1998 Annual Report
Office of the Vice Chancellor for Planning and Institutional Improvement

MISSION

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

GOALS

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

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

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

3) 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.

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 H for 1998 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 sources;
- providing academic and administrative managers with information needed to address ad hoc problems and issues;
- creating organized, documented, and accessible data resources based on institutional, survey, and external databases;
- conducting survey research to assess the expectations, satisfaction, and outcomes of students, 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 (TC)

(See Appendix I for 1998 Annual Report)

The mission of the Testing Center (TC) is to provide assessment and evaluation support through the collection and processing of test data, creation of assessment instruments, and the lending of measurement expertise to constituencies throughout the campus community. Its vision is to provide integrated assessment and evaluation information in ways that will continuously improve IUPUI. The TC supports this role through the implementation of programs and services in the following areas: placement testing, 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 J for 1998 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.

1998 Activities

The Office of Planning and Institutional Improvement (PAII) made progress toward all six of its principal goals during 1998. For the purposes of this report, the six goals will be grouped under the three major activity headings that characterize the work of the Office: **Planning, Assessment/Evaluation,** and **Improvement**, and a narrative will be developed to show progress on the implementation strategies set for the Office at the beginning of 1998 (See the summary document, *1998 Goals, Implementation Strategies, and Performance Indicators for PAII* in Appendix A.).

PLANNING

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

Strategy 1.1   Revise IUPUI's planning document.

In mid-Fall 1997 the Chancellor asked a newly-constituted Faculty Council Campus Planning Committee to review the IUPUI planning document entitled, **Mission, Vision, Values, Aspirations, Goals, and Strategic Initiatives (5/22/97)**, and suggest modifications if these seemed warranted. The Planning Committee carried out a survey of Faculty Council representatives in each academic unit, compiled the data, and in November 1998 submitted a report containing some observations about the planning document (see Appendix B for the report from the committee chair, Byron Olson). The timing of the report did not permit the Chancellor's Staff to take formal action on the committee's recommendations in 1998. Nevertheless, a meeting with the Planning Committee called for the purpose of discussing the recommendations has been

scheduled early in 1999. Thus some modification of the planning document is anticipated before the end of 1999.

Strategy 1.2   Develop environmental scanning.

Efforts to develop a comprehensive campus enrollment plan are proceeding through a coordinated set of activities among the working teams of the Enrollment Management Group (EMG). Banta chairs the EMG and Borden is a member of the leadership team. IMIR has played both a leadership and support role in expanding the work of the Enrollment Information Support Team and the Marketing and Recruitment Team to help schools develop enrollment plans that are informed by regional and national needs and opportunities. IMIR staff have also assisted the School of Engineering and Technology in its benchmarking efforts.

The director of IMIR has been at the forefront of an effort among urban public universities to develop measures of institutional effectiveness more appropriate to urban university missions. The Urban Statistical Portrait project is built around several existing groups and exchange efforts, including the Coalition for Urban and Metropolitan Universities, the Urban 13 Academic Officers group, and the Urban Public University Student Affairs Data Exchange. IMIR staff hosted the annual meeting of this latter group and led discussions concerning the statistical portrait at meetings of both other groups. The effort has gained the attention of staff of the Pew Charitable Trusts, who have indicated their interest in providing financial support for the effort.

The director of IMIR has also taken a national leadership role as the IR director for the Urban University Portfolio Project, a collaboration of six urban universities and the American Association for Higher Education and funded by the Pew Charitable Trusts. IUPUI is the host institution for this effort. IMIR staff member Tim Thomas has moved into a technology support role for the project and is developing and maintaining the project website and networked communications facilities. IMIR staff are also collaborating with University College in a Pew-funded Restructuring for Urban Student Success (RUSS) project. As part of this effort IUPUI is working with Portland State University and Temple University to develop a common entering student survey, which was piloted in Fall 1998.

Borden received a grant and successfully conducted a national study of an alternative retention measure. IMIR continues to support IUPUI's participation in several other national comparative studies, including the Consortium for Student Retention Data Exchange and the Delaware Instructional Productivity Survey. The Office also completed 15 requests for information from other colleges and universities, and completed 11 questionnaires from external agencies and companies to help improve national sources of comparative institutional information.

Locally, IMIR staff have worked to support efforts to increase information exchange within the Indianapolis community. The High School Feedback Report was expanded to include the entire eight-county Indianapolis metropolitan region with reports going to

all regional high schools. The Vice Chancellor's office and IMIR have lent support to the Workforce Needs working group of the Mayor's High Technology Task Force in developing initial reports on degrees conferred in technical disciplines and alumni outcomes.

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

The planning/budgeting review documents prepared annually by deans continue to be linked to the campus planning documents. This enabled PAII staff to compile the most comprehensive campus-wide annual performance report ever in 1998. In addition, a website was developed in November 1998 to enable deans to enter school goals and strategies and associated resources and progress and link the goals and strategies to the campus plans and thus to elements of Indiana University's Strategic Directions Charter.

The **1997 IUPUI Performance Report** (see Appendix E) 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*.

PAII staff contributed a paper for a journal to be published in South Africa and a chapter for a book to be published in Brazil in 1999. We also edit a bi-monthly periodical on assessment that has over 1,100 subscribers. Other dissemination efforts included an international assessment conference in July that attracted 152 participants from 22 countries and a national institute in November attended by 410 people from 44 states, Puerto Rico, Canada, and Turkey. Borden developed and hosted on campus an Association for Institutional Research Information Technology Institute.

In 1997 Banta gave a total of 15 invited addresses at 3 other campuses as well as at 2 regional conferences, 6 national conferences, and 2 international conferences. Black and Banta presented a session on academic program review at the national AAHE Assessment Forum held this year in Cincinnati, Ohio.

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

In April 1997 the Chancellor's Staff first developed a list of planning priorities and used this to monitor progress through the end of the year. In March 1998 this list was used to determine some of the major investments for the Chancellor's reallocation fund. In July 1998 the list of priorities was updated and modified to include more detailed information (see Appendix C). At year's end the vice chancellors again used this list to gauge progress toward campus goals.

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

Strategy 2.1   Provide planning assistance.

During 1998 PAII staff consulted with 16 campus groups on planning, including the Schools of Allied Health, Continuing Studies, Liberal Arts, Social Work, and University College. Other groups included the Commission on Women, the Faculty Council Planning Committee, the Center on Philanthropy, the Office of International Affairs, the Office of Student Life and Diversity, the Staff Council, the Office of Campus Writing, the Office of Faculty Development, the Program Review and Assessment Committee, University Libraries, and the Urban University Portfolio Project. Appendix D contains a description of specific activities.

PAII staff planned and implemented the annual campus planning/budgeting process and helped establish the Deans' Planning/Budgeting Committee. Banta assisted the Department of English faculty in planning and gaining approval and funding from the Indiana Higher Education Commission for a new degree program in American Sign Language. Banta chairs the Enrollment Management Group (EMG), which plans enrollment strategy for the campus, and Borden serves on the leadership team in addition to chairing one of the EMG cross-functional teams.

