Mission

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

Goals and Objectives

- I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.
- I.1. Communicate broadly the campus mission/vision.
  
  **Campus Planning Theme:** Teaching and Learning
  
  **Secondary Goals:**
  
  **Sub Unit:** None
  
  **Time Frame:** on-going

Actions taken for 2003-2004:

I.1a. IUPUI's Vision, Mission, Values, and Goals used prominently in Chancellors speeches and campus publications both in print and on the Web.

Chancellor Bantz embraced the IUPUI Vision, Mission, Values, and Goals and began immediately to use the three principal elements of the mission statement to frame his remarks about the campus. His inaugural speech in December 2003 as well as his Report to the Community in February 2004 were based on the three mission elements.

I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.

For the first time this year, the Office of Institutional Effectiveness developed and published the annual IUPUI Performance Report both in print and on the web, where it comprises part of the campus online institutional portfolio (iPort). The iPort is IUPUI’s website for self-assessment and accountability at the institutional level. The web version of the Performance Report includes hot links from report items to related websites, detailed data on performance indicators, and a wealth of additional information and links for each of the campus main mission areas: teaching and learning, research, scholarship, and creative activity; and civic engagement. Since publication, the web-based report has had over 1300 visitors.

I.1c. Faculty/staff understanding of campus plans increased.

The campus plan has been integrated into primary reporting venues, including the Annual Performance Report, the Chancellors State of Diversity Address, and the IUPUI Portfolio. However, several notable activities this year altered the fabric of planning, including Chancellors Bantz Doubling the Numbers pronouncement, the Financial Planning Advisory Group budget reduction scenarios, the development of new initiatives using dedicated tuition funding, and President Herberts mission differentiation project. PAII/IMIR/Econ Model Office provided substantial support to these efforts, including primary technical support to the financial planning scenario project, and extensive information support especially to the Teaching and Learning Task Force appointed to address the Doubling Goals. The special report produced for the Teaching and Learning Task force was distributed throughout IUPUI.

I.1d. Participation in PAII national and international conferences.

Participation in the national conference conducted by PAII continued to draw record attendance. The international conference in Cape Town, South Africa was unique in that 100 delegates representing 10 African countries were able to attend.

I.1e. Number of national and international invitations.

PAII staff received 95 invitations to make presentations or to consult with international and national organizations, but were not able to accept all the invitations they received.

I.1f. Number of external information requests.

PAII staff continue to respond to hundreds of information requests from external constituents.

I.1g. Usage statistics for PAII Websites.

Evidence of Progress for 2003-2004:


The Chancellors inaugural address in December 2003 and Report to the Community in February 2004 were based upon the three elements of the mission statement.

I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.

New iteration of electronic institutional portfolio developed.

Updated information incorporated into electronic institutional portfolio. Online annual Performance Report included in electronic institutional portfolio.

I.1c. Faculty/staff understanding of campus plans increased.

Staff satisfaction with the clarity of campus plans and objectives increased from the 1999 to the 2003 survey.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1999</th>
<th>2003</th>
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<tbody>
<tr>
<td>Sat. or Very Sat.</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>Neutral</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Dissatisfied or Very</td>
<td>15%</td>
<td>14%</td>
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</table>

The faculty survey was not conducted to make room in the schedule for a special survey for the Hallmarks of First Year Excellence project.

I.1d. Participation in PAII national and international conferences.

The international assessment conference co-sponsored by PAII was held in Cape Town, South Africa. The meeting drew 1 participants from 10 African countries in addition to 50 others from Europe, the Americas, and Australia.

The national Assessment Institute in Indianapolis drew a capacity crowd of 630 participants from 45 states to the University Place Hotel and Conference Center in November.

I.1e. Number of national and international invitations.

58 (61% of the total) invitations to present to national and international audiences were accepted by PAII staff. 37 additional invitations were extended to PAII staff, but could not be accepted.

I.1f. Number of external information requests.

PAII staff hosted six international delegations and 5 U. S. delegations. Information requests that come via mail and email remain steady at 240.

I.1g. Usage statistics for PAII Websites.

PAII (www.planning.iupui.edu):

Number of Hits: 489,546; Average Number of Visitors per Day: 164; Total #Pages Viewed: 266,082

IMIR (www.imir.iupui.edu/):

Number of Hits: 2,566,086; Average Number of Visitors per Day: 322; Total #Pages Viewed: 1,544,162

Breakdown:

Office Site (IMIR): www.imir.iupui.edu/imir:
Views: 281,659; % of Total: 18.2

National Portfolio Project www.imir.iupui.edu/portfolio:
Views: 50,692; % of Total: 3.3

IUPUI Institutional Portfolio www.iport.iupui.edu:
Views: 39,287; % of Total: 2.5

Urban Data Exchange (PUMA) www.imir.iupui.edu/urban:
Views: 5,241; % of Total: 0.3

Testing Center (http://tc.iupui.edu)

Number of Hits: 395,745; Average Number of Visitors per Day: 199; Total #Pages Viewed: 343,995
Breakdown:

Office Site (Testing Center): tc.iupui.edu
Views: 230,824; % of Total: 67.1

Student Evaluation of Teaching: tc.iupui.edu/set:
Views: 113,171; % of Total: 32.9

Economic Model (www.iupui.edu/~abcmodel/intro-page.html):

Number of Hits: 106; Average Number of Visitors per Day: 0.28; Total #Pages Viewed: 106
Activities planned for 2004-2005:

I.1a. **IUPUI’s Vision, Mission, Values, and Goals used prominently in Chancellor’s speeches and campus publications both in print and on the Web.**
Chancellors doubling goals will be incorporated in IUPUI’s Vision, Mission, Values, and Goals framework with involvement of deans, faculty leaders and IUPUI’s Board of Advisors.

