

IUPUI
Academic Policies and Procedures Committee
Agenda
Friday 2/4/2005
CA 136 1:00 p.m.- 3:00 p.m.

Minutes

- The minutes from the 1/7/05 meeting were distributed

Announcements from the Chair

- Admissions update *Mike Donahue*
 - We are up 10% in freshman applications and up 15% in offers of admission. This is noteworthy since we have higher standards with more students delayed for grades and more students deferred to the community college
 - Minority applications are up in all groups except Native American. African-American applications are up 40% and admissions up 67% (220 this year versus 131 last year)
 - Transfer applications are up 13% and admissions are up 55% but at this time the totals are too small to predict a trend
- International admissions update *Sara Allaei*
 - Applications are up approximately 40% with decisions up approximately 100%
 - As with undergraduate admissions, the implementation of the imaging/workflow system has resulted in more rapid processing of the applications
- Enrollment Update
 - IU's official Spring reports are now available by visiting <http://www.indiana.edu/~urr/>
- Enrollment Services Update
 - Recent hires include Terry Brown in Admissions, Carla Boyd and Michael Kleinman in Registrar's office, David Campbell, Eric Lynch and 2 graduate professional student advisors in Financial Aid. The Bursar has hired Dan Youngblood. These individuals have experience from working on the SIS project teams which will assist IUPUI in optimizing our use of the SIS to better serve our students.

Academic Affairs Committee Report *Betty Jones, Chair*

- UFC Education Policies Committee is reviewing
 - General education policies systemwide
 - Common admission policy for all campuses
 - Getting course descriptions into the SIS
- Graduation with Distinction policy is being reviewed by the IUPUI AAC.
 - The 10% limitation is being reviewed to determine if it provides an inappropriate restriction on the number of students who are recognized
 - A student must complete 60 credit hours at IUPUI to be eligible for Honors. The AAC is reviewing the restriction to determine if it inappropriately disadvantages transfer students.
- Common probation and dismissal policy is being discussed by AAC.

Items for Review, Discussion, or Action

- Update on SIS/SES

- The consultants providing recommendations on the appropriate configuration of the SES will be conducting interviews the week of February 7. The reports are due March 1.
- Undergrad/Grad classification for nondegree seeking students—*Mary Beth Myers*
 - Dean Plater has approved the change in practice so that the student's program/plan is coded to reflect the level of coursework. This was the practice endorsed by APPC at the January meeting.
 - The Registrar's Office is working through the details to implement the change for the Summer Term
 - Office of Admissions will admit applicants with bachelor's degrees who want to take undergrad courses but not pursue second degrees. Student may take only undergraduate courses, will pay undergraduate fees, and will be prevented from registering for any grad level courses. In order to take graduate and undergraduate courses, the student will need to register as graduate non degree and pay graduate fees for all courses.
- Summer Registration *Mary Beth Myers* and Single Summer Term and Financial Aid *Kathy Purvis*
 - The first draft of a document describing the processes that will be used for the summer term was discussed.
 - Revisions in the document will be made as more information is gathered.
 - Discussion will continue at the March APPC meeting.
- Planning and Institutional Improvement Resources and Services *see attached*
 - Testing *Howard Mzumara*
 - Surveys *Victor Borden*
 - Enrollment and Retention Reporting *Kathy Burton*
 - Planning and Program Review and Evaluation *Karen Black*

