

# **Office of the Vice Chancellor for Planning and Institutional Improvement**

## **Indiana University-Purdue University Indianapolis**

### **1996 Annual Report**

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

#### **COMPONENTS OF THE OFFICE**

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

#### **Information Management and Institutional Research (IMIR)**

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

- developing for academic deans and other campus administrators a series of management reports and analyses that integrate information from a variety of institutional and external data sources;
- providing academic and administrative managers with information needed to address ad hoc problems and issues;
- creating organized, documented, and accessible data resources based on institutional, survey, and external databases;
- conducting survey research to assess the expectations, satisfaction, and outcomes of students, alumni, employers, and other stakeholders;
- providing direct support to specific campus, 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)**

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

### **IUPUI Economic Model Office (EMOD)**

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

EMOD provides the following services to its clients:

- defining unit outcomes (programs, activities, services),
- identifying costs associated with products or services,
- developing a cost model using activity-based costing tools,
- developing a revenue model focusing on financial analysis,
- 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.

## Office of General Education (OGE)

The purpose of the Office of General Education is to assist faculty of the schools at IUPUI with the development of a coherent general education program. The office will:

- facilitate communication among the schools about curriculum development and assessment activities in general education;
- coordinate the development of a coherent articulation of the Principles of Undergraduate Learning for the campus;
- serve as a clearinghouse for information about faculty development, curriculum development, regional and national conferences, publications, and other resources regarding general education;
- be pro-active in working for the continued integration of the educational experience of all IUPUI undergraduates.

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## 1996 Activities

The Office of Planning and Institutional Improvement (PAII) made progress toward all six of its principal goals during 1996. For the purposes of this report, the six goals will be grouped under the three major activity headings: 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 1996. (See the summary document, "1996 PAII Goals, Implementation Strategies, and Performance Indicators" in Appendix A.

### PLANNING

**GOAL 1. Clarify, prioritize, and communicate broadly the institution's vision, mission and goals.**

#### ***Strategy 1.1 - Revise and develop new versions of IUPUI's planning documents following Study Group reviews***

Seven Study Groups were formed in October 1995 for the purpose of reviewing the new Indiana University Strategic Directions Charter to determine how activities funded under the auspices of the Charter could advance IUPUI's own mission and goals. It had been anticipated that the Study Groups would make recommendations for modifying IUPUI's Goals and Implementation Strategies during the 1996 spring semester. Very few such suggestions were made by the Study Groups, but in August 1996 Chancellor Bepko scheduled a planning retreat with the vice chancellors for the purpose of introducing modifications in IUPUI's planning documents that would result in a close alignment of IUPUI's aspirations, goals, and implementation strategies with the 30 recommendations in the IU Strategic Directions Charter. As a result of the retreat, PAII staff produced a new planning document entitled **Mission, vision, Values, Aspirations, Goals, and Strategic Initiatives**, in which IUPUI's aspirations of Quality, Collaboration, Centrality, and Identity were transformed into the five aspirations of Learning at the Center of the

Campus Mission, Responsibilities of Excellence, Accountability and Best Practices, Centrality and Connections, and Collaboration (See Appendix B).

***Strategy 1.2 - Added strategy for using data on IUPUI's environment to the overall planning process***

Early in 1996 PAII staff convened a group of IUPUI faculty and staff whose scholarly activities include collecting and analyzing data related to socio-economic trends in Indianapolis and the state of Indiana. These groups include the Center for Business and Economic Research, the Department of Economics, the POLIS Center, the IU School of Education, and the IU Survey Research Center. These representatives agreed to provide data related to issues of importance for the current and future development of IUPUI. A listserv was established, and the group was queried once concerning the need for additional associate's degrees in Indiana. We plan to increase the activity of this group during 1997.

IMIR staff participated in the Urban Public University Data Exchange, gathering data from peer institutions for various reports during the year. In November IMIR staff submitted a proposal to the Urban University Coalition of the National Association of State Universities and Land Grant Colleges outlining a plan to test the feasibility of a new measure of student retention.