I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.**
Develop new iteration of IUPUI electronic institutional portfolio, continuing to include the annual campus Performance Report.

I.1c. **Faculty/staff understanding of campus plans increased.**
The new wave of planning efforts will be integrated through planning sessions held first with the IUPUI Deans and Board of Advisors, and then disseminated through Faculty Council, Staff Council, and other appropriate groups. Campus performance indicators in the performance report will be adapted to convey the new planning themes to the campus community and beyond.

I.1d. **Participation in PAII national and international conferences.**
PAII has offered to collaborate with Campus Compact staff to include a new track at the 2005 Assessment Institute. Unfortunately, after fifteen years, the International Conference on Assessing Quality in Higher Education has been suspended.

I.1e. **Number of national and international invitations.**
Continue to monitor and increase PAII dissemination efforts.

I.1f. **Number of external information requests.**
Continue to monitor and increase PAII dissemination efforts.

I.1g. **Usage statistics for PAII Websites.**
Following redesign of PAII Websites, continue to monitor the collection of Web logs that facilitate generation of appropriate Web Usage Statistics Reports.

☑ I.2. Develop a short list of campus priorities for strategic investment.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

Actions taken for 2003-2004:

I.2a. **Broaden understanding of campus priorities and participation in their development.**
In August 2003 the Council of Deans developed a list of mission-related priorities to guide the campus during the coming academic year. PAII staff involved the Faculty Council Executive, Planning, and Budgetary Affairs Committees and the Staff Council in reviewing and extending the listing. Before these priorities were adopted officially, Chancellor Bantz announced in his inauguration speech in December 2003 that doubling graduation numbers, research funding, and internships should become campus priorities. Subsequently three task forces were named to determine how the doubling goals could be achieved. PAII staff provided substantial information to inform the deliberations of task force members. By the end of the fiscal year PAII staff had developed a new draft of campus priorities for consideration by the Chancellors staff, the Council of Deans, and the campus Board of Advisors.

Throughout 2003, Trudy Banta and James Johnson served as staff for the campus-wide Financial Planning Advisory Committee. They facilitated discussions and drafted all documents summarizing the activities of the group.

Evidence of Progress for 2003-2004:

I.2a. **Broaden understanding of campus priorities and participation in their development.**
A new draft of the campus priorities was developed incorporating the Chancellor’s doubling initiatives.

Activities planned for 2004-2005:

I.2a. Broaden understanding of campus priorities and participation in their development.

A short list of priority strategies associated with the doubling goals will become a guide for action and investment at IUPUI.

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.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

Sub Unit: None

Time Frame: On-going

Actions taken for 2003-2004:

II.1a. **Number of units assisted with planning.**

PAII staff continue to provide planning assistance to campus units.

II.1b. **Number of planning consultations/projects.**

PAII staff continue to provide planning assistance to campus units.

Evidence of Progress for 2003-2004:

II.1a. **Number of units assisted with planning.**

PAII staff assisted 17 IUPUI units with planning this year, 18 in 2002-03 and 16 in 2001-02.

II.1b. **Number of planning consultations/projects.**

PAII staff participated in 34 IUPUI consultations/projects this year, 41 in 2002-03 and 21 in 2001-02.

Activities planned for 2004-2005:

II.1a. **Number of units assisted with planning.**

PAII staff will participate in orienting new deans to the planning process and assist in other planning activities.

II.1b. **Number of planning consultations/projects.**

PAII staff will continue to respond to identified needs for planning assistance. Maintain or increase 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:** Best Practices

**Secondary Goals:**

Sub Unit: None

Time Frame: On-going
II.2a. Expanded information infrastructure for campus enrollment planning.
Most activity this year focused on migrating and enhancing current systems to accommodate the new data systems resulting from the PeopleSoft/SIS project. The Point-in-Cycle monitoring system was successfully migrated and efforts to improve the speed of the system commenced.

II.2b. Preparation level of students.
IMIR provided analytic support to the University College Admissions Committee, designed to raise student selection criteria for the coming year. Continued support also was provided to the Passport program, which focuses on the success rates of students transferring between Ivy Tech and IUPUI. Two IMIR staff members were appointed to the Transfer Task Force to consider levels of preparation of and support for transfer students.

II.2c. Expanded use of on-line enrollment trend database by deans and directors.
Monitored hits on the Point-in-Cycle and on-line database sections of the IMIR Website.

Evidence of Progress for 2003-2004:

II.2a. Expanded information infrastructure for campus enrollment planning.
Use of on-line database increased this year from 13,196 page views last year to 17,042 this year. In addition, 46,002 pages were accessed in the Annual Planning & Budgeting Website.