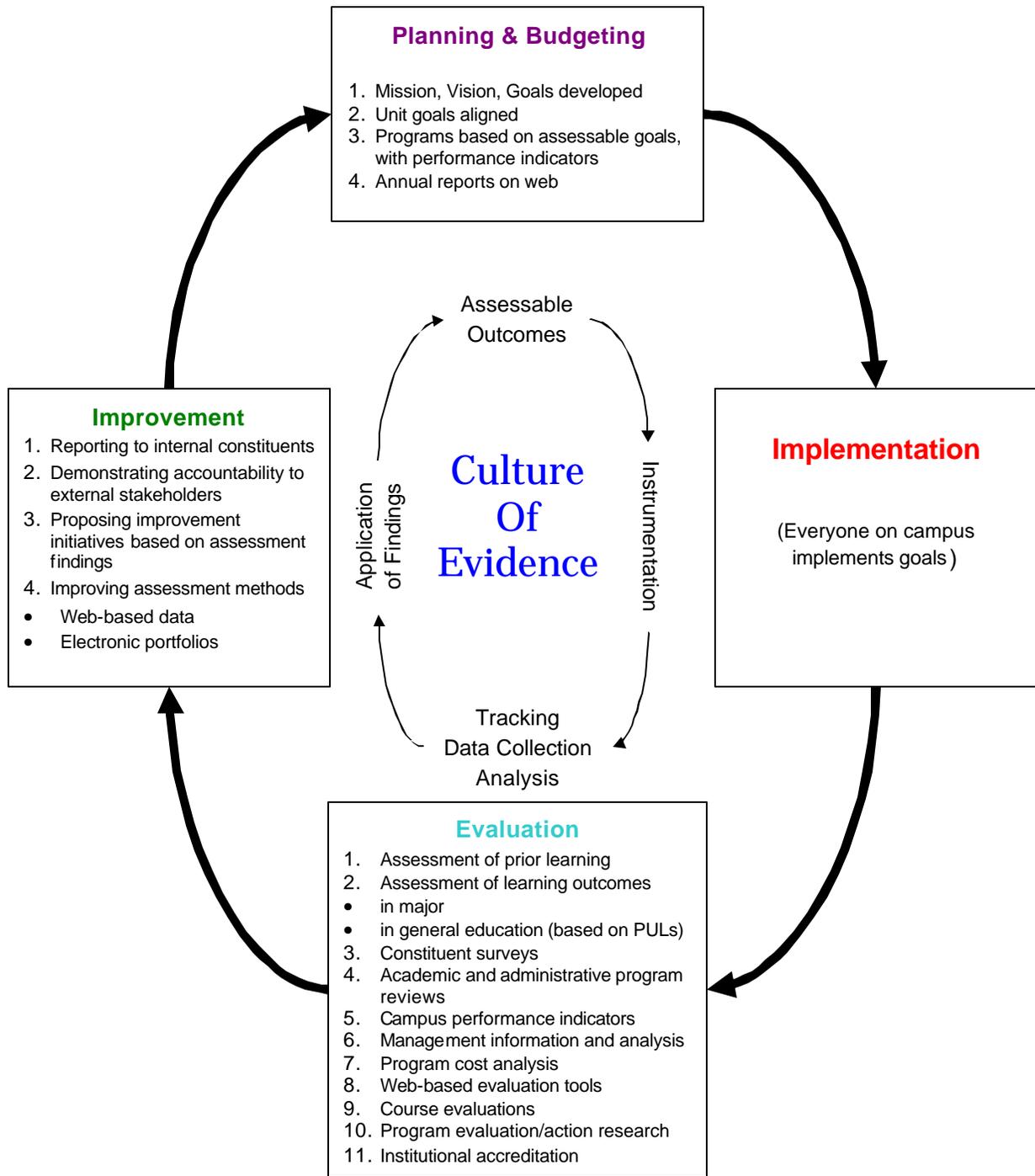
Future Agenda Items

- Lessons Learned from Fall 2004 Grades Submission Process *Mary Beth Myers*
- Transfer Student Profile and Impact on Services *Vic Borden*
- New SAT Writing examination *Howard Mzumara*
- Intercampus Transfer & Returning Student Processes *Enrollment Center*
- Prior Learning Assessment *Amy Warner*

Meeting Dates and Locations

March 4, 2005	CA 136
April 1, 2005	CA 136
May 6, 2005	CA 136

Planning, Evaluation and Improvement at IUPUI



PAII and Its Component Offices

PAII Mission

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

GOALS

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

1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
3. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
4. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.
5. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.

COMPONENTS OF THE OFFICE

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

Office of Institutional Effectiveness (OIE)

The Office of Institutional Effectiveness leads, coordinates, and supports selected PAII initiatives and projects related to examining, improving, and reporting on effectiveness campus-wide in key areas of IUPUI's mission and strategic priorities.

Testing Center (TC)

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

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

- defining unit outcomes (programs, activities, services),
- identifying costs associated with unit outcomes,
- developing a cost model using activity-based costing methods,
- developing a revenue model focusing on financial analysis,
- developing a financial planning system linking cost and revenue factors,
- training staff and personnel in using the model, and
- providing group presentations on the model's concepts.

The Economic Model Office 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.

