becomes particularly important given the findings of the seminal study of Indiana teenagers and their parents entitled **High Hopes, Long Odds** (1994, by Gary Orfield and Faith Paul, disseminated by the Indiana Youth Institute). Seventy percent of twelfth graders expected to have a well-paying job as an adult, three-fourths had definite career goals and thought their chances of going to college were good, and 91 percent believed they could complete college successfully. But many of the students and their parents had not received the information, guidance, and academic preparation needed to help them make choices and take steps to enable them to realize their aspirations.

Student Retention

Enrolling students with strong academic preparation is the surest way to increase retention. But with its comparatively open admission policies, IUPUI currently serves the largest number of low income, minority and first-generation-in-college students in Indiana (see Appendix G). Thus retention is a major concern.

Three other IU campuses place more than 20 percent of their entering students with weak backgrounds in non-degree status. Only 5.8 percent of IUPUI's students were classified as non-degree seeking in 1997. Underprepared nondegree students are not counted in calculating retention rates. Thus one strategy for increasing our reported retention rates might be to designate a larger proportion of underprepared students as nondegree. But nondegree students are not eligible for financial aid, and this makes success in college even more difficult for them. Further study of students' intentions is needed to determine if all who currently are classified as degree-seeking are truly in that category.

Since most attrition occurs in the first year of college, IUPUI is concentrating a series of efforts on retention of first-year students. Strengthening academic performance is the focus of these activities, which include:

- Supplemental Instruction/Mentoring, which has contributed

to a 79 percent one-year retention rate for participants as compared with a 61 percent rate for comparable nonparticipants.

- Learning communities, linking an introduction-to-college course provided by a team with another course, a strategy which increases first semester retention to 82 percent for participants as compared to 75 percent for comparable nonparticipants.

- An early warning system, encouraging faculty to identify students in academic difficulty in the first three to four weeks of the semester.

- Student Support Services, a TRIO program for first-generation and low-income students, which has produced in its first year a one-semester retention rate of 91 percent.

In recent years the proportion of IUPUI students entering with academic records that do not suggest they will be successful has been increasing. Nevertheless, the proportion of beginning students (38 percent in Fall 1998) earning less than a 2.0 GPA has remained relatively constant, indicating that some of these underprepared students are performing better than expected. The new intervention programs (See descriptions of specific student support programs developed by individual schools in Appendix H.) appear to be having an impact and certainly should be given more time to work. A new Vice Chancellor for Student Life and Diversity has been appointed who will help to promote the integration of student life, academic programs, and general student support efforts. Research indicates that enhancing the on-campus environment for learning through the addition of student housing and a Campus Center would further strengthen IUPUI's holding power. A state initiative to track students across all Indiana colleges, including those in the private sector, would also help to increase IUPUI's retention statistics.

Marketing

An integrated strategic marketing plan is being developed

that is consistent with the goals of the IUPUI comprehensive campaign and enrollment management strategies. The following concepts underlie this plan:

- Position IUPUI as Indiana's premier urban campus with unique strengths that address the needs of the campus, the city, the state and nation;

- Promote IUPUI's academic programs, attracting well-prepared students and preparing students well to meet the needs of employers.

- Provide evidence that IUPUI graduates are nationally competitive.

- Demonstrate how IUPUI is enriching the campus, city, and state and nation through leading scholarship, research, and service.

- Communicate how IUPUI is using its expertise to solve community problems and improve the quality of life for citizens.

Marketing and communications are being integrated to enhance IUPUI's image. Emphasis will be placed on quality faculty, meaningful programs, state-of-the-art facilities and learning outcomes for students. It is necessary to build awareness of the mission of IUPUI in order to strengthen the perceptions of IUPUI and thus increase enrollment. Efforts should be expanded to facilitate the shaping of attitudes of policymakers about investments in higher education. A compelling message needs to be conveyed to alumni and prospective donors about the role the urban university plays within the community and the state. We believe that increased outreach activities such as building alumni networks and working with advisory boards can be helpful in achieving these ends. Appendix I contains brief descriptions of the outreach activities being undertaken by individual schools.

The following specific marketing strategies will be pursued by the

Office of External Affairs:

1. **Contract with a marketing consulting firm** to survey key Indianapolis and regional stakeholders and develop a marketing theme to enhance IUPUI's image.

2. **Redesign and maintain the IUPUI Web site** with appropriate cross-links to result in a more interactive and effective site providing technical assistance to schools to coordinate linkages.

3. **Develop a campus-wide CD-ROM** to influence students' decisions to attend IUPUI, increase involvement of key corporate partners and prospective donors, and to build pride of IUPUI students.

4. **Create image enhancement advertising to highlight key attributes and aspects of IUPUI.** Testimonials will feature Indianapolis business leaders, alumni, students, and faculty each speaking to a defined topic that supports IUPUI's strengths in preparing a quality workforce.

5. **Continue to advertise the IUPUI Honors program to attract the well-prepared students.** Personal contact is made to recruit honor students. Magazines including *U.S. News and World Report, Time, and Newsweek* will carry full-page advertisements for the Honors program.

6. **Develop and support specific community outreach programs** involving students from all schools who can plan, coordinate, and implement a long-term project that will benefit the community (i.e., Habitat for Humanity).

7. **Develop and evaluate the guidelines for maximizing unit participation**, staff needs, materials, and best practices for Fall and Spring Campus Day Open Houses, high school counselor breakfasts, and Act-Out

performances for their effectiveness as recruiting tools.

8. **Communicate with legislators to highlight IUPUI accomplishments**, demonstrating effective use of appropriated state funds.

9. **Create the Student Recognition Program** through the IUPUI Alumni Advisory Council and the Student Organization for Alumni Relations (SOAR). This initiative is modeled after several successful student recognition programs from the Urban 13 campuses and is created to recognize the top 100 outstanding IUPUI undergraduate students for their leadership, academic standing, and service provided to the university and surrounding community.

10. **Create a Student Athletic Board to Increase Campus Pride and Spirit**. The Student Athletic Board will promote athletics on the campus encouraging students to participate as fans in the athletics program. Pep rallies, student cheering selections, and special events associated with athletic competitions will be promoted.

11. **Continue to implement and market strategies** identified in the Student Life and Diversity plan.

12. **Reexamine signage throughout the campus** to ensure that students, faculty, and staff can find their way throughout the campus and have knowledge of special events that may be occurring.

13. **Create a comprehensive merchandise program** that will generate awareness, spirit, and support for IUPUI, students, faculty, and staff.

14. **Produce and hang banners** along Michigan and New York Streets to provide a central and colorful reference point promoting special events and the IUPUI Jaguars.

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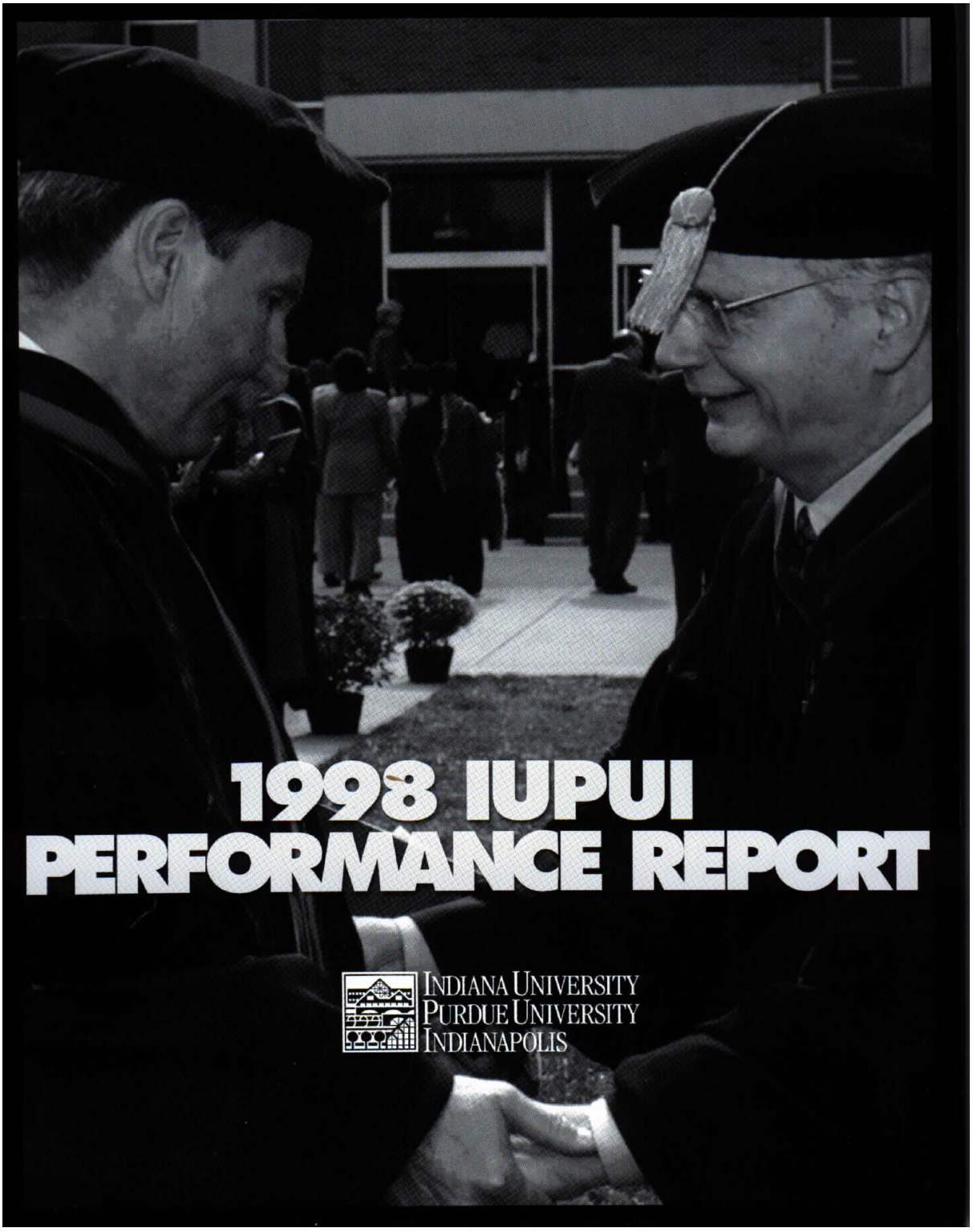

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Priorities and Base Reallocations

COMMUNITY OF LEARNING

University College		**$ 100,000**
Education		**250,000**
Student Life		**150,000**
Chancellor's Professors		**25,000**
Info Tech Investment		**450,000**
	Computer Science	
	Computer Technology	
	Electrical Engineering	
	Informatics	
Tourism: New Degree		**55,000**
SUBTOTAL		**$ 1,030,000**

RESPONSIBILITIES OF EXCELLENCE

Liberal Arts	**$ 150,000**
Distinguished Rank	**9,000**
Nursing Salaries	**31,000**
Eng & Tech Salaries	**35,000**
Research and Graduate Ed	**140,000**
Medical Research	**250,000**
Bioethics	**250,000**
SUBTOTAL	**$ 865,000**

CENTRALITY AND CONNECTIONS

Community Learning Network	**$ 150,000**
Neighborhood Resources	**150,000**
Commencement	**90,000**
Marketing	**100,000**

(Includes Campus Day $20,000 and Honors Convocation $10,000)	
SUBTOTAL	**$ 490,000**

COLLABORATION

University Library (Includes technology funding)	**$ 250,000**
Public Health	**75,000**
Center for Public Service and Leadership	**75,000**
SUBTOTAL	**$ 400,000**

ACCOUNTABILITY

Economic Model	**$ 30,000**
Program Review	**25,000**
University Counsel	**30,000**
SUBTOTAL	**$ 85,000**
CONTINGENCY	**$ 500,000**
TOTAL BASE REALLOCATIONS	**$ 3,370,000**

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Schools, Offices, Organizations Served by PAII Staff in 1999

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center
ACADEMIC UNITS				
Allied Health	• Provided consulting for proposed Master's Program in Physical Therapy • Follow on project of a school wide economic model	Collaborated to develop and then administered special pre-major advising survey	Collaborated on AAHE presentation on planning, budgeting and assessment	Student Evaluation of Teaching (SET), LXR-Test Scoring
Business		Completed ad hoc request on working business students	Consulted on assessment	External testing (Strong Inv.) LXR-test scoring
Continuing Studies	• Consulting for proposed Carmel Clay Learning Center • Instructed two project management courses • Follow on work of updated economic model	Completed ad hoc requests on student enrollments		• Placement testing • IU Tax Practitioners Conference • External testing: DANTES, CLEP
Dentistry			Consulted on assessment	SET, LXR-test scoring
	• Completed upgraded economic	• Completed nine ad hoc requests on student and course enrollments and to support accreditation reports • Consulted on developing	Project director on STEP - project to	• Placement testing • External testing: Praxis, MAT (PPST, Core Battery, & Specialty • Data entry & data analysis • Research report on Critical Thinking Skills among students in

Education	• model • Provided consulting	• information systems for state and federal reporting • Support faculty effort using Flashlight Survey to evaluate use of instructional technologies	improve linkages between education, liberal arts, and science	• developmental reading courses at IUPUI • Mzumara taught 2 sections of a research methods course for the school of education • Mzumara is a member of one doctoral dissertation committee
Engineering & Technology		Completed five ad hoc requests		External testing: MAT
Herron				SET
Journalism				SET
Law			Consulted on program review	• SET, LXR-test scoring • External testing: LSAT
Liberal Arts		• Completed 14 ad hoc requests for Dean's office and other departments • Continued more comprehensive analyses for English (curriculum study, Basic Writer's study) and Sociology (large lecture section preformance analysis; R100 Review)	• Conducted program review follow-up in sociology and philosophy • Planned program review for foreign languages and cultures	• Placement testing, Foreign Languages Placement Testing (FLPT) • Data entry, FOCUS reports
Medicine		Completed ad hoc requests for microbiology (2) and dean's office		Placement testing, SET, Forms design, LXR-test scoring
Nursing	• Completed an economic model • Training & consulting to follow	Continued program of surveys of Nursing alumni across all programs and developed expanded reports.	Consulted on program review	• SET, LXR test scoring, placement testing • Collaborated on a grant proposal on evaluation of the Nursing Practice Capstone course • Consulted on evaluation
Physical Education		Completed one ad hoc request		SET

Science		• Completed eight ad hoc requests for dean's office and Psychology Department • Borden taught one psychology course (statistics), chaired one dissertation committee, and was a member of one thesis committee • Collaborated on two research projects, one involving an undergraduate student's honors research thesis and another on the job market outcomes of psychology baccalaureate degree recipients • Borden is Psychology Department representative to School of Science Technology Committee	• Consulted on assessment • Consulted on Math NSF Evaluation grant	• Placement testing, FLPT • FOCUS reports • Consulted on "Evaluation of Math and Science Reform: at IUPUI JiTT project"
Social Work	• Completed upgraded economic model • Provided consulting		• Consulted program review • Facilitated meeting on planning for research	• SET • External testing: MAT
		• Completed 32 ad hoc requests • Continued development of UC assessment plan, including evaluation of Learning Communities and Supplemental Instruction. Established jointly funded research analyst position. Worked with faculty fellows to implement LC Template Survey • Administered Advising Survey and Non-		