II.2b. Preparation level of students.
All indicators of preparation level and retention of new students continue to rise.

<table>
<thead>
<tr>
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<th>2001</th>
<th>2002</th>
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<tbody>
<tr>
<td>Percent conditional</td>
<td>63%</td>
<td>64%</td>
<td>56%</td>
<td>47%</td>
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<td>2000</td>
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<tr>
<td>FTIC FT Retention Rate</td>
<td>60%</td>
<td>58%</td>
<td>62%</td>
<td>65%</td>
<td>67%</td>
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</table>

II.2c. Expanded use of on-line enrollment trend database by deans and directors.
Use of the on-line database increased this year from 13,196 page views last year to 17,042 this year.

Revisions in the Point-in-Cycle Website made it impossible to collect accurate figures this year. However, we estimate that use increased from about 6,000 page views last year to 12,000 - 14,000 this year.

Activities planned for 2004-2005:

II.2a. Expanded information infrastructure for campus enrollment planning.
Final migration to the new data systems will be completed this year. In addition, the Point-in-Cycle and online planning data systems will be integrated into a single environment with plans for expanding both significantly, and at least one report will be added to the online planning data system.

II.2b. Preparation level of students.
Continue support for current efforts as well as new initiatives resulting from the Doubling the Numbers efforts and a planned Strategic Enrollment Management initiative.

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

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 2003-2004:

III.1a. Information resources available to support assessment.
See Indicators of Progress

III.1b. Deans ratings of accessibility of planning reports through the Web.
Debriefing held with deans on Planning/Budgeting Website. Improvements made and workshop held to demonstrate new functionality. More general assessment conducted of use of PAII information sources, including administration to deans of a questionnaire and follow-up interview.

III.1c. Use of Civic Engagement Inventory.
Funding for enhancing the system has not yet been made available. However, planning for the revisions has proceeded, assuming that at some point the funding would be available.

Evidence of Progress for 2003-2004:

III.1a. Information resources available to support assessment.
Testing Center continues to seek out individuals to partner and/or co-sponsor the Evaluation Resources Website. A presentation was made to the Lumina Foundation. PAII Websites provide access to annual assessment reports. PRAC members are invited to participate in the annual Assessment Institute. Periodically Assessment Update is provided at no cost to PRAC members. The Institutional Portfolio contains reports on assessment activities and is the repository for the annual campus performance report. IMIR continues to improve the Website to provide timely and useful information.

III.1b. Deans ratings of accessibility of planning reports through the Web.
Deans expressed satisfaction with progress made on improving systems. However, an information sources survey showed that many deans do not know about all the available information sources.

III.1c. Use of Civic Engagement Inventory.
No notable progress. Use of the Civic Engagement Inventory declined by nearly 50% from 2002-03 (24,236 page views) to 2003-04 (12,985 page views).

Activities planned for 2004-2005:

III.1a. Information resources available to support assessment.
Continue to seek ways to provide useful resources to the campus community.

III.1b. Deans ratings of accessibility of planning reports through the Web.
Continue to hold debriefings and to make adjustments to system. Integration of information sources planned to make access more uniform. Sessions planned for New Deans Orientation to introduce them to the sources and systems.

III.1c. Use of Civic Engagement Inventory.
Prepare for potential funding, at which time the enhancement project will proceed.

III.2. Continuously improve the academic program review processes.

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

Actions taken for 2003-2004:
III.2a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.

Five reviews (the departments of English, Chemistry, Mathematics and Psychology) were planned, four (the departments of Economics and Political Science, the Student Orientation Program, and student health services that included the departments of Student Health Services and Counseling and Psychological Services) were conducted, and one mid-cycle interview (Mechanical Engineering) was conducted.

III.2b. Reviewers’ ratings monitored for suggested improvements.
Reviewers’ ratings are analyzed and acted upon when necessary.

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

Each department is given the guidelines for activity-based costing and assisted with data collection during the self-study process.

Evidence of Progress for 2003-2004:

III.2a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.
Five reviews were planned, four conducted and one mid-cycle interview was conducted.

III.2b. Reviewers’ ratings monitored for suggested improvements.
PRAC will continue to monitor and act upon reviewer recommendations.

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

The program review financial assessment template based on a variant of the economic model methodology was presented for two additional program reviews.

Activities planned for 2004-2005:

III.2a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.
Five reviews (for the departments of English, Chemistry, Mathematics and Psychology) will be conducted.

III.2b. Reviewers’ ratings monitored for suggested improvements.
We continue to monitor reviewers’ ratings and suggestions. The PRAC subcommittee on program review will spend much of the coming year reviewing reviewers’ reports to look for campus trends in strengths, issues, and recommendations identified by reviewers.

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

Continue to use and review the costing/management model.

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 2003-2004:

III.3a. Number of units assisted with assessment.
Units were assisted with assessment

III.3b. Number of assessment consultations/projects.
PAII staff consulted with units.
III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.