Information Management and Institutional Research (IMIR)

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

- developing for academic deans and other campus administrators a series of management reports and analyses that integrate information from a variety of institutional and external data resources;
- providing academic and administrative managers with information needed to address ad hoc problems and issues;
- creating organized, documented, and accessible data resources based on institutional, survey, and external databases;
- conducting survey research to assess the expectations, satisfaction, and outcomes of students, faculty, staff, alumni, employers, and other stakeholders;
- providing direct support to specific campus, school and program evaluation and planning activities;
- developing computer network-based systems for collecting, accessing, and analyzing information in a more timely and cost effective manner; and
- helping staff from other academic and administrative units to conduct institutional research reporting and analysis.

Reference List. This table contains a brief description of some of the information resources, products, and services PAII provides.

<p>5-year enrollment and degree trends Trend reports for headcount, credit hours, and degrees conferred http://www.imir.iupui.edu/infore/infore_fiveyeartrend.asp</p>
<p>Point-in-cycle enrollment monitoring system The <i>IUPUI Point-in-Cycle Enrollment Management Reports</i> website contains a series of reports that track the status of IUPUI admissions and enrollment for upcoming semesters. Registration reports include headcount and credit hours. Reports on admissions include number of applicants and admits, indicators of quality for the undergraduate pool, and demographics. http://www.imir.iupui.edu/point_in_cycle/index.asp</p>
<p>Civic Engagement Inventory Searchable online database of major civic engagement initiatives organized by category (culture, health, economic development, etc.)http://www.imir.iupui.edu/ceinv/</p>
<p>Campus performance indicators Ratings and evidence of effectiveness on indicators related to mission-critical objectives including indicators for Teaching and Learning; Civic Engagement; Research, Scholarship, and Creative Activity; Diversity; and Best Practices. www.iport.iupui.edu/performance/</p>
<p>Data from peer institutions Comparative institutional data, available on request, comparing IUPUI to peer urban universities or other select groups of institutions</p>
<p>Online Management Indicators A variety of reports on enrollments, student progress and outcomes, faculty and staff, and financials http://www.imir.iupui.edu/odb/</p>
<p>Faculty and staff surveys The faculty survey conducted by IMIR contains information about faculty opinions about: the quality of IUPUI, the campus environment, the faculty work environment, student welfare, campus services, campus technology support; and the use of instructional methods. The staff survey collects staff opinions and perceptions about IUPUI in general and about important aspects of the work environment, including work climate, communications among staff, leadership, rewards and recognition, and job satisfaction. http://www.imir.iupui.edu/infore/infore_facultystaff.asp</p>
<p>Student surveys The <i>Continuing Student Satisfaction and Priorities Survey</i> conducted by IMIR contains information on student (undergraduate) satisfaction with and the importance of aspects of the physical, academic, and student support environment. Additional items concern student involvement in learning, attitudes, growth and emphasis relative to the principles of undergraduate learning and students' family and work background. http://www.imir.iupui.edu/infore/infore_studentsatis.asp</p>
<p>Alumni surveys <i>Recent Alumni Survey</i> (undergraduates) conducted by IMIR contains information about current employment and education status, satisfaction with and importance of the IUPUI experience and the impact of IUPUI on student learning. http://www.imir.iupui.edu/infore/infore_recentalumni.asp</p>
<p>Fall Enrollment Analysis In-depth analysis of current enrollments and recent trends http://www.imir.iupui.edu/infore/infore_studentenroll.asp</p>

<p>Annual Degree Analysis In-depth analysis of recent trends in degrees conferred http://www.imir.iupui.edu/infore/infore_degreesconfer.asp</p>
<p>Student Progress Analysis Periodic analyses of student retention and graduation rates, as well as student performance in introductory courses with a variety of reports on student progress, retention, and graduation rates http://www.imir.iupui.edu/infore/infore_studentprogressperf.asp</p>
<p>Program reviews</p>
<p>PRAC annual reports</p>
<p>Placement testing reports Includes Annual Placement Validity Reports, Course Placement or FOCUS query reports for class rosters/audit reports for ENG Writing and Math courses, ACT COMPASS/ESL Standard Individual Reports, Ad-hoc requests for placement test data</p>
<p>Annual campus <i>Performance Report</i> Report on annual highlights organized around key mission elements and distributed to internal and external stakeholders. Currently published in print; starting with 2002-2003 report, will be published both in print and online (at www.iport.iupui.edu).</p>
<p>Electronic institutional portfolio (www.iport.iupui.edu) Online report on IUPUI's effectiveness in key mission areas; used as platform for 2002 accreditation self-study. Includes evidence and examples, in multiple media, that demonstrate effectiveness.</p>
<p>Cost/revenue analyses of mission areas, programs and/or school (Economic Model Office)</p>
<p>Activity analyses of mission area processes for school and programs (Economic Model Office)</p>
<p>Information requests analyses (IMIR) Special analyses performed by staff in IMIR in response to requests from administrators, faculty, or staff.</p>
<p>Course evaluations (Testing Center) Administration of mid-semester and/or end-of-semester course/instructor surveys (Student Evaluation of Teaching)</p>
<p>National or state testing Includes administration of commercially available national/state tests like ACT, CLEP, SAT, DANTEs, Miller Analogies Test (MAT), PRAXIS-Professional Assessments for Beginning Teachers, Law School Admission Tests (LSAT), Strong Interest Inventory (SII), Myers-Briggs Type Indicator (MBTI)</p>
<p>Scanning services Includes optical and image scanning, test scoring, document/survey design, data extraction & image archiving, images to CD-ROM, data analysis and reporting</p>
<p>Assistance with outcomes assessment Includes psychometric/evaluation/assessment consulting services provided by Testing Center staff, facilitating assessment-related workshops on test construction and/or on developing effective exams, marking & grading, methods for detecting and preventing student plagiarism, use of item analysis to improve test items, etc.</p>
<p>Assistance with strategic or long-range planning Includes consulting on program evaluation</p>