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 1998 program reviews were conducted for the departments of Counseling and Counselor Education, Electrical Engineering, Mechanical Engineering, Sociology, Philosophy, and Physical Education. Appendix G contains summaries of reviewers' findings and recommendations. Follow-up meetings with deans and department chairs were conducted for the Herron School of Art, the Department of Geology, and the School of Journalism. Meetings were held with the departments of Electrical Engineering Technology, Construction Technology, Computer Technology, Mechanical Engineering Technology, and Organizational Leadership and Supervision to launch the reviews to be held during 1999-2000. Special emphasis in the reviews is placed on data related to student and alumni outcomes.

IMIR staff continued to improve the standard and ad hoc reports provided to departments to assist faculty in developing their self-studies. In 1998 PAII began meeting with department chairs and deans eighteen months in advance of site visits. This meeting previously took place twelve months prior to the visits. The additional time allows the departments more time to produce the self-study document. In addition, Banta now conducts an orientation session for internal reviewers prior to the site visit.

The Program Review and Assessment Committee provides a forum for department chairs to report improvements made based upon academic program reviews. This year

the chairs from the departments of Biology, Computer and Information Science, Chemistry, Economics, and Political Science gave mid-cycle updates. The chairs reported that the departments developed clearer mission and vision statements, new internship programs, and new degree programs; improved counseling that contributed to retention; deliberately recruited and hired new faculty and staff with a clear strategy to improve programs; developed collaborative agreements with other universities; and increased the number of faculty promoted and tenured. In addition, program review gave faculty in one unit a stronger appreciation of the value of maintaining contact with alumni. Assessment of student learning is becoming more integrated within that department, and the program review led to greater clarity and focus within its Master's program. The review also helped to increase the number of internships within the community and stimulated significant curriculum change.

This year, one review team specifically expressed its regard for the "organization of the review process…and we wish to gratefully acknowledge the strong sense of cooperation by all those involved in this process." Another stated that the self-study had contributed to the sense of collegiality within the department.

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 Kansas-based NCAA staff. The campus committee began its work in January 1998 and will send a completed self-study to the NCAA in late January 1999.

Banta coordinated the work of the Campus Climate Assessment Group that is planning a climate review for IUPUI. The group has identified Sylvia Hurtado, faculty member from the University of Michigan and a leader in the field of diversity initiatives, as a consultant for this project. The group has outlined a plan for a self-study that will be conducted in 1999.

Strategy 3.2   Assist others with assessment/evaluation planning.

In 1998 the American Productivity and Quality Center in Houston selected IUPUI as one of 40 institutions nation-wide to participate as a benchmark institution in a study of campus outcomes assessment programs. In addition, the National Center for Postsecondary Improvement selected IUPUI as a site for further study of the development, support and improvement of outcomes assessment. A team from the University of Michigan conducted a site visit on campus in May 1998.

PAII staff provide planning support for the Program Review and Assessment Committee (PRAC), which coordinates program review and outcomes assessment processes for the campus. PRAC members representing the schools have expressed interest in using electronic portfolios in assessing student learning outcomes. Thus PAII and Testing Center staff have become involved in designing and developing the technology to support electronic portfolios.

Faculty in most schools are interested in evaluating the effectiveness of using technology in instruction. Banta helped create the Flashlight item bank currently being supported by the American Association for Higher Education. She continues to coordinate the use of Flashlight technology by faculty at IUPUI.

In addition to the 6 program reviews and 3 review follow-up sessions this office conducted in 1998, PAII staff consulted with 14 campus units on the subject of outcomes assessment. Included in this group were the following schools: Business, Continuing Studies, Dentistry, Education, Engineering & Technology, Liberal Arts (Anthropology and English departments), and Science. Appendix D contains a complete listing of all units assisted as well as a description of the projects undertaken.

PAII staff serve on evaluation committees of the United Way of Central Indiana and its Community Service Council. In 1998 Banta made presentations on outcomes assessment at the annual meetings of the Indiana Federation of Libraries and Career Professionals of Indiana.

Annually PAII staff provide the content for a bi-monthly periodical on assessment that is published, marketed, and distributed by Jossey-Bass Publishers of San Francisco. Each year this staff also plans and conducts a national conference for approximately 400 people in Indianapolis and an international conference for about 175.

In 1998 Banta served on two federally-supported panels, one that awards funds for research using databases developed by the National Science Foundation and the National Center for Education Statistics, and one that is studying competence-based initiatives for the National Postsecondary Education Cooperative. In addition, she consulted with 18 other campuses and national organizations on the topic of assessment.

Strategy 3.3   Continuously improve IUPUI's survey programs.

In 1998, IMIR created reports for two new surveys: the Entering Student Survey and a Staff Survey. The Continuing Student Satisfaction and Undergraduate Degree Recipient surveys were conducted again and results were disseminated in paper reports and through the Office website. Three other large scale assessment surveys were conducted: the bi-annual Faculty Survey, a Non-Returning Student Survey, and an Undergraduate Advising Survey. Reports on the results of these surveys will be distributed in the first few months of 1999. The Student and Faculty surveys were expanded this year to include sections pertaining to the campus climate for women and minorities.

IMIR staff developed or conducted 16 surveys for various campus and university constituencies. IMIR administered and analyzed the Indiana University-wide freshman survey, in support of the Lilly Endowment grant to increase the number of Hoosier baccalaureate degree recipients. Multiple surveys were conducted for the Physical Therapy Department (2), the School of Nursing (3), and UITS (3) to support each unit's planning and assessment needs. New surveys were developed or administered for the Community Learning Network, the Center for Public Service and Leadership and the

Senior Academy. IMIR also helped to support a survey of adult learners originating from the University of Wisconsin. IMIR collaborated with IU Southeast on the administration and analysis of its Staff Survey and is now working to support the development of alumni and student surveys for the IU Southeast campus.

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

For the past two years, the Testing Center has observed an increase in placement test validity coefficients, particularly in mathematics and reading. Specifically, since the implementation of a computerized adaptive math test in November 1995, the average validity coefficients between math placement test scores and the departmental common final exam scores in math have improved from .23 to .38 for the 1996 and 1998 fall data, respectively. Similarly, the average test validity coefficients for reading have increased from .14 (fall 1996) to .25 (fall 1998). The relative increase in test validities for reading could be attributed to the implementation of the computerized IUPUI reading placement test (RD100) and the use of the Nelson-Denny Reading Test (Form H) as the primary outcome measure. With respect to the English placement test, the test validities have remained low (mid-teens) for the past two years. However, there is a significant improvement in English test validities ($r = .25$, $p < .05$) when Project Essay Grade (PEG) scores are used as predictors, as observed in a recent preliminary study of the spring 1998 students. Although placement test scores account for a relatively small proportion of the total variance in student academic achievement in the respective courses, the placement tests provide significant information for course placement and academic counseling purposes.

This past year was focused on attempting innovations, especially with the writing placement test. This arose through the development and testing of Project Essay Grade (PEG), a collaborative effort with Dr. Ellis Page of Duke University. This computer software was designed to grade prose based on stable statistical models. The software used here is not "intelligent" in the sense of evaluating content, but rather emulates the behavior of raters.

