2006-2007 Planning and Institutional Improvement

Section	Document Name
Fiscal Health	• Exec Mgmt-Plan.pdf

Mission

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

Goals and Objectives

I. Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.

I.1a. Assist in developing campus plans (e.g., Uday's Academic Plan).
I.1b. Assist Chancellor in convening Resource Planning Committee.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 2006-08

Actions taken for 2006-2007:

I.1a. Academic Plan developed and implementation priorities established.

- The Academic Plan is developed and initially the Signature Centers (promoting collaboration and research) and enrollment shaping (recruiting more out of state and international students) are the two paramount priorities.

I.1b. Deans and faculty leaders engaged in resource planning for the campus.

- The Resource Planning Committee has been appointed and met twice each semester in 2006-07.

Evidence of Progress for 2006-2007:

I.1a.   **Academic Plan developed and implementation priorities established.**

-     Academic Plan is almost fully developed, priorities are identified, and preliminary implementation is underway.

I.1b.   **Deans and faculty leaders engaged in resource planning for the campus.**

-     A representative group of deans and faculty leaders (via Budgetary Affairs and Planning Committee chairs) was appointed and meetings have been held.

Activities planned for 2007-2008:

I.1a.   **Academic Plan developed and implementation priorities established.**

- The Academic Plan will be reviewed by community leaders and student representatives. Then specific objectives will be added to the 2002 IUPUI Mission, Vision, Values, Goals document as objectives accomplished or no longer current are deleted.

accomplished or no longer current are deleted.

I.1b.   **Deans and faculty leaders engaged in resource planning for the campus.**

- After initial studies are completed, decisions about ways to reallocate resources will be identified and implemented.

I.2. Develop a short list of campus priorities for strategic investment.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

I.2a.   **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI. **

-     Campus investments for the foreseeable future are focused on 1) recruiting and hiring outstanding research-oriented faculty; 2) supporting Signature Centers; 3) increasing the number of summer bridge programs and financial aid for at-risk freshmen; 4) recruiting more out-of-state and international students; 5) developing a multicultural center and hiring a vice chancellor for diversity, equity, and inclusion; 6) designing an Innovation Center for collaborative activity among science, engineering, and business faculty; 7) and developing a new master plan for the campus.

Evidence of Progress for 2006-2007:

I.2a.   ** A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.**

- A short list of priorities has been developed and implemented.

Activities planned for 2007-2008:

I.2a.   **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.**

-     Continued implementation of these priorities and identification of others as appropriate.

I.3. Communicate broadly the campus mission/vision.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

I.3a.   **On-line annual report for IUPUI further developed using electronic institutional portfolio.**

-Both the online and print versions of the 2006 Performance Report included evaluations of many more of the performance indicators than in past reports. Newly evaluated indicators included those under the goal, "Attract

and support a better prepared and diverse student population," those under the mission category of "Research, Scholarship, and Creative Activity," and all but one of the indicators under the mission category of "Best Practices." Development of the 2006-2007 online report was greatly facilitated by the help of a work-study student, who helped identify URLs and create hyperlinks in the report text, with the result that the online version of the report appeared appreciably earlier than in past years.

-The 2007 Performance Report will have a much shorter, and less expensive, print version, with most of the report published online only.

I.3b. **Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).**

I.3c. **Participation in PAII national conference maintained at 1000.**
- The Assessment Institute in Indianapolis continues to draw record attendance and more proposals to make presentations continue to be strong. The addition of the tracks in 2006 contributed to the continued success.

I.3d. **Number of national and international invitations for PAII staff maintained at 120.**
- PAII staff received invitations to make presentations or to consult with international and national organizations, but were unable to accept all of these.

I.3e. **Number of external information requests maintained at 210.**
- PAII staff continue to respond to hundreds of information requests from external constituents.

I.3f. **Improved PAII website – increased Google Page Rank for home page and main section pages.**
- Our target is to increase the Google 'Page Rank' (PR) for major pages (home page and main section pages).

I.3g. **5% increase in # visits to PAII Web sites.**
- We began using Google Analytics tools in late April of 2006 to monitor visits to the web sites.
- Usage statistics for PAII Web sites.
- Compiled statistics for PAII Web sites and revised the indicators for measuring Web usage.

Evidence of Progress for 2006-2007:

I.3a. **On-line annual report for IUPUI further developed using electronic institutional portfolio.**

I.3b. **Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).**

I.3c. **Participation in PAII national conference maintained at 1000.**
The Assessment Institute attracted to Indianapolis over 1000 individuals from 258 different colleges and universities, 38 corporations, 48 states and Washington DC, Puerto Rico, Virgin Islands, American Samoa and 5 Countries outside the US – (United Arab Emirates, Canada, China, Greece, New Zealand)

I.3d. **Number of national and international invitations for PAII staff maintained at 120.**
PAII staff received 41 (101 in 2005-2006, 102 in 2004-05) invitations to make presentations or to consult with international and national organizations, but were unable to accept 20 (28 in 2005-2006, 37 in 2004-05) of these.

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

requests from external constituents.

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

Comparison of Google Page Rank on main websites

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

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

Website address	Site Usage			
	May 1 - Jul 31 2006		May 1 – Jul 31 2007	
	Visits	Pageviews	Visits	Pageviews
http://planning.iupui.edu/	5,318	33,800	7,774	16,348
http://imir.iupui.edu/	2,108	14,114	3,246	11,576
http://iport.iupui.edu/	n/a	n/a	4,443	12,020
http://iport.iupui.edu/pr/	n/a	n/a		1,905
http://iport.iupui.edu/pi/	n/a	n/a		1,769
http://tc.iupui.edu/testing				

Activities planned for 2007-2008:

I.3a. **On-line annual report for IUPUI further developed using electronic institutional portfolio.**

I.3b. **Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).**

I.3c. **Participation in PAII national conference maintained at 1000.**
- For the coming institute in 2007 we hired a new conference planner and instituted a special session designed for individuals with advanced knowledge of assessment practice and theory. We will evaluate the effectiveness of these changes as well as the overall scheduling patterns for sessions at the conclusion of this year's institute.