Information Sources Survey Report of Results for Deans

The Information Sources Survey was administered in December 2003 to academic deans with 20 of the 20 (100%) survey recipients responding.

All of the respondents reported using Faculty and Staff Surveys. Many of the survey respondents reported using the Point-in-Cycle System, Campus Performance Indicators, Student Surveys, and Fall Enrollment Analysis. Only one of the respondents reported using National or State Testing.

Have you used this?	Percent responding "yes"	Number responding "yes"	Total number of responses	Usefulness of Information
Faculty and staff surveys	100	18	18	2.29
Point-in-cycle enrollment monitoring system	95	18	19	2.60
Campus performance indicators	94	17	18	2.53
Student surveys	94	17	18	2.33
Fall Enrollment Analysis	94	16	17	2.53
Online Management Indicators	94	15	16	2.72
5-year enrollment and degree trends	88	14	16	2.56
Annual campus Performance Report	84	16	19	2.47
Alumni surveys	82	14	17	2.40
Program reviews	70	14	20	2.67
Annual Degree Analysis	69	11	16	2.46
Electronic institutional portfolio	63	10	16	2.27
Student Progress Analysis	62	8	13	2.30
Course evaluations	61	11	18	2.75
PRAC annual reports	53	10	19	2.17
Civic Engagement Inventory	50	9	18	2.33
Information requests and analyses	50	9	18	2.50
Cost/revenue analyses	47	9	19	2.56
Data from peer institutions	40	6	15	2.33
Scanning services	38	6	16	2.20
Placement testing reports	36	5	14	2.00
Assistance with outcomes assessment	33	5	15	2.50
Assistance with strategic or long-range planning	31	5	16	2.43
Activity analyses	24	4	17	2.40
National or state testing	7	1	14	1.75

1= not useful 2=somewhat useful 3= very useful

Course Evaluations and Online Management Indicators were reported to be the most useful sources of information while National or State Testing was the least useful source of information.

Information Sources Survey
Report of Results from Associate Deans and Department Chairs

The Information Sources Survey was administered in April 2004 to department chairs, assistant and associate deans, PRAC members, and other faculty who were recommended by the deans. Overall, 148 were distributed and 89 were returned for a response rate of 60%.

Table 2. Number and Percentage of respondents who used services and their perceived usefulness of those services.