First comprehensive program review of UC function completed (for Orientation). Broad assessment of first year programs being facilitated by IUPUI participation as a Founding Institution in the AASCU Hallmarks of First-Year Excellence project. Freshman Seminar evaluation form enhanced and standardized across UC sections. For SLD, IMIR staff led the development of a baseline housing satisfaction survey, an assessment for the Diversity Awareness Resource Team (DART), and provided planning support to the academic integrity assessment initiative and the language immersion project in Mexico.

III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.

The Office of Institutional Effectiveness continued this year to work on improving and updating the electronic institutional portfolio. An important addition to iPort was the web version of IUPUI’s annual Performance Report. Other sections of the iPort were also updated to reflect the fact that the primary audience for the site is no longer our NCA accrediting team, but rather Indianapolis community stakeholders and members of the higher education community. A new iteration of iPort that updates the design and navigation of the site is in the works and is expected to be online by the end of Summer 2004.

III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.

Completed annual validation study for course placement in mathematics and English (writing).
A sample of 73 freshmen at IUPUI participated in the College Board’s Validation Study of the new SAT I Writing Test. Testing Center staff assisted faculty in Department of World Languages and Cultures in reviewing placement cutoffs for the respective world language placement tests and implemented revised placement cutoff scores for the German Placement Test on May 24, 2004.

III.3f. Program Evaluation Resource Site funded, developed, and implemented.

Sought individuals to co-sponsor the Website and met with interested staff at IUPUI; the staff at Lumina Foundation (Indianapolis) reviewed the prototype but could not sponsor further development of the resource.
Updated the registration template for the prototype.

III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.

Online Placement Testing: (Units served: 3)
Served the Department of World Languages and Cultures by overseeing administration of the 4 Web-based language placement tests (French, German, Japanese, and Spanish).
Testing Center continued to collaborate with UITS staff and the PeopleSoft Academic Advising Team in developing an automated placement test score upload application for the new Student Information System (SIS).
Collaborated with the Office of Orientation Services on initial plans for development of an online test scheduling application.

Online SET/Course Evaluation: (Units served: 5)
Served for online SET/course evaluation. Community Learning Networks Distance Learning Courses, School of Nursing (Family Health & Environments for Health), IU School of Social Work, Herron School of Art, and SPEA.
Hired a programming consultant from TEKsystems to facilitate further development of the Testing Centers online course evaluation application.

Evidence of Progress for 2003-2004:

III.3a. Number of units assisted with assessment.
PALI staff responded to 34 IUPUI unit requests for assistance with assessment. (34 units in 2002-03, 75 units in 2001-02).

III.3b. Number of assessment consultations/projects.
PALI staff fulfilled 90 requests for assistance with assessment. (173 in 2002-03, 189 in 2001-02)

III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.

Recognition of UC as Founding Institution by the Hallmarks project. Continued improvement in freshman retention rates (see II.2b.) First-year program improvements featured in Metropolitan Universities publication and multiple presentations at AIR and National Learning Communities conference

III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.

Updated, new iteration of institutional portfolio and annual performance report.

III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.

Increased number of students placed in college-level math courses (i.e., courses above MATH 110/MATH 111)
Higher compliance rates for placement in math courses (range from 61.2% for MATH 151 to 96.6% for MATH 001)
Maintained a high compliance rate for English (average compliance rate of 81%)
Activities planned for 2004-2005:

III.3a. Number of units assisted with assessment.
Units will continue to be assisted with assessment activities.

III.3b. Number of assessment consultations/projects.
PAA staff will continue to consult with other units on assessment projects.

III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.
Completion of first phase of Foundations of Excellence in the First College Year project and development of improvement plan for second phase. Program review of Advising and continued monitoring of effectiveness of Orientation improvements.

III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.
Updated, new edition of institutional portfolio and annual performance report.

III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.
Continue to conduct periodic monitoring and validation of course placement criteria for mathematics and foreign language placement tests.
Howard Mizumara will continue to serve as a member of the English Placement Task Force and assist with implementation and validation of Guided Self-Placement for ENG Writing courses.

III.3f. Program Evaluation Resource Site funded, developed, and implemented.
Continue to update the prototype Website to meet the needs of potential users.
Meet with Directors of the IUPUI Solution Center to talk about the possibility of using the program evaluation resource in the IUPUI Solution Center.

III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.
Continue to assist faculty in the Department of World Languages and Cultures in revising and/or developing new online placement tests in world languages (including implementation of new placement tests for Latin and Japanese). Testing Center staff collaborated with UITS staff in developing an automated application for uploading students placement test scores to the new Student Information System (SIS).
Develop a Web-based template to assist academic advisors in interpreting placement test results in the SIS/PeopleSoft.
Participate in collaborative research (with PRAC and OPD) in support of development of student ePortfolios, including implementation of a plan for assessing students information literacy and technological competence.
Assist ESL Program and Department of Mathematical Sciences (at IUPUI and IUPUI Columbus) with implementation of
III.4. Continuously improve survey programs.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

Actions taken for 2003-2004:

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

New Diversity items implemented in Staff Survey (included in Student Survey in prior year). Staff Survey items also were revised to accommodate Human Resource initiatives. Campus Facility Services uses Staff Survey as initial analysis for work environment improvement effort. Switched consortium participation for the National Survey of Student Engagement (NSSE) to the AASCU American Democracy Project institutions. IMIR conducted a Smoking Policy survey to support the development of the campus non-smoking policy.