University College		Returning Survey with special samples of UC students • Collaborated in development of Project SEAM, exploring alignment of curriculum between area H.Ss and collegees in math, English, and science • Supported development of Lilly Graduation proposal and conducted associated University-Wide Freshman Survey • Provided extensive support to Pew-funded RUSS project, including development and implementation of pilot Entering Student Survey and site visits to Portland State University and IUPUI		
Other Academic Units (Columbus, SLIS, etc.)		Completed three ad hoc requests for IUPU-Columbus	Conducted program review for Labor Studies	• Placement testing for Columbus and Southeast • Data analysis for Kokomo and Columbus • SET for Kokomo and Bloomington • Placement testing: Math for Southeast
Academic Support Units				
Career Center			Consulted on program review	External testing: Strong & MBTI

Community Learning Network		• Administered surveys for students in off-campus and distance learning courses • Co-presented to Hamilton County Education Planning Task Force on High School Feedback report		External testing: DANTES, ACT, Strong, & MBTI
Enrollment Services		• Completed two ad hoc requests • Provided information support and consulting to office throughout year, including generation of labels requested from other offices		
Registrar's Office				Consulted on placement testing process
University Libraries		Analysis of pre- and post-test developed by Librarian instructional team members to support Learning Communities		SET
UITS		• Administered comprehensive user satisfaction surveys to students, faculty and staff • Served on University Information Systems (UIS) Planning Task force of the University Information Technology Service (UITS) Strategic Plan development effort • Supported Flashlight survey development efforts • Served on various working committees involved in new systems development for the forthcoming Student and		

		Human Resources systems as well as new Decision Support Systems developments • Borden appointed to Committee of Data Stewards and joined Steering Group		
Campus Interrelations		• Completed Perkins Grant Evaluation Reports • Completed two ad hoc requests	Consulted on assessment	
Center on Philanthropy			Facilitated a planning retreat	
Center on Public Service & Leadership		Completed administered Volunteer Survey for first-time freshmen		
Faculty Council Planning Committee			Consulted on planning	
Honors Program		Completed one ad hoc request on merit aid	Consulted on planning and evaluation	Placement testing
International Affairs				Placement testing
Office of Campus Writing				
Office of Professional Staff Development			Presented on assessment at New Faculty Orientation	Exhibited at New Faculty Orientation
Student Life and Diversity			Consulted on assessment	
Campus-Wide Organizations				
Campus Climate Study		Developed and administered campus climate items for surveys of students, faculty, and staff. Provided analyses as results became available	Planned campus climate review	
Commission on Women		• Completed two ad hoc requests • K. Burton served on one of the Commission's working groups • Update of key indicator report	• Planned E.C. Moore Symposium • Co-Chaired Learning Environments sub-committee	
Council on Undergraduate Learning		Gave a presentation on Fall 1999 Enrollment Report	Co-Chaired	

Dean's Planning/ Budgeting Committee		Developed web site for 1999 Annual Report, including new specifications for performance indicators and enrollment planning	Co-Chaired	
Enrollment Management Group		• Borden serves on Leadership Team and chairs Enrollment Information Support Team (EIST) • Developed initial enrollment projection model, presented to Dean's Council, LBA Faculty • Completed three ad hoc requests for Enrollment Management Teams	Chaired	Mzumara serves as a member of the Enrollment Services Group
Faculty Council				• Faculty Development Exhibit • Faculty ballot
Graduate Affairs Committee			Consulted on program review	
Pay Equity Study		Borden and Burton served on Advisory Group		
Program Review and Assessment Committee	Economic model consulting	• Extensive information support to all departments undergoing program reviews • Gave a presentation on Student Satisfaction and Alumni Surveys	• Provided planning support • Member	Distributed annual placement validity report
Senior Academy		Completed administration and reporting of Senior Academy Survey (SDC funded project)		
Staff Council				
Team IUPUI		Thomas and Dobbs served	Staff served	Kiger served

Urban University Portfolio Project		• Borden and Thomas have continuing role in both national and campus development • Project meetings in New York, Milwaukee, and Portland • Initial campus portfolio web site developed and reviewed, changes planned for next version (early 2000)	Core Committee member	
Other Campus Support Offices	Economic models for Admissions & Financial Aid Offices, Registrar's Office, Testing Center and Adaptive Educational Services	• Disseminated survey results for : 199 Faculty Survey; 1999 Continuing Student Satisfaction and Priorities Survey; Survey of 1997-98 Undergraduate Degree recipients • Distributed Management Reports: Fall 1999 Enrollment; 1998-99 Degree Recipients • Conducted undergraduate student advising survey and surveys of staff and non-returning students (analyses in preparation) • Completed 20 ad hoc requests for various campus support offices, including Parking Services, Housing, Communication & Public Relations, Registrar's Office, Budget Office • Provided over 115 hours of consulting on evaluation analysis, and planning to colleagues throughout the campus • Presentation to		Distributed annual placement validity report

		Department Chair's Group • IMIR Staff served on Academic Policies and Procedures Committee and Computer Technical Support Team		
Chancellor's Office		• Assissted in development of 1998 IUPUI Performance Report • Presentation of Student Survey results to Chancellor's Staff Meeting • Completed 14 ad hoc requests	• Co-chaired NCAA self-study for certification • Chaired Future Group (for campus planning)	
Executive Vice Chancellor & Dean of Faculties Office		• Completed 13 ad hoc requests • Continued support to Capacity Model formulation and Instructional Effort Reporting • Disseminated 1998 IUPUI Faculty Survey • Served on Associate Dean of Faculties Search Committee • Administered and reported on TERA faculty survey • Provided support for development of and presentations at Town meetings on Enrollment Issues, organized by the Dean of Faculties		• Developed detailed plans for electronic portfolio • Wrote a grant proposal on Establishment of Learning Disabilties Center at IUPUI
Vice Chancellor for External Affairs	Consulted on costs	Completed one ad hoc request		
University Adminsitration				

President Brand's Office		• Development of ADA web-based survey for all IU campuses • Conducted TERA survey for all IU campuses • Beginner student profile for beginning of semester information releases		
Strategic Directions			Conducted system-wide study of program review practices	Research on College Placement Testing
Task Force on Efficiency and Cost Reduction				
Other IU or Purdue Campuses				
IU Southeast		Administered student and staff surveys for Southeast Campus		Placement testing in mathematics
IU Kokomo				SET
IU Northwest			Consulted on assessment	
Local Community				
United Way			• Member of Community Service Council • Member of Planning and Impact Assessment Committee	
COPC Council for WESCO			Member of advisory group	
Ivy Tech-IUPUI Partnership		Presented analysis of IUPUI-Ivy Tech student articulation to annual coordination breakfast		Collected placement data for IUPUI/Ivy Tech test score equating study
CUE Deans (Consortium for Urban Education)		Provided analysis of remediation rates	Member and provided some staff support	
Eight County School Districts		Expanded high school feedback report to include individual high schools in the eight counties of the Indianapolis Metropolitan Region. Invited superintendents for informational meeting		

Mayor's High Technology Task Force		• Analysis of IUPUI degrees conferred in technology-related fields • Participated in discussions on IUPUI response to task-force report		
Lilly Endowment		Developed information packet on remediation issues and related IUPUI statistics		
Indianapolis Star		Cited in editorial on remediation rates in college; subsequent letter to editor clarifying position was published		
Clarian Health Community Benefits Committee			Member	
Phi Beta Kappa			Secretary, Board of Directors	
Sigma Theta Tau				Data analysis
Indiana Association for Institutional Research		• Thomas elected member-at-large and chair of publications committee • Thomas offered workshop on Web Development at Annual Conference • Staff offered two presentations at annual conference		
Indiana State Assessement Conference		Burton and Black (PAII) offered workshop on Program Review	Black and Burton (IMIR) offered workshop on Program Review	
NCA and other Accrediting and Oversight Agencies		Supported completion of NCA annual report	Coordinated completion of NCA annual report	
National				

AIR		• Borden served on Professional Development Services Committee and Information Technology Task Force • Borden taught at 1999 Statistics Institute • Borden directed and taught at 1999 Information Technology Institute, held at IUPUI • IMIR Staff presented five papers and one panel at National Forum • Borden elected to Executive Board, in Forum Chair slot • Finished work on second year of AIR/NCES/NSF grant • Delivered workshop on using IPEDS data to Kentucky state affiliate		
Assessment Conference	Presented a program cost assessment workshop	Borden offered a workshop at 1999 conference	Planned and conducted national conference in Indianapolis attended by over 430 people form 41 states and Puerto Rico	• Best Practices Fair Exhibit • Presentation workshops • Data analysis & evaluation report
Assessment periodical		Borden-Rocky Mountain Association for Institutional Research		
Invited or referred presentations		• IMIR staff delivered six presentations at annual AIR forum in Minneapolis • Borden invited to participate in panel on civic engagement at NASULGC conference		Paper Presentations at various conferences (AERA/NCME, APA, IACCRO, MSTC)

Consultations		• Borden part of team offering pre-conference workshops and plenary presentation • Received funding from Coalition for Urban and Metropolitan Universities to pursue Urban Stat Portrait Project		
Peer Institutions		• Continued development of Urban University Statistical Portrait Project through meetings in New York, Seattle, Milwaukee, and Boise • Continuied participation in Delaware national instructional productivity study and hosted Urban Public University Student Affairs Data Exchange Meeting • Completed 30 requests for information from other colleges and universities		
Educational Agencies and Commercial Publishers		Completed eight questionnaires and requests for information from a variety of commercial publishers and educational agencies		
Funded national research projects		Completed second year of funding for AIR/NCES/ NSF grant on assessing and fulfilling end-user needs for IPEDS Data		
Publications		• Borden and Rajecki paper on employment outcomes of psychology baccalaureates accepted in Teaching of Psychology • Borden chapter on measuring educational effectiveness of		

		urban universities published in Metropolitan Universities • Borden provides annual analyses of degrees conferred to minorities and associate degree and certificate conferrals.		
International				
Invited keynote Addresses			Co-sponsor and program convener for international assessment conference in Manchester, England	
Refereed paper presentation				
Collaborations and visits		• Met with visitors for Bosnia and Laos for advise about information support • Worked with administrators from five British Universities to develop bid for government (UK) supported development program	Met with visitors from South Africa and Laos.	
Student Support				
Sagamore		• Completed one ad hoc request • Consulted on interpretation of enrollment data		
Students	Advised an international German business graduate student with his project on activity-based costing via e-mail.	Completed five ad hoc requests for students, primarily pertaining to class projects		Placement testing

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1999 Program Review Questionnaire Summary For Departments

Bachelor of Criminal Justice, Bachelor or Public Affairs, School of Social Work, Department of Labor Studies, Department of Organization Leadership and Supervision and Department of Computer Technology

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	4	9			
Tour of Department	2	4	2	1	4
Review of Academic Programs	6	5	2		
Faculty Interviews	8	3	2		
Student Interviews	10	3			
Meeting with School Dean	5	5	1		2
Related Departments Representatives Meeting	4	2	5	1	1
University Support Representatives Meeting	1	5	4		3
Meeting with Entry Support Directors	2	5	5		1
Center for Teaching and Learning	2	2	2		7
Library					13
Concluding Discussion	7	4			2

1999 Program Review Questionnaire Summary For Departments

Bachelor of Criminal Justice, Bachelor or Public Affairs, School of Social Work, Department of Labor Studies, Department of Organization Leadership and Supervision and Department of Computer Technology

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

1. Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?

   Yes.

   Not all materials were included with the self-study, but everything we requested was provided. Some faculty vitae were missing.Also more information from recent alumni regarding their views of the program and its usefulness to their current work would have been helpful.
   Faculty vita (maybe short form) and budget stuff and Ph.D. dissertation topics should be

available in advance.
The briefing packet was very helpful.
Except that some information was missing from the self-study; a complete description of the new curriculum and its "technical tracks" was missing.

2. Please rate the sections of the self study:

Sections	Excellent	Above Average	Average	Below Average	Poor	N/A
Mission & Goals	11	7	2	2		1
Programs & Curricula	9	9	4			1
Student Outcomes	8	4	7	2	1	1
Resources	5	8	3	1		6
Questions to Guide Team	7	8	1	1	1	5

3. Did you have the necessary office equipment to complete your work efficiently?

   Yes.
   It would have been better to have a work room with computer set-up in the hotel without making a special request.
   A fax, laptops & printer/xerox machine at the hotel would facilitate reviewers work.
   The video-conferences worked well, although they made small group interaction difficult.

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

   Yes. Most sessions were informative, and while more time would have been helpful, it's not clear our conclusions would have changed. Note enough time with students.
   I think we tried to do too much. As the doctoral program and the depth of a research program were the main issues we should have

focused on them.
Don't need meeting with registrar. They have their own reviews.
The scheduling was exceptional and I so indicate in the Final Review Report. Definitely drop the tour of the library and learning center. Provide more time with faculty. Maybe even suggest that the chair allow faculty to meet alone with the review team. Time was very limited for our group to work on a draft report on-site.
The entire visit was too long, could have shortened all sections except visit. Library tours and technology center tour can be eliminated without significant loss of information. More time could have been allocated for meetings with faculty and students if less time was scheduled with support staff. e.g. computer staff, University College reps.
Another half day would have been helpful. This would have allowed additional discussion on site by the team.
It was fairly intensive-one session after the next with no breaks, but I guess this was necessary. There should have been time for the review committee to meet alone, before the sessions began. I would have proposed making full use of both days, rather than starting at lunch.
The schedule was adequate, but I believe more time to interview the DLS chair and faculty would have been helpful.

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

   Yes. I would recommend an attempt be made to increase the number of students and alumni as well as employees and graduates.
   Didn't meet industrial advisory committee.
   Every constituent was scheduled and on time for meetings and everyone contributed. Exceptional.
   Not all sessions were equal in quality. Everything was fine except that the Engineering chairs should have met with us (we only met with technology chairs).
   Would have liked to have spoken with the Dean for Criminal Justice.
   Some representatives of related departments seemed irrelevant.
   It might have been useful to have some contact with SPEA's Bloomington administrators.
   It would have been helpful to have had smaller meetings here we could have had better interaction.

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

   The size of the review team and the cross-section of its members reflected the seriousness of the University in this process.
   Team members complimented each other and were comfortable in the division of tasks that was allocated.
   I liked the balance between (1) other directors of DLS programs, (2) IU faculty, and (3) labor organizations - it was perfect for this review.
   It is my opinion that Dr. Sandy may be more committed to abolishing DLS than improving it.
   Review team was excellent!!
   Strong team composition.