I.3d. **Number of national and international invitations for PAII staff maintained at 120.**
- Continue to monitor and increase PAII dissemination efforts

I.3e. **Number of external information requests maintained at 210.**
- Continue to monitor and increase PAII dissemination efforts.

I.3f. **Improved PAII website – increased Google Page Rank for home page and main section pages.**
- Continue to use Google Analytics tools to monitor page ranks for PAII websites.

I.3g. **5% increase in # visits to PAII Web sites.**
- Continue to use Google Analytics tools.
- Continue to monitor usage and update PAII Web sites as needed.

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

II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

II.1a.**At least 25 units assisted with planning annually.**

- PAII staff continue to provide planning assistance to campus units.

II.1b. At least 50 planning consultations/projects conducted annually.

- PAII staff continue to provide planning assistance to campus units.

Evidence of Progress for 2006-2007:

II.1a.**At least 25 units assisted with planning annually.**

- PAII staff assisted 23 IUPUI units with planning this year, 24 in 2005-2006, 33 in 2004-05, 17 in 2003-04, 18 in

2003-03, and 16 in 2001-02.

II.1b.**At least 50 planning consultations/projects conducted annually.**

- PAII staff participated in 51 consultations/projects this year, 59 in 2005-2006, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02.

Activities planned for 2007-2008:

II.1a.**At least 25 units assisted with planning annually.**

- PAII will continue to orient new deans to the planning process and assist in other planning activities.

II.1b.**At least 50 planning consultations/projects conducted annually.**

- PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.

II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

II.2a. **Expanded information infrastructure for campus enrollment planning.** - Provided follow-up reports to deans for use in revising enrollment targets.
  - Revise the point-in-cycle website to increase speed, improve design, and add charts.

II.2b. **Expanded use of on-line enrollment trend database by deans and directors.**
- Continued to monitor hits on the website.

II.2c. **1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.**

- During the Fall semester, Gary Pike made a presentation to the Council of Deans outlining how IMIR survey and database information can and has been used effectively in annual reporting.

Evidence of Progress for 2006-2007:

II.2a. **Expanded information infrastructure for campus enrollment planning.**
- Deans reviewed projected versus actual headcount for 2006 and provided where applicable revisions to their projections for 2007 to 2010.
- Revision of point-in-cycle website completed.

II.2b. **Expanded use of on-line enrollment trend database by deans and directors.**
- Use of the point-in-cycle site increased this year to 26,373 page views, up from 15,400 for 2005-06. However, use is likely somewhat inflated due to testing by IMIR staff for the new site.
- The number of page views for the on-line database is not available for 2006-07 due to changes that impacted our ability to track hits. We'll begin to monitor hits again for 2007-08.

II.2c. **1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.**
- Not achieved. Work with the deans is planned for 2007-2008. However, Deans indicated that they use IMIR database information in their annual reports. In addition, the method deans use to submit their annual reports was modified based on feedback obtained through face-to-face meetings with the deans.

Activities planned for 2007-2008:

II.2a. **Expanded information infrastructure for campus enrollment planning.** - Continue to provide deans with updated reports comparing their projected enrollments with actual enrollments.

- Expand our online five-year trend reports to allow for school level report. Investigate possible use of a Business Intelligence Reporting Tool to enable drill-down reports on IMIR enrollment websites.

II.2b. **Expanded use of on-line enrollment trend database by deans and directors.**
- Continue to monitor hits on website.

II.2c. **1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.**
- Work with the deans is planned for 2007-2008.

III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.

III.1. Continuously improve information support for the campus assessment process.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

III.1a. **Inventory of information resources available to support assessment.** - See Indicators of Progress.

III.1b. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process**
- Chaired an Action Plan Team on this topic in 2006-2007. The team report recommended moving forward with development of a new Civic Engagement Inventory without waiting for implementation of the online Faculty Annual Summary Report, which has delayed work on a new CEI for the last few years. To carry out this recommendation, the team requested funding for a .5 graduate assistant to gather and organize information and perform other tasks. The recommendation has yet to be considered by Dean Sukhatme.

III.1c. **Increase use (to 5) of peer group analysis by discipline.** - Worked with the School of Engineering & Technology and the School of Public and Environment Affairs to train staff in the use of the IPEDS Peer Analysis System so that the school could conduct peer-group analyses.

Evidence of Progress for 2006-2007:

III.1a. **Inventory of information resources available to support assessment.** - The Testing Center continues to seek out individuals to partner and/or co-sponsor the evaluation resources segment of the division website. - PAII websites provide access to annual assessment and planning reports. - Periodically Assessment Update issues are provided at no cost to PRAC members and each dean is invited to register a PRAC member for the Assessment Institute in Indianapolis at no cost. - The Institutional Portfolio contains reports on assessment activities and is the repository for the annual campus performance report.

III.1b. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.** Faculty civic engagement activities are captured in an updated , searchable Civic Engagement Inventory

III.1c. **Increase use (to 5) of peer group analysis by discipline.** - Trained staff in two schools to use the IPEDS Peer Analysis System.

Activities planned for 2007-2008:

III.1a. **Inventory of information resources available to support assessment.** - Continue to seek ways to provide useful resources to the campus community. - We will undertake an evaluation of the newly deployed website and make improvements as needed. - We will begin work on developing an assessment best practices portion of our website.

III.1b. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process** - Continue to advocate for the development of the online FAR.

III.1c. **Increase use (to 5) of peer group analysis by discipline.** - Present the results of campus-wide peer-group analyses to the deans in August to demonstrate the utility of these types of analyses. - Participate in online tutorial on changes to the IPEDS Peer Analysis System and then conduct at least one workshop for staff in selected schools.

III.2. Continuously improve the academic and administrative program review processes.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

III.2a.   **Program review introduced to new deans and the eight-year schedule for review of units completed.**

        The new deans in Law, Informatics, and Journalism have been introduced to the process and all three schools will conduct reviews within the next two years.