In Spring 1998 the Testing Center conducted a study based on data from six raters who evaluated the work of 1,293 students. These data served as a statistical model for future predictions. A separate sample of 602 students was used to evaluate PEG performance. Results showed that agreement among the raters averaged $r = .61$ (this compares favorably with other tests of PEG on national samples) while the average correlation between the computer ratings and those of the human raters was $r = .72$. In other words, PEG was more reliable than trained human raters in evaluating placement exams. This year it was possible to evaluate PEG with regard to the predictive validity of the test scores. Again, the correlation of PEG scores was significantly higher with course grades than the ratings given by human judges. Though PEG is still developing, there are already a number of potential applications of PEG technology for the improvement of writing, above and beyond its potential for placement testing assessment. Those interested in PEG can visit the PEG website at http://134.68.49.185/pegdemo/.

While the Testing Center has had web-based tests available for some time, part of 1998 was spent developing the infrastructure that would permit easier evaluation of authentic work using the same web technology. For example, the Program Development Office has invested a good deal of effort in making it easier for raters to enter their scores. Moreover, the transition between the various tests is nearly seamless. Finally, it is now easier for administrators to both register prospective examinees and generate their report summaries once the assessment has been given. The hope is to apply the same advances to a new area of development-electronic portfolios.

The Testing Center worked with several clients in redesigning course evaluation forms to make them more useful. The impact of that utility, however, was not directly addressed. The Testing Center's consultation focused on helping clients improve the methodology of the student evaluations of teaching. In that vein, prototyping work was performed that would allow clients to offer these forms via web administration.

Strategy 3.5   *Increase the use of activity-based costing (ABC) as a planning and evaluation tool.*

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

Since its inception in 1990, the economic model has been utilized by various schools and units across campus. The number of economic model users has increased commensurate with the changing financial climate and the further development of the model itself. Ten schools have completed their economic models, with eight of them maintaining or using various aspects of them. Three schools have already upgraded their economic models in 1998 to reflect the changing scopes of their operations and increased software user-friendliness. Two major support units completed their economic models. One support unit is entering the next phase of the economic model development in 1999 while the other is being transformed through major consolidation and restructuring. Two campus-wide units have completed their economic models and one unit is engaged in further development as it combines with another like unit and refines its processes. Nineteen units within the Administration and Finance (ADFI) area completed their models, with three units actively using their economic models. The other ADFI units have experienced significant staff changes and will be revisiting their economic models as they prepare for benchmarking studies and organizational transformation.

Strategy 4.1   *Develop analyses and disseminate reports.*

IMIR produced two issues of its popular *Research Brief* series to report on the new surveys of Staff and Entering Students. The Continuing Student and Alumni Survey reports were published in an even briefer "highlights" format, with the focus of dissemination moving to data tables via the web as the IUPUI community becomes

more familiar with these formats. IMIR staff continued their efforts to present to faculty and staff groups the results of the various surveys as they pertain to the work and interests of these groups. Presentations were made to the Chancellor's staff, the Council on Undergraduate Learning, Staff Council, Administration and Finance Staff, and the Program Review and Assessment Committee.

IMIR expanded management reporting in several other areas. Thorough Fall Enrollment and Degree Conferral Reports were again disseminated and presented at appropriate committee and staff meetings. PAII and IMIR worked together to enhance campus performance indicator reporting, incorporating these improvements in the **1997 IUPUI Performance Report** and the *1999-2000 Budget and Planning Databook.* IMIR staff developed a website to assist deans in providing plans and performance measures for the coming year (see listing of performance indicators from the website in Appendix F).

IMIR staff continued to develop specialized reports and analyses to support campus initiatives.   This year's efforts included reports for the Campus Climate Study, IUPU Columbus, International Affairs, faculty who teach large lecture sections, two extensive analyses for the English Department, analysis of the impact of financial aid on student matriculation and retention and extensive data management support for the pay equity study.

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

The IMIR website was expanded both in content and format. All new reports are posted to the website and made available in multiple formats. At the start of the year, IMIR expected to focus web development efforts on its own office website, but these plans were modified to take advantage of several broader campus initiatives.

Most of IMIR's web developments during 1998 involved designing and implementing websites to support large externally-funded campus and office projects. The Urban University Portfolio Project was chief among these, with IMIR staff member Tim Thomas moving entirely to a technology support role for the project by August. Other web development efforts were focused on the Urban Statistical Portrait and an AIR/NCES/NSF IPEDS-funded project to make available national comparative data on college and university degrees and enrollments. The Testing Center maintains the website for the Measurement Services Association, Special Interest Group of the American Educational Research Association.

Locally, IMIR assisted several groups and offices in collecting data using web-based surveys and systems. These efforts included support to the Committee of Data Stewards, the evaluation of OnCourse, and the annual planning and budgeting process.

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.

Since 1994 PAII staff have prepared an annual performance report for the campus. Gradually a set of performance indicators for the campus is being derived. In 1997 the development of a common electronic format for unit annual reports, with unit goals linked to campus and SDC goals, made it much easier to compile a campus report that includes important achievements of all schools and support units. Consequently, the performance indicators and school-based detail comprising the **1997 IUPUI Performance Report** (see Appendix E) were the most fully developed to date.

Work with the 1997 report and subsequent consultation with the academic deans during 1998 have resulted in a list of performance indicators for the campus that is much more comprehensive than any used in the past. This list (see Appendix F) has been provided to each dean and vice chancellor as a guide for assessing accomplishment of unit and campus goals. A web-based format for reporting goals, strategies, and accomplishments has been developed and will be used by all units in early 1999. This technology and common reporting requirements should facilitate the production of a campus performance report that is based on unit accomplishments and a consistent set of performance indicators.

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

The chart below provides information on PAII indicators of quality in daily work for 1996, 1997 and 1998. We regard this listing as preliminary and plan to refine it continuously in the years to come.

Indicator	1996	1997	1998
Reviewers' ratings of the process of program review	NA	3.57 overall out of 4.0 (4.0 = excellent)	NA
Evidence of significant unit/campus improvements made as a result of program review	See 1996 Annual Report	See Appendix J	See Appendix J
Number of ad hoc requests to which IMIR staff responded	139 (internal) 68 (external) 207 total	200 (includes internal and external)	160 (internal) 32 (external) 192 (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 estimated to time to complete	1.0 accuracy level. Ratio of time estimated 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 - over 50% Cont Student - over 50% Faculty - over 50%	Alumni - 46% Cont Student - 46% Staff - 58%	Alumni 43% Cont. student-45% Faculty-56%
Student satisfaction with placement testing in the Microcomputer Testing Facility (keeping this near 95%)	97% reported that using computers to take placement exams was alright or very easy	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
Placement test validities-increasing	Math .23 Reading .14 English near 0	Math .30 Reading .22 English mid-teens	Math .38 Reading .25 English mid-teens (.25 for computer-graded essays)
User satisfaction with PAII services such as IMIR Management Reports and economic model strategies	72% of occasional/often faculty users rated the quality of the Testing Center and IMIR's services as good or	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

Indicator	1996	1997	1998
	excellent		services as good or excellent. 66% of a like population rated the Testing Center as good or excellent
Number of participants and number of states/countries represented at the national and international conferences sponsored by PAII	International: 200 participants, 35 countries November: 415 participants, 39 states	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
Number of invited presentations and refereed papers	37	24	51
Number of articles published	19	10	9
Number of subscribers to Assessment Update (keeping it above 1,000)	1,042 (June 1996)	1,087 (December 1997)	Over 1,100 (December 1998)
Number of information requests (about planning and assessment)	88	82	120
Percentage of faculty satisfied or very satisfied with their understanding of the campus plan	46.5% (40% Nationally)	Collect every other year. Will collect Spring 1998	49%
Percentage of staff rating the clarity of objectives and plans for the next few years at IUPUI good or excellent	NA	66%	Collect every other year. Will collect Spring 1999.