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

Very well done!! I would suggest obtaining more information from recent graduates of program.
Too much to do. Should have focused on the doctoral program and depth of research program.
The one piece that was awkward was the confusion about who was going to meet for the debriefing and when the IUSSW was going to get feedback.
The faculty felt out of the loop and angry that they would not hear the feedback directly. I assume this would have been averted if there were more clearly communicated expectations.
The form of feedback - written, without direct face-to-face feedback from the committee, feels cold and insensitive.
Probably could use 3 full days rather than 2 1/2.
Make sure committee is aware of administration questions such as IUTC cooperation.
The quality of the planning, the people and the events helped to motivated me to help prepare the best and most helpful report possible.
Make sure there is adequate time for the review team to prepare for Friday's feedback session.
Dean's perspective would have been helpful. His perspective of success and problems statewide would have been beneficial.
The self-study included too much "boiler plate" on SPEA, often making it confusing to find and focus on what is relevant to or significant for the BSCJ program.
IUPUI should provide some questions that they want addressed or at least guidelines.
More time for review team members to meet alone.
Maintain broad base of committee members.

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.

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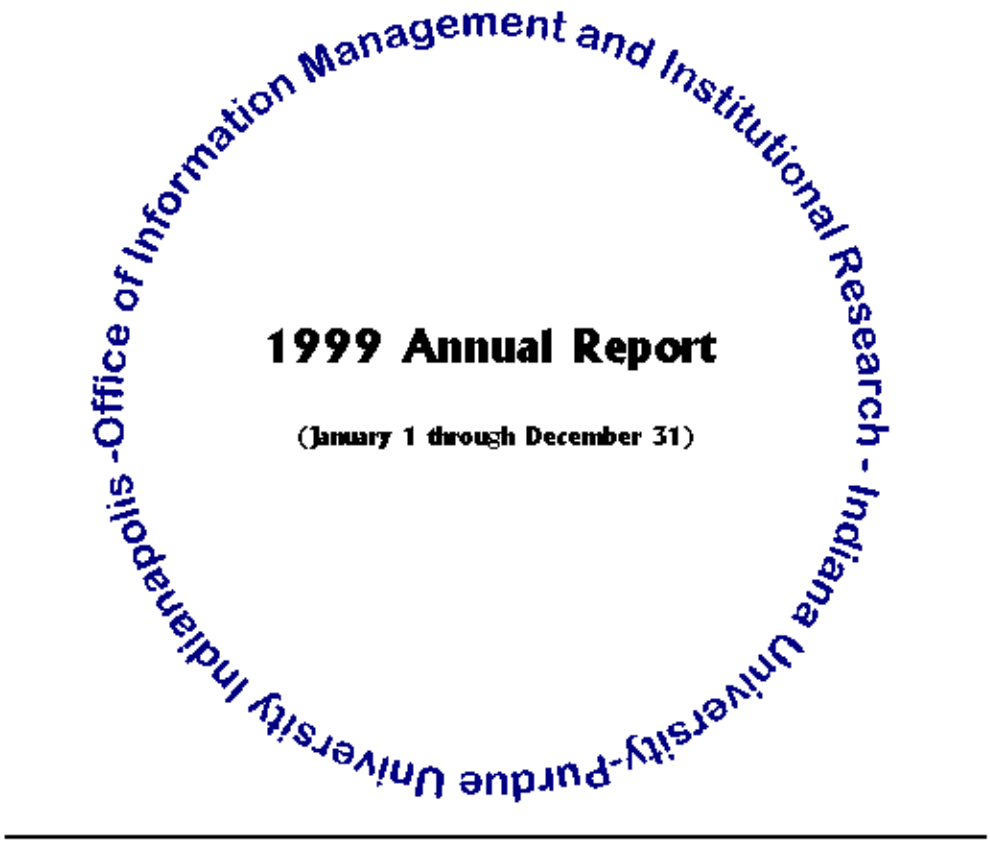
IM - IR



IMIR 1999 Annual Report

Executive Summary

IMIR succeeded on many fronts in expanding the use of information and analyses to support planning, decision-making, evaluation, and improvement throughout IUPUI. Highlights of the year's activities include:

Management Reports and Analyses

- IMIR completed yet another record number of *ad hoc* requests (211), topping last year's record by one-third and averaging over four requests per week.

- IMIR management reports and special analyses of student enrollment and degree completion took on added significance to support the development of new campus enrollment management strategies.

Assessment and Client Surveys

- The Office administered nine campus-wide assessment surveys and completed a tenth one from the prior year. The results of these surveys have become a staple for program and institutional planning and improvement.

- IMIR conducted 12 survey projects to support more specific evaluation and assessment efforts for a variety of academic and administrative units.

Evaluation and Planning Support

- IMIR staff continued their leadership role in the Urban University Portfolio Project and Urban University Statistical Portrait Project, including leading the development of common questions for urban universities participating in the National Survey of Student Engagement.

- The Office continued to play a pivotal role in several systematic campus-wide evaluation processes such as academic program review and annual planning and budget reviews.

- IMIR staff worked closely with University College faculty and staff to develop and begin implementing a comprehensive assessment framework.

Teaching, Research, and Service

- IMIR staff taught 1 course, published 4 articles, gave 10 presentations and offered 6 professional workshops at national and regional meetings of professional associations.

- Office staff continued work on two grant projects received in prior years, and were subcontracted to work on four grants received by other IUPUI offices and staff.

- IMIR staff served in leadership roles in the regional and national institutional research professional associations.

- IMIR staff served on five university-wide and nine campus committees. Staff also support Team IUPUI.

Rewards and Recognitions

- IMIR staff were invited to contribute four articles and one book chapter to national publications.

- The Director of IMIR received an outstanding presenter award for the 1999 AIR forum in Seattle, Washington.

Mission

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:

1. developing for academic deans and other campus administrators a series of management reports and analyses that integrate information from a variety of institutional and external data sources;

2. providing academic and administrative managers with information needed to address *ad hoc* problems and issues;

3. creating organized, documented, and accessible data resources based on institutional, survey, and external

databases;

4. conducting survey research to assess the expectations, satisfaction, and outcomes of students, alumni, faculty, staff, employers, and other stakeholders;

5. providing direct support to specific campus, school, and program evaluation and planning activities;

6. developing computer network-based systems for collecting, accessing, and analyzing information in a more timely and cost-effective manner; and

7. helping staff from other academic and administrative units to conduct institutional research, reporting, and analysis.

Functionally, IMIR divides its activities into three primary areas: management reports and analysis (activities 1, 2, and 3); assessment and client surveys (activities 1 and 4), and evaluation and planning support (activities 5, 6, and 7). IMIR staff also teach, engage in many service activities, and conduct research. The major activities and accomplishments of IMIR staff during calendar year 1999 are presented below according to this functional structure.

Management Reports and Analysis

Management Reports

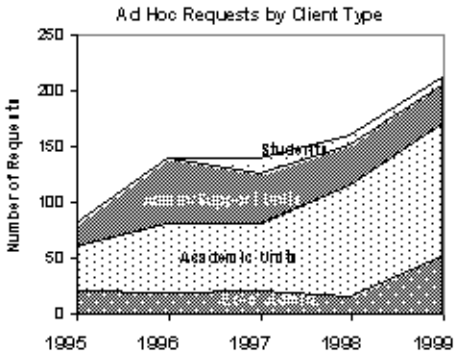
IMIR's fall enrollment report took on added significance this year as faculty and staff consider the impact of Indiana's new community college system initiative on campus enrollments. Rates of student retention and graduation have increased in importance as internal program improvement efforts and external expectations continue to expand. Trend data related to a variety of management functions have become a more central part of the campus' annual planning and budget reviews. IMIR has responded in collaboration with the Budget Office to produce more useful data in the annual budget support planning book distributed to school deans.

Ad Hoc Requests

IMIR responded to a record number of *ad hoc* requests for information and analysis from various IUPUI constituents. Display 1 shows the one-third increase in *ad hoc* requests fielded by IMIR in 1999 compared to 1998. The largest increase came in requests received from executive administration. Many of these requests related to the urgent enrollment issues facing the campus.

Display 1. Ad Hoc Requests by Client Type

	1995	1996	1997	1998	1999
	Number				
Executive Administration	20	19	21	15	52
Academic Units	40	62	59	100	118
Acad/Admin Support	20	58	45	36	35
Students	na	na	14	9	6
Total	80	139	139	160	211
	Percent of Total				
Executive Administration	25%	14%	15%	9%	25%
Academic Units	50%	45%	42%	63%	56%
Acad/Admin Support	25%	42%	32%	23%	17%
Students	na	na	10%	6%	3%



Academic units continue to be the largest source of *ad hoc* requests, with the School of Engineering and Technology replacing University College this year as the top requestor. IMIR's support for University College increased in other substantial ways as described in later sections of this report.

Display 2. Ad Hoc Requests by Unit

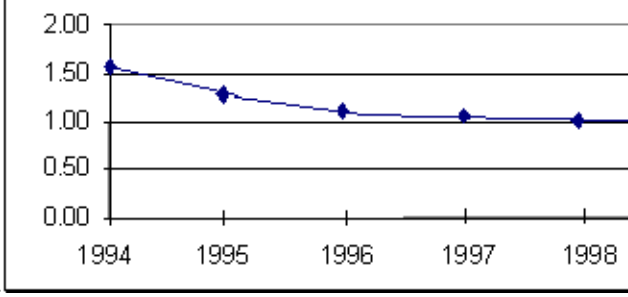
Unit	*N*
Academic Schools	
Engr & Tech	37

As part of our office performance management system, IMIR staff estimate the completion time of each *ad hoc* request and then

Academic Schools	
Engr & Tech	37
University College	32
Liberal Arts	15
Education	9
Science	8
Continuing Studies	5
Medicine	4
Graduate School	4
SPEA	2
Business	1
Physical Education	1
Academic School Total	118
Admin Units/Students	
Academic Affairs	60
Chancellor/President	16
External Affairs	4
Admin & Finance	4
Student Life & Diversity	2
Research & Grad Educ	1
Student/Sagamore	6
Admin/Student Total	93
Grand Total	**211**

maintain records on actual time spent fulfilling the request. We have been tracking the overall ratio of time estimated to time completed for the past six years. In 1999 IMIR staff maintained the 1.0 ratio that was achieved last year for the first time, as shown in Display 3. Our ability to accurately judge the time requirements of a project allows us to give clients reliable estimates of how long it will take us to respond to their requests for information.

Display 3. Ratio of Estimated vs. Actual time for Completing *Ad Hoc* Requests, 1994-1998

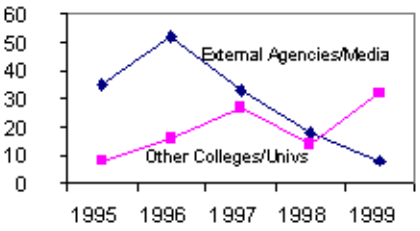


Questionnaires and External Requests

IMIR continues to intentionally decrease the number of questionnaires completed for external constituents. Over the past two years, Indiana University has centralized the questionnaire completion function, so as to ensure response consistency and minimize duplicate efforts among the campuses. Requests for information from other colleges and universities increased substantially in 1999, as IUPUI plays a central role in a cooperative information sharing effort among Urban Public Universities.

Display 4. Questionnaires and External Requests for Information

	1995	1996	1997	1998	1999
			Number		
External Agencies/ Media	35	52	33	18	8
Other Colleges/Univs	8	16	27	14	32
Total	43	68	60	32	40
			Percent of Total		
External Agencies/ Media	81%	76%	55%	56%	20%
Other Colleges/Univs	19%	24%	45%	44%	80%



Data Resource Development

The IMIR web site has become known around campus as a repository of reports produced by the office over the past six years. Efforts continue to expand the utility of the site, but this year's web development efforts focused more specifically on developing web resources related to several national urban university initiatives described later in this report.

IMIR staff continued their work related to several university-wide systems development initiatives. The IMIR director serves on the steering group of the university-wide Data Administrators Committee. Both the director and associate director serve on working groups related to the migration of the University's human resource and student systems.

Management Information Consulting

Because of their expertise in analyzing institutional data, IMIR staff are often asked for assistance by members of the IUPUI community and other Indiana University campuses who are extracting or analyzing data from

institutional databases. During 1999 IMIR staff provided 150 hours of consulting in support of information management.

Display 5. Consulting Hours: Information Management Support, 1995-99

1995	1996	1997	1998	1999
76	117	186	119	150

Costs

Table 4. Costs Associated with **Management Reports and Analysis** Activities

Activity/Client	1997	1998	1999	1999 Costs as Pct. Of MRA Total	1999 Costs as Pct. Of IMIR Total
Ad Hoc Requests	$ 16,803	$ 24,270	$ 46,828	51%	7%
Academic Units	8,745	12,025	26,668	29	4
Executive Administration	4,099	4,985	9,004	10	1
Acad/Admin Support	3,785	6,996	11,046	12	2
Students/Student Groups	174	264	110	0	0
Management Reports	18,848	12,653	16,301	18	3
Questionnaires	4,709	2,233	5,578	6	1
External Agencies	3,320	1,152	787	1	0
Other Colleges/Univs	1,389	1,081	4,791	5	1
Data Resource Development	23,749	16,256	1,111	1	0
Consulting	4,958	3,680	6,972	8	1
Distributed Office Overhead	16,796	14,418	14,485	16	2
Grand Total	$ 85,863	$ 73,510	$ 91,275	100%	14%

Overall costs for management reports and analysis increased substantially in 1999 commensurate with the increase in activities. Virtually all of this increase was related to the increase in *ad hoc* request activity. The notable decline in data resource development reflects the shift of office activities from development to deployment.

Assessment and Client Surveys

Activities

IMIR staff provide a wide range of survey design, administration, and analysis services to clients within and outside the IUPUI community. Our first priority is to support campus-wide assessment efforts through a systematic program of surveys of our major constituents. We additionally provide survey support on a contractual basis to the academic and administrative units of IUPUI and other IU campuses involved in program planning and assessment.

Assessment Surveys

IMIR conducted a total of nine campus-wide assessment surveys. Seven of these surveys were conducted as part of a continuing series. In addition, two new surveys were conducted on a University-wide basis. Table 5 summarizes the overall assessment survey activity of IMIR in calendar year 1999.

Table 5. Assessment Surveys Conducted by IMIR in Calendar Year 1999

Survey	*Administration Schedule*	*Report Status as of 12/31/99*
Advising	3rd consecutive year	In Progress
Recent Alumni	6th consecutive year	Completed (10/99)
Continuing Student Satisfaction	7th consecutive year	Completed (9/99)
Entering Students	2nd year, with changes related to participation	Completed (12/99)
Faculty	Completed 2nd administration from 1998	Completed (1/99)
Non-Returning Students	5th administration in 6 years	In Progress
Staff	2nd administration in 1999. Alternates with	In Progress
Lilly Freshman Survey	2nd consecutive year - administer for all IU	Completed (6/99)
Teaching Excellence Recog.	Started with IUPUI administration; Requested	Completed IUPUI Report, (6/99);

Client Survey Consulting and Support

IMIR supported a record number of client surveys, working with IUPUI programs, schools, and support units.