<!--[if !supportLists]-->•   <!--[endif]-->10 reviews for campus units including eight academic units (Health and Rehabilitation Sciences, Communication Studies, Teacher Education and Student Services in the School of Education, Bachelor of Science in Public Health, Masters of Public Administration, Master of Hospital Administration, the technology departments in the School of Engineering and Technology, Computer and Information Sciences) and two administrative units (Student Activity Fee, Administration and Finance) were conducted. Follow-up sessions were conducted for six units (The Bepko Learning Center, Mathematical Sciences, Physics, History, Music, and the Bachelor of Science in Public Affairs). Five reviews were planned (Sociology, Tourism, Convention, and Event Management, Anthropology, World Languages and Cultures, and Informatics).

III.2b. **Reviewers' ratings monitored for suggested improvements.**

        Ratings were compiled and actions taken as necessary.

            The Program Review and Assessment subcommittees (Program Review and the Advanced Practice) provided feedback on the self-studies prior to submission to the external review team.

III.2c.   **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.**

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

III.2d. **SLA template for self-study in use.**

        Meetings were held with the dean of Liberal Arts, the associate dean of Liberal Arts   and various department chairs. An SLA template for data produced by IMIR has   been developed.

Evidence of Progress for 2006-2007:

III.2a. **Program review introduced to new deans and the eight-year schedule for review of units completed.**
Five reviews were planned. Twelve reviews and six follow-up sessions were conducted. A panel of two deans and a department head discussed their experiences with the review process at a PRAC meeting.

III.2b. **Reviewers' ratings monitored for suggested improvements.**
Reviewers' ratings were monitored: no needs for change were noted.

III.2c. **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.**
The departments used the financial assessment data in discussions related to academic planning and budgeting in their schools.

III.2d. **SLA template for self-study in use.**

The SLA template will be used by all SLA departments conducting program reviews.

Activities planned for 2007-2008:

III.2a. **Program review introduced to new deans and the eight-year schedule for review of units completed.**

**   ** At least 5 reviews (Sociology, Tourism, Convention, and Event Management, Anthropology, World Languages and Cultures, and Informatics) will be conducted in 2007-2008

III.2b. **Reviewers' ratings monitored for suggested improvements.**

        Continue to analyze and act upon reviewers' ratings.

III.2c.   **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures**.

Continue to support program reviews and continuously improve the budget planning tables with enhanced analysis and indicators

III.2d. **SLA template for self-study in use.**

          A template for the self-study is being developed to be used with the IMIR template   completed this year.

III.3. Continuously improve the practice of assessment.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

III.3a.   **Number of units assisted with assessment remains steady at 40.**

            See Indicators of Progress.

III.3b.   **Number of assessment consultants/projects remains steady at 150.**

            See Indicators of Progress.

III.3c.   **Cadre of campus assessment professionals developed and supported.**

Conducted a workshop for members of the Program Review and Assessment Committee on the effective use of data in program review self study documents.

III.3d.**   DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics and world Languages.**

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center worked closely with faculty and contributed toward ongoing efforts to reduce DFW rates in part through enforcing student compliance with recommended course placement based on placement test scores.

<!--[if !supportLists]-->•   <!--[endif]-->Maintained relatively high placement compliance rates of approximately 80% or higher for placement in college-level mathematics courses.

<!--[if !supportLists]-->•   <!--[endif]-->Mzumara collaborated with faculty in Department of English and finalized plans to conduct a formal assessment of the effectiveness of the Guided Self-Placement (GSP) model for English writing courses.

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

<!--[if !supportLists]-->•   <!--[endif]-->Validation procedures for course placement in mathematics incorporated multiple predictors (i.e., COMPASS placement score, high school GPA and high school percentile rank) and used logistic regression and decision theory (classification) approaches to generate probability graphs and classification indices that supplement placement score distributions and calculation of success rates and/or "DFW" rates.

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

Online SET/Course Evaluation: (#units served: 14)

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center staff maintained administration of online course/instructor evaluations for 12 academic units and facilitated evaluation of the 2006 Assessment Institute in Indianapolis and the 2006 national conference for the American Association of State Highway and Transportation Officials (AASHTO).

Web-based Placement Testing: (#units served: 7)

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center maintained administration of the three web-based language placement tests (French, German, and Spanish) on behalf of the Department of World Languages and Cultures; and extended administration of the three web-based language placement tests to college students at the state-wide campuses of Ivy Tech Community College.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center continued to assist IUPU Columbus in using ACT's Internet version of COMPASS/ESL placement system and used the Internet version to facilitate outreach placement testing activities on-campus and at off-campus test sites.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center staff collaborated with the Office of Orientation Services in developing a web-based test reservation system for scheduling placement tests and external exams.

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

<!--[if !supportLists]-->•   <!--[endif]-->Minor progress was made in evaluating the ePortfolio initiative partly because the infrastructure for the student ePort project is still in development phase.

<!--[if !supportLists]-->•   <!--[endif]-->Kahn became director of the ePort initiative in January 2007. Strongly advocated for increased UITS attention to development of usable ePort software. A detailed 2007-2008 software development plan, with priorities and a timeline, has now been developed by the ePort Executive Committee in collaboration with UITS staff and with feedback from faculty users

III.3h.**   Faculty users of ePort provided with consultation and training, including**

assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.

<!--[if !supportLists]-->•   <!--[endif]-->Mzumara served as a member of the ePort assessment team and participated in consultation meetings that provided assessment-related assistance to faculty working on integrative department grants.

<!--[if !supportLists]-->•   <!--[endif]-->Intensive consultation by the Office of Institutional Effectiveness is being provided to a limited number of schools and departments, including E & T (both the school as a whole and the CIT program), Dentistry, Secondary Education, IUPUC Education Department, Biology, Visual Communication, and Computer Science. Also providing consultation to an NSF project that is using ePort to assess the learning outcomes of mentored undergraduate research. Consultation includes help with rubric development.

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

<!--[if !supportLists]-->•   <!--[endif]-->Established new partnership between IUPUI and Ivy Tech Community College in offering placement testing services to students admitted at the two institutions.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center implemented an outreach placement testing program at Center Grove and Speedway High Schools, and also formalized the remote placement testing program that allows students to take the COMPASS Mathematics Placement Tests at ACT Centers and other remote test sites across the country.