NA = Not available

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, much of the planning during the first two years of University College has been based on QI methods. An increasing number of staff and committee meetings utilize trained facilitators and consensus-building techniques.

Banta worked for six months as a member of the group that planned and conducted TQ Forum VIII in Madison, WI. This organization brings together representatives of business and industry and higher education to discuss QI methods. Banta invited the IUPUI deans of Engineering & Technology (E&T) and Science, as well as the Executive Director of Enrollment Services, to attend the conference. All did attend and found the program beneficial. At the meeting the Dean of E&T identified a problem with application processing in the Office of International Affairs, and subsequently the Executive Director of Enrollment Services initiated a series of activities using QI techniques that are designed to improve the process in question.

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

One of IUPUI's five principal planning themes, or aspirations, is cross-disciplinary collaboration. During 1998 PAII staff were instrumental in bringing together representatives of multiple schools to design and implement collaborative approaches in four areas: computer science/computer engineering, informatics, student life and diversity, and mental health. A new baccalaureate degree in Engineering and a new track in the master's degree in Computer & Information Science are being planned collaboratively, and cross-disciplinary conversations are underway in the other areas.

PAII staff also initiated studies of IUPUI recruitment materials and of strategies for communicating IUPUI purposes and accomplishments via the web. Another study was undertaken of ways that the work of campus units with public schools could be extended to encourage K-12 students in the Indianapolis region to attend college.

PAII staff initiated a dialogue with the Office of Affirmative Action that should result in more visibility for the information produced by that office. The annual data book produced by IMIR and the Budget Office in November and distributed to the deans and vice chancellors now contains data produced by the Office of Affirmative Action. In addition, steps have been taken to make the setting of annual affirmative action goals for the academic units a part of the annual planning/budgeting process. Improvements attributable to program review are described in Section 3.1 above.

Strategy 6.3   Improve access to staff development opportunities.

Training opportunities were discussed with each of the PAII staff. As a result, these staff attended computer training, financial management training, American Sign Language training and other professional development activities. Over $1,000 was devoted to staff training in PAII, $5,887 in IMIR and approximately $8,150 in the Testing Center. Several staff members continued work on degree programs, took credit classes or other professional and personal enrichment courses.

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	REX, A (SDC 13)

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration
	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.	
3. Communicate broadly the campus vision, mission, aspirations, and goals.	3a. Faculty/staff knowledge of plans.	ABP, C (SDC 13)
	3b. Participation in PAII national and international conferences.	
	3c. Number of national and international invitations.	
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.	ABP, C (SDC 13)
	1b. Refined process for sharing unit planning goals via the web; number of units using website.	
	1c. Number of campus units aligning goals with campus goals.	
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).	APB, E (SDC 22)
	1b. Use of reviewers' ratings to improve process.	
	1c. Evidence that reviews have produced program improvements.	

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration
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. Redesigned Staff Survey that incorporates Campus Climate Assessment efforts. 3b. Increased response rates on student surveys. 3c. Increased number of client surveys. 3d. 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 and course evaluation 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	ABP, O (SDC 22,23)

Implementation Strategies	Performance Indicators/Milestones	IUPUI Aspiration

	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 web
	    sites.	

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)

Teaching, Research and Service
Highlights

Teaching

Professors Borden and Shermis taught a total of three graduate and undergraduate classes during 1998. These classes included courses on clinical rehabilitation assessment and statistics. Banta and Borden also supervise five graduate students who work in their offices. In addition, Banta, Borden, and Mzumara served on ten doctoral committees during 1998.

Research

Banta, Borden, Shermis, Black, Mzumara, Kiger, Burton, Wince, Thomas, and Austen have been involved in a variety of scholarly activities during 1998 (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 Tenth International Conference on Assessing Quality in Higher Education held in Malaysia in July and a seventh Assessment Institute in Indianapolis in November. Borden and Shermis offered concurrent workshops and post-conference workshops in conjunction with the Assessment Institute, and Johnson offered a pre-conference workshop.

Borden hosted, co-directed and taught at the second Information Technology Institute offered by the Association for Institutional Research (AIR). Shermis taught at this same institute.

Service

- *Committees*
  <u>National and State:</u> Banta was solicited to serve as a member of the national Task Force on Competence-based Initiatives and was selected for membership to the National Science Foundation Panel on Rewarding Good Teaching in Science and Math. Borden is a member of the Association for Institutional Research and has been appointed to a variety of subcommittees for this national organization. In addition, he is president/past president of the Indiana Association for Institutional Research. Shermis chairs the American Psychological Association Continuing Education Committee.

  <u>IUPUI:</u> PAII staff members serve on eleven campus committees, including Faculty Council, Program Review and Assessment Committee, Enrollment Management

Group, Council on Undergraduate Learning, Commission on Women, and the NCAA Self-Study Steering Committee. In addition, Banta has consulted with sixteen schools and centers on the IUPUI campus to provide assistance with planning and assessment activities. IMIR staff members serve on nine campus and six university committees, including Enrollment Management Group, the Academic Policies and Procedures Committee, the Computing Technology Support Team, the Commission on Women, and the University Information Systems Task Force. Testing Center staff serve on nine committees, including Academic Affairs, the Academic Policies and Procedures Committee, Administrative Council, Enrollment Management Group, and Program Review and Assessment Committee.

- *Review of Manuscripts/Proposals*
  Banta reviews manuscripts for the **Journal of General Education, Assessment & Evaluation in Higher Education**, and the **Journal of Higher Education**. In addition, she reviewed proposals for the annual meetings of the Association for Institutional Research, the American Educational Research Association, and 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.

- *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 volunteered for Team IUPUI.

- *Service to Local Community*
  PAII staff members serve as members of the United Way Community Service Council, the United Way Evaluation 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.

The following table represents the cumulative teaching, research and professional service activities for 1998 of three faculty (Banta, Borden, Shermis) and ten professional staff (Austen, Black, Burton, Childress, Dobbs, Kiger, Mzumara, Thomas, Ward, Wince). Details follow in the activity reports of the individuals involved.