1999 IMIR client survey activities include:

- Completion of School of Allied Health pre-major advising survey
- School of Engineering and Technology survey of engineering baccalaureate degree recipients
- School of Nursing—alumni survey supplement for ASN, BSN, and MSN graduates
- University Information Technologies Services—customer satisfaction surveys of undergraduate students, graduate students, faculty, and staff
- Center for Leadership and Public Service Volunteer Survey
- Senior Academy survey of current and potential participant interests
- Indiana University, Southeast Recent Alumni Survey
- Indiana University, Southeast Staff Survey
- Survey of students in off-campus courses
- Survey of students in distance learning courses

Costs

The increase in assessment survey research by IMIR is reflected in an attendant 80% increase in costs. The new Lilly Freshman and TERA surveys accounted for about two-fifths of the overall increase. However, increased usage of survey results generated more reporting and analysis activities which, in turn, increased the costs associated with IMIR's other assessment surveys.

The costs associated with client survey activities increased only slightly. These activities are 'revenue neutral' as IMIR charges clients on a cost-recovery basis. However, IMIR devoted more time and money to survey consulting with IUPUI faculty and staff. These consulting activities are supported by the office's base budget.

Table 6. Costs Associated with **Assessment and Client Survey** Activities

Activity/Client	1997	1998	1999	1999 Costs as Pct. Of MRA Total	1999 Costs as Pct. Of IMIR Total
Assessment Surveys	$ 69,700	$ 103,118	$ 181,041	63%	28%
Advising	1,544	14,255	24,388	8	4
Recent Alumni	18,204	22,989	37,155	13	6
Continuing Student Satisfaction	20,401	25,491	31,689	11	5
Entering Students	15,862	6,323	11,620	4	2
Faculty	-	29,005	7,485	3	1
Non-Returning Students	795	3,330	8,442	3	1
Staff	12,894	1,725	29,787	10	5
Other*	-	-	30,474	11	5
Client Surveys	14,259	53,378	59,248	20	9
Consulting	na	253	3,327	1	1
Distributed Office Overhead	24,140	25,320	45,954	16	7
Grand Total	$ 108,099	$ 182,069	$ 289,569	100%	45%

*Included the Lilly Freshman and Teaching Excellence Recognition Award (TERA) Surveys.

Evaluation and Planning Support

Activities

IMIR staff provide in-depth research and analysis support to specific campus evaluation and planning efforts. The evaluation and planning support projects in which IMIR staff participated in 1999 are summarized below according to the amount of IMIR resources they consumed. The costs associated with these activities are then summarized in the cost table further below.

Evaluation and Planning Support Projects and Activities

The Urban University Portfolio Project (UUPP)

The IMIR director is on the leadership team for this national project that is housed at IUPUI. IMIR staff member Tim Thomas moved into a full-time Technology Development Associate position for the project. The UUPP seeks to develop electronic portfolios for six urban public universities nationally, as a means for communicating with various internal and external constituencies. The project commenced in August 1998 and will continue for three years. IMIR receives significant funding support from this project to support both national and local activities.

ADA Compliance Survey

IMIR staff began the year working with campus faculty who were seeking to develop a compliance survey as part of the national Americans with Disabilities Act. This effort was expanded to serve all the campuses of Indiana University. IMIR was then funded to develop a web-based survey for the entire university. This survey will be implemented in the first half of 2000.

Campus Planning Support

IMIR staff continue to assist the Vice Chancellor for Planning and Institutional Improvement in efforts to synthesize, collect, and analyze annual School plans as part of the planning and budget review process.

IUPUI Annual Performance Report

IMIR staff assisted the Vice Chancellor for Planning and Institutional Improvement with producing a performance indicator-based annual performance report for the IUPUI campus.

Academic Program Review

The support IMIR provides to the academic program review process includes the provision of management information, responses to *ad hoc* requests, customized survey summaries and, in some cases, survey design and analysis. In other words, IMIR utilizes the full range of its products and services to support this process.

The Urban University Statistical Portrait

The IMIR director continues to lead the development of a research and data exchange initiative among urban universities. The goal of the effort is to measure more effectively the role and impact of urban universities on American higher education.

RUSS Project

In collaboration with University College leadership, IMIR staff are working with faculty and staff from two other urban universities (Temple and Portland State) to study the first-year experience of urban university students. Calendar year 1999 included the IUPUI campus site visit as well as a site visit to Portland State University.

Project SEAM

IMIR staff contributed in significant ways to the initial meeting of this Lilly Foundation funded project. Project SEAM seeks to align the curriculum of high school and entry-level college courses in Math, Science, and English.

High School Feedback Report

The high school feedback report is gaining wider usage among area school systems and has been incorporated into several collaborative initiatives, such as Project SEAM.

Financial Aid Evaluation

IMIR staff conducted several analyses to support campus initiatives related to the strategic use of student financial assistance.

Enrollment Management

IMIR staff continued to play direct and indirect roles in the work of the campus' Enrollment Management Group. The IMIR director is on the overall leadership team and chairs one of the working groups, the Enrollment Information Support Team (EIST).

University College Assessment

Only a portion of the support for this activity shows up under planning and evaluation support. IMIR staff support the assessment of University College substantially through our assessment survey program and the numerous *ad hoc* requests completed for this school.

Enrollment Forums

IMIR staff contributed to the development and conduct of several campus forums that were held to increase awareness of issues related to the development of Indiana's new community college initiative.

Costs

Increased demand for IMIR evaluation and planning support services resulted in an increase in both activities and costs. A large portion of this increase is related to staff roles in the Urban University Portfolio Project.[1]

The shifting focus of these activities is reflected in the 'all other projects' category. Prior year projects within this category include those that no longer consume office staff time.

Table 7. Costs Associated with **Evaluation and Planning Support** Activities

Activity/Client	1997	1998	1999	1999 Costs as Pct. Of PES Total	1999 Costs as Pct. Of IMIR Total
Urban University Portfolio Project		$ 21,475	$ 55,688	32%	9%
ADA Compliance Survey		1,159	14,816	8	2
Campus Planning Support		6,160	14,224	6	2
IUPUI Performance Report		3,695	10,310	5	1
Academic Program Review	7,993	6,494	9,062	4	1
Urban Univ Stat Portrait Project		2,757	7,430	4	1
The RUSS Project		4,072	6,877	2	1
Project SEAM			4,689	9	2
H.S. Feedback Report	3,223	3,449	3,940	2	0
Financial Aid Evaluation		2,190	3,805	2	1
Enrollment Management Group	3,850	3,940	3,254	3	1
Univ. College Assessment			3,046	2	1
Enrollment Forums			1,447	1	0
All Other Projects	101,671	40,113	7,084	4	1
Distributed Office Overhead	24,902	19,480	27,479	16	4
Grand Total	$ 141,639	$ 114,984	$ 173,153	100%	27%

Teaching, Research, and Service

Activities

IMIR staff continue to maintain a significant presence in the classroom, on campus committees, in professional organizations, through electronic "listservs," and in the higher education literature. We represent the campus as caring and highly competent professionals in committee assignments, presentations, workshops, and professional service activities throughout the Indiana University system, Indiana State higher education circles, and national higher education circles.

The complete teaching, research, and service activities of IMIR staff are reported in detail in the annual report of the Division of Planning and Institutional Improvement. They are also available at the web site postings of this report and the division wide report. Highlights of calendar year 1999 activities in this area include:

- IMIR staff taught one course, published four articles, gave 10 presentations and offered six professional workshops at national and regional meetings of professional associations.
- Office staff continued work on two grant projects received in prior years, and were subcontracted to work on four grants received by other IUPUI offices and staff.
- IMIR staff served in leadership roles in the regional and national institutional research professional associations.
- IMIR staff served on five university-wide and nine campus committees. Staff also support Team IUPUI.
- IMIR staff were invited to contribute four articles and one book chapter to national publications.
- The Director of IMIR received an outstanding presenter award for the 1999 AIR forum in Seattle,

Washington.

Costs

Overall costs increased this year, especially in the area of professional service. Several IMIR staff are active in the Association for Institutional Research (AIR) and its regional state affiliate, INAIR. Staff are increasingly asked to consult and conduct workshops locally and nationally on institutional research, survey research, and web development.

Table 8. Costs Associated with **Teaching, Research, and Service** Activities

Activity/Client	1997	1998	1999	1999 Costs as Pct. Of PES Total	1999 Costs as Pct. Of IMIR Total
Research	$ 16,305	$ 28,899	$ 26,404	31%	4%
Teaching and Advising	22,555	8,213	9,095	11	1
Service	31,441	25,255	36,491	43	6
Professional	23,361	18,031	33,954	40	5
University	8,080	7,224	2,537	3	0
Distributed Office Overhead	10,045	11,266	13,580	16	2
Grand Total	$ 80,346	$ 73,633	$ 85,569	100%	13%

Office Management

Activities

IMIR continues to develop its “quality in daily work” methods to ensure that all staff understand the goals and priorities of the Office and work in an effective and cost efficient manner. Through weekly staff meetings, daily communication, and an automated project management system, IMIR staff work to constantly improve the provision of services to meet our clients’ needs.

Costs

Using custom-developed office management software, IMIR staff track their time as it relates to all the projects and activities of the office. Non-personnel expenditures are tracked through billing and disbursement records. Using these data, IMIR staff can monitor the costs associated with all office activities.

Tables 9 and 10 summarize IUPUI activity costs by functional area over the past five years. Although IMIR activities and costs increased in all areas, the increases were largest for assessment and client surveys (up 60%) and evaluation and planning support (up 50%). The percentage distribution of costs shown in Table 10 reflects the disproportionate increase in assessment survey and evaluation and planning support activities relative to management reports and analyses.

“Office Overhead” shown in Tables 9 and 10 represents those activities, such as staff meetings, office and systems maintenance, and professional development that cannot be attributed to a specific task or functional area. This unassigned overhead remained at the same low percentage in 1999 as was achieved in 1998.

Table 9. Summary of IMIR Costs by Functional Area - Five Year Trends

Functional Area	1995	1996	1997	1998	1999
Management Reports & Analysis	$ 56,330	$ 88,797	$ 85,863	$ 73,510	$ 91,275
Assessment & Client Surveys	110,604	161,723	108,099	182,069	289,569
Evaluation & Planning Support	58,627	91,369	141,639	114,984	173,153
Teaching, Research, & Service	65,115	44,371	80,346	73,633	85,569
Total	$ 290,676	$ 386,260	$ 415,947	$ 444,196	$ 639,566
Office Overhead					
Dollar Amount	$ 84,181	$ 68,889	$ 75,883	$ 70,484	$ 101,497
Percent of Total Expenses	29%	18%	18%	16%	16%

Table 10. Trends in Percentile Distribution of Expenses by Functional Area - Five Year Trends

Functional Area	1995	1996	1997	1998	1999
Management Reports & Analysis	19%	23%	21%	17%	14%
Assessment & Client Surveys	38%	42%	26%	41%	45%
Evaluation & Planning Support	20%	24%	34%	26%	27%
Teaching, Research, & Service	22%	11%	19%	17%	13%

Moving into 2000

IMIR begins calendar year 2000 with a full schedule of surveys, analyses, and information support activities. These activities will be guided by the following priorities:

Management Reports and Analysis

- Develop a campus-wide enrollment projection model that includes impact of external trends as well as internal plans.
- Deploy the new office web site with navigable management reports and department trend databases.

Assessment and Client Surveys

- Refocus campus surveys to support assessment of student learning outcomes and improvement of faculty instructional pedagogies.
- Improve survey response rates.
- Document evidence that survey results are used to improve campus climate and specific programs.

Evaluation and Planning Support

- Continue to support development of IUPUI Institutional Portfolio. Ensure that portfolio development aligns with overall campus planning and assessment activities.
- Expand assessment activities in University College and integrate results with the School's planning activities.
- Work with deans, department chairs, and enrollment services staff to develop and implement enrollment plans that are aligned with overall campus enrollment planning efforts.
- Expand the Urban University Statistical Portrait Project to serve the environmental scanning needs of IUPUI community as well as national efforts to define and document the institutional and educational effectiveness of urban universities.

Teaching, Research, Service

- Continue to teach courses and provide service through university, campus, school, and departmental committees.

- Continue efforts to promote IUPUI's reputation nationally as a leading urban research university.

- Continue to participate through scholarship, leadership and service as highly visible members in the state and national associations of institutional research.

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[1] Not all costs for this project are reflected in the office's expenditures as the significant travel expenses are covered by the central project account.

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Indiana University
Purdue University
Indianapolis

Testing Center Annual Report 1999

Measurement and Evaluation Services for Students, Faculty, Administrators, and Researchers

620 Union Drive, Ste G003
Indianapolis, IN 46202-5167

Telephone: (317) 274-2620
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Section I: Introduction and Executive Summary

Organization, Mission, Vision, Values, and Goals

The Testing Center is a component of the Office of the Vice Chancellor for Planning and Institutional Improvement (PAII). The mission of PAII is to integrate the functions of institutional planning, implementation, and evaluation in ways that will continuously improve IUPUI. Figure 1 below shows the organizational structure and mission areas of the Testing Center.

Display 1. Ad Hoc Requests by Client Type

	1995	1996	1997	1998	1999
Number					
Executive Administration	20	19	21	15	52
Academic Units	40	62	59	100	118
Acad/Admin Support	20	58	45	36	35
Students	na	na	14	9	6
Total	80	139	139	160	211
Percent of Total					
Executive Administration	25%	14%	15%	9%	25%
Academic Units	50%	45%	42%	63%	56%
Acad/Admin Support	25%	42%	32%	23%	17%
Students	na	na	10%	6%	3%

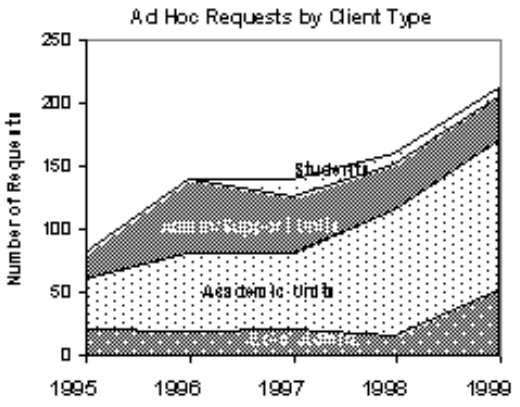

Figure 1. Organization and Mission Areas of the Testing Center

The Testing Center's mission is to provide assessment and evaluation support through the collection and processing of test data, creation of assessment instruments, and the lending of measurement expertise to constituencies throughout the campus community. Our vision is to provide integrated assessment and evaluation information in ways that will continuously improve IUPUI.