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

Following review by the Council of Deans and the Faculty Council leadership and responsive revisions, IUPUI's new planning document was printed and distributed to 5300 faculty and staff in September 1996. In addition, the document was added to the PAII Homepage on the World Wide Web. As one indication of the success of the dissemination effort, 46.5% of the respondents to the 1996 Faculty Survey indicated that they were satisfied or very satisfied with their understanding of the campus plan. This figure compares favorably with the results of a Carnegie Foundation faculty survey: 40.2% of a national sample of faculty responded similarly to a comparable item. Staff of the Office of General Education consulted with the various groups and committees on campus to find ways to coordinate activities that will affect general education at IUPUI; these include: the Summer Teaching Institute, the Program Review and Assessment Committee, the Undergraduate Curriculum Committee, the Academic Affairs Committee of the Faculty Council, the Academic Policies and Procedures Committee and the Council on Undergraduate Learning. A standing item for reporting on progress in general education has been added to the monthly agenda of the latter group.

PAII staff also contributed to the visibility of IUPUI and its mission through service to the community, including participating in planning activities with the Ruth Lilly Health Education Center, the Community Service Council of United Way, and the United Way Evaluation Committee. In addition, the office sponsors national and international assessment conferences annually. Both of these conferences were advertised in the Chronicle of Higher Education and other publications. Early in 1996 some 8000

brochures advertising the Eighth International Conference on Assessing Quality in Higher Education in Australia, which was co-sponsored by IUPUI, were mailed to faculty and administrators in some 40 countries, including the United States. The brochure contained a description of IUPUI as Indiana's most comprehensive campus. The conference held in Australia in July attracted some 200 people from 35 countries. Proceedings published at IUPUI have been purchased by individuals in 20 countries and 5 states.

In August 1996 over 12,000 brochures advertising the 1996 Assessment Conference in Indianapolis were mailed to faculty and administrators in the United States, Puerto Rico, and Canada. This conference, which was held at the University Place Conference Center and Hotel in November, drew 415 people from 39 states, the District of Columbia, Puerto Rico, and the United Kingdom.

PALL staff made invited presentations in 8 states, the District of Columbia, and Canada during 1996. The Office staff edit a bi-monthly periodical on assessment that is published and marketed world-wide by Jossey-Bass of San Francisco. In the four years since the PALL staff was assembled at IUPUI we have published 3 books, 6 chapters in other works, and 41 journal articles.

***Strategy 1.4 - Continue to assist others in their planning activities.***

Appendix C provides a summary of all services, including planning assistance, provided by PALL staff during 1996. The activities of each of the five offices are listed separately. As a component of the effort within Indiana University to link planning and budgeting more effectively, members of the Economic Model Office staff assisted the University Budget Office in developing and presenting a series of workshops for units of the University-wide administration. Specifically, the units were encouraged to incorporate activity-based costing in their budget planning processes.

PALL staff conducted a session on curricular planning for the Indiana University Summer Teaching Institute and facilitated a planning session for Supplemental Instruction Staff in the UEC. The Office also provided leadership for planning activities involving the Council of Deans, the Administrative Council, the Council on Undergraduate Learning, the Program Review and Assessment Committee, and the Budgetary Affairs and Planning Committees of the Faculty Council.

Chancellor Bepko has announced his intention to turn the traditional annual budget hearings into "planning reviews" and has asked the academic deans to report in those sessions on their own plans and accomplishments as these relate to IUPUI goals and IU's strategic directions.

PALL staff coordinated Round 1 of Strategic Directions Charter (SDC) proposal submission and review in early spring 1996 and Round 2 in the fall. In addition, Banta was appointed to chair a subcommittee of President Brand's Task Force on Efficiency and Cost Reduction.