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

<!--[if !supportLists]-->•   <!--[endif]-->Maintained use of exit survey results and used the information obtained to facilitate ongoing coaching of staff and incremental quality improvements in client services.

•   Revised and implemented the placement testing exit survey and the entering student survey to reflect changes in the placement testing services.

Evidence of Progress for 2006-2007:

III.3a.   **Number of units assisted with assessment remains steady at 40.**

            PAll staff responded to 34 IUPUI unit requests for assistance with assessment. 43 in 2005-2006, 55 in 2004-2005, 34 units in 2003-04, 34 units in 2002-03, and 75 units in 2001-02.

III.3b.   **Number of assessment consultants/projects remains steady at 150.**

            PAll staff fulfilled 144 requests for assistance with assessment. 158 in 2005-2006, 202 in 2004-2005, 90 requests in 2003-04, 173 requests in 2002-03, and 189 requests in 2001-02.

III.3c.   **Cadre of campus assessment professionals developed and supported**

III.3c.   **Cadre of campus assessment professionals developed and supported.**

Conducted a workshop for members of the Program Review and Assessment Committee on the effective use of data in program review self study documents.

III.3d. **   DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics and world Languages.**

<!--[if !supportLists]-->•   <!--[endif]-->Overall findings from placement validation studies indicate that students who comply with placement test recommendations do better in their college-level mathematics or chemistry classes than students who do not comply with the placement test recommendations.

<!--[if !supportLists]-->•   <!--[endif]-->The pattern of validation data shows that an increased number of beginning students place in college-level mathematics courses (i.e., courses above MATH 110/MATH 111) and in Chemistry C105 course. However, ongoing efforts are needed to lower the relatively high 'DFW rates' for CHEM C105 and college-level mathematics courses.

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

<!--[if !supportLists]-->•   <!--[endif]-->Fairly positive results are obtained from continued enforcement of placement test requirements for beginning and transfer students who do not have appropriate college-level course credit.

<!--[if !supportLists]-->•   <!--[endif]-->Continued use of mathematics placement "audit" reports and class rosters that help instructors in the Department of Mathematical Sciences to review the appropriateness of students' placement in mathematics courses at IUPUI.

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

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

Placement Testing:

Maintained use of the three web-based language placement tests and increased the number of students taking the web-based placement tests for the Department of World Languages and Cultures: Total number of students tested in world languages: 1,013 (up by 27.7% from 793 reported for 2005-2006; French Placement Test – up by 9.5% (i.e., from 126 tests administered in 2005-2006 to 138 tests in 2006-2007); Spanish Placement Test – up by 32.2%, from 609 students tested in 2005-2006 to 812 tests in 2006-2007); and German Placement Test – up by 20.7%, from 58 tests administered in 2005-2006 to 73 tests in 2006-2007.]

III.3g. **   Development, implementation, evaluation (including electronic scoring capability**

for ePort), and adoption of student electronic portfolio by faculty.

<!--[if !supportLists]-->•   <!--[endif]-->Adoption of ePort by more and more departments and faculty members.

<!--[if !supportLists]-->•   <!--[endif]-->Work is in progress as some progress was made in conceptualizing assessment activities for ePort (e.g., through occasional consultation meetings with faculty working on development of scoring rubrics in support of integrative department grants).

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

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

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

<!--[if !supportLists]-->•   <!--[endif]-->A total of approximately 52 students were served through the newly established partnership between IUPUI and Ivy Tech Community College for placement testing.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center implemented an outreach placement testing program at Center Grove and Speedway High Schools, and provided remote placement testing services that allow students to take the COMPASS Mathematics Placement Tests at ACT Test Centers and other remote test sites established across the nation.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center collaborated with Department of Mathematical Sciences and offered summer outreach testing services on-campus through the Math lab in the LD Building (LD 225).

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

<!--[if !supportLists]-->•   <!--[endif]-->**Placement Testing:** 95% of students either "agreed" or "strongly agreed" that Testing Center proctors were knowledgeable about testing procedures; and 96% of students either "agreed" or "strongly agreed" that the proctors' level of helpfulness was satisfactory; and 94% either "agreed" or "strongly agreed" that the reservation agents were friendly and helpful.

National testing program: 95.3% of respondents were satisfied with the service provided by proctors; approximately 94% of respondents reported that proctors made strong efforts to provide a friendly testing atmosphere; and 97% of respondents either 'agreed' or 'strongly agreed' that test security procedures were handled in a sufficient manner.

Activities planned for 2007-2008:

III.3a.   **Number of units assisted with assessment remains steady at 40.**

           RAII staff will continue to respond

<!--[if !supportLists]-->•   <!--[endif]-->Assist *Department of Chemistry* in developing a computerized or web-based version of the Chemistry Placement Test.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center staff will continue to provide evaluation consulting services in support of development, implementation, and use of student ePortfolios at IUPUI.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center will continue to work closely with the Office of Orientation Services, Ivy Tech Community College, and partners in local high schools in finding ways to expand outreach placement testing services.

<!--[if !supportLists]-->•   <!--[endif]-->Testing Center staff will continue to collaborate with CTL staff in developing appropriate web-based surveys for evaluating online courses at IUPUI.

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

<!--[if !supportLists]-->•   <!--[endif]-->Mzumara will continue to serve as member of the ePort assessment team and provide professional consultation services to faculty working on integrative development grants.

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

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

<!--[if !supportLists]-->•   <!--[endif]-->Mzumara will continue to serve as member of the ePort assessment team and provide professional consultation services to faculty working on integrative department grants in the Department of Computer & Information Science and School of Engineering & Technology.

<!--[if !supportLists]-->•   <!--[endif]-->Kahn will continue to consult with faculty in the above schools as well as those in other schools.

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

<!--[if !supportLists]-->•   <!--[endif]-->Continue to expand the partnership between IUPUI and Ivy Tech Community College in offering placement testing services to students admitted at the two institutions.

<!--[if !supportLists]-->•&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ; <!--[endif]-->Testing Center will continue to seek partnerships with ACT and high schools that are interested in collaborating with IUPUI in providing outreach placement testing services that allow students to take the COMPASS Mathematics Placement Tests at ACT Test Centers and other remote test sites located across the nation.