Teaching:	
Courses taught	3
Doctoral committees	10

Research/Scholarship:	
Articles published	9
Chapters published	1
Books published	
Unpublished Reports	9
Presentations	42
Grants Received	4
Graduate/undergraduate students	8
Grants In Progress	6
Professional Service:	
Workshops Presented	12
Consulting engagements	34
Proposals/Manuscripts Reviewed	74
Editorial Board	3
Professional Associations-elected officials	5
University Committees	6
Partnerships in teaching, research, and service initiatives	9
Campus Committees *includes the total number of committees on which all faculty and staff of PAII, IMIR, Testing Center and Economic Model serve.	32
Campus/Community Service	11
Awards/Recognition:	
Invited to contribute to Articles/Chapters/Books to be published	6
Awards/honors	2

1998 Teaching, Research and Service Report for Trudy W. Banta and PAII Staff

Teaching:
Doctoral Committees Served On - 6

Research/Scholarship:
Articles
Banta, T. W. (1998, October). Familiar themes sounded at international conference on assessing quality in higher education. Quality in Higher Education, 7(10), 1-3.

Banta, T. W. (1998, May). Malaysia is site of international quality conference. Quality in Higher Education, 7(5), 3.

Banta, T.W., & Kuh, G.D. (March/April, 1998). A missing link in assessment: Collaboration between academic and student affairs professionals. Change, 30 (2), 40-46.

Banta, T. W. (1998). In a climate of change: Measuring educational outcomes. Proceedings of the Annual Conference on Graduate Education, USA, 22-31.

Chapters
Banta, T.W. (1998, December). Establishing the integrity of degrees. Eight Perspectives on How to Focus the Accreditation Process on Educational Effectiveness. Oakland, CA: Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

Unpublished Reports
Banta, T. W. (1998). 1997 IUPUI Performance Report. Indianapolis, IN: IUPUI Office for Planning and Institutional Improvement.

Invited Addresses
Banta, T.W. (January, 1998). An assessment context for the learning initiative. Butler University, Indianapolis, IN.

Banta, T. W. (March, 1998). Collaboration: Key to success in assessment. Keynote address, Third Annual Assessment Conference, California State University, Fullerton, Fullerton, CA.

Banta, T. W. (April, 1998). In a climate of change: Measuring educational outcomes. Keynote address, Annual Conference of the Council of Graduate Programs in Communication Sciences and Disorders, Palm Springs, CA.

Banta, T. W. (April, 1998). Bibliographic instruction: How do we know they're learning? Indiana Federation of Librarians.

Banta, T. W. (May, 1998). Assessing the effectiveness of our initiatives. Annual Conference of Career Development Professionals of Indiana.

Banta, T. W. (May, 1998). Invited presentation. Assessment in practice: Implications for the future. San Francisco State University College of Health and Human Services, San Francisco, CA.

Banta, T. W. (June, 1998). Invited address on assessment. American Productivity and Quality Center, Houston, TX.

Banta, T. W., & Karen, K.E. (June, 1998). Refereed presentation. Best practices in program review. American Association for Higher Education Assessment Conference, Cincinnati, OH.

Banta, T. W. (June, 1998). Refereed presentation. Has assessment made a difference? American Association for Higher Education Assessment Conference, Cincinnati, OH.

Banta, T. W. (June, 1998). Refereed presentation. Some assessment trends: What have we learned from a decade of *Assessment Update*? American Association for Higher Education Assessment Conference, Cincinnati, OH.

Banta, T. W. (July, 1998). Assessment for accountability and improvement in the United States of America. Keynote address, Tenth International Conference on Assessing Quality in Higher Education, Penang, Malaysia.

Banta, T. W. (October, 1998). Invited presentation. Outcomes assessment in higher education. Fall Meeting of the Association of Independent Colleges and Universities in Massachusetts, Boston, MA.

Banta, T. W. (October, 1998). Invited presentation. General education assessment. California Polytechnic State University, San Luis Obispo, San Luis Obispo, CA.

Banta, T. W. (September, 1998). Collaboration: A key to open the door to assessment. Keynote address, Annual Meeting of the European Association for Institutional Research, Donesta-San Sebastian, Spain.

Banta, T. W. (September, 1998). Refereed presentation. Quality assessment in the United States: Has it made a difference? Annual Meeting of the European Association for Institutional Research, Donesta-San Sebastian, Spain.

Banta, T. W. (November, 1998). Assessment's power to transform teaching. Keynote address, National Conference for the Advancement of College Teaching and Learning, Minneapolis, MN.

Grants in Progress
Black, K. E., & Banta, T. W. (1998). Assessing the effectiveness of IU's academic program review process. Third year funding secured under Indiana University's Strategic Directions Charter.

Professional Service:
Conferences/Workshops
Banta, T. W. (July, 1998). Convenor of the Tenth International Conference on Assessing Quality in Higher Education, Penang, Malaysia.

Banta, T. W. (November, 1998). Convenor of the Assessment Institute, Indianapolis, IN.

Consulting
Banta, T. W. Consultation on assessment, Butler University, January, 1998.

Banta, T. W. Member of national advisory panel for assessment project. Mandel School of Social Science, Case Western University, Cleveland, Ohio, March, 1998.

Banta, T. W. Member of national review panel for selection of proposals using NSF and NCES databases in research. Association for Institutional Research, New Orleans, Louisiana, March, 1998.

Banta, T. W. Consultation on assessment, San Francisco State University, May, 1998.

Banta, T. W. Consultation on assessment, National Family and Consumer Science Honor Society, May, 1988.

Banta, T. W. Member of national advisory panel for assessment project. Baylor College of Dentistry, Dallas, Texas, August, 1998.

Banta, T. W. Member of Task Force on Competence-based Initiatives. National Postsecondary Education Cooperative Task Force, Washington, DC, September, 1998.

Banta, T. W. Member of conference planning team for Total Quality Forum VIII, Madison, Wisconsin, October, 1998.

Banta, T. W. Consultation on assessment, California Polytechnic State University, San Luis Obispo, October, 1998.

Banta, T. W. Member of national advisory panel on problem-based learning conference, Samford University, Birmingham, Alabama, December, 1998.

Proposals/Manuscripts Reviewed
        Journal of General Education - 6
        Journal of Higher Education - 1
        Assessment & Evaluation in Higher Education - 3
        AIR proposals - 55
        Association for the Study of Higher Education - 4
        American Educational Research Association - 3

Editorial Boards
        Assessment Update - Editor
        Journal of Higher Education - Editorial board member
        Assessment & Evaluation in Higher Education - Editorial board member

Campus Committees
        Program Review and Assessment Committee (Staff)
        Committee on Undergraduate Learning (Co-chair)
        Enrollment Management Group (Chair)
        Council of Deans

Chancellor's Staff
Faculty Council Planning Committee
Commission on Women (Black)
NCAA Self Study Steering Committee
NCAA Self Study Academic Integrity Sub-Committee (Black)
Banta Review Committee (Black)

Campus/Community Service
Team IUPUI
Ruth Lilly Center for Health Education
    BoardSecretary
Clarian Health Community Benefits Committee
United Way Community Service Committee
    Evaluation Committee
    Work Plan Evaluation Committee
    SAVI Database Oversight Committee
COPC Council for WESCO

Professional Associations
American Association for Higher Education (AAHE)
American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
European Association for Institutional Research (EAIR)
Phi Beta Kappa (ØBK)

Awards/Recognition:
Invited Contributions to Books
Banta, T. W., Black, K. E., & Lambert, J. Invited to contribute a chapter on assessment for a book to be published in Brazil in Portuguese.