III.4b. **Response rates on student surveys.**

Web-based components added for all surveys, as a supplement to mailings. Staff survey response rate of 70% is an all-time high for any IUPUI survey, and 8 percent higher than for the previous administration. Unfortunately, response rates for the student surveys continue to decline, reaching 42% for the Continuing Student Satisfaction and Priorities Survey, and 37% for the alumni survey.

III.4c. **Use of surveys by campus units.**

NSSE results provided at the school level for the first time. Presentations to PRAC and Chancellor’s cabinet focused further attention on school-level results, with notable follow-up by the School of Education. Survey deans use of information sources reveals some unevenness in perceived usefulness of information. Units included in staff survey expanded considerably. Special report prepared for Campus Facility Services to serve their work environment improvement initiative. IMIR Staff advised survey development efforts for the Academic Integrity Committee, and Campus Housing.

Evidence of Progress for 2003-2004:

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

Results from surveys extensively incorporated in campus performance indicators. IUPUI’s alumni survey practices featured at a symposium in Spain, a related publication, and in a forthcoming volume of New Directions for Institutional Research.

III.4b. **Response rates on student surveys.**

<table>
<thead>
<tr>
<th>Survey</th>
<th>Earlier</th>
<th>Prior</th>
<th>Most recent</th>
</tr>
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<tbody>
<tr>
<td>Continuing Students</td>
<td>41%</td>
<td>43%</td>
<td>42% (down)</td>
</tr>
<tr>
<td>NSSE</td>
<td>36%</td>
<td>37%</td>
<td>In process</td>
</tr>
<tr>
<td>Alumni</td>
<td>43%</td>
<td>39%</td>
<td>37% (down)</td>
</tr>
<tr>
<td>Faculty</td>
<td>56%</td>
<td>54%</td>
<td>48% (down)</td>
</tr>
<tr>
<td>Staff</td>
<td>38%</td>
<td>62%</td>
<td>70% (up)</td>
</tr>
</tbody>
</table>

III.4c. **Use of surveys by campus units.**
Website hits on school level reports increased by nearly 30% from 2002-03 (36,603 page views) to 2003-04 (47,106 page views).

Activities planned for 2004-2005:

III. 4a. Survey items aligned with campus priorities.
Results from NSSE will be available for use in Civic Engagement initiatives. Deciding now whether to participate in a Natio Faculty Survey with a similar consortium group, or to redesign IUPUI Faculty Survey to better serve Civic Engagement initiatives. If IUPUI Faculty Survey is administered, it will include new Diversity items as well as items from NSSE, to continue serving teaching and learning initiatives. Expect to administer first Graduate Student Alumni survey, as well as a very quick graduate student email survey in the fall to support the IUPUI Solution Center assessment.

III. 4b. Response rates on student surveys.
The focus for the coming year will be on shortening surveys to improve response rates. However, we already know that the response rate for the NSSE survey will be lower than past administrations, due to a change in the survey methodology (move from web-only sampling for initial non-respondents).

III. 4c. Use of surveys by campus units.
School-level indicators from surveys will be expanded in online (planning) indicator system. Will continue to work with PRA to develop more useful reports for schools. Conducting first alumni survey for the School of Dentistry.

☑ III. 5. Continuously improve services associated with IUPUI’s placement testing, course evaluation, classroom testing, national testing, and document scanning programs.
   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

III. 5a. Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).
   In October 2003, Testing Center staff took on the responsibility for administering the ESL and Chemistry placement tests on behalf of the academic units. (Number of students tested: 412 for Chemistry and 218 for ESL.)
   Testing Center staff implemented new testing services, such as "Course Test Out" for the Department of Computer and Information Technology. (8 students took CIT 106 Test Out)
   Howard Mizumara worked with faculty and placement test coordinators in reviewing course placement criteria and implemented new cutoff scores for Chemistry and German Placement Tests.
   Testing Center continued to offer proctoring services for online/computerized placement tests (ACCUPLACER) and national exams for non-IU students.
   Testing Center initiated an outreach pilot program to offer COMPASS Mathematics placement testing at 5 high schools in Indianapolis.
   Testing Center staff continued to offer optical (OMR) scanning services to campus and off-campus clients.
   Testing Center staff conducted an evaluation of the national assessment institute in Indianapolis.

III. 5b. Satisfaction with Testing Center services.
   Testing Center staff continued to administer exit or client satisfaction surveys for placement testing, national testing, and scanning services.

III. 5c. Information derived from the placement testing and validation processes enhanced.
   Placement distributions, probability graphs based on logistic regression and decision theory (or classification) approaches, and calculation of success rates and/or "DFW" rates continue to be included as part of the validation process for course placement.

Evidence of Progress for 2003-2004:
III.5a. Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).