All Testing Center activities incorporate the following values:

- Work meets the needs of the sponsoring academic unit or individual.
- Results are thoroughly analyzed and explained.
- Work is timely, accurate, and reliable.
- Information is readily available to those who need it, secure from those who do not.

Our staff is committed to the following work ideals:

- Professionalism
- Responsiveness
- Thoroughness
- Accessibility

- Friendliness

- Sensitivity to data confidentiality issues

The IUPUI Testing Center's goals are manifested through its seven programs which are aligned with the Testing Center's operational objectives, the goals of the Division of Planning and Institutional Improvement, and the aspirations and goals of IUPUI (see bold letters and numerals for links with IUPUI aspirations and goals. The Center's goals include:

1. Working with academic units to facilitate initial student assessment for appropriate course placements and credits by examination.

2. Providing a service and location where students can take independent studies exams as well as state and nationally-administered tests.

3. Developing state-of-the-art assessment technology in support of tracking student achievement.

4. Providing imaging and optical scanning to improve assessment practices on campus and facilitate the work of enrollment management units.

5. Providing course instructor surveys to assess student perceptions of faculty instruction.

6. Providing general consultation on testing and assessment in support of improvement efforts and faculty generated research.

7. Disseminating the results of applied research conducted at the Testing Center.

We continually strive to make each program more complete, up-to-date, and responsive to the diverse needs of the University community.

Testing Center Advisory Committee & Placement Testing Advisory Committee

The governance structure of the Testing Center was slightly modified this past year, reflecting a desire on the part of the Dean of the Faculties to more strongly represent the needs and wishes of those units who administer placement tests. In the fall of 1999, a Placement Testing Advisory Committee (PTAC) was established to complement the activities of the Testing Center Advisory Committee. The PTAC is chaired by Dean Scott Evenbeck (University College) with representatives from English (Susanmarie Harrington), Chemistry (David Malik), Math (Jeff Watt), foreign languages (Robert Sutton), University College (Barbara Jackson & Ted Mullen), and the Enrollment Center (Jennifer Pease). The PTAC is designed to make recommendations for the campus regarding activities related to placement testing, and reports directly to the Dean of the Faculties. It met once during 1999.

The Testing Center Advisory Committee consisted of representatives from the departments of English (Dr. Susanmarie Harrington), Mathematics (Dr. Jeffrey Watt), the School of Education & University College (Ms. Mary Wolting), the Enrollment Center (Ms. Jennifer Pease), and University College (Dr. Barbara Metzner). Its purpose is to help guide Testing Center policies and procedures, and to act as a vehicle for disseminating information throughout the IUPUI campus. The committee formally met once during 1999, but subsets of it met more informally to discuss issues related to placement testing. For example, during the fall semester the math representative met with several members of his department as they debated the merits of moving to a math placement test.

Overview

The activities of the past year were built on the foundation of previous development and research. Based on the comments of both high school and college instructors, we were able to expand the grading capabilities of Project Essay Grade from holistic to trait ratings. PEG is a collaborative effort with Dr. Ellis Page of Duke University that evaluates written English work (Dr. Page is currently working on a Spanish version of the software). The computer software was designed to grade prose based on stable statistical models. Over the past few years we've been able to demonstrate that PEG is not only more reliable than its human

counterpart, but is also significantly more valid. The grading software is not "intelligent" and does not apply to all types of writing, but has been remarkably successful in mimicking the rubrics of trained readers.

In the Spring of 1999, we ran a study that was based on data from six raters who evaluated the written work of 1193 students. This study employed Project Essay Grade (PEG) to evaluate essays, both holistically and also with the rating of traits (*Content*, *Organization*, *Style*, *Mechanics*, and *Creativity)* for web-based student essays that serve as placement tests at IUPUI. In addition, the use of a TopicScore, or measure of topic content for each assignment, was incorporated into the PEG model to determine how well it would correlate with the five traits. In the first experiment, the essays of 807 students were used to create statistical predictions for the PEG software. In the second experiment, the ratings from a separate, random sample of 386 essays were used to compare the ratings of six human judges against those generated by PEG. The inter-judge correlation of the human raters was 58. But the prediction of all 6 judges, in the blind test for holistic ratings, reached .84 for the PEG program. Of the five traits evaluated, *Content* ($\underline{r}$ = .85) and *Creativity* ($\underline{r}$ = .86) had the highest PEG inter-rater reliability in the sample, though they did not differ significantly from the other traits (*Style*, $\underline{r}$ = .80; *Mechanics*, $\underline{r}$ = .79 ; *Organization*, $\underline{r}$ = .80). The new *TopicScore*, a measure of content relevance, correlated most highly with the trait of *Content* ($\underline{r}$ = .52), although the measure was not significantly higher than the ratings given for the other four traits. Finally, the PEG software was an efficient means for evaluating the essays with a capacity for grading approximately 6 documents every second. Those interested in PEG can visit the PEG web site at http://134.68.49.185/pegdemo/.

One area that has made slow, but steady progress has been that of image scanning. Now in its third year, the imaging operation has finally begun to retain a number of small clients who ware looking for long-term document storage solutions. We have also begun to port applications based on the older Optical Mark Reading (OMR) technology to that employing the new imaging

algorithms.

We hope that the annual report answers the questions you may have about the Testing Center and its structure, mission, operation, and indicators of success. A number of individuals have invested a significant amount of time to make this document interesting and readable. If you have suggestions or comments, please do not hesitate to contact us. E-mail regarding this document should be directed to: MShermis@IUPUI.Edu.

Section II: Reports From Program Areas

Placement Testing

Changes and Improvements in the IUPUI Placement Testing Program

This section describes the major changes and/or improvements made in placement testing procedures for the IUPUI placement testing program, including test development, administration, scoring, and reporting processes. As indicated in the previous annual reports, the placement tests were developed for the purpose of matching students with instruction appropriate to their academic preparation in English, mathematics, and reading. In response to technological advances, results on placement testing exit surveys, and other changes in student enrollment processes, the Testing Center continues to make incremental improvements in both test administration procedures and customer service. Therefore, it is pleasing to note that we do not have problems to report with respect to the quality of customer service in placement testing.

At the outset, it is important to mention that, overall, there was a noticeable drop of approximately 10% in the total number of students tested in 1999 (in contrast to the estimate for 1998).[1] It is likely that the drop in test flow reflects changes made in the admission and enrollment process at IUPUI. The Testing Facility proctors, however, experienced a relatively steady increase in the flow of students taking the respective placement tests, particularly during the months between March and July, with an average of approximately 200 students per week. Figure 1 shows the

monthly counts of students tested in 1999.

In addition to an increased test flow during the spring and summer periods, important changes focused on making quality improvements to the Web-based interface for placement testing, revision the placement testing brochures and related documents on reporting of test results, and ongoing refinements to the test directions for the three IUPUI placement tests (i.e., the computerized adaptive mathematics placement test (MA305), the computerized reading placement test (RD100) and English placement test (EN100)) so as to improve both clarity and presentation of the instructions.

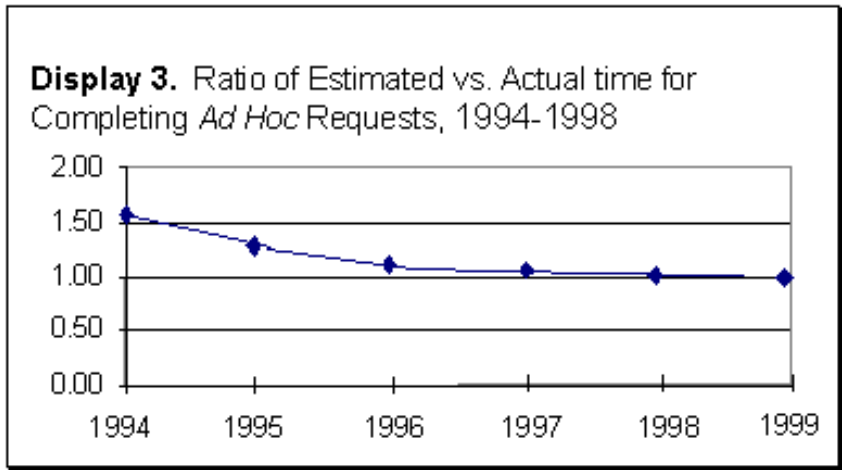

Figure 2. Monthly Counts of Students Tested in 1999 for English, Mathematics, and Reading.

So far, the conversion to online (Web-based) testing has provided the major advantages of convenience to students including the opportunity for remote placement testing, and for the Testing Center to address most of the performance and security issues regarding Internet-based testing. Further details on web-based placement testing are presented in the section on the Testing Center's development unit.

Other significant improvements in placement testing pertain to the recent change in

placement test score reporting procedures, incremental improvement in Foreign Language Placement Testing, the relative improvement in predictive validity of the computerized adaptive test (CAT) in mathematics, implementation of the online Merkler Style Preference Inventory (MSPI) at the Testing Facility, and revision of the placement testing brochure to reflect expansion in the High School placement testing program. A brief description of the aforementioned changes is presented in turn.

Change in Placement Test Score Reporting Procedures

Effective May 27, 1999, the Testing Center implemented a new policy/procedure in the reporting of students' placement test results for math and reading. Following a directive issued on May 23, 1999, by the Dean of the Faculties, placement test scores were not to be disclosed to students upon completion of placement testing. Rather, students would only be issued a receipt for testing, and would obtain their placement test results through academic counselors/advisors. The rationale for this change was that students should receive the placement test results from professional advisors and faculty who could help them understand the results of their tests and help put them in context with their academic plans. (A complete synopsis of the change in placement test reporting policy and procedures, including the rationale, history, and implementation issues, is contained in the IUTS announcement that was posted on the IUTS-L list on May 27, 1999.)

Computerized Reading Placement Test

Following the recent conversion of the reading placement test into a Web environment, modification of the test directions and interface were done; thereby improving the test administration process. As discussed later in this report, the exit surveys show a significant improvement in student perception of the clarity of test

directions for the reading exam.

Although the current IUPUI computerized reading test is now Web-active, the content of the reading test remains unchanged. The computerized reading test consists of four parts namely, comprehension, reading rate, and three types of vocabulary tests (Word Attack, Words in Context, and Words in Isolation).

Also, the Testing Center recently participated in the Nelson-Denny Reading Test (Form G) CD-ROM National Norming Study that was conducted by the Riverside Publishing Company during the fall of 1999. This was part of Riverside Publishing's ongoing efforts to develop computerized versions of the Nelson-Denny Reading Tests (Forms G and H).

Computerized Adaptive Testing (CAT) in Mathematics

The major change in mathematics placement testing concerns the decision by the Placement Testing Advisory Committee to adopt ACT's new Windows-based COMPASS Mathematics Placement Test to replace the IUPUI computerized adaptive mathematics placement, effective January 4, 2000. Implementation of COMPASS addressed, at least in part, the concern regarding the alleged "under-placement" of students in higher-level mathematics courses at IUPUI. Further details regarding the adoption of the COMPASS Mathematics placement test will be presented in the next Testing Center annual report. As is the current practice, the Testing Center staff will periodically evaluate the effectiveness of the new computerized adaptive test in mathematics. The results of these ongoing efforts will be reported in the next annual placement validity report, which will be available at the following Testing Center Web site: http://assessment.iupui.edu/testing/.

English Placement Test

Like math and reading placement tests, the English written exam is now Web-active, since its implementation in early July 1998. The content of the exam, however, remains unchanged and as described in last year's annual report. The significant changes that were made last year relate to the improvement in the interface for test administration and the electronic transmission and reporting of the English test results. The test directions for the Web-based English placement test were revised accordingly to improve the clarity, accuracy, and presentation of the instructions.

The ongoing concern, at least from a psychometric perspective, is the relatively low validity coefficients for the English placement ratings. While the rating scale used by the department has sufficient variance for a good validity assessment, the fact that the outcome measure is based on grades tends to underestimate the true relationship between the two variables. The placement validity coefficient for a sample drawn from fall 1998 data averaged in the mid-teens (identical to last year's findings), but still useful for placement purposes. The department is currently investigating alternative measures that might be used as an outcome measure. For instance, the department is evaluating the possibility of using portfolios as an alternative for one writing sample. Most recently, the exploratory findings from the Project Essay Grade (PEG) study at IUPUI (cf. Mzumara, Shermis, & Fogel, 1998; Shermis, Mzumara, Olson, & Harrington, 1998) seems promising as the validity coefficients between PEG ratings and first-year English course grades are slightly higher than those for the regular placement test results. Of course, the efficacy or utility of the PEG ratings for predictive validity purposes at IUPUI has yet to be determined.

Foreign Language Placement Tests

Effective August 19, 1999, the Testing Center implemented new versions of the Foreign Language Placement Tests (FLPT: French, 1997, Form 3; Spanish, 1997, Form 5; and German, 1997, Form 3). Note that the revised tests and scoring procedures were reviewed by the faculty in the Department of Foreign Languages and Cultures, and they decided to retain the scoring algorithms and cutoff scores as the faculty felt that students were being properly placed in the foreign language courses at IUPUI (and there were only minor changes in the content of the tests).

Other software upgrades started in late 1998 include the development of the computerized Spanish placement test. This is essentially a feasibility task to computerize the foreign language placement tests (Spanish, French, and German) in conjunction with the University of Iowa (the publishers of the Foreign Language Assessment Project (FLAP) tests currently in use at IUPUI. Development of the web-based/computerized foreign language placement tests is still underway.

Another significant improvement involves the additional test dates for FLPT. At the request of the Department of Foreign Languages and Cultures, the Testing Center scheduled additional test dates for the IUPUI Foreign Language Placement Tests. The additional test dates were made to avoid the potential problem of having more misplaced students in foreign languages and/or avoid students deferring enrollment in language courses until a later semester. (A complete list of the IUPUI Foreign Language Placement test dates and times for the 1999-2000 academic year, is available at the following Testing Center's Web site: http://assessment.iupui.edu/testing (click on the Placement Testing section)).

Predictive Validity Study of the IUPUI Placement Test Scores

The annual validity study of the IUPUI placement test scores in English, reading, and mathematics was conducted and the final report was completed and

distributed campus-wide in early December 1999. As for the previous annual report, significant improvements in the latest annual placement validity report included presentation of an executive summary, revised graphs that show the probability of success for a student who achieves a given placement test score, and inclusion of the preliminary results for the Project Essay Grade (PEG) study in written English.

In 1999, the average validity coefficients for IUPUI placement tests were as follows: .49 for math, .25 for reading, and mid-teens for English placement test. Figure 2 shows the average validity coefficients for the IUPUI placement tests for the past four years. As Figure 2 shows, there has been a steady increase in the validity coefficients for the computerized adaptive mathematics placement test since its implementation in late 1995. The validity coefficients for English and reading, however, have remained unchanged for the past three years (see Figure 3). The interested reader should consult Mzumara, Shermis, and Averitt (1999) for the latest placement validity report.