Banta, T. W., Black, K. E., & Lambert, J. Invited to contribute a chapter on assessment for a book to be published in South Africa.

Banta, T. W. (in press). Assessment in community colleges: Setting the standard for higher education? Boulder, CO: National Center for Higher Education Management Systems.

Palomba, C., & Banta, T. W. (in press). Assessment essentials: Planning, implementing and improving assessment in higher education. San Francisco, CA: Jossey-Bass.

Banta, T. W. (in press). Ten years of Assessment Update. Boulder, CO: National Center for Higher Education Management Systems.

Awards/Honors
Banta, T. W. Selected for membership to the National Science Foundation Panel on Rewarding Good Teaching in Science and Math.

Banta, T. W. Selected for National Postsecondary Education Cooperative Task Force panel on Competence-Based Initiatives.

1998 Teaching, Research and Service Report for IMIR Staff

Teaching:

Courses taught

PSY B305 – Statistics. Fall 1998

Dissertation/Thesis committees

Chair, Sherri Rings, Doctoral Candidate in Psychology
Member, Sandy Hellyer, Doctoral Candidate in Education
Member, Jami Thomas, Master's Candidate in Psychology
Member, Eric Harrell, Master's Candidate in Psychology

Research/Scholarship:
Articles
Refereed:

1. Borden, V. M. H.**,** and Rooney, P. R. (1998). Evaluating and assessing Learning communities. Metropolitan Universities,

2. Rooney, P. R., Borden, V. M. H., & Thomas, T. (in press). A program cost study: Determining the revenues and expenditures associated with instruction, research, and service programs. To appear in Planning for Higher Education, March, 1999.

Invited:

3. Borden, V. M. H. (1998). The meaning of the numbers. Special report: Top 100 degree producers. Black Issues in Higher Education, 14(10), 38+.

4. Borden, V. M. H. (1998). New numbers with more meaning. 100 Top associate degrees conferred, 1994-95. Community College Week, 9(25), 8+.

Unpublished Reports
1. Borden, V., and Burton, K. (1998). Fall 1997 enrollment analysis. Enrollment Reports and Analyses, 4(2) Office of Information Management and Institutional Research, Indiana University-Purdue University Indianapolis.

2. Burton, K., and Borden, V. (1998). 1997-98 degrees conferred. Enrollment Reports and Analyses, 4(1) Office of Information Management and Institutional Research, Indiana University-Purdue University Indianapolis.

3. Wince, M. (1998) <u>Highlights of the 1998 IUPUI student satisfaction and priorities survey</u>. Office of Information Management and Institutional Research, Indiana University-Purdue University Indianapolis.

4. Wince, M. (1998) <u>Highlights of the alumni survey for 1996-97 undergraduate degree recipients</u>. Office of Information Management and Institutional Research, Indiana University-Purdue University Indianapolis.

5. Wince, M. and Borden, V. (1998). <u>1997 IUPUI entering student survey-1997 Cohort</u>. Research Brief 5(3). Office of Information Management and Institutional Research, Indiana University-Purdue University Indianapolis.

6. Borden, V. and Miller, L. (1998). <u>1997 IUPUI staff survey</u>. Research Brief 5(2). Office of Information Management and Institutional Research, Indiana University-Purdue University Indianapolis.

Presentations

National Conference Papers

1. Holland, B., Belchier, M., & Borden, V. (February, 1998). <u>New research findings on student persistence</u>. Panel presented at the Fifth annual Conference of the Coalition of Urban and Metropolitan Universities, San Antonio, TX.

2. Borden, V. (May, 1998). <u>An alternative measure of student retention</u>. Paper presented at the 38th Annual Forum of the Association for Institutional Research, Minneapolis, MN.

3. Borden, V. & Dalphin, J. (May 1998). <u>Simulating the effect of student profile changes on retention and graduation rates: A Markov chain analysis</u>. Paper presented at the 38th Annual Forum of the Association for Institutional Research, Minneapolis, MN.

4. Dalphin, J. & Borden, V. (May 1998). <u>Discrete Markov matrices applied to student flow models</u>. Paper presented at the 38th Annual Forum of the Association for Institutional Research, Minneapolis, MN.

5. Thomas, T., Austen, D., & Borden, V. (May, 1998). <u>AIR grant paper: Assessing and fulfilling end-user needs for IPEDS data</u>. Paper presented at the 38th Annual Forum of the Association for Institutional Research, Minneapolis, MN.

6. Rooney, P., Borden, V., & Thomas, T. (May, 1998). <u>A program cost study: Determining the revenues and expenditures associated with instruction, research, and service programs</u>. Paper presented at the 38th Annual Forum of the Association for Institutional Research, Minneapolis, MN.

National Panels

7. McLaughlin, G., Newhouse, B., Borden, V., Ewell, P., & Brown, M. (May, 1998). <u>Benchmarking: A successful strategy for learning more about performance indicators</u>. Panel presented at the 38th Annual Forum of the Association for Institutional Research, Minneapolis, MN.

Regional Presentations

8. Rooney, P., Borden, V., & Thomas, T. (March, 1998). <u>A program cost study: Determining the revenues and expenditures associated with instruction, research, and service programs</u>. Paper presented at the 12th Annual Conference of the Indiana Association for Institutional Research, Nashville, IN.

9. Thomas, T., Austen, D., & Borden, V. (March, 1998). <u>Assessing and fulfilling end-user needs for IPEDS data</u>. Paper presented at the 12th Annual Conference of the Indiana Association for Institutional Research, Nashville, IN.

10. Borden, V. & Dalphin, J. (March, 1998). <u>Simulating the effect of student profile changes on retention and graduation rates: A Markov chain analysis</u> Paper presented at the 12th Annual Conference of the Indiana Association for Institutional Research, Nashville, IN.

Grants Received

1. Borden, V., & Thomas, T. (1997). <u>Assessing and fulfilling end-user needs for IPEDS data.</u> Improving Institutional Research in Postsecondary Educational Institutions, Sponsored by the National Center for Education Statistics (NCES), the National Science Foundation (NSF) and administered by the Association for Institutional Research (AIR). Second Year Award $19,419, July 1998 - June 1999.

Grants from which IMIR service is subcontracted.

1. Cambridge, B., Miller, P., and Plater, W., (1998). <u>The Urban University Portfolio Project: Assuring Quality for Multiple Publics</u>. A grant project funded by the Pew Charitable Trusts. Award: $2,605,000 for August, 1998 through July, 2001. (IMIR Portion in 1998-99: $110,000, plus $30,000 match from institution).