PAll staff screened a number of candidates and recommended one, Mary Anna Weber, to the Office of Faculty Development to conduct a meeting planning workshop for faculty, staff, and administrators in May 1996. Several participants in that workshop, including the chairs of the Departments of Chemistry and Communication Studies reported that they later utilized their workshop-developed skills in meetings and retreats for faculty and staff in their own units. Subsequently Ms. Weber was also recommended as the facilitator for planning activities conducted by the University Library and the Herron School of Art. EMOD staff also assisted in the University Library's planning activities, as well as in similar sessions in Integrated Technologies and the Schools of Social Work, Herron, and Science.

IMIR staff assisted the schools in their planning by providing custom-designed program information, as requested, for meetings and reports. In preparation for the planning reviews to be conducted in Spring 1997, IMIR staff designed a profile for each school that contains basic information about students and graduates and their perceptions of the programs and services they have experienced at IUPUI. IMIR staff are participating in the School of Nursing Management Information Task Force and were invited to share information during the School of Science retreat for faculty chairs that took place in October 1996.

## **GOAL 2. Connect to each goal implementation strategies to be conducted by units across the campus.**

### ***Strategy 2.1 - Link implementation strategies to each campus goals***

At the time the new version of IUPUI's planning document, Mission, Vision, Values, Aspirations, Goals, and Strategic Initiatives was developed, the Chancellor's Staff also worked on a draft of strategic initiatives that would advance achievements of each of the five aspirations over the next five years. The initiatives will be used by academic deans and directors as anchors for their own planning initiatives for 1997.

### ***Strategy 2.2 - Establish some priority among the various strategies***

Members of the Council of Deans were asked to review the draft list of implementation strategies and participate in assigning priorities to each. The current planning document now lists the strategic initiatives associated with each aspiration in priority order.

## **ASSESSMENT/EVALUATION**

### **GOAL 3. Link appropriate evaluative mechanisms to implementation strategies.**

#### ***Strategy 3.1 - Continue to develop the comprehensive academic program review process as a means of assessing student learning in the context of faculty, curricular, and departmental development.***

Program reviews were conducted in the departments of Allied Health, Anthropology, Biology, History, Journalism, and Physics. IMIR staff have developed in response to departmental requests an enhanced and improved set of summary data reports that are proving helpful to departments as they engage in the self-study process prior to the visit by reviewers. A table of reviewer's recommendations stemming from program reviews appears in Appendix D.

***Strategy 3.2 - Assist an increasing number of campus units with their own assessment and evaluation plans.***

PAll has assumed responsibility for advancing the campus general education initiative by linking curriculum, instruction, and assessment in undergraduate education. Raima Larter has been named Associate Dean for General Education and works with Banta in planning the work of the Council on Undergraduate Learning (CUL), the Undergraduate Curriculum Committee (UCC), and the Program Review and Assessment Committee (PRAC). Advancing the IUPUI Principles of Undergraduate Learning in all schools has been designated as the highest priority for the CUL for 1996-97 and progress reports from all the schools were received by CUL at its meeting on November 20, 1996. All school reports will be posted to the new General Education website.

The UCC met regularly through the summer and fall and submitted a draft policy statement on resolving curricular disputes to the CUL at its December meeting. PAll staff continued to coordinate IUPUI's participation in the Flashlight Project sponsored by Annenberg/CPB. With the assistance of that national project, customized questionnaires were developed for use in freshman writing classes and a Master's level Nursing course taught by IUPUI faculty. In addition, the EMOD staff analyzed the costs associated with writing instruction using word processing as compared with traditional classroom methods. IMIR staff participated in the analysis of the questionnaire data for faculty in English and Nursing.

Borden is participating in the development of an assessment plan for the School of Continuing Studies, while Shermis provided consultation and implementation of classroom assessment for the School. Borden is helping to plan the Program Costs Study that will draw on similar work carried out at the University of Rhode Island and the methodology of the Capacity Model for analyzing faculty work loads. Borden is also working with professor M. Bluestein in the School of Engineering and Technology on a study of student use of textbooks. Black is working with a faculty group that is assessing the effectiveness of IUPUI's learning community courses.