Have you used this?	Percentage			Number			Usefulness
	Yes	No	NR*	Yes	No	NR	
Student surveys	48%	34%	18%	43	30	16	2.52
Annual campus <i>Performance Report</i>	46%	38%	16%	41	34	14	2.31
Course evaluations	44%	36%	20%	39	32	18	2.5
Fall Enrollment Analysis	44%	39%	17%	39	35	15	2.58
5-year enrollment and degree trends	43%	42%	16%	38	37	14	2.48
Alumni surveys	42%	40%	18%	37	36	16	2.44
Program reviews	40%	42%	18%	36	37	16	2.46
Faculty and staff surveys	38%	43%	19%	34	38	17	2.29
Campus performance indicators	36%	45%	19%	32	40	17	2.35
PRAC annual reports	34%	43%	24%	30	38	21	2.31
Scanning services	31%	44%	25%	28	39	22	2.59
Online Management Indicators	28%	47%	25%	25	42	22	2.41
Information requests and analyses	28%	43%	29%	25	38	26	2.76
Point-in-cycle enrollment monitoring system	27%	43%	30%	24	38	27	2.39
Civic Engagement Inventory	24%	51%	26%	21	45	23	1.91
Electronic institutional portfolio	24%	56%	20%	21	50	18	2.42
Student Progress Analysis	20%	49%	30%	18	44	27	2.18
Cost/revenue analyses	19%	46%	35%	17	41	31	2.32
Annual Degree Analysis	17%	60%	24%	15	53	21	2.24
Assistance with strategic or long-range planning	17%	49%	34%	15	44	30	2.57
Assistance with outcomes assessment	16%	58%	26%	14	52	23	2.25
Data from peer institutions	15%	55%	30%	13	49	27	2.15
Activity analyses	15%	45%	40%	13	40	36	2.21
Placement testing reports	11%	52%	37%	10	46	33	1.94
National or state testing	6%	56%	38%	5	50	34	2

* NR = No Response

1= Not useful 2= Somewhat Useful 3= Very Useful

Information Sources Survey Report of Results for Deans

The Information Sources Survey was administered in December 2003 to academic deans with 20 of the 20 (100%) survey recipients responding.

Results of Part II: Information Availability, Usage, and Utilization

All of the survey respondents were familiar with Point-in-Cycle System, Program Reviews, and the Annual Campus Performance Report. Campus Performance Indicators and Faculty, Staff, and Student Surveys were also well known among the respondents. Participants were least familiar with National or State Testing.

Did you know this was available?	Percent responding "yes"	Number responding "yes"	Total number of responses
Point-in-cycle enrollment monitoring system	100	20	20
Program reviews	100	20	20
Annual campus Performance Report	100	20	20
Campus performance indicators	95	19	20
Faculty and staff surveys	90	18	20
Student surveys	90	18	20
PRAC annual reports	90	18	20
Online Management Indicators	85	17	20
Fall Enrollment Analysis	85	17	20
Cost/revenue analyses	85	17	20
5-year enrollment and degree trends	80	16	20
Alumni surveys	80	16	20
Electronic institutional portfolio	80	16	20
Course evaluations	80	16	20
Information requests and analyses	75	15	20
Civic Engagement Inventory	70	14	20
Annual Degree Analysis	65	13	20
Activity analyses	65	13	20
Assistance with strategic or long-range planning	60	12	20
Student Progress Analysis	53	10	19
Scanning services	50	10	20
Data from peer institutions	45	9	20
Assistance with outcomes assessment	45	9	20
Placement testing reports	42	8	19
National or state testing	20	4	20

**Information Sources Survey
Report of Results from Associate Deans and Department Chairs**

The Information Sources Survey was administered in April 2004 to department chairs, assistant and associate deans, PRAC members, and other faculty who were recommended by the deans. Overall, 148 were distributed and 89 were returned for a response rate of 60%.

Results: Information Sources, Products, and Services

Table 1. Number and percent reporting their knowledge of product, service, and information availability

Did you know this was available?	Percentages			Number		
	Yes	No	NR*	Yes	No	NR
Annual campus Performance Report	69%	29%	2%	61	26	2
5-year enrollment and degree trends	67%	30%	2%	60	27	2
Student surveys	67%	30%	2%	60	27	2
Course evaluations	64%	33%	3%	57	29	3
Program reviews	63%	34%	3%	56	30	3
Fall Enrollment Analysis	63%	34%	3%	56	30	3
Campus performance indicators	62%	35%	3%	55	31	3
Alumni surveys	61%	35%	4%	54	31	4
Faculty and staff surveys	61%	35%	4%	54	31	4
Electronic institutional portfolio	55%	43%	2%	49	38	2
PRAC annual reports	54%	43%	3%	48	38	3
Scanning services	53%	44%	3%	47	39	3
Assistance with outcomes assessment	48%	49%	2%	43	44	2
Civic Engagement Inventory	47%	51%	2%	42	45	2
Annual Degree Analysis	46%	49%	4%	41	44	4
Online Management Indicators	45%	51%	4%	40	45	4
Information requests and analyses	40%	55%	4%	36	49	4
Data from peer institutions	40%	55%	4%	36	49	4
Cost/revenue analyses	38%	58%	3%	34	52	3
Point-in-cycle enrollment monitoring system	36%	61%	3%	32	54	3
Assistance with strategic or long-range planning	35%	62%	3%	31	55	3
Student Progress Analysis	30%	65%	4%	27	58	4
Activity analyses	27%	70%	3%	24	62	3
Placement testing reports	26%	70%	4%	23	62	4
National or state testing	17%	79%	4%	15	70	4

* NR = No Response

Office of Institutional Effectiveness

Mission: The Office of Institutional Effectiveness leads, coordinates, and supports selected PAII initiatives and projects related to assessing, improving, and reporting on effectiveness campus-wide in key areas of IUPUI's mission and strategic priorities.