- Number of students taking IUPUI-designed Web-based placement tests in world languages increased by 4.1% (from a total of 635 tests administered in 2002-03 to 661 tests in 2003-04).
- Number of state and national tests administered by the Testing Center increased by approximately 2% (from a total of 7,267 tests administered during 2002-03 to 7,380 tests in 2003-04).
- Testing Center staff developed additional online course evaluation services for campus units, including the School of Nursing, the Community Learning Network, School of Social Work, Herron School of Art, and SPEA. (Total number of courses served: 764; Total number of respondents: 7,505.)
- Howard Mzumara conducted 3 workshops on classroom assessment and test development for IUPUI faculty and staff and gave a guest lecture on test development for Dr. Valerie Chang's graduate course (S724 Section R288: Theory, Practice and Assessment of Social Work Teaching). Total number of participants served: 48.
- Testing Center staff wrote two evaluation reports for the 2003 Assessment Institute in Indianapolis.
- Testing Center staff continued work on 5 collaborative grant projects: CAPE Project Evaluation (with IMIR), IUPUI Course Redesign and student cPort (with OPD), Automated Essay Scoring project (with Florida International University), Just-in-Time Teaching (with the Purdue School of Science at IUPUI), new SAT Writing Validation Study (with AIR/College Board); and Howard Mzumara participated in developing 5 collaborative grant proposals for federal agencies including NSF and NIH.

III.5b. Satisfaction with Testing Center services.

- Placement Testing: 94% of students are "satisfied" or "completely satisfied" with information received from TC staff, 95% of students "satisfied" or "completely satisfied" with courtesy displayed by proctors; 93% "satisfied" or "completely satisfied" with helpfulness displayed by proctors. Students perception of accuracy of placement tests in measuring present skills: Math: about 57% "agreed" or "strongly agreed" that COMPASS Math is an accurate measure of present math skills; Reading: 81% "agreed" or "strongly agreed" that COMPASS Reading Test is an accurate measure of present reading skills; English: about 74% "agreed" or "strongly agreed" that the English Placement Test is an accurate measure of present writing skills. The above ratings were essentially the same as those reported in the PAII Annual Report for 2002-03.

- National testing program: 98% of students felt that test security procedures were adequate; 95% indicated that proctors provided a friendly testing atmosphere; 98% reported that service provided by proctors was excellent; 88% of respondents "agreed" or "strongly agreed" that the Testing Facility was free from distractions.

- Scanning Services: An online administered client satisfaction survey with a total of 35 respondents indicated that 100% of respondents rated overall quality of services/products as very good or excellent; 100% of respondents were very satisfied with level of courtesy displayed by staff; 100% were either "satisfied" or "very satisfied" with level of helpfulness displayed by staff; 100% of respondents were "satisfied" or "very satisfied" with timeliness of reports/results.

Mzumara was selected as presidential appointee to serve as chair of professional development committee for the American Evaluation Association in 2005.

III.5c. Information derived from the placement testing and validation processes enhanced.

Mzumara collaborated with Susanmarie Harrington and Gayle Williams and developed a Self-Efficacy Questionnaire and a new plan for validating the effectiveness of Guided Self Placement in Writing Courses.
III. 6. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

- **Sub Unit:** None
- **Time Frame:** On-going

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**Actions taken for 2003-2004:**

III. 6a. **Number of units for which economic models (activity-based costing/management) have been developed.**

   The planning and economic modeling project with the School of Dentistry was completed in October 2003 and ushered in a series of planning actions for the future of the school. The IU School of Medicine requested facilitation support for the development of their pilot mission-based management model project that was completed in June 2004.

III. 6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.**

   The School of Nursing continued for a fifth straight fiscal year the updating of its economic model and data presentation for its annual financial report. The former School of Allied Health Sciences that was restructured into the School of Health and Rehabilitation Sciences has fully integrated its economic model into all decision-relevant planning and decision-making for the school in department chair and executive committee forums.

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**Evidence of Progress for 2003-2004:**

III. 6a. **Number of units for which economic models (activity-based costing/management) have been developed.**

   33 (33 last year)

III. 6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.**

   16 (up from 15)

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**Activities planned for 2004-2005:**

III. 6a. **Number of units for which economic models (activity-based costing/management) have been developed.**

   To document the effects of economic model projects on budgeting and planning processes in academic units.

III. 6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.**

   To document the effects of economic model projects on budgeting and planning processes in academic units.

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III. 7. 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

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**Actions taken for 2003-2004:**

III. 7a. **Management information system enhanced via deployment of Web-based database querying tool, inclusion of necessary data and information related to management decisions.**
more types of data, and use of a more subject-based organization.

One report, Full-Time Academic Appointments, was added to the on-line database website. In addition, a school matrix report option was added. Data for two schools, Music and Library and Information Science were also added.

The admissions profile and quality reports on the Point-in-Cycle Website were revised based on input from users.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.

PAII staff conducted the Information Sources Survey, asking deans and department chairs about the availability and usefulness of information and services.

III.7c. IMIR data and Fact Card integrated.

Most activities this year focused on revising the portfolio website to link to existing tables on the IMIR website.

Evidence of Progress for 2003-2004:

III.7a. 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.

Added one report to the on-line database.

Added data, where possible, to the on-line database for two schools.

Completed revision of the Point-in-Cycle admissions profile and quality reports based on user feedback.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.

Survey conducted and results tallied and presented.

III.7c. IMIR data and Fact Card integrated.

Linking of tables should be complete within one month.