EMOD staff are participating in the Program Costs Study and during 1996 have assisted the following units in planning discussions and in assessing program costs: the Department of English, the Herron School of Art, Integrated Technologies, SPEA, the School of Science, the School of Social Work, and University Libraries. Current clients include the School of Education and the Office of the Vice Chancellor for Finance and Administration.

***Strategy 3.3 - Provide faculty development workshops/consultation on assessment and evaluation.***

To further the objective of providing faculty development opportunities in assessment, each school was invited to send at least one representative to the 1996 Assessment Conference in Indianapolis, which was sponsored by PAll and held at the University Place Conference Center and Hotel on November 10-12, 1996. This conference attracted 415 people representing 39 states, the District of Columbia, Puerto Rico, and

the United Kingdom, and the participant list included 31 IUPUI faculty and staff. Shermis and Borden provided pre-conference workshops on test and survey development methods, respectively. Shermis coordinated an instrument fair that featured exhibits from more than a dozen faculty assessment practitioners and commercial test vendors. Banta involved faculty from the Schools of Social Work and Nursing as well as three PAII staff, (Black, Borden, and Shermis) in her conference session.

In connection with the general conference in November, PAII staff assisted the School of Nursing in developing a companion conference on assessment for nurse educators. The first of an anticipated annual conference series attracted 45 participants, about 20% of whom had attended the general conference. Banta conducted a general session on the second day of the nursing conference.

In February 1996 H. Mzumara of the Testing Center conducted a workshop for all faculty on the design of assessment tools for use in the classroom. In June Borden provided a session for the IU Summer Teaching Institute on mining student records for information about the students we teach.

The Program Review and Assessment Committee sponsored a workshop on October 18 on defining and assessing critical thinking and writing and issued invitations to all faculty. More than 60 people attended the two-hour workshop. A second PRAC workshop emphasizing the use of technology in assessment was held on December 6. In October Banta presented a three-hour workshop on assessment in general education and the major for the deans, department chairs, and selected faculty in the School of Engineering and Technology. Subsequently that school has developed reports which indicate that progress in assessment is occurring.

***Strategy 3.4 Continue to develop IUPUI's survey programs. Implement a faculty survey and a survey for entering students, as well as modifications of the alumni and continuing student surveys.***

During the 1996 Spring semester PAII staff developed and administered a survey for all IUPUI full-time faculty. More than 50% of the faculty returned completed questionnaires and the results have been presented in person to the Chancellor's Staff and Faculty Council as well as in a written report that was distributed to selected faculty and administrators in every school.

IMIR and Testing Center staff will soon have a pilot version of an entering student survey that can be administered by computer in the Microcomputer Testing Facility to students taking the computerized placement tests. Staff of the Undergraduate Education Center have been consulted extensively as this survey has been developed. IMIR has now conducted four surveys of continuing students since September 1993 and three surveys of recent alumni since spring 1994. A telephone survey of non-returning students is in its third iteration. Techniques used by IMIR staff continue to result in response rates of more than 50 percent for mailed surveys.



IMIR staff are working with the Office of Human Resources and Staff and Administrative Councils to plan a staff survey to be administered in Spring 1997. The office also supported a campus-wide advising survey in 1996, a survey for Career and Employment Services, and two surveys for IU Southeast.

***Strategy 3.5 - Continue to develop IUPUI's testing and course evaluation programs.***

In July 1996 the Testing Center assumed from Integrated Technologies the responsibility for document scanning at IUPUI. Several schools have been assisted in developing course evaluation forms that could be scanned and a student-evaluation-of-teaching database by course section has been designed to permit storage and retrieval of longitudinal course evaluation data.