The Office of Institutional Effectiveness provides the following programs and services:

- **IUPUI Electronic Institutional Portfolio (iPort)**
The office is responsible for developing and maintaining IUPUI's electronic institutional portfolio, which demonstrates and reports on effectiveness in all aspects of the campus mission. The iPort is intended for multiple stakeholder audiences, both internal and external, and houses the 2002 accreditation self-study and, since 2004, the web version of the IUPUI annual Performance Report. It includes the campus performance indicators, along with extensive supporting data for the indicators.
- **IUPUI Performance Report**
The office prepares the campus's annual Performance Report, which highlights significant accomplishments of the year and includes the campus performance indicators with supporting data. The report is published both in print and on the web (as part of the institutional portfolio).
- **Teaching and Learning Performance Indicators**
The office director annually convenes a PRAC subcommittee that examines relevant data and determines ratings (traffic light colors) for IUPUI's achievements on the teaching and learning performance indicators.
- **Research Briefs**
The office works with the Office of Information Management and Institutional Research to develop Research Briefs that summarize and interpret the results of IMIR surveys for campus decision-makers and other campus constituents.
- **Committees and Special Projects**
The office director participates in committees related to its mission (such as the Retention and Graduation Council, the Civic Engagement Council, and the ePort Core Committee) and carries out or collaborates on a range of relevant projects (e.g., the AIR/NPEC grant on "Enhancing Student Success Through Electronic Portfolios," chairing the IUPUI team at AAHE's workshop on "Organizing for Campus Success").

IUPUI Testing Center

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

The IUPUI Testing Center provides the following programs and services:

- **Placement Testing and Proficiency Assessment**

Includes administration of *placement tests* in Chemistry, English (writing), Mathematics, Reading, English-as-a-Second Language (ESL), and proficiency tests in world languages (French, German, and Spanish) -- used in providing new students, academic advisors, and faculty/placement test coordinators with data about the achievement levels of entering students for course placement purposes.

- **Scanning Services**

- **Student Evaluation of Teaching (SET)/Course Evaluation Services** – Provide optical scanning and *online course evaluation services* that facilitate the work of campus units in improving assessment practices. This work includes, but is not limited to, administration of course/instructor surveys and generation of evaluation reports that enhance the administrative decisions-making process (e.g., for tenure/promotion reviews or nominations for campus teaching awards). [Currently, the list of clients for online course evaluation includes Community Learning Network, Herron School of Art, School of Nursing, School of Public and Environmental Affairs, and School of Social Work.]
- **Exam and Survey Scoring and Analysis** – Instructors use our “scanner-ready” answer sheets to have exams scored and analyzed at a nominal cost. Also, instructors obtain customized reports that include test score distributions with (individual or group) exam statistics, alphabetic listings of students, item analyses, and individual student error sheets for instructional purposes.
- **Forms/Survey Design Services** – Assist faculty and staff in designing scanner-ready score sheets or survey forms for instructional or research purposes.

- **National & State Testing (including Credit-by-Examination)**

Provide a service and location where students can take independent studies exams as well as state and nationally-administered tests (e.g., ACT, CLEP, DANTEs, PRAXIS, SII, MBTI) for use in admissions, credit-by-exam, certification, licensure, or career guidance.

- **Development of Assessment Tools**

Develop Web-based assessment tools in support of the placement testing program, course/faculty evaluation, research and evaluation, and/or for tracking student achievement.

- **Evaluation and Research**

Collaborate with faculty and staff on the design and conduct of evaluations of instructional and curricular projects including those with university/federal/corporate funded research. Also, through ongoing evaluation consulting services, interested faculty/staff receive individualized technical assistance in the areas of outcomes assessment, instrumentation, data analysis, and in conducting program evaluation.

- **Workshops on Student Outcomes Assessment**

Conduct workshops on a variety of topics (e.g., on test construction, assessment of student progress, classroom assessment, methods for detecting student plagiarism, etc.) designed to help interested faculty, staff, and students with their work on outcomes assessment.