Activities planned for 2004-2005:

III.7a. 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.

Most efforts for the coming year will focus on converting existing student reports to use data from the new Student Information System. One report will be added to the on-line database Website during 2004-05.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.

Results of the survey will be used to prioritize efforts for the coming year. Results will be presented at a national meeting.

III.7c. IMIR data and Fact Card integrated.

Continue integrating the two Websites.

Collaborate with Communications and Marketing to create links between the Fact Card and tables in the portfolio / IMIR sites.

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

IV.1. Develop a more uniform and concise set of campus-wide performance indicators.

Campus Planning Theme: Best Practices

Secondary Goals: None

Sub Unit: None

Time Frame: On-going

Actions taken for 2003-2004:

IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.

Performance indicators updated for Diversity and Teaching and Learning. All other performance indicators remained unchanged.

IV.1b. Documented use of indicators by central senior administrators and school deans.

Evidence of Progress for 2003-2004:

IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.

Progress was minimal this year. However, IUPUI performance indicators were featured in two presentations at the 2004 AIR forum.

IV.1b. Documented use of indicators by central senior administrators and school deans.

(See actions taken)

Activities planned for 2004-2005:

IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.

Performance Indicators will be streamlined this year: reduced in number for each section, but completed for all sections.

IV.1b. Documented use of indicators by central senior administrators and school deans.

New streamlined indicators will be developed specifically with school-level measures.

IV.2. Continuously refine PAII indicators of quality in daily work.

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

Actions taken for 2003-2004:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.

IMIR successfully implemented the new Web-based project tracking system, OnTrak, yielding increased measures of activities and accomplishments.

IV.2b. Web-based service-instance form revised and implemented.

IMIR has developed and tested the service-instance form.

Evidence of Progress for 2003-2004:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.

IMIR’s OnTrak system being considered for adoption by the IU Center for Postsecondary Research, and Purdue University Office of Institutional Research.

IV.2b. Web-based service-instance form revised and implemented.

All PAII units will use a web-based service-instance form to monitor selected activities.

Activities planned for 2004-2005:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.
Extend use of system to rest of PAII for tracking activities and accomplishments

IV.2b. **Web-based service-instance form revised and implemented.**

Other PAII units will begin to work with IMIR staff to modify the service form to meet individual unit needs.

IV.3. **Advance institutional effectiveness collaborative initiatives**  
 **Campus Planning Theme:** Best Practices  
 **Secondary Goals:**  
 **Sub Unit:** None  
 **Time Frame:** On-going

**Actions taken for 2003-2004:**

**IV.3a. Proposals developed, submitted, and funded.**  
The Office of Institutional Effectiveness developed and submitted three proposals during the year; of these, one was funded and another is awaiting a funding decision. The funded project, *Enhancing Student Success Through Electronic Portfolios*, adds a research component to next year's pilot of IUPUI's electronic student portfolio (ePort). Supported by the National Postsecondary Education Cooperative’s Student Success initiative, the project will study the impact of ePort on student success and test the use of digital tools for scoring work in student electronic portfolios. The most recently submitted proposal is also being considered by NPEC as part of the Student Success initiative; if funded, it will support a meta-analysis of research on student success.

In addition, the Office of Institutional Effectiveness, in collaboration with the Center on Integrating Learning, has begun working with the Indiana Commission for Higher Education to develop and seek funding for a collaborative pilot project that would experiment with the use of electronic student portfolios to enhance and assess the development of key collegiate skills, including writing and critical thinking, and to improve articulation between two- and four-year institutions in the development of these skills. The project grows out of the ICHE’s *Framework for Policy and Planning Development in Higher Education*, which recommends that postsecondary institutions in the state experiment with the use of electronic portfolios as part of a wider effort for the state to become a pioneer in the development and assessment of measures of student learning.

**IV.3b. Presentations and publications related to IUPUI's institutional portfolio.**  
Kahn published one article and two book chapters during the past year, although only one of these was directly related to the institutional portfolio: a co-authored article in *Metropolitan Universities*. Other publications include a chapter on electronic teaching portfolios in the third edition of *The Teaching Portfolio*, edited by Peter Sellin, and a co-authored chapter on assessment in community colleges for an issue on that topic to be published as part of the Jossey-Bass series *New Directions for Community Colleges*.  
Kahn made 12 presentations on ePort in 2003-2004. Several of these were invited: at the AAHE Summer Academy, the Assessment Institute in Indianapolis, and the North Carolina State University Assessment Conference. The presentation at the Assessment Institute, done in collaboration with Trudy Banta and Sharon Hamilton, garnered the highest evaluations of any session at the conference!

**IV.3c. Usage statistics for both portfolio and PUMA Exchange Websites.**

IMIR and TC staff compiled a Web Usage Statistics Report for both portfolio and PUMA Exchange Websites.

**Evidence of Progress for 2003-2004:**

**IV.3a. Proposals developed, submitted, and funded.**  
3 proposals developed with one funded.

**IV.3b. Presentations and publications related to IUPUI's institutional portfolio.**  
Successful implementation and progress on AIR/NPEC-funded project on "Enhancing Student Success Through Electronic Portfolios."  
Contributions to implementation of IUPUI student electronic portfolio.  
12 presentations, one article, and two book chapters were completed.