Shermis conducted an information session on computerized testing for all Indiana University Testing Center directors in April 1996. He also assisted the instructors of IUPUI's developmental reading courses in developing a new computerized placement test. Working closely with faculty and administrators in Pike Township schools, Shermis and Integrated Technologies staff developed an enhanced information kiosk technology that not only will assist high school students in enrolling at IUPUI but will also enable them to take computerized placement tests at any time. A similar kiosk is planned for Ben Davis High School in 1997 and an SDC proposal has been developed that would extend the pilot work to other Indianapolis area schools as well. By administering the placement tests to high school sophomores and juniors, high school teachers hope to convince more of their students that they must invest more effort and be more purposeful in their studies as they prepare for college.

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

***Strategy 4.1 Ensure that program review findings and recommendations are collected and disseminated; develop a cross-review summary of common reviewers' recommendations that can be shared broadly with campus decision-makers.***

During 1996 follow-up sessions were held in connection with the program reviews in the departments of Allied Health, Chemistry, Mathematical Science, Anthropology, Biology, and Physics. Since the inception of the program review process, departments have made commitments to significant changes designed to improve areas identified by reviewers. Four departments have either strengthened or developed mentoring programs for junior faculty and others have committed to overall faculty development plans. Nearly all departments have made curricular changes ranging from moving course content from one course to another, creating an interdepartmental curriculum committee for science courses, and revising courses to enhance recruitment and retention, to developing a new curriculum plan and evaluating the relative importance of courses and degree programs. Six of the departments have reported increased activity to enhance community ties, some through advisory groups, some by offering consulting services to the community.

For two years a questionnaire developed by PAII staff has been sent with a note of appreciation following each review to obtain internal and external reviewers' satisfaction levels and suggestions for improvement of the program review process. The reviewers' comments have been compiled and analyzed. In response, several improvements in the process have been made, including providing more private time for review teams, scheduling an opportunity for the review team to meet with representatives of UEC and Admissions, making additional supporting materials available to the team during the site visit, and encouraging departments to provide more data on student learning and to increase student participation in the reviews.

PAII staff wrote a multi-campus SDC proposal designed to make IU's program review process one of the best in the country. The proposal was selected for funding, and the review of related literature is being prepared. A meeting of representatives from all IU campuses is planned for Spring 1997. An update on this project was presented to the IU Trustees in November 1996.

***Strategy 4.2 Continue to collect and disseminate data on the quality of academic programs and student services; monitor client satisfaction with data provided.***

Written reports on all campus-wide surveys conducted by IMIR were circulated to faculty and staff, and in 1996 IMIR staff spent a total of 64 hours presenting survey results in person to various campus groups. As a part of the 1996 IUPUI Faculty Survey, those who responded that they often or occasionally used the services of IMIR and the Testing Center rated their perception of quality of these units at 2.90 and 2.79 respectively on a 4.0 scale where 1 = poor, 2 = fair, 3 = good, and 4 = excellent. In October Borden developed a new measure of student retention and presented it for review and comment to the Chancellor's Staff and subsequently to the Council on Undergraduate Learning at its November meeting.

As deans were preparing their annual reports for presentation in budget hearings in early 1996, IMIR staff developed and distributed summary information from student and alumni surveys that they hoped would be helpful both to the deans and to the members of the Budgetary Affairs Committee (BAC). Several of the deans used the materials in their reports and expressed appreciation for the information. The BAC membership, however, indicated that there was simply too much information to be helpful to them in their roles. For the 1997 hearings a much shorter profile has been prepared for each school and again we will ask deans and BAC members to evaluate the usefulness of this document.

***Strategy 4.3 Disseminate data related to staff development more broadly.***

In October 1996 Banta was invited to address the state of Indiana's Quality in Government Day and used the occasion to disseminate some of the results associated with the TQM staff development program in which members of eight student services units have engaged during the past two years. Some of the improvements effected in the offices of Admissions, Financial Aid, and the Bursar, in particular, are quite remarkable (see Appendix E).