<!--[if !supportLists]-->•&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ; <!--[endif]-->Testing Center will continue to collaborate with Department of Mathematical Sciences in facilitating summer outreach testing services through the Mathematics lab in the LD building (LD 225).

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

&νβσπ;&νβσπ;&νβσπ; &νβσπ;&νβσπ;&νβσπ; &νβσπ;&νβσπ;&νβσπ; •&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ;&νβσπ; <!--[endif]-->Continue to monitor exit survey results and use the feedback to make   incremental improvements in client services as needed.

III.4. Continuously improve survey programs.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

III.4a.   **Survey items aligned with campus priorities.**

The Continuing Student Survey was revised to increase response rates and to better align the survey with campus priorities.

III.4b. **Response rates on student surveys increased by 10%.**

            The number of items on Continuing Student Survey was reduced by one-quarter.

            A pre-announcement letter was sent and a phone follow-up was made to under-represented respondents.

III 4c.   **Increased timeliness and quality of survey reports.**

           We hired summer help to get an earlier start on report production.

Evidence of Progress for 2006-2007:

III.4a.   **Survey items aligned with campus priorities.**

The Continuing Student Survey was revised to increase response rates and to better align the survey

The Continuing Student Survey was revised to increase response rates and to better align the survey with campus priorities. Plans made for additional work in 2007-08.

III.4b. **Response rates on student surveys increased by 10%.**

             Response rates on the CSSPS increased from 27% to 30.5%

III 4c.   **Increased timeliness and quality of survey reports.**

            One set of survey results are complete and a second is further along at this point
             compared to last time.

Activities planned for 2007-2008:

III.4a.   **Survey items aligned with campus priorities.**

During 2007-08 the results of the Continuing Student Survey will be reviewed with administrators to assess alignment with campus priorities.

The Alumni Survey will be reviewed and modified so as to bring it into better alignment with campus priorities.

A new graduate student survey will be developed and administered. Development will stress alignment of the survey with campus priorities.

III.4b. **Response rates on student surveys increased by 10%.**

             An even shorter version of the survey will be administered shorter this spring.

III 4c.   **Increased timeliness and quality of survey reports.**

             We will continue to do a *Highlights* of the results as opposed to a full *Research*
*   Brief.*

III.5. Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: EMO
Time Frame: On-going

Actions taken for 2006-2007:

III.5a. **   Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.**

            Provided consultancies with the School of Nursing simulation mannequin in clinical courses, course evaluation study for Testing Center, business plan for School of Public & Environmental Affairs' Executive Education program, course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternate course format, facility budget planning for School of Social Work's Department of Child Services 5 million dollar three-year grant, clinic budget planning for Oral Surgery Clinic, the integration of the Division of Labor Studies into the School of Social Work, strategic budget planning for the School of Science, and budget planning for the Assessment Institute.

III.5b.**   At least 6 schools continuing to use economic models.**

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

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Evidence of Progress for 2006-2007:

III.5a. **   Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.**

**   ** At least 10 consultation requests were received and supported.

III.5b.**   At least 6 schools continuing to use economic models.**

            At least 6 schools have requested and received economic modeling support.

Activities planned for 2007-2008:

III.5a. **   Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.**

            Support central administration as needed in the transition of the VC Office of Administration & Finance with insights gained from economic modeling in the academic units. Support the EVC Office of Academics Affairs and the Community Learning Network in the budget planning for off-campus classroom facilities. Increase the capabilities of the department based economic model for program review budget tables.

III.5b.**   At least 6 schools continuing to use economic models.**

            The office will continue to provide support for the continued use of existing
            economic models at the Schools of Nursing, Education, Social Work, Informatics,
            Dentistry, and Liberal Arts or other units upon request.

III.6. Develop a more uniform and concise set of campus-wide performance indicators.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

III.6a.** Institutional portfolio and annual campus report will be based on and increasingly stable list of key performance indicators.**

- Pike held discussion with the Chancellor's Diversity Cabinet about the alignment of the performance indicators with the new IUPUI diversity goals. Committees were formed to revise the performance indicators for diversity.
- Office of Institutional Effectiveness Status: Virtually all performance indicators were evaluated for the 2005-2006 *Performance Report* and the quality and quantity of data used for evaluation has steadily improved. The PRAC Performance Indicator Subcommittee has noted a need over the past several years for more specific goals against which to measure performance.

Evidence of Progress for 2006-2007:

III.6a. **Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators.**

- Committees were formed to revise the performance indicators for diversity.
- Development of indicators in mission areas and goals where we have had "place holder" indicators thus far. Ongoing use of those indicators that do not appear to require revision.

Activities planned for 2007-2008:

III.6a.** Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators.**

- Committee meetings on revision of the diversity performance indicators will be held in July and August, and new performance indicators will be approved by the Diversity Cabinet in August.
- Continue work with relevant committees and offices to revise or develop indicators where needed. Continue using available data to evaluate indicators that have been in use for the past several years.

III.7. Contribute evaluation resources for campus programs and community organizations

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

III.7a.** At least 1 evaluation study funded and conducted for campus constituents and 1**

III.7a.** At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.**

- <!--[if !supportLists]--><!--[endif]-->A total of 3 evaluation studies were funded and conducted through the Testing Center:

  <!--[if !supportLists]-->o   <!--[endif]-->*Student ePortfolio Project:* Howard Mzumara and Jeffrey Conway (graduate research assistant) conducted a literature review in support of the student ePort project and gave a presentation on ePortfolio assessment at the 2006 Assessment Institute in Indianapolis.

  <!--[if !supportLists]-->o   <!--[endif]-->*Shaping Outcomes (OBPE) Project*: Howard Mzumara and Ranjita Shinde (graduate assistant) coordinated the project evaluation activities in support of the IMLS-funded "Shaping Outcomes" project on Outcomes Based Evaluation and Evaluation (OBPE) based in the School of Liberal Arts. (Information about the 'Shaping Outcomes' project and course is available at www.shapingoutcomes.org and www.shapingoutcomes.org/course)

  <!--[if !supportLists]-->o   <!--[endif]-->*Plowshares Project:* Howard Mzumara in collaboration with Dr. George Lopez (Evaluation Consultant & Professor of Peace Studies, the Joan B. Kroc Institute of International Peace Studies at the University of Notre Dame) completed a formative evaluation study for the Plowshares (Peace Studies) Program (http://www.plowsharesproject.org/).