2. Evenbeck, S., Grainger, G., Levine, J., & Holland, B. (1997). <u>Restructuring for Urban Student Success</u>. A grant project funded by the Pew Charitable Trusts. Award: $600,000 For July, 1997 through June 2000. (IMIR Supported for Travel and Survey Costs)

3. Freund, D., and Plater, W. <u>The road to the baccalaureate: Increasing student academic achievement and persistence to graduation</u>. A grant project funded by the Lilly Endowment, Inc. Award: $8,000,000 July, 1997 through June, 2002. IMIR subcontract for Calendar Year 1998: $4,768

4. IUPUI/State of Indiana (ongoing). <u>Carl D. Perkins Vocational and Applied Technology Program</u>. IUPUI subcontract for Calendar Year 1998: $3,000

Graduate Students and Hourly Research Assistants Supported by Grants
1. Jami Thomas, $976, Coalition of Urban and Metropolitan Universities
2. Eric Harrell, $1,820, Lilly Endowment, Inc., The road to the baccalaureate
3. Kellie Tomey, $4,000, Urban University Portfolio Project
4. David Austen, $5,623, AIR/NCES/IPEDS grant
5. Janice Childress, $9,099, AIR/NCES/IPEDS grant
   Janice Childress, $3,000, Perkins Grant

Grants in Progress
1. Borden, V., & Thomas, T. (1997). <u>Assessing and fulfilling end-user needs for IPEDS data.</u> Improving Institutional Research in Postsecondary Educational Institutions, Sponsored by the National Center for Education Statistics (NCES), the National Science Foundation (NSF) and administered by the Association for Institutional Research (AIR). First Year Award $19,419, July 1997 - June 1998.

2. Borden, V. (1997). <u>Measuring student persistence across different types of colleges and universities</u>. Program for the Study of Urban and Metropolitan Universities, Coalition of Urban and Metropolitan Universities. Award $5,000, July 1997 - June 1998

Professional Service:
Workshops
1. Kirkpatrick, S., Holland, B., Mulhollun, P., Borden, V., Peterson, W., & Rooney, P. (February, 1998). <u>From Data to Identity: Classification Systems and Metropolitan University Performance Measures</u>. Pre-Conference Workshop, presented at the Fifth annual Conference of the Coalition of Urban and Metropolitan Universities, San Antonio, TX.

2. Borden, V., (March, 1998). <u>Cluster and discriminant analysis: Methods for identifying groups and determining how groups differ</u>. Workshop presented at the Association for Institutional Research Statistics Institute, Athens, GA.

3. Thomas, T. (March, 1998). <u>Creating and IR website</u>. Pre-conference workshop presented at the 12th Annual Conference of the Indiana Association for Institutional Research, Nashville, IN.

4. Borden, V. (July, 1998). <u>On beyond spreadsheets: Data synthesis and analysis using advanced spreadsheet functions in an integrated software platform</u>. Workshop presented at the Association for Institutional Research Information Technology Institute, Indianapolis, IN.

5. Borden, V. (November, 1998). <u>Developing and implementing assessment surveys</u>. Workshop presented at the 1998 Assessment Institute, Indianapolis, IN.

6. Borden, V. (November, 1998). <u>Analyzing survey data</u>. Workshop presented at the 1998 Assessment Institute, Indianapolis, IN.

Consulting Engagements
1. Borden, V. Ongoing work with Cox, Matthews, and Associates, publishers of *Black Issues in Higher Education*, and *Community College Week.*

2. Borden, V. Expert Witness for Nova University (Florida), student discrimination case.

Professional Associations

Appointed National Committee Positions
1. AIR Professional Development Services Committee (Borden)
2. AIR Information Technology Task Force (Borden)

Elected Regional Positions
1. President/Past President, INAIR (Borden)

Appointed Regional Committee
1. INAIR Publications Committee Chair and Exec Committee Member at Large (Thomas)

University-Wide Committees
1. Committee of Data Stewards (Borden-Steering Group Member)
2. UIS Planning Task Force (Borden)
3. SIS Environment Task Force (Borden)
4. HR Decision Support (Borden)
5. HR Academic Records (Burton)
6. TLIT Assessment Advisory Group

Partnerships with colleagues at Other Campuses
1. Urban University Portfolio Project
2. RUSS Project
3. Alternative Retention Measure Study
4. Urban Statistical Portrait
5. Hosted Public Urban University Student Affairs Data Exchange Meeting
6. Presentation at Ivy-Tech IUPUI Coordinating Breakfast
7. Support for IUSE Surveys Staff and Developing Program starting with Alumni

IUPUI Campus Committees
1. Information Technology Council (Borden)
2. APPC (Borden)
3. EMG (Borden, Leadership Team)
4. EIST (Borden, Chair; Burton, Member)
5. Science Technology (Borden_
6. Pay Equity Study Technical Advisory Group (Borden and Burton)
7. Commission of Women Working Group (Burton)

8. Computing Technical Support Team (Dobbs)
9. Staff Council (Wince)

Campus/Community Service
1. H.S. Feedback Project
2. Indianapolis Star Editorial on Remediation Rates in Indiana Colleges and Universities
3. Team IUPUI - Dobbs
4. Team IUPUI - Thomas

Awards/Recognition:

Invited to contribute

1. Chapter in next AIR Primer: Technology and Tools
2. Article on Funded Retention Study in Metropolitan Universities.
Annual Analyses for:
3. Black Issues
4. Community College Week

Awards
1. School of Science Award (Awarded April 1998)

IMIR Staff Professional Development Activities and Budget

Item	Expenditure
Conferences Attended	
INAIR (Austen, Borden, Burton, Dobbs, Thomas)	634
AIR (Austen, Borden, Burton, Thomas)	2,781
Coalition of Urban and Metropolitan Universities (Borden)	Paid for by the Chancellor's Office
Workshops, Seminars, and Demonstrations	
SQL Training Workshops (J. Childress)	1,200
Windows NT 4.0 Server Administration (B. Dobbs)	236
Network Essentials (B. Dobbs)	25
MS Vendor Presentation	79
Adobe Acrobat presentation at Embassy Suites (T. Thomas)	-
MS Web Tech Ed at Raddison Plaza (T. Thomas)	99
Parker Palmer (AAHE) speech at University Place (T. Thomas)	-
University / Community Relationships, sponsored by Center for Leadership and Public Service (T. Thomas)	-
Classes	
Computer Software Classes (D. Austen)	210

	Graduate History Seminar (H750 - T. Thomas)	Fee courtesy
	Public History (H542 - T. Thomas)	
Training and Development Materials		
	Publications, workbooks, manuals, and professional and technical magazine/journal subscriptions for office staff	623
Total Development Expenditures (excluding personnel time)		$5,887

1998 Teaching, Research, and Service Report for Testing Center Staff

Teaching:

Graduate:

(Spring, 1998) Psych I669: Clinical Rehabilitation Assessment II (3 credits)

 (Fall, 1998)   Psych I664: Clinical Rehabilitation Assessment I (3 credits)

Doctoral Committees:

Mary Ann Scott (University of Texas at Austin), member (Shermis)
Terry Barker (Indiana University), member (Mzumara)

Research/Scholarship:

Articles/Chapters/Books Published
          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. (1998). A comparison of survey data collected by self-completed mail questionnaire and electronic mail. Journal of Business and Psychology, 14(1), 111-123

          Shermis, M. D., Webb, P. M., & Mzumara, H. R. (in press). An assessment of the concurrent validity and reliability of the Merkler Style Preference Inventory (MSPI). Journal of Career Assessment.