Staff from three PAII units have participated with the joint Faculty-Staff Relations Committee members in developing an SDC proposal for faculty-staff development in quality improvement strategies. Several members of the SESS teams that already have had the benefit of such training will be involved in this project as advisors if it is funded.

***Strategy 4.4 Continue to collect and disseminate data related to the quality of IUPUI's placement tests.***

The 1996 update of the studies on IUPUI placement test validities was completed. The new computerized-adaptive test in Mathematics appears to produce more accurate placements in introductory math courses than did its paper-and-pencil and computerized predecessors. The new test also saves students' time. A study related to IUPUI's placement test in reading has been published in the **Journal of Developmental Education**.

The Testing Center continues to conduct exit surveys for students tested in the Microcomputer Testing Facility (MTF) and to use the results to shape the training of MTF staff in ways that will improve the testing experience for students. During 1996, 93% of the respondents found the behavior of the MTF staff to be courteous or very courteous, while 95% of the respondents reported the perception that the MTF staff had sufficient or quite extensive knowledge of computers.

***Strategy 4.5 Continue to collect and disseminate management information***

IMIR management information reports for academic units have been expanded to include information on course enrollments and trend data on enrollments and degrees granted. A website for IMIR has been established. All current survey data are available in this format and progress is being made toward the goal of making most management information available on the web. Thus unit directors will be able to create their own management information reports using the data recorded on the web.

IMIR staff have responded to 139 requests for information from 36 campus units as well as a number of external clients, including students, faculty, and staff from other colleges and universities. The number of ad hoc requests to which IMIR staff have responded represents a 74 percent increase over the number in 1995.

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

***Strategy 5.1 Refine significantly the current extensive list of key indicators of institutional effectiveness.***

In response to a request from President Myles Brand, PAII staff used data from IUPUI budget hearing materials supplied by academic and administrative units to develop indicators of progress on IU's 30 strategic directions initiatives ( see Appendix F for a sample). The new version of IUPUI's planning goals with the addition of corresponding strategic initiatives, and some sense of priorities among those, should make it possible to produce further refinements in the extensive list of indicators of institutional effectiveness currently in use.

***Strategy 5.2 Expand and improve the process of reporting to the public on IUPUI's indicators.***

In early 1996 PAII staff developed a second annual progress report on IUPUI's aspirations and goals (see Appendix G). This report was distributed to the IUPUI Board of Advisors as well as campus audiences.

IMIR staff have developed a report to be shared with local school administrators on the performance of area high school students at IUPUI. This office has also worked to refine the reporting of faculty work via the Wisconsin and Capacity Models.

***Strategy 5.3 Continue to develop internal PAII indicators of quality in daily work.***

PAII indicators of quality in daily work include:

- A. Reviewers' ratings of the process of program review
- B. Number of significant unit/campus improvements made as a result of program review
- C. Number of ad hoc requests to which IMIR staff respond
- D. Accuracy of estimates of time needed to respond to an ad hoc request (keeping accuracy level at 1.0)
- E. Response rate on mailed surveys (keeping it over 50%)
- F. Student satisfaction with placement testing in the Microcomputer Testing Facility (keeping this near 95%)
- G. Placement test validities
- H. User satisfaction with PAII services such as IMIR Management Reports and economic model strategies
- I. Number of participants and number of states/countries represented at the national and international conferences sponsored by PAII
- J. Number of invited presentations and refereed papers
- K. Number of articles published
- L. Number of subscribers to Assessment Update (keeping it above 1,000)
- M. Number of information requests (about planning and assessment)
- N. Percentage of faculty satisfied or very satisfied with their understanding of the campus plan

<b>IMPROVEMENT</b>
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**Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.**

***Strategy 6.1 Sponsor and support quality improvement efforts; develop a campus strategy for training meeting facilitators.***

Banta continued to meet with the SESS directors throughout the year to support their quality improvement strategies and initiatives. In addition, she worked with the Office of Faculty Development to identify a meeting facilitation trainer who could work with groups of faculty and staff to enhance their abilities to lead and participate in effective meetings. Increasing the effectiveness of meetings on campus can increase efficiency as it save people time and reduces the frustration of taking part in unproductive meetings. Mary Anna Weber was selected as the trainer, and she provided a two-day

workshop for 35 faculty, staff, and administrators in May. In December she gave a second one-day workshop for a similar group.