- <!--[if !supportLists]--><!--[endif]-->IMIR (through the IU University Planning, Institutional Research and Accountability office is in the seventh year of the Nina Mason Pulliam Trust project: Nina Mason Pulliam Scholars Program multi-program longitudinal evaluation. Fiscal year 2006-07 expenditures: $7491.73.

III.7b.**   New website including program evaluation resources designed, deployed and, updated.**

- <!--[if !supportLists]-->No additional progress was made to incorporate program evaluation resources into the redesigned PAII Web site.

III.7c. ** At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).**

- <!--[if !supportLists]--><!--[endif]-->Testing Center maintained services to 226 units as reflected in the document that lists the number of units served.

III.7d.**   Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.**

- <!--[if !supportLists]--><!--[endif]-->Testing Center facilitated establishment of a formal partnership between IUPUI and Ivy Tech Community College in offering outreach placement testing services designed to benefit students at the two institutions.
- Testing Center collaborated with local high schools such as Center Grove and Speedway on developing an outreach placement testing program for high school students interested in attending IUPUI.

Evidence of Progress for 2006-2007:

III.7a.** At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.**

- <!--[if !supportLists]-->Testing Center staff conducted data collection, analysis, and wrote evaluation reports for two evaluation studies – one campus project funded through the IMLS grant in support of the School of Liberal Arts' Shaping Outcomes study and one off-campus project in support of the Indianapolis Peace House' Plowshares Program.
- <!--[if !supportLists]--><!--[endif]-->Testing Center's evaluation team was recognized by faculty in the School of Liberal Arts for continuing to provide high quality evaluation services in support of the IMLS-funded grant project on "Shaping Outcomes" (www.shapingoutcomes.org/course).
- <!--[if !supportLists]--><!--[endif]-->Howard Mzumara continued to serve as member of the assessment team for the student ePort project and mostly to support faculty working on integrative department projects.

III.7b. **New website including program evaluation resources designed, deployed, and updated.**

- <!--[if !supportLists]--><!--[endif]-->So far, little progress has been made to further develop the program evaluation resource site for users.

III.7c.**   At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).**

- <!--[if !supportLists]-->Testing Center (including scanning services) served a total number of 226 units.

III.7d.   **Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.**

- Successful administration of COMPASS/ESL placement tests at remote test sites on campus (i.e., BS3000, LD225) and off-campus sites including Ivy Tech Community Colleges' Test Centers, ACT Test Centers, and other test sites established by the Testing Center around the USA and at overseas locations.

Activities planned for 2007-2008:

III.7a.**   At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.**

- <!--[if !supportLists]-->Howard Mzumara will continue to serve as an evaluator in support of Testing Center projects including the Student ePortfolio Project at IUPUI (funded through the Commitment to Excellence funds), Shaping Outcomes (OBPE) grant project funded by IMLS; and Evaluation of the Plowshares Peace Studies Program (funded by the Plowshares Program/Indianapolis Peace House).

III.7b. **   New website including program evaluation resources designed, deployed, and updated.**

- <!--[if !supportLists]-->Continue to develop the evaluation resource site and work toward ultimate integration of the resource site with the revamped PAII Web site.

III.7c. **   At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data**

testing and national testing programs. test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).

- <!--[if !supportLists]--><!--[endif]-->Testing Center will strive to maintain services with the existing number of units (226) and accommodate new clients as the Testing Center capacity allows.

III.7d.**   Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.**

- Testing Center will continue to implement the formal partnership with colleagues at Ivy Tech Community College (ITCC) in implementing an outreach testing program that offers placement testing services to IUPUI students and those served at the state-wide campuses of ITCC. And with Testing Center's assistance, students admitted to IUPUI can make arrangements to take the COMPASS Mathematics Placement Test remotely through test sites located at ACT Centers and other remote tests sites around the country that offer COMPASS/ESL placement tests.

IV. Provide analysis, interpretation, and reports to internal and external constituents.

IV.1. Continuously improve management information reports and analysis capability for academic managers.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

IV.1a. **Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.**

- The point-in-cycle website was updated to include graphic views to provide a quick at-a-glance view of admissions, headcount, and credit hours. Site was re-programmed to improve speed.

IV.1b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.**

- Executive Director and Director met with each dean to discuss satisfaction with products and services of IMIR.

Evidence of Progress for 2006-2007:

IV.1a. **Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.**

- The point-in-cycle website was updated to include graphic views to provide a quick at-a-glance view of admissions, headcount, and credit hours.   Vast improvement in the speed of loading pages, especially the admissions profile pages.

IV.1b.   **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.**

- Executive Director and Director met with each dean to discuss satisfaction with products and services of IMIR.

Activities planned for 2007-2008:

IV.1a.   **Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.**

- Expand our online five-year trend reports to allow for school level reports and add one report, student headcount by ethnicity, to the on-line database site.
- Add pages to the point-in-cycle website that show heads and hours by school.
- Investigate possible use Business Intelligence Reporting Tool to enable drill-down reports on IMIR enrollment websites.

IV.1b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.**

- No activities planned this year.

IV.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: OIE
Time Frame: On-going

Actions taken for 2006-2007:

IV.2a.**   *Performance Report* completed on schedule**

**   ** PAll work on the *Performance Report* was completed on schedule, but design firm did not meet deadlines.

IV.2b.**   At least 1500 *Performance Reports* distributed**

**   ** Certainly fewer than 1500 reports were mailed, but we have no mechanism currently for counting the number of reports distributed by hand at various gatherings.

IV.2c.**   iPort page views increased from 965/day to 1015**

- iPort website was redesigned for effective delivery of performance report on the web. The new site will enable us to easily update report content and provide users with consistent information

IV.2d.**   Campus diversity initiatives evaluated and documented**

- Completed—initiatives evaluated by Chancellor's Diversity Cabinet and documented in institutional portfolio/annual *Performance Report*.