Display 2. Ad Hoc Requests by Unit

Unit	*N*
Academic Schools	
Engr & Tech	37
University College	32
Liberal Arts	15
Education	9
Science	8
Continuing Studies	5
Medicine	4
Graduate School	4
SPEA	2
Business	1
Physical Education	1
Academic School Total	118
Admin Units/Students	
Academic Affairs	60
Chancellor/President	16
External Affairs	4
Admin & Finance	4
Student Life & Diversity	2
Research & Grad Educ	1
Student/Sagamore	6
Admin/Student Total	93
Grand Total	**211**

Figure 3. Predictive Validity Coefficients the IUPUI Placement Tests (1996-1999)

Frontline Meetings and Training of Work-study Employees

As for the past few years, ongoing efforts were made last year to address procedural and customer service issues among staff from the offices of admission, enrollment center, orientation services, University College, and Testing Center. The topics addressed at these joint meetings included the following: (a) review of admission, enrollment, placement testing, and orientation processes; (b) customer service; (c) use of FoxPro application in placement test scheduling; (d) use of IUTS

in reporting of placement test results; (e) use of admissions screens in placement test scheduling and reporting of placement test results; (f) concerns regards administration of placement tests in the Microcomputer Testing Facility (e.g., noise, computer glitches and other interruptions in test administration, accuracy of test results posted in IUTS); (g) administration of placement testing exit surveys; (h) communication; and (i) other miscellaneous procedural issues. The joint meetings have been productive particularly in ensuring that the frontline staff in the respective offices are in sync in their individual and collective efforts in improving the efficiency and quality of services to students.

At departmental level, on-the-job training and formal training sessions have continued to be provided to the work-study students in order to facilitate professionalism, thoroughness, and efficiency among the Microcomputer Testing Center (MTF) staff. A variety of topics (e.g., new placement testing procedures, test registration or scheduling of students for testing, customer service, generation of placement test reports, test security, confidentiality of information, Testing Center emergency procedures, teamwork, work ethics, etc.) are usually covered during formal training sessions conducted at least twice per semester. The topics are selected on the basis of the needs of the Testing Center proctors and receptionists and/or on the basis of a placement testing exit survey conducted at the conclusion of placement test administration. The MTF survey was designed to solicit information such as expertise and disposition of the test proctors, examinees' perceptions of the testing situation, examinees computing background, and so on. In addition to providing some suggestions for training topics, information from the MTF exit survey is used internally to monitor proctor specify potential technical innovations that might improve the examinees' test experience.

Furthermore, the regular group meetings of work-study employees have continued to offer the work-study staff an opportunity to present and discuss their concerns and/or suggestions for the improvement of placement testing operations at the Testing Center.

MTF Satisfaction Survey

As indicated in the past annual reports, the placement testing exit survey was designed to solicit information about students' computing background, their perceptions of the testing experience, expertise and disposition of the proctors, and some demographic characteristics. The information obtained from the survey is used internally to monitor proctor behavior, suggest training topics, and specify possible technical innovations and recommendations that might improve the efficiency and effectiveness of the placement testing operations. The survey also provides valuable information for external communication purposes with other service units by demonstrating how the placement testing operations fit in with other IUPUI enrollment activities.

A summary of the exit survey results for the data collected in 1999 is presented below. The present results are based on a total pool of 4844 respondents, which comprised approximately 57% female and 43% male students. This past year was one of continued improvement, especially with respect to service delivery of the IUPUI web-based placement tests. The results of placement testing exit surveys have continued to show increased favorable rates over the years. For instance, 98% of students reported that using computers to take placement tests was *all right* or *very easy*. This indicates an increase of 2 percentage points over the results reported for 1998. With respect to clarity of test directions, 99% of students reported that the directions for English and reading placement tests, respectively, were *quite understandable* or *overly simple*, and 93% of examinees reported similarly for the math

placement test (see Figure 4). Also, 99.5% of students reported that the Testing Facility staff and proctors were *courteous* or *very courteous* during placement test administration. Regarding technical knowledge of staff, 99.3% of students reported that the Testing Facility staff had *sufficient* or *extensive computer knowledge* that facilitated quality service in placement testing.

Display 4. Questionnaires and External Requests for Information

	1995	1996	1997	1998	1999
Number					
External Agencies/ Media	35	52	33	18	8
Other Colleges/Univs	8	16	27	14	32
Total	43	68	60	32	40
Percent of Total					
External Agencies/ Media	81%	76%	55%	56%	20%
Other Colleges/Univs	19%	24%	45%	44%	80%

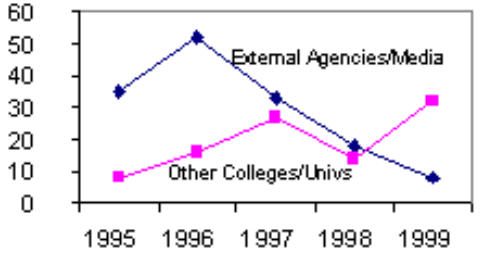

Figure 4. Student Perception of the Quality of Test Directions for the IUPUI Placement Tests

Overall, the results of the present survey suggest that most students have a very favorable disposition towards the Testing Center's computerized placement testing program. A somewhat remarkable and pleasant finding, however, was that only approximately 33% (in contrast to last year's 56%) of the students found the reading exam to be too demanding, whereas about 65% (up from 43% last year) felt that the reading placement test was an accurate measure of knowledge. The remaining 2% (or 90 out of 4139 students) reported that the reading placement test was a *waste of their time*. In contrast, approximately 35% (up by 7 percentage points from last year's 28%) of the respondents felt that the mathematics exam was too demanding; and 62% (i. e., down by 3 percentage points from last year's 65%) of students reported that the mathematics test was an accurate measure of knowledge. Only about 3% (or 150 out of 4609 students) reported that the mathematics placement exam was a *waste of their time*. With respect to the English placement exam, approximately 10% of the students perceived the test to be too demanding; whereas 87% of the respondents said the exam was a valuable learning experience. The latter finding is up by 11 percentage points from the favorable rate reported in last year's annual report. Only approximately 2% of the students reported that the English placement exam was a *waste of their time.* Figure 5 shows a summary of the students' perception regarding the accuracy of the IUPUI placement tests in assessing knowledge in the respective content areas.

Table 4. Costs Associated with **Management Reports and Analysis** Activities

Activity/Client	1997	1998	1999	1999 Costs as Pct. Of MRA Total	1999 Costs as Pct. Of IMIR Total
Ad Hoc Requests	$ 16,803	$ 24,270	$ 46,828	51%	7%
Academic Units	8,745	12,025	26,668	29	4
Executive Administration	4,099	4,985	9,004	10	1
Acad/Admin Support	3,785	6,996	11,046	12	2
Students/Student Groups	174	264	110	0	0
Management Reports	18,848	12,653	16,301	18	3
Questionnaires	4,709	2,233	5,578	6	1
External Agencies	3,320	1,152	787	1	0
Other Colleges/Univs	1,389	1,081	4,791	5	1
Data Resource Development	23,749	16,256	1,111	1	0
Consulting	4,958	3,680	6,972	8	1
Distributed Office Overhead	16,796	14,418	14,485	16	2
Grand Total	$ 85,863	$ 73,510	$ 91,275	100%	14%

Figure 5. Student Perception of the Accuracy of Placement Tests.

Regarding students' experience in using computers, the present survey results suggest that less than 1% (or 27 out of 4786) of the respondents had no computer experience at all. In contrast, approximately 39% of the 1999 exit survey respondents reported having a great deal of computer-related experience. Despite the difference in response rates from the survey results of the past two years, the present findings indicate an increase in the number of students experienced in using computers. With respect to facility or ease in using computers, nearly 98% of the survey respondents reported that using computers was *all right* or *very easy*, indicating an increase of 1 percentage point from the results reported in last year's annual report. In contrast, only approximately 2% of the respondents reported that use of computers was *very confusing*. Again, the present findings suggest a modest

improvement over the results reported in the 1998 annual report, which suggests a noticeable change in the demographic characteristics of the student population from year to year. Thus, a majority of students (98%) reported feeling quite at ease in taking the computerized tests, and only a small proportion of students (2%) reported feeling *very confused* with computerized testing. Further development of the web-based interface and implementation of improved sets of computerized instructions (e. g., the revised test directions for English, reading, and adaptive mathematics as currently implemented at the Testing Facility) has made the students' testing experience to be pleasant, less confusing, and user- friendly. In addition, ongoing training of our test proctors in test administration procedures as well as proctors' vigilance or alertness during test administration, has helped to minimize unnecessary examinee confusion.

The Testing Center is in a continuous process of improving the efficiency and effectiveness of the placement testing operations, partly through the implementation of computerized adaptive testing procedures. The placement testing exit survey, therefore, provides valuable information that facilitates this improvement process and accomplishment of the goals and mission of the Testing Center.

Scanning

Overview of 1999

This section provides an overview of scanning activity, including imaging, optical scanning, and the processing of course evaluation forms. In 1999 Scanning Services experienced new growth, in terms of clients, new hardware and software acquisition and reallocation of existing office space. In August of 1999 we began scanning and indexing documents for the I.U. Medical School’s Department of Urology. To accommodate this new client the Testing Center purchased a new high-speed Panasonic KV-SS25D scanner. The I.U. School of Social Work and I. U. Kokomo Campus began using the Testing Center Scanning Services to scan and analyze their student

evaluation forms on teaching. These additions required the Testing Center to rearrange the location of office equipment to make an optimum use of the existing office space.

Scanning Services, working in conjunction with the Testing Center Development team, began the design and programming of a web-based mechanism to conduct student evaluation of teaching and courses. Although initially many of our student evaluation clients showed little interest in such a mechanism, there is now a growing acceptance of this new approach. We will be working with the Dental School in the coming year to develop an online student evaluation application.

The Full-Forms computer in the scanning office was upgraded with a 10 gigabyte hard-drive and a new orb drive for data storage purposes. The IRTC server, where Scanning services stored most of their data, was retired in late December of 1999. Scanning Services data are now stored on a new machine over the network.

LXR·Test Grading

In 1999 Scanning Services had a 12% increase in the number of forms scanned for LXR·Test grading. The total number scanned was 52,733. This service is available to the entire campus and is used by many departments including the School of Dentistry, Allied Health, I.U. Law School, Sociology Department, and the Kelly School of Business to name a few. The NCS Opscan-5 Scanner is used to scan the standard IUPUI score sheets, and LXR·Test software (version 5.1.8) is used to process the data (with respect to test scoring and item analysis). Figure 6 gives a break down of LXR volume by month.

Table 5. Assessment Surveys Conducted by IMIR in Calendar Year 1999

Survey	*Administration Schedule*	*Report Status as of 12/31/99*
Advising	3rd consecutive year	In Progress
Recent Alumni	6th consecutive year	Completed (10/99)
Continuing Student Satisfaction	7th consecutive year	Completed (9/99)
Entering Students	2nd year, with changes related to participation	Completed (12/99)
Faculty	Completed 2nd administration from 1998	Completed (1/99)
Non-Returning Students	5th administration in 6 years	In Progress
Staff	2nd administration in 1999. Alternates with	In Progress
Lilly Freshman Survey	2nd consecutive year - administer for all IU	Completed (6/99)
Teaching Excellence Recog.	Started with IUPUI administration; Requested	Completed IUPUI Report, (6/99);

Figure 6. Scanning Volume by Month for LXR*Test.

From the 1,023 tests that were graded, Scanning Services generated an income of $7,909.95.

Student Evaluation of Teaching/Courses

In 1999, the Testing Center Scanning Services experienced some new growth in terms of Student Evaluation of Teaching clients. Our new evaluation of teaching clients include I.U. School of Social Work, I.U.P.U.I School of Journalism, and all courses on the I.U. Kokomo campus. Scanning Services has continued providing services to our Student Evaluation of Teaching (SET) clients and in 1999 we printed 79,037 SET forms and scanned, to date, 46,817 forms. The printing of forms, scanning and creation of data analysis reports produced an income of $20,204.90. Services provided for SET, I.U. School of Social Work and I.U. Kokomo have generated a total income of $21,294.70.

In the coming year Scanning Services will continue to provide the existing evaluation services; however we will emphasize a focus on the development of a web-based application to collect and analyze this information in the future.

Miscellaneous Scanning Jobs

We also received other miscellaneous work from various new clients. Most of these clients desired a form to be designed based on their own information needs. Two of the clients that came to our office who are not affiliated with Indiana University are Computer Performance Systems and Star Alliance.

The following campus departments sought Scanning Services for form design and data analysis: The IU School of Medicine, the School of Public Health, and the Information Management & Institutional Research (IMIR). Computer Performance Systems (external business) also came to us for a custom form. Scanning Services designed a custom form for each of these clients and then scanned and either ran data analysis or returned the raw data to the client. The forms were designed using the ScanPro forms design software. In November 1999, Scanning Services received the 2.2 upgrade for the NCS Design Expert software and all subsequent forms design will be done using this new software.

Also, the scanning office provided scanning and data analysis to the following clients: Indiana State Nursing Association, University College, I.U. School of Continuing Studies and Star Alliance Corporation. We designed a form for Star Alliance in 1998 and are currently discussing a redesign of that form. We generated $4,045.25 from these jobs.

Image Scanning

In April of 1999 Scanning Services met with representatives from the IUPUI-IU Medical Center Department of Urology. They requested consultation on the possibility of putting the Urology Department’s patient files into an electronic storage system with easy retrieval. In August of 1999 we began scanning some of the Urology

Departments older patient files. The initial scanning and indexing went well, however due to the nature of the documents, the NCS 5000i scanner was not capable of scanning high volumes. As a consequence Scanning Services purchased a Panasonic high-speed scanner. We now have the potential of scanning 2000+ documents daily with this new machine. To date we have scanned approximately 60,000 documents for the Department of Urology. Throughout the year, the Testing Center met with many departments to consult and give demonstrations about the Image Scanning System. Some of these departments include Clarian Marketing, School of Dentistry Student Affairs, and MERP.

External Testing

As a service to the university, the Testing Center has continuously supported testing for admissions to programs, as well as, certification testing (i.e. PRAXIS) for licensure. More information about external testing including scheduled test dates can be found at the IUPUI Testing Center web site at http://assessment.iupui.edu/testing/external.html/.

National Testing

These tests are given on national tests date, or as with some of the tests, as institutional tests (i.e. SAT) that our office provides. Approximately 6,000 students tested in the year 1999 at the IUPUI Campus. Tests administered under this program include the following:

GRE 11 times

LSAT 3 times

ACT 5 times

Praxis (PPST, NTE, Core Battery) 7 times

AMP 30 times

CLEP 11 times

MAT monthly

DANTES as needed (98 times)

Although ETS had planned on computerizing all of their tests by 1999, they were unable to do so, therefore, we have continue to provide paper and pencil testing. ETS has said that they will offer both computerized and paper and pencil testing. Though ETS is currently under exclusive contract with Sylvan Learning Centers and some test centers to administer their computerized and computerized-adaptive tests, our hope is to be able to participate in the expanded testing program.