(under review)

          Harrington, S., Shermis, M. D., & Rollins, A. (1997). The influence of word processing on English placement test results. Manuscript submitted to the Journal of Writing Research.

          Shermis, M. D. (1998). Using computerized adaptive testing for college mathematics. Manuscript submitted to the Mathematical Educational Research Journal.

          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 Journal of Educational 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 Educational and Psychological Measurement.

Unpublished Reports
        Mzumara, H. R., Shermis, M. D., & Fogel, M. (1998, November). <u>Validity of the IUPUI placement test scores for course placement: 1997-1998</u>. Indianapolis, IN: IUPUI Testing Center.

        Shermis, M. D., Mzumara, H. R., Kiger, B., & Marsiglio, C. (1998, January). <u>The Testing Center Annual Report 1996</u>. Indianapolis, IN: IUPUI Testing Center.

Papers
        Shermis, M. D., Mzumara, H. R., Olson, J., & Harrington, S. (1998<u>). On-line grading of student essays: PEG goes on the web at IUPUI</u>. Paper presented at the annual meetings of the American Educational Research Association, San Diego, CA.

        Mzumara, H. R., Shermis, M. D., Wimer, D. G. (1998, September). <u>Use of examinee's previous math background in computerized adaptive math placement testing</u>. Paper presented at the first annual PACT Conference, Atlanta, GA.

Presentations
        Shermis, M. D., & Marsiglio, C. (1998, February). <u>Web-based placement testing</u>. Presentation given at North Central High School, Indianapolis, IN.

        Shermis, M. D. (1998, April). <u>Placement testing through the world wide web: High-tech developments in the domain of assessment</u>. Presentation given at the annual meetings of the American Educational Research Association, San Diego, CA.

        Shermis, M. D. (1998, June). <u>Web-based placement testing</u>. Presentation given at the annual NOCA Conference, Washington, DC.

        Shermis, M. D. (1998, August). <u>PEG Goes On-Line</u>. Presentation given to Riverside Publishing, Inc. Board of Directors, Itasca, IL.

        Shermis, M. D. (1998, August). <u>Psychology review</u>. Presentation given for the Association for Advancement of the Behavioral Sciences, New York, NY.

        Shermis, M. D. (1998, September). <u>Web-based placement testing</u>. Presentation given at the first annual PACT Conference, Atlanta, GA.

        Shermis, M. D., & Marsiglio, C. (1998, October). <u>Web-based placement testing</u>. Presentation given at Carmel High School, Carmel, IN.

        Shermis, M. D., & Marsiglio, C. (1998, November). <u>Web-based placement testing</u>. Presentation given at Decatur Central High School, Indianapolis, IN.

Hatfield, S., & Shermis, M.D. (1998, November). <u>Using electronic portfolios in assessment.</u> Presentation given at the seventh annual Assessment Institute, Indianapolis, IN.

Shermis, M.D., & Marsiglio, C. (1998, November). <u>Electronic portfolios.</u> Presentation given to the Program Review and Assessment Committee, IUPUI, Indianapolis, IN.

Shermis, M. D., & Marsiglio, C. (1998, November). <u>Web-based placement testing</u>. Presentation given at Roncalli High School, Indianapolis, IN.

Mzumara, H. R. (1998, November). <u>Web-based placement testing.</u> Presentation for the Best Practices Assessment Fair at the 1998 Assessment Institute, Indianapolis, IN.

Mzumara, H. R. (1998, November). Exhibitor/Participant in the Best Practices Instrument Fair at the 1998 Assessment Institute, Indianapolis, IN.

Mzumara, H. R. (1998, December). <u>Web-based placement testing.</u> Presentation given at Ivy Tech State College, Indianapolis, IN.

Professional Service:

Workshops
Shermis, M. D. (1998, July) <u>Presentation power: Extending the limits of the written word</u>. Workshop given at the Information Technology Institute (AIR), Indianpolis, IN.

Hatfield, S., & Shermis, M. D. (1998, August). <u>Electronic portfolios</u>. Workshop given to University College faculty, IUPUI, Indianapolis, IN.

Shermis, M.D., & Mzumara, H. R. (1998, November). <u>Web-based applications in assessment.</u> Workshop given at the seventh annual Assessment Institute, Indianapolis, IN.

Grants in Progress

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

Mzumara, H. R. (1996). <u>Improving the IUPUI placement testing program through the use of computer technology.</u> Funds granted by the IUPUI Central Administration to upgrade the Testing Center's Microcomputer Testing Facility ($80,000).

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

Grants Received
$15,000 extension for the testing grant listed above

Graduate/Undergraduate Students Supported
Karen Dossinger (M.A. student in psychology)
Jennifer Olson (M.A. student in psychology)
Marc Fogel (M.A. student in psychology)

Consulting Engagements
Shermis, M. D. Consulting for web-based testing. Assessment Systems, Inc., Bala Kynwood, PA.

Shermis, M. D. Consulting for the Psychology National Written Licensing Examination. Association for Advanced Training in the Behavioral Sciences, Ventura, CA.

Shermis, M. D. Consulting for the CLEP Examination in Psychology. Educational Testing Service, Princeton, NJ.

Shermis, M. D. Consulting for continuing legal education and certification. Indiana Commission for Legal Education, Indianapolis, IN.

Shermis, M. D. Consulting for computerized essay grading. Tru-judge, Inc., Chapel Hill, NC.

Mzumara, H. R. Grant writing for a collaborative research proposal to the National Science Foundation (evaluation of the proposed project on the Emergency Communication System). Department of Computer Science and Information Services, IUPUI.

Mzumara, H. R. Grant writing for a collaborative research proposal to the National Science Foundation (evaluation of the project on reform in science and math education). H. R. Departments of Physics, Mathematical Sciences, and Biology, IUPUI.

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

Mzumara, H. R. Consulting for Student Evaluation of Teaching. H. R. Department of Engineering and Technology, IUPUI.

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

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

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

Mzumara, H. R. Provided individual consultations to four doctoral students on quantitative and qualitative data analysis aspects including development of doctoral dissertation proposals. Doctoral students, School of Education, IUPUI.

Proposals/Manuscripts Reviewed
Journal Reviewer

Journal of Educational Measurement (2 manuscripts)

Conference Reviewer

American Educational Research Association (AERA)
National Council on Measurement in Education (NCME)

Editorial Boards
None

Professional Associations
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
Member, Midwest Professional Association of College Testing (IMPACT)

University Committees
National Committees

Chair, American Psychological Association Continuing Education Committee

University-wide Committees

Academic Affairs Committee
Academic Policy and Planning Committee
Administrative Council

Enrollment Management Committee
Program Review and Assessment Committee
Testing Center Advisory Committee
Campus-wide Frontline Group
Enrollment Center Steering Group/Entry Process Action Team

Department of Psychology Committees

Methodology Group
Clinical Rehabilitation Group

Training
Conferences

American Educational Research Association (San Diego, CA)
National Council on Measurement in Education (San Diego, CA)
NOCA (Washington, DC)
AAHE Assessment Conference (Cincinnati, OH)
American Psychological Association (San Francisco, CA)
Professional Affiliations in College Testing (Atlanta, GA)
Assessment Institute (San Diego, CA)