**IV.3c. Usage statistics for both portfolio and PUMA Exchange Websites.**  
IUPUI Institutional Portfolio: [www.iport.iupui.edu](http://www.iport.iupui.edu)  
Views: 39,287; % of Total 2.5
Activities planned for 2004-2005:

IV.3a. Proposals developed, submitted, and funded.
- Work with ICHE to develop and fund a statewide pilot program for student portfolios.
- Continue to seek out and pursue other extramural funding opportunities.
- Implement AIR/NPEC-funded project on Enhancing Student Success Through Electronic Portfolios.
- Contribute to planning and implementation of IUPUI student electronic portfolio.

IV.3b. Presentations and publications related to IUPUI's institutional portfolio.
- Continue to publish and make presentations to disseminate information about the IUPUI institutional portfolio.

IV.3c. Usage statistics for both portfolio and PUMA Exchange Websites.
- IMIR and TC staff will continue to monitor and/or use Web usage statistics in re-designing both portfolio and PUMA Exchange Websites.

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

V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.

Campus Planning Theme: Best Practices

Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

V.1a. Instances of significant campus improvements undertaken and documented.

Significant campus improvements based on analysis of campus assessment data:

1. Enrollment Management - Point-in-Cycle reporting, increased focus on student recruitment, appointment of an Enrollment Management Council.


3. Advising - More intense attention to advising in several schools as a response to student ratings of advising on the Continuing Student Satisfaction Survey.

4. Retention - Continuous improvement of student support programs in University College and other academic units as a result of IMIR involvement in evaluation.

Learning Communities: Results from the analysis of a pilot project were used to expand and refine Thematic Learning Communities (TLCs). Specific changes based on assessment include: increased faculty support and professional development opportunities, structures and programs developed to facilitate faculty coordination and interaction (e.g., retreats, workshops, forums), providing faculty with fellowships and stipends, and clarifying the goals of TLCs.

New Student Orientation: Several substantial changes were made based on results from focus groups and questionnaires administered to first-year students. These included: moving the campus tour to the morning and revising some of the content and several dynamic program elements and resources (JAG 101, the JAG PAK, and the Freshman Year in a Flash program).

Critical Inquiry: A series of CI course improvements have been implemented based directly on qualitative and quantitative assessment findings: course administrators and instructors have continued to adapt and expand CI methods to different disciplines; linkages between Science and Liberal Arts sections have been clarified; a “CI Handbook” was developed, containing recommended instructional strategies and clearly defined learning objectives.

Summer Academy: A Bridge Program Results of quantitative and qualitative assessments were used to expand participation in this program. Participation has doubled each of the past two years and participants are benefiting substantially in first-year performance and persistence.

5. Faculty Work - Continuous improvement in the use of technology in documenting faculty work and in reporting
6. **Faculty Development** - Assisted in documenting the effectiveness of faculty development initiatives, which has been influential in garnering external awards and recognition. PAII staff also have provided faculty development programs in test construction, grading, problem-based learning, rubric design, and outcomes assessment.

7. **Assessment of Learning** - Advocating the assessment of learning through the Program Review and Assessment Committee and the Council of Deans has produced documented improvements in curricula and instruction in almost every academic unit. PAII staff have played important roles in the early development of the student electronic portfolio.

8. **Distance Learning** - PAII staff have contributed to the assessment of student achievement in distance learning formats and have provided leadership for various aspects of IUPUI Online, including the determination of associated costs.

9. **Accreditation** - PAII staff created the country’s first on-line self study for accreditation that included numerous drill-down opportunities to access supporting data over as much as a decade.

10. **Cost Analysis** - PAII staff have illustrated for half of the campus academic and administrative units the actual costs of various essential activities. This information has spurred program realignment in some units as well as more focused strategic planning and outcomes assessment in others.

11. **Program Review** - This process has produced change in virtually every academic unit since its inception in 1994.

12. **Doubling the Numbers** - Substantial information support provided, especially to the Teaching and Learning Task Force, led to a series of pragmatic recommendations that are being incorporated in further planning efforts.

13. **Lilly Brain Drain Grant** - PAII staff led the development of a university-wide information support resource for use by other involved campuses to develop their proposals.

14. **IUPUI Solution Center** - PAII staff are helping to establish performance measures to monitor the effectiveness of the Solution Center.

15. **Diversity** - PAII supported several diversity development initiatives, including the Chancellors Diversity Cabinet, the Excellence in Diversity conference, and the Diversity Awareness and Response Training (DART) effort, enabling all of these activities to raise awareness of diversity issues throughout the IUPUI community.

16. **Housing** - PAII staff worked with housing services to establish a baseline survey and develop measurable goals to monitor and improve student experience in housing.

V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.**

Development of this plan was set aside, at least temporarily, when Chancellor Charles Bantz announced ambitious new plans to double IUPUI’s accomplishments in our major mission areas and appointed task forces to write plans for each area (teaching and learning; research; scholarship, and creative activity; and civic engagement). Nonetheless, both the Office of Institutional Effectiveness and PAII have moved forward to implement a number of the improvements suggested in our NCA team report.