Contact Information

Howard Mzumara: E-mail: hmzumara@iupui.edu; Phone: 278-2214; Fax: 274-3400; UN 003S

Standard IMIR online reports for enrollment management:

Point-in-cycle website: http://www.imir.iupui.edu/point_in_cycle/index.asp

The site contains a series of reports that track the status of admissions and enrollment for upcoming semesters. Registration reports include headcount and credit hours. Reports on admissions include number of applicants and admits, demographic characteristics and, for undergraduates, indicators of quality.

Online Management Indicators: <http://www.imir.iupui.edu/odb/>

A variety of reports on enrollments, student progress and outcomes, faculty and staff, and financials are included at this site.

Customized standard reports:

- **Liberal Arts:** School and department profiles including credit hours taught, average section size, number of majors, number of new majors, and degrees conferred.
- **Engineering and Technology:** Entry qualifications for new students, one-year retention rates, number of degrees conferred, graduation rates for the school and each department.
- **Retention report:** A detailed retention report that shows the trend in one-year retention rates by class level. Includes the number/percent of students enrolled for a given fall semester who graduated from the school, re-enrolled in the school, graduated from another program, re-enrolled in another program.
- **DFW report:** Grade distribution report for Gateway courses and provided to several departments/schools on request.

Information/analyses requests: <http://www.imir.iupui.edu/imir/reqinfo.asp>

Provide raw or summarized institutional data to faculty/staff involved in research, improvement efforts, writing grant proposals, etc.

- Provided demographic and academic performance data for students enrolled in a particular Psychology course to support a professor's research.
- Impact of participation in learning communities on GPA and retention.
- Distribution of grade in one course by grade in a subsequent course.
- Student FTE by school.

IMIR contact: Kathy Burton, e-mail: kburton@iupui.edu , phone: 4-0093

IUPUI Survey Results on the Web

Surveys	Reports	Web Location
Advising		
1999	campus only	<i>Steps >IMIR home page >Information Resources...</i>
1996	campus only	<i>> Student Satisfaction</i>
Recent Undergraduate Degree Recipients (one-year out alumni)		
2002-2003	campus & schools	<i>> Recent Alumni – Highlights and Full Reports</i>
2001-2002	campus & schools	
2000-2001	campus & schools	
1999-2000	campus & schools	
1998-1999	campus only	
1997-1998	campus only	
1996-1997	campus & schools	
1995-1996	campus only	
1994-1995	campus only	
1993-1994	campus only	
1992-1993	campus only	
Continuing Student Satisfaction and Priorities		
2003	campus & schools	<i>> Student Satisfaction</i>
2001	campus & schools	
1999	campus only	
1998	campus & schools	
1997	campus only	
1996	campus only	
1995	campus only	
1994	campus only	
1993	campus only	
Entering Students		
2001	campus	<i>> Student Surveys</i>
2000	campus	
1997	campus	
1992	campus	
Faculty		
2002	campus & schools	<i>> Faculty and Staff Surveys</i>
2000	campus only	
1998	campus only	
1996	campus only	
1995	campus only	
Non-Returning Students		
1999 cohort	campus only	<i>> Student Surveys</i>
1993 cohort	campus only	
National Survey of Student Engagement (NSSE)		
2004 (in press)	campus & schools	<i>> Student Satisfaction</i>
2002	campus & schools	
1999 - 2000	campus only	
Staff		
2003	campus & schools/units	<i>> Faculty and Staff Surveys</i>
1999	campus only	
1997	campus only	

^ayear reflects the degree year of graduates

IMIR Client Survey Services

Sampling and Over-Sampling: We can provide sampling frames of IUPUI students, alumni, faculty and staff for your local surveys. We can also include oversamples of students from your school for any of the campus student surveys.

Survey Administration: We can take care of the entire administration process, including printing, stuffing, mailing, and collecting completed responses.

Data Entry: We can design for you web-based entry screens or we can take care of your complete data entry needs.

Web Surveys: Let us arrange to make your local surveys available on the web and reduce your costs for postage and data entry.

Data Analysis: We can provide the statistical analyses most appropriate to your data. We can also provide you with a data file to do your own analyses.

Report Preparation: You can choose from professional, camera-ready reports with tables, graphs and charts or, alternatively, we can provide you with SPSS output at a more reasonable rate. Using Survey Results: We can help you make sense of and use the results of IUPUI campus surveys as they relate to your school or program.