IV.2d. **Campus diversity initiatives evaluated and documented.**

- Diversity initiatives were evaluated during the Fall semester using the existing performance indicators.
- Initial steps were taken to revise the current diversity performance indicators based on the new diversity goals for IUPUI.
- An overall assessment of campus diversity efforts was undertaken as part of the Enhancing Minority

- An overall assessment of campus diversity efforts was undertaken as part of the Enhancing Minority Achievement (EMA) program. Results have been reported to the Diversity Cabinet and the (IU) President's office.

Evidence of Progress for 2006-2007:

IV.2a.**   *Performance Report* completed on schedule**

- Report will be completed on schedule

IV.2b.**   At least 1500 *Performance Reports* distributed**

- 1500 Performance Reports distributed

IV.2c.**   iPort page views increased from 965/day to 1015**

- Increase in Google Page Rank for iPort site from 5/10 to 6/10 indicates that new website is attracting increased visitors from other important websites.
- Quarterly comparison of Pageviews and Visitors show promising results.

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

- iPort website is widely been used during various executive management searches (Vice Chancellors and Deans) as a information gateway tool.

** IV.2d. Campus diversity initiatives evaluated and documented**

** IV.2d. Campus diversity initiatives evaluated and documented.**

- Diversity initiatives were evaluated during the Fall semester using the existing performance indicators.
- Initial steps were taken to revise the current diversity performance indicators based on the new diversity goals for IUPUI.

Activities planned for 2007-2008:

IV.2a.**   *Performance Report* completed on schedule**

- The decision was made to publish a much abbreviated print version of the report for the 2006-2007 academic year, partly to minimize the complexity of the design work.

IV.2b.**   At least 1500 *Performance Reports* distributed**

- Track number distributed in collaboration with Communications & Marketing. The abbreviated print report is intended, in part, to decrease postage fees per report and, hopefully, result in an increase of reports mailed.

IV.2c.**   iPort page views increased from 965/day to 1015**

- Continue to work with Communications and Marketing, IMIR and OIE to promote usage of iPort website as a portal for information dissemination regarding various activities at IUPUI.

IV.2d. **Campus diversity initiatives evaluated and documented.**

- Work on the revision of the diversity performance indicators will continue and the results of the EMA assessment will be linked to the institutional portfolio.

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

V.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

V.1.**   At least one workshop on peer group analysis conducted for school personnel.**

- Gary Pike worked with the School of Engineering & Technology and the School of Public and Environment Affairs to train staff in the use of the IPEDS Peer Analysis System so that the school could conduct peer-group analyses.

Evidence of Progress for 2006-2007:

V.1.   **At least one workshop on peer group analysis conducted for school personnel.**

- Although a workshop was not conducted, IMIR staff trained staff in two schools in the use of the IPEDS Peer Analysis System so that the school could conduct peer-group analyses.

Activities planned for 2007-2008:

V.1. **   At least one workshop on peer group analysis conducted for school personnel.**

- Present the results of campus-wide peer-group analysis to the deans in August to demonstrate the utility of these types of analysis.
- Participate in online tutorial on changes to the IPEDS Peer Analysis System and then conduct at least one workshop for staff in selected schools.

V.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

V2a.   **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.**

- <!--[if !supportLists]--><!--[endif]-->IMIR provided data to the Enrollment Management Council and academic deans that was used to improve enrollment projections for Fall 2007 and subsequent years.
- <!--[if !supportLists]--><!--[endif]-->IMIR conducted a series of analyses for the Admissions Office that are being used to provide automatic admissions for some students.
- <!--[if !supportLists]--><!--[endif]-->IMIR, along with other campus units, provided Derrick Price with data to conduct an extensive study of the factors related to retention at IUPUI. Price authored a report commissioned by the Council on Retention and Graduation.
- <!--[if !supportLists]--><!--[endif]-->IMIR is working with the Chancellor's Diversity Cabinet to develop new performance indicators for evaluating and improving the campus climate for diversity.
- <!--[if !supportLists]--><!--[endif]-->Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus. http://www.planning.iupui.edu/improvement/
- <!--[if !supportLists]--><!--[endif]-->Provided consultancies with the School of Nursing simulation mannequin in clinical courses, course evaluation study for Testing Center, business plan for School of Public & Environmental Affairs' Executive Education program, course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternate course format, facility budget planning for School of Social Work's Department of Child Services 5 million dollar three-year grant, clinic budget planning for Oral Surgery Clinic, the integration of the Division of Labor Studies into the School of Social Work, strategic budget planning for the School of Science, and budget planning for the Assessment Institute.
- <!--[if !supportLists]--><!--[endif]-->All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.
- <!--[if !supportLists]--><!--[endif]-->The Council on Life Long Learning Task force reported that General Studies Faculty Advisory Committee met within this revised format as part of the Council for Lifelong Learning to address Program Review recommendations and program policy issues

V.2b.   **Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate.**

The Continuing Student Survey was shortened by Pike and Wince and a pre-survey announcement letter was used for the 2007 administration. The response rate for 2007 increased to slightly more than 30%.

V.2c.   **Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.**

Pike and Wince met with representatives from Nursing, Education, and SPEA and additional items included on the alumni survey were dropped for these schools. Response rates for the 2007 administration of the survey increased slightly.

V.2d.   **Deans' annual reports placed on the Web by IMIR staff.**

Worked with staff in schools to post reports to Web.

Evidence of Progress for 2006-2007:

V2a.   **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.**

- <!--[if !supportLists]--><!--[endif]-->PRAC reports include annual reporting of improvements based on assessment results
- <!--[if !supportLists]--><!--[endif]-->Over 50 AIP efforts have been documented.

V.2b.   **Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate.**

- Objective attained. The response rate for 2007 increase to slightly more than 30%.

V.2c.**   Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.**

- Additional items included on the alumni survey were dropped for these schools. Response rates for the 2007 administration of the survey increased slightly. Objective attained.

V.2d.**   Deans' annual reports placed on the Web by IMIR staff.**

- IMIR staff offered to post annual reports submitted in WORD to the website.