***Strategy 6.2 Implement improvements suggested by data collected within various units.***

Black is responsible for a project that should improve program review, not only at IUPUI but on all IU campuses. She is also heading the action team that has conducted an advising survey designed to provide information that will yield student perception that can help the campus improve advising and internal student transfer from one department or school to another.

Shermis has developed a system for automatic uploading of placement tests scores from individual MTF terminals to the IUTS data base. He has been able to improve service to students by hiring a full-time supervisor for the MTF and he has worked with reading instructors to develop and deploy a new reading placement test. Borden has played an important role in designing and implementing the evaluation of the introductory psychology course B104.

Borden has worked continuously to improve management information for central and school administrators. Making data and reports available on the web is a significant step in that direction, as are the school profiles developed for the annual planning reviews. Borden has conceptualized a new retention measure that could be helpful to all urban universities and other institutions that have a significant proportion of adult and part-time students.

***Strategy 6.3 Implement suggestions that emerge through the planning process.***

All PAII professionals have worked to improve IUPUI planning and evaluation processes. The new planning documents, performance indicators, and annual reports for the Board of Advisors all originate in this office and are being improved each year. Larter is establishing an advisory committee which will begin its work in 1997.

Banta has undertaken two new projects in connection with IUPUI's distinctive aspiration of Centrality and Community Connections. One involved developing a partnership between IUPUI and two corporate citizens--Methodist Hospital and Citizens Gas--to enhance the redevelopment of the United Northwest Area of Indianapolis (UNWA). Citizens Gas and Methodist have invested in new housing in the UNWA area, while IUPUI plans to improve the community infrastructure, including safety, education, and community planning and evaluation. In its early stages this partnership has involved the POLIS Center and the schools of Education, Nursing, Social Work, and Public and Environmental Affairs.

The second project that Banta is coordinating is a developing partnership with Pike Township Schools. The Pike superintendent has outlined a number of areas in which school and university units might work together for mutual benefit, and these are being explored.

***Strategy 6.4 Improve access to staff development opportunities***

PAII staff engage in continuous staff development that includes attendance at conferences and workshops designed to improve individual areas of expertise as well as division-wide meetings that involve all staff in charting the future of PAII. In addition,

all of the professional staff share their expertise with others in our offices, within IUPUI and IU, regionally, as with the Indiana Association for Institutional Research, and nationally.

PAII staff engage in mutual staff development with other SESS units, and Banta has brought Mary Anna Weber into the group of resource persons called upon by the Office of Faculty Development to provide training for both faculty and staff. PAII staff will also play an important role in the joint Faculty-Staff Relations project to provide quality improvement training for faculty and staff if it receives SDC funding.

***Strategy 6.5 Contribute to planning and evaluation efforts across the campus that are designed to improve program and services.***

Planning and evaluation efforts designed to improve programs and services in which PAII staff are involved include:

1. Advising action team
2. Program of related surveys for students, graduates, faculty, and staff
3. Re-formation of the Institutional Data Coordinating Committee
4. Annenberg/CPB Flashlight Project
5. Enrollment Management Group
6. Team IUPUI
7. Training for improving the effectiveness of meetings
8. Partnership with Citizens Gas and Methodist Hospital to redevelop the United Northwest Area
9. Partnership with Pike Township Schools to increase the interest in lifelong learning of Pike High School students.
10. Assessment of the COAS courses in the UEC

<b>TEACHING, RESEARCH, AND SERVICE</b>
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