Total Survey Management: We can provide the total package from helping you design your questionnaire to providing you with a final report on the results of your survey. In addition we can help you develop action plans for using the results to make improvements.

Cost basis for the above services: All charges are based on a cost recovery method. Rates for specific services vary depending on the experience of the staff involved. We would be more than willing to prepare a cost estimate for your survey needs. To provide an idea of our costs we show below the hourly rates for various survey research procedures.

- Data Entry - \$15/hour
- Sampling - \$50/hour
- Basic Statistical Analysis - \$30/hour
- Advanced Statistical Analysis - \$50/hour
- Report Preparation - \$30/hour
- Oversampling your students for IUPUI campus surveys - Additional cost of printing, postage, and data entry
- Web surveys - Contact us for an estimate

Please contact Michael Wince mwince@iupui.edu (274-3617) to further discuss these services or to request an estimate for your survey project

Academic Program Review

CRITERIA FOR SELF-STUDY

(Excerpted from Program Review Guidelines)

Every effort will be made to standardize the formats of the various requests for information directed to campus units for purposes of planning, resource allocation, and program evaluation, including peer review. Thus several campus offices, including the Office of Information Management and Institutional Research and the University Library, will be able to assist faculty, staff, and students in the program undergoing review in assembling information for the self-study.

The self-study outline that follows is meant to be suggestive rather than prescriptive. Each department will have additional information to include and may choose a different order for parts of the narrative. **Graduate programs** should be reviewed according to the questions suggested in the Appendix (not included for programs offering only baccalaureate degrees).

Purposes, Reputation, Aspirations

Brief History of the Program - Origin and significant events in its development.

Mission and Goals

- Statement of mission, including relationship to school and campus missions.
- Specific goals in the areas of teaching *and learning*; research, *scholarship, and creative activity*; and *civic engagement* (attach planning documents and relevant policy statements).
- Evidence of external demand and internal (campus) needs for the program.

Resources

Students (Data for the past 5 years if available.)

- Characteristics of students majoring in the program (number, SAT scores, GPA, and other relevant characteristics).
- Description of recruitment practices and admissions criteria
 - Activities and resources that serve University College students who declare a major in the department but have not yet met the department's entrance requirements.
 - Number of students who have declared a major in the department but failed to meet the department's entrance guidelines.
- Types and levels of financial assistance available
- Numbers/percentages of women, minorities, international students in the population of majors
- Number of students in service courses

Faculty

- General description of faculty, including year hired, rank, teaching assignments
- Student-faculty ratios
- Faculty development opportunities available in past 5 years
- Evidence of faculty accomplishments, including participation in University College and other campus-wide student initiatives, and teaching evaluations obtained from students, graduates, and peers
- Description of criteria for evaluation/reward/recognition of faculty
- Curriculum vitae for each faculty member, including list of courses taught, description of advising/mentoring responsibilities, record of service, research interests, publications, and sources of external support

Library - Description of library holdings and an assessment of their adequacy.

Physical Facilities - Overview of the physical environment for the program, including instructional technologies, other equipment, and supplies.

Program Process**Program Content**

- Distinctive characteristics of the program
- Structure, breadth, and depth of curricular offerings, including interdisciplinary programs
- Desired learning outcomes for students

Student Support

- Description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress, out-of-class contact with faculty, involvement in research and independent study, internships/field experiences, professional organizations and clubs, and other out-of-class learning opportunities. Evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses.
- Opportunities for student involvement in program planning and evaluation
- Description of efforts made to place graduates
- Description of efforts to support entering students, including first-year seminars and learning communities
- Description of research opportunities for beginning honor students

Outcomes

Indicators of Program Quality

- Evidence of student demand for entry/transfer into the program
- Evidence of quality of applicant pool
(GPA, SAT scores, other relevant characteristics)
- Evidence of student retention in the program
- Number of graduates
- Evidence of student mastery of generic skills (general education)
- Evidence of student achievement of specified learning outcomes in the major
- Evidence of student learning in service courses *offered by the department*
- Evidence of placement of graduates in employment in the field or in further education
- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, community members or agencies
- External recognition of students, faculty, or graduates
- Evidence that honors students benefit from honors initiatives sponsored by the department

Overall Assessment Of Program Strengths And Concerns

Based upon all the foregoing information, what is the unit pleased about and what are its principal concerns? What needs to be improved? What areas of the discipline should the program emphasize? How does the unit view its future?