Testing on the World Wide Web

In 1999, the IUPUI Testing Center tested 540 students for the School of Business and the Division of Continuing Studies for the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI), a popular personality assessment often used in conjunction with vocational counseling. Since the fall of 1997, the IUPUI Testing

Center has tested over 1800 on the World Wide Web. The students logon to the WWW using the address provided by our office and then send payment by fax (credit card) or U.S. mail (credit card or check). Once payment has been received, students' results are sent to their counselor/professor via campus mail. This has saved an enormous amount of time.

In the summer of 1999, we established our Testing Center on the WWW for tests taken as Distance Learning classes. This will allow students from other universities to take their tests on the web at our institution. This will provide the student with a secure environment and a location close to where the student lives. The web site address is: http://testing.byu.edu/consortium/usmap.asp.

Independent Studies Testing

In 1994, the administration of independent studies exams was computerized and initiated in the MTF lab. The External Testing Program has continued to give the Independent Studies exam from IU as well as from other campuses in the MTF lab. In 1999, approximately 800 of these exams were administered. This operation generated $10,136 in income last year, which helps to support the Testing Center. The breakdown of tests given per month is summarized in Figure 7.

Table 6. Costs Associated with **Assessment and Client Survey** Activities

Activity/Client	1997	1998	1999	1999 Costs as Pct. Of MRA Total	1999 Costs as Pct. Of IMIR Total
Assessment Surveys	$ 69,700	$ 103,118	$ 181,041	63%	28%
Advising	1,544	14,255	24,388	8	4
Recent Alumni	18,204	22,989	37,155	13	6
Continuing Student Satisfaction	20,401	25,491	31,689	11	5
Entering Students	15,862	6,323	11,620	4	2
Faculty	-	29,005	7,485	3	1
Non-Returning Students	795	3,330	8,442	3	1
Staff	12,894	1,725	29,787	10	5
Other*	-	-	30,474	11	5
Client Surveys	14,259	53,378	59,248	20	9
Consulting	na	253	3,327	1	1
Distributed Office Overhead	24,140	25,320	45,954	16	7
Grand Total	$ 108,099	$ 182,069	$ 289,569	100%	45%

*Included the Lilly Freshman and Teaching Excellence Recognition Award (TERA) Surveys.

Figure 7. No. of Independent Studies Tests Taken.

Development

Development refers to two components of Testing Center activity. One component focuses on test development and is staffed by a graduate student research assistant. The second component centers on the development of computer-based tests, supplemental multimedia, and data collection mechanisms. This section is staffed by one FTE programmer and several work-study students.

The Development Office had four main areas of emphasis during the 1999 year. These included refining the Project Essay Grader (PEG) technology, working with Scanning Services to move the Student Evaluation of Teaching (SET) to a web-based environment, the adoption of a standards based math test (COMPASS-ESL) and Year 2000 (Y2K)

readiness.

PEG Development

The Project Essay Grader technology has been running in 'production mode' for over a year now. PEG is now used to grade student essays which are taken off-campus as part of the high school testing program.

The improvements to the Peg technology have been the implementation of Real Time Analysis. PEG, as envisioned and programmed by TruJudge Inc., was a batch-processing environment. Essays would take several days to a week before the analysis was completed. The version of PEG as augmented by the Development Office, allows for instant analysis. This is invaluable for several reasons. The first of which is the timely nature in which placement testing occurs. In addition, a rudimentary student portfolio system has been completed in which students can immediately receive feedback on their work using the same technology. Secondly, the real time nature allows for preprocessing of files submitted to the PEG System. The Development Office is completing work to make the upload of these essays from various formats such as Text, Microsoft Word and Word Perfect as well as the standard Web submitted forms already in place. This will allow for a greater range of applications to use this system and allow for a greater level of user expertise.

SET

The Development Office (lead programmer: Lien Nguyen) began the conversion for the Student Evaluation of Teaching system from a paper-and-pencil instrument to a Web-based medium (see Figure 3). This project is presently in the testing stage, and should be ready for implementation by summer 2000. An earlier version of the SET program was used for the evaluation of part-time teachers in the Computer Technology Department with good results. While the SET programming activities have addressed most technical issues, getting students to comply with filling out the new forms has been difficult. If left as a

voluntary activity, rates of compliance tend to be lower than if they are filled out by paper-and-pencil in a proctored setting. We will work with faculty to develop an efficient, but ethical means to help bring up compliance rates.

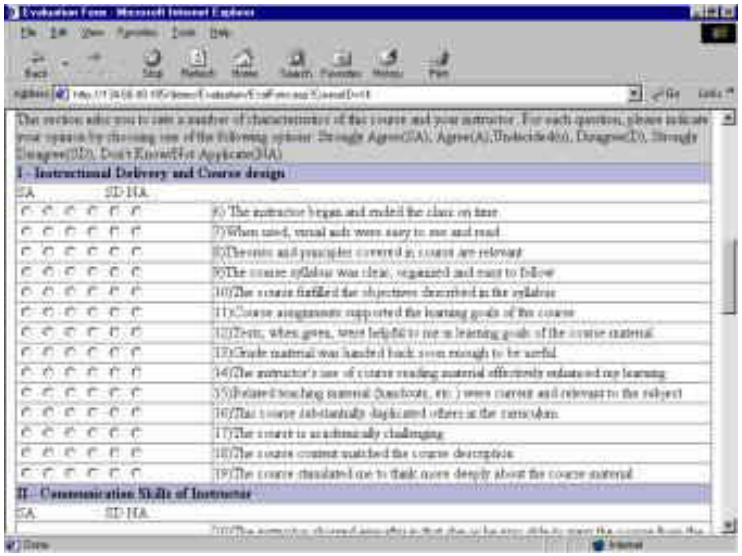

Figure 8. An Evaluation Form Created by the New SET Web-based Program.

COMPASS

The decision was made in late 1999 to change IUPUI's locally-developed computerized adaptive math test to a nationally-normed instrument. After a period of evaluation, the math department chose the ACT COMPASS, also in the form of a computerized adaptive test. On January 3, 2000, Compass-ESL had been readied for production and running on the IUPUI Testing Center's system. Because this application uses local area networks rather than web-based administration mechanisms, the Development Office is still evaluating ways to implement this in the current high school testing program. The proprietary test had been designed with this purpose in mind, and thus

ran on the Internet over standard Web Interfaces. As IUPUI is a part of the Internet 2 consortium, the Development Office is investigating using such normally network intensive application as using Virtual Private Networks and terminal servers to broadcast this test into various locations.

Y2k Readiness

During the last several years, a focus of preparing the computers and their programs for the coming years 'Y2k' problems was made. Many hours were invested into certifying these systems and algorithms, but this was a necessity to ensure the safety and accuracy of the students' placement scores and other confidential information. Overall, efforts to keep everything running were successful with one minor exception—we had to retire the old Novell Server after six years of faithful service.

Future Directions

This has been a year of some retrenchment as the campus has re-evaluated its budget priorities. The Testing Center has been able to maintain a high quality of service for its placement testing operation, expand the imaging operation, but has been limited in its ability to conduct development and research on new web-based assessment technologies. Our plan is to continue development work with PEG, the electronic portfolio, SET, and other projects as funds become available. In particular, we are interested in expanding the capabilities of PEG to electronic portfolios, creating developmental norms for electronic documents other than tests, and integrating existing rating scales into our evaluation database.

Section III: Teaching, Research, and Service

In this final section, we list some of the external activities that speak to our contributions beyond the student service mission of the Testing Center.

Teaching:

Mark Shermis taught two courses for the Department of Psychology: Clinical Rehabilitation Psychology Assessment I (Psych I664) and Clinical Rehabilitation Psychology Assessment II (Psych I669). Howard Mzumara taught two sections of Educ Y520 Strategies for Educational Inquiry.

Doctoral Committees:

Terry Barker (Indiana University), member (Mzumara)

Research/Scholarship:

Articles/Chapters/Books Published:

Harrington, S., **Shermis, M. D., & Rollins, A.** (in press). The influence of word processing on English placement test results. Journal of Writing Research.

Mzumara, H. R. (1999, spring). Use of examinee's previous mathematics background in computerized adaptive testing and mathematics placement. Midwest Professional Association of College Testing (MPACT) Personnel's Newsletter, Come

Printz, B., **Shermis, M. D., & Webb, P. M.** (in press). Stress buffering factors related to adolescent coping: A path analysis. Adolescence.

Shermis, M. D., & Lombard, D. (1999). A comparison of survey data collected by self-completed mail questionnaire and electronic mail. Journal of Business and Psychology, 14(2), 341-354.

Shermis, M. D., Webb, P. M., & Mzumara, H. R. (1999). An assessment of the concurrent validity and reliability of the Merkler Style Preference Inventory (MSPI). Journal of Career Assessment, 7(2), 173-185.

(under review)

Shermis, M. D., Koch, C. M., Page, E. B., Keith, T. Z., & Harrington, S. (1999). Trait ratings for automated essay grading. Manuscript under second review with Applied Measurement in Education.

Shermis, M. D., Rasmussen, J. L., Rajecki, D. W., Olson, J., & Marsiglio, C. (1999). Prompts and themes as sources of variance in grading college placement essays. Manuscript under second review with the Journal of Educational Measurement.

Shermis, M. D., Mzumara, H. R., Olson, J., & Harrington, S. (1998). On-line grading of student essays: PEG goes on the World Wide Web. Manuscript submitted to the Educational and Psychological Measurement.

Shermis, M. D., Mzumara, H. R., & Bublitz, S. T. (1997). Controlling testing and computer anxiety: Test performance under CAT and SAT conditions. Manuscript submitted to Journal of Educational Computing Research.

Unpublished Reports:

Mzumara, H. R., Shermis, M. D., & Averitt, J. M. (1999, December). Predictive validity of the IUPUI web-based placement test scores for course placement at IUPUI: 1998-1999. Indianapolis, IN: IUPUI Testing Center.

Shermis, M. D., Mzumara, H. R., Kiger, B. S., & Marsiglio, C. (1999, January). The Testing Center Annual Report 1999. Indianapolis, IN: IUPUI Testing Center.

Papers:

Shermis, M. D., Koch, C. M., Page, E. B., Keith, T. Z., & Harrington, S. (April, 1999). Trait ratings for automated essay grading. Paper presented at the annual meetings of the National Council on Measurement in Education, Montreal, Canada.

Shermis, M. D., Fogel, M. H., & Olson, J. J. (April, 1999). Controlling item exposure for web-based computerized adaptive tests. Paper presented at the annual meetings of the American Educational Research Association, Montreal, Canada.

Presentations:

Mzumara, H. R. (1999, March). IUPUI web-based placement tests, with special reference to Mathematics placement testing. Presentation given to Math faculty and staff at Indiana University Southeast, New Albany, IN.

Mzumara, H. R. (1999, July). IUPUI web-based placement testing. Presentation given to visiting scholars for the IUPUI Office of International Affairs, Indianapolis, IN.

Mzumara, H. R. (1999, October). Web-based placement testing at IUPUI. Presentation given at the 14th annual conference of the Indiana Association for Developmental Education, Indianapolis, IN.

Mzumara, H. R. (1999, November). Web-based placement testing at IUPUI. Presentation for the Best Practices Assessment Fair at the 1999 Assessment Institute, Indianapolis, IN.

Shermis, M. D. (1999, January). Electronic portfolios @ IUPUI. Presentation given to the IUPUI School of Engineer, Indianapolis, IN.

Shermis, M. D. (1999, February). Web-based placement testing. Presentation given for Marion County Schools, Indianapolis, IN.

Shermis, M. D. (1999, March). Grading essays by computer. Presentation given at annual meetings of the Michigan School Testing Conference, Ann Arbor, MI.

Shermis, M. D. (1999, April). Scanning the horizon: Making the move from optical to image scanning. Presentation given

at the annual meetings of the American Educational Research Association, Montreal, Canada.

Shermis, M. D. (1999, May). Project Essay Grade: Writing feedback to improve student learning. Presentation given at the 17th annual Spring Symposium on Student Retention and Learning, Bloomington, IN.

Page, E. B., & **Shermis, M. D.** (1999, July). How PEG Works. Presentation given to the Riverside Publishing Company Board of Directors, Elk Grove, IL.

Shermis, M. D. (1999, August). Project Essay Grade and writing improvement: PEG goes to school. Presentation given at the annual meetings of the American Psychological Association, Boston, MA.

Banta, T. W., & Shermis, M. D. (August, 1999). Assessing student learning. Presentation given to new and associate IUPUI faculty, Indianapolis, IN.

Shermis, M. D. (1999, October). Strengthening basic skills of secondary students through testing via the world wide web. Presentation given to the faculty of Southport High School, Indianapolis, IN.

Shermis, M. D. (1999, October). Imagining imaging: Making the move from optical to image scanning

. Presentation made at the 60th annual meetings of IACRAO, Indianapolis, IN.

Shermis, M. D., Koch, C. M., Page, E. B., Keith, T. Z., Harrington, S. (1999, November). New developments in grading

essays by computer. Presentation given to the Delaware Educational Research and Development Center, Newark, DE.

2.

Shermis, M. D. (1999, December). Strengthening basic skills of secondary students through testing via the world wide web. Presentation given to the faculty of Warren Central High School, Indianapolis, IN.

Exhibitor:

Mzumara, H. R. (1999, November). Exhibitor/Participant in the Best Practices Instrument Fair at the 1999 Assessment Institute, Indianapolis, IN.

Workshops:

Shermis, M. D. (1999, February). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Philadelphia, PA.

Shermis, M. D. (1999, March). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, New York, NY.

Shermis, M. D. (1999, July). Presentation power: Extending the limits of the written word. Workshop given at the Information Technology Institute (AIR), Indianpolis, IN.

Shermis, M. D. (1999, August). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Philadelphia, PA.

Shermis, M. D. (1999, August). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, New York, NY.

Shermis, M.D., & Mills, D. T., **Marsiglio, C., & Mzumara, H.** (1999, November). Web applications in assessment. Workshop given at the eighth annual Assessment Institute, Indianapolis, IN.

Grants in Progress:

Shermis, M. D., & Mzumara, H. R. (1997). College Placement Testing Through the World Wide Web: Preparing Students for Post-Secondary Education. Grant submitted under the auspices of the Strategic Directions Charter of Indiana University ($63,333).

Mzumara, H. R., & Shermis, M.D. (1997, January). Equating placement tests between IUPUI and Ivy Tech State College. Research funds granted under the auspices of the IUPUI/Ivy Tech Office of Coordinated Programs ($4,000).