Activities planned for 2007-2008:

V2a.   **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.**

- <!--[if !supportLists]--><!--[endif]-->IMIR will continue to work with the Enrollment Management Committee and Admissions Office on the development of a set of ability indicators that can be used to refine and improve admission standards

<!--[if !supportLists]-->

- Accelerated Improvement Process efforts will continue to be documented and reported to the campus.
- <!--[if !supportLists]--><!--[endif]-->Consider including in the Institutional Portfolio documentation of improvements.

V.2b. **Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate.**

- The procedures for administering the Continuing Student Survey will be reviewed and telephone follow-up of selected non-respondents will be implemented as feasible.

V.2c. **Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.**

- Additional changes in the administration of the Alumni Survey will be reviewed an implemented for the next administration of the survey.

V.2d. **Deans' annual reports placed on the Web by IMIR staff.**

- IMIR staff will post annual reports submitted in WORD to the website for units that prefer not to post their own report.

V.3. Advance institutional effectiveness through collaboration.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

V.3a. **Continued participation by 5 PAII staff on committees assigning campus performance indicators.**

- See indicators of progress

V.3b. **At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.**

- See Indicators of Progress.

Evidence of Progress for 2006-2007:

V.3a. **Continued participation by 5 PAII staff on committees assigning campus performance indicators.**

- Karen Black, Kathy Burton, James Johnson, Susan Kahn, and Gary Pike served on various performance indicator committees in 2006-2007.

V.3b. **At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.**

- <!--[if !supportLists]--><!--[endif]-->Black and Katie Busby (now at the University of Alabama) received the 2007 Emerging Best Practice in Program Review and Evaluation award of the Commission on Assessment for Student Development of the American College Personnel Association (ACPA)

(http://www.myacpa.org/comm/assessment/best_practices.cfm).   This recognition involved assessment and the use of the Accelerated Improvement Process in IUPUI Student Housing.

- <!--[if !supportLists]--><!--[endif]-->Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus. http://www.planning.iupui.edu/improvement/
- Several processes were launched in the Center for Service and Learning, including processing travel, producing the Center's newsletter, and processing purchase forms.

Activities planned for 2007-2008:

V.3a. **Continued participation by 5 PAII staff on committees assigning campus performance indicators.**

- PAII staff will continue to serve and provide leadership for committees assigning performance indicators

V.3b. **At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.**

- During program review closing sessions attention will be paid to recommendations for improvements that might benefit from the AIP process.
- PAII staff will continue to partner with Human Resources to train facilitators.

VI. Improve effectiveness of PAII personnel and services.

VI.1. Collect information about PAII effectiveness.

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

VI.1a.   **Increasingly useful set of indicators for monitoring PAII performance in use.**

- Staff from Human Resources presented methods of employee performance reviews to the Banta staff.

Evidence of Progress for 2006-2007:

VI.1a.   **Increasingly useful set of indicators for monitoring PAII performance in use.**

- Staff from Human Resources presented methods of employee performance reviews to the Banta staff.

Activities planned for 2007-2008:

VI.1a.   **Increasingly useful set of indicators for monitoring PAII performance in use.**

Performance reviews will be conducted for PAII staff.

- Performance reviews will be conducted for PAII staff.

VI.2. Implement project management

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

VI.2a.**   All PAII staff oriented and trained to use project management tools and techniques.**

- All staff member have been trained on PM tools and techniques. However staff members remain uncomfortable with use of the system. IMIR staff used the project management system for TCEM program review however that project did not involve many complexities and thus staff did not get a feel for all features.
- Twelve staff members attended training on using desktop short-cuts for Windows XP and advanced navigational techniques in IE 7 and Firefox browsers.

VI.2b.**   At least 5 projects executed using project management tools.**

- The project management system was used to monitor the revision of the ODB website. IMIR staff also used the project management system for TCEM program review.

Evidence of Progress for 2006-2007:

VI.2a.**   All PAII staff oriented and trained to use project management tools and techniques.**

- Plan in place to use PM for the performance report project.

VI.2b.**   At least 5 projects executed using project management tools.**

- The project management system was used by IMIR staff for two projects.

Activities planned for 2007-2008:

VI.2a.**   All PAII staff oriented and trained to use project management tools and techniques.**

- PAII will use the project management system for the upcoming performance report to further orient staff to use the system.

VI.2b.**   At least 5 projects executed using project management tools.**

- PAII will use the project management system for the upcoming performance report.

VI.3. Continuously improve the professional development of PAII staff.

Campus Planning Theme: Best Practices
Secondary Goals:

Sub Unit:
Time Frame:

Actions taken for 2006-2007:

VI.3a.**   Professional development plans designed and deployed**

-   See Indicators of Progress.

Evidence of Progress for 2006-2007:

VI.3a.   **Professional development plans designed and deployed.**

- Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops or training opportunities as part of the ongoing staff development activities in PAII.
- Offered discretionary/incentive bonus awards to staff members.

Activities planned for 2007-2008:

VI.3a. **Professional development plans designed and deployed.**

- Continue to hold staff retreats at least once a year.
- Maintain flexibility in work schedules that allow staff members to pursue professional development or training opportunities as needed.
- Continue to maintain discretionary/incentive award bonus plans in PAII.

VI.4. Develop and implement a diversity plan for PAII.
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

VI.4a.**   Diversity plan and implementation strategy developed.**

            Completed.

Evidence of Progress for 2006-2007:

VI.4a.**   Diversity plan and implementation strategy developed.**

            Completed.

Activities planned for 2007-2008:

VI.4a.**   Diversity plan and implementation strategy developed.**

           Completed.

VI.5. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2006-2007:

VI.5a.   **At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external). **

VI.5b.**   At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.   **

            Completed.

Evidence of Progress for 2006-2007:

VI.5a.   **At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).**

VI.5b.**   At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.   **

            Completed.

Activities planned for 2007-2008:

VI.5a.   **At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external). **

VI.5b.**   At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.   **

            Will submit proposals for presentations and publications

Fiscal Health

Reallocation Plan

Other Question(s)

1) *Diversity*. In the past year (July 1, 2006-June 30, 2007) what actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

2) *International activities*. Over the past year, in what international projects and activities have your faculty, staff, and students engaged? What new efforts have been undertaken to internationalize the curriculum?