Grants Received:

$4,000 per year from Clarian Health Values Fund, Advancement of Knowledge (Education)/ IU School of Nursing: Evaluation of the Clinical Nursing Practice Capstone Course at IUPUI (1999-2002)

$5,000 per year through the NSF/School of Science Grant on Evaluation of Reform in Science and Mathematics Education at IUPUI (2000-2002)

Grants Under Review:

Shermis, M. D., & Mzumara, H. R. (1999, September). NIDRR Field-initiated development project proposal on the establishment of a learning assessment center at IUPUI. Grant proposal submitted to the U.S. Department of Education (Office of Special Education and Rehabilitative Services National Institute on Disability and Rehabilitation Research) ($437,806) Grant under review.

Graduate/Undergraduate Students Supported:

Jennifer Olson (M.A. student in psychology)

Marc Fogel (M.A. student in psychology)

Jason Averitt (M.A. student in psychology)

Consulting Engagements:

Mzumara:

Departments of Physics, Mathematical Sciences, and Biology, IUPUI. Grant writing for a collaborative research proposal to the National Science Foundation's Course,

Curriculum, and (Evaluation of the project on reform in science and math education)

IU School of Nursing/Clarian Health Values Fund: Advancement of Knowledge (Education), Evaluation of IU School of Nursing's Clinical Nursing Practice Capstone Course.

Enrollment Center and Office of Orientation Services, IUPUI. Consulting for placement test scheduling and use of FoxPro scheduling application.

Department of Engineering and Technology, IUPUI. Consulting for Student Evaluation of Teaching and Courses.

Developmental Reading Program, School of Education, IUPUI. Consulting on statistical and data analysis for the Watson-Glaser Critical Thinking Skills study.

Department of Mathematical Sciences, IUPU Indianapolis and Columbus campuses. Generating FOCUS query reports (semester audits and rosters).

Department of English, IUPUI. Generating FOCUS query reports (Daily-counts of students scheduled for placement testing, semester audits and rosters)

Shermis:

Indiana Commission on Legal Education Advisory Group (Member)

Furthering High School-College Interactions (Lilly III grant) (Member)

St. Luke's United Methodist Church Adult Education Commission (Co-Chair)

Educational Testing Service, Princeton, NJ. Consulting for the CLEP Examinaton in Psychology (Member)

Tru-judge, Inc., Chapel Hill, NC. Consulting for computerized essay grading (Consultant)

Proposals/Manuscripts Reviewed:

Journal Reviewer

Journal of Educational Measurement(Shermis, 2 manuscripts)

Conference Reviewer

American Educational Research Association (Mzumara, Shermis;AERA)

National Council on Measurement in Education (Shermis; NCME)

Professional Associations:

Kiger:

Member, Midwest Professional Association of College Testing

Mzumara:

Member, American Educational Research Association

Member, American Evaluation Association

Member, American Statistical Association

Member, National Council on Measurement in Education

Member, Professional Association of College Testing (PACT) Personnel

Shermis:

Member, American Educational Research Association

Member, National Council on Measurement in Education

Member, American Psychological Association

Member, American Evaluation Association

Member, Phi Delta Kappa

Member, American Statistical Association

Committees:

National Committees (Shermis)

President, AERA SIG on Measurement Services

University-wide Committees

Mzumara:

Enrollment Center Steering Group/Entry Process Action Team

Testing Center Advisory Committee

Campus-wide Frontline Group, member

Shermis:

Academic Affairs Committee

Academic Policy and Planning Committee

Administrative Council

Program Review and Assessment Committee

Testing Center Advisory Committee

Department of Psychology Committees (Shermis)

Methodology Group

Clinical Rehabilitation Group

Training:

Conferences

Mzumara:

Assessment Institute, Indianapolis, IN (November 7-10, 1999)

NSF Summer Institute on Evaluation, Kalamazoo, MI: The Evaluation Center, Western Michigan University (June 2-25, 1999)

1999 NSF/MTS Internship in Program Evaluation, Kalamazoo, MI: The Evaluation Center, Western Michigan University

Conference of the Indiana Association for Developmental Education (Indianapolis, IN)

Shermis:

Michigan School Testing Conference (Ann Arbor, MI)

American Educational Research Association (Montreal, Canada)

National Council on Measurement in Education (Montreal, Canada)

AIR (Indianapolis, IN)

American Psychological Association (Boston, MA)

IACRAO (Indianapolis, IN)

Assessment Institute (Indianapolis, IN)

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[1] The total numbers of students who sat for the respective IUPUI placement tests in 1999 are as follows: **English: 5595** (a decrease of 9.4% when compared with the counts for 1998); **Mathematics: 6398** (down by about 10.6% from last year's count); **Reading: 5641** (down by approximately 12.7% from the 1998 estimate); and **Foreign Languages: 153** (an increase of about 36.6% in contrast with last year's count).

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Appendix I

Economic Model Office (EMOD)

Indiana University-Purdue University Indianapolis
620 Union Drive
Indianapolis, Indiana 46202
(317) 278-2415 Fax (317) 278-1032

1999 Annual Report

(January 1 through December 31)

EMOD 1999 Annual Report

Mission

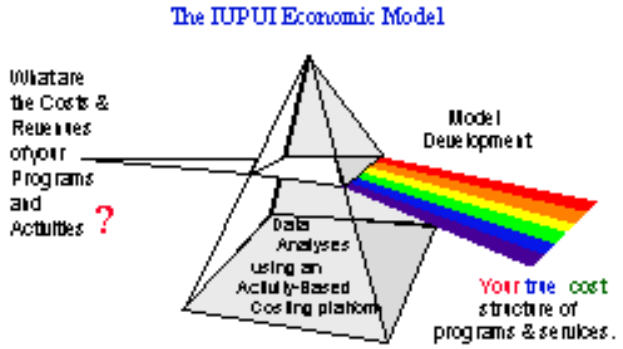
To assist the deans and directors, faculty, and staff at IUPUI in achieving their school and unit goals through the application of budget planning and cost/ revenue assessment tools.

Overview

The effort to examine the economic aspects of campus activities was conceived in Fall 1990 as a tool to assist campus administrators in fulfilling their new duties within the recently implemented Responsibility Center Management (RCM) environment. When the responsibility for managing both sides of the financial budget was delegated to unit levels, it became even more important for resource managers to understand the costs of their operations and the impact of their allocation decisions.

As a result of the strong support for planning and improvement from both IUPUI and IU Bloomington, the IUPUI Economic Model Office has evolved to provide an activity-based costing service to schools and support units on each campus. According to Gordon and Charles (Planning for Higher Education, Volume 26, Winter 1997-98), we are one of only a very few U.S. colleges or universities that have begun using activity-based costing methodologies.

Overview



The IUPUI Economic Model is a desktop computer-based decision support tool which utilizes activity-based costing techniques to analyze costs of campus products or services (e.g. degree programs, departments, The IUPUI Economic Model is a desktop computer-based decision support tool which utilizes activity-based costing techniques to analyze costs of campus products or services (e.g. degree programs, departments, research projects, support services). In activity-based costing, the individual activities involved in producing a product or service are identified so that their costs can be directly associated with the products and services they produce and the distribution channels they support.

The IUPUI Economic Model consists of:

- A graphic view of inter-related organizations and the products, programs, and services shared among them;
- An activity-based costing spreadsheet which defines the costs of various activities;
- A work flow analysis that can assist the organization in enhancing its outcomes through a detailed review of its processes;
- The ability to perform “what if” cost variation analyses.

As a management tool, the IUPUI Economic Model is designed to assist deans and directors in understanding their operations within an economic perspective. The model can enhance deans' and directors' decisions regarding resource allocation. It can be a key component in successfully realizing the benefits of RCM. The value of the model can be especially significant when limited resources must be re-allocated due to funding constraints. The model provides one type of assessment and must be combined with other factors like qualitative outcomes and strategic initiatives for decision-making.

The model is specifically designed to enable you as a manager to:

- Define the break-out costs of your unit's activities;
- Identify potential cost saving opportunities;
- Estimate the cost impact of varying customer demand and proposed changes in your activities.

The model has two significant benefits:

- Broadened management understanding of unit level operations;
- A foundation for identifying financial opportunities associated with various improvement strategies.

At its core, the model forms the basis for detailed analysis of costs and pricing. It can be used to identify the direct cost of various unit activities, so that rational pricing (or acknowledged subsidization) decisions can be implemented. The activity analysis involved in this phase can also identify underutilized resources and opportunities for enhancement of operations through organizational, procedural, or technological change.

Objectives

1. To provide basic analysis for budget planning purposes.

- The model is used to plan for increases or decreases in funding by examining their effects on activities and outcomes.

- The model is used to identify project costs, which may suggest changes in programs and activities in operations.

- The model can assist in recommending budget adjustments when areas of responsibility and activity change.

2. To identify costs directly associated with products or services.

- The model helps to distinguish income generating segments of your program or service from high-cost processes.

- The economic model helps to compare in-house to outsourcing costs when deciding to produce a program or service within the unit or to purchase it from another unit or from outside the university.

- The model helps to provide a cost analysis of labor-intensive tasks to help determine whether or not it is economically viable to automate a process and what an acceptable cost of automation could be.

3. To identify tasks and activities that may be duplicative.

- The economic model is used to help identify duplication of effort.

- The model is used to help compare costs between areas where duplication is found.

- The model can be used to compare costs of similar activities across units.

4. To present all costs in addition to the labor cost.

- The model is used to provide a more meaningful estimate of the total cost of performing an activity.

5. To identify customers and products.

- The model presents information to departments that may help to clarify their mission and products and services.

Services

The IUPUI Economic Model Office provides six core services to clients.

1. We assist in defining breakout program costs (degree programs, departments, and services).

2. We provide activity analysis.

3. We develop a cost model.

4. We develop a revenue model.

5. We provide on-site support.

6. We provide consultation services.

Model Updates

The economic model architecture was significantly enhanced this year to reflect client specific complexities while maintaining user-friendliness abilities in a common campus platform approach. The capability to enter account data in an aggregate manner reduced data entry significantly. Progress has been made to reduce the amount and time required to collect subsequent year personnel effort when updating client economic models.

Completed '99 Client Projects

School of Nursing

An economic model for the School of Nursing was completed to replace their 1993-4 Paradox database software platform to a more user friendly, "what if" scenario capability spreadsheet platform. The economic model project was designed to analyze the various program areas, research and service as well as the new activity areas of distance education, computer-mediated courses, continuing education and other areas of interests using 1997-98 fiscal year data.

School of Social Work

Provided consultation with the interim dean as part of the administrative management team and economic model updating assistance with school organizational issues and budget analyses.

School of Allied Health Services

Began a school-wide economic modeling project and provided consultation with pricing analyses for the new graduate Physical Therapy program.

School of Physical Education

Completed the initial steps of their economic model project with the activity analysis and financial and instructional data collection for the 1998-99 fiscal year.

School of Education

Provided consultation and economic model updating assistance with school budget restructuring and personnel resource deployment and section management strategies.

Pew Grant Program in Course Redesign

Provided the cost analysis course-planning tool for IUPUI's proposal between the Sociology and English departments for the Pew Grant Program in Course Redesign. The grant is a three-year, $6 million program conducted by the Center for Academic Transformation at Rensselaer Polytechnic Institute with support from the Pew Charitable Trusts. IUPUI was one of ten universities awarded a grant in the first year of this project.

Community Learning Network/School of Continuing Studies

Provided consultation and economic modeling services assistance.

Enrollment Services

Provided consultation and economic modeling services for personnel resource deployment and modeling updates.

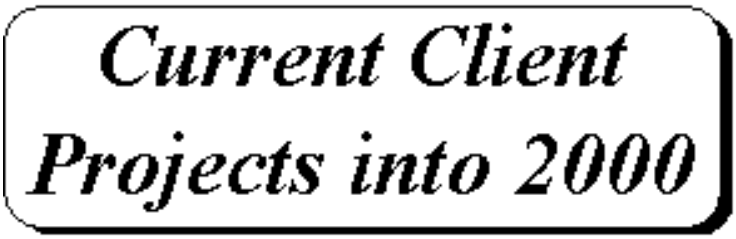
IUPUI Testing Center

Provided consultation and economic modeling services with scanning operations and personnel resource deployment.

Administration and Finance Units

Updated ADFI unit economic models are as follows:

- Child Care Center (provide consultation for updating and model review)
- Parking Services (provide consultation with campus master plan and parking impacts)
- Housing, Food & Card Services (provide consultation for model update and analysis of One Card Services)



A number of new projects were started in 1998 that are carrying over into

1999. Some of the projects are a result or an extension of prior economic model work that shifted paradigms in business planning possibilities. The economic model raised questions that clients previously had not articulated due to insufficient ways of resource examinations and measurement techniques. It has created an excitement in some organizations for subsequent models with greater power and inclusion of proposed new activities.

Current projects are as follows:

School of Allied Health Services

The economic model project will continue to the conclusion of Phase I and begin Phase II of the project.

School of Nursing

On-going consultation and training will be performed with the School of Nursing in conjunction with the updating and modification of their economic model with the new undergraduate curriculum and the 1998-99 data.

School of Physical Education

The economic model project will continue to the conclusion of Phase I and begin Phase II of the project.

School of Education

On-going consultation is being performed with the School of Education in conjunction with their economic model to address the restructuring of the program and support areas in the declining student enrollment environment.

School of Social Work

On-going consultation is being performed with the School of School of Social Work in conjunction with their economic model to address the restructuring of the program and support areas in the changing student enrollment and social work environment.

Community Learning Network/School of Continuing Studies

The Economic Model Office has been retained to assist in the analysis of the CLN/SCS location in the proposed Carmel-Clay Library Learning Center.

Administration and Finance Units

ADFI unit economic models will be updated as requested and in support of restructuring and benchmarking initiatives.

Preliminary financial and school data collection began for the Schools of Dentistry, Public and Environmental Affairs, and Liberal Arts for economic model projects.

Other Activities

Two project management courses were instructed for the School of Continuing Studies Community Learning Network Division and a program cost assessment workshop was provided for the November Assessment Institute.

Responsibility-Centered Management: A Ten-Year Nursing Assessment article was submitted to the Journal of Professional Nursing October 1999. Co-authored with Dean McBride, Ph.D. and Ms. Neiman, Associate Dean of Business Affairs.

Economic Modeling: Bridging the Gap Between Resources and Costs of Doing Business article was submitted to the Journal of Social Work Education in November 1999. Co-authored with Professors Cournoyer, D.S.W, Powers, Ph.D., and Bennett, D.S.W.

Goals

There are several goals for this office in 2000 and beyond. They are as follows:

- Complete the initial economic model for each Resource Center.
- Continue to refine the economic model for easier usage and better interface with the Financial Information System (FIS).

- Facilitate collaborative efforts for benchmarking and process improvement in the administrative and financial offices

- Develop a web-based client specific, integrated university economic model.

- Continue to expand organizational continuous improvement skill sets and increase organizational behavioral knowledge for enhanced client consultations.

- Get more training in client–server technologies and applications.

- Be able to provide economic model consultation for the IU regional campuses.

- Publish articles about the economic model efforts of IUPUI.

Our office has a homepage with additional information about the economic model and services at the following website address:

http://www.iupui.edu/~abcmodel/intro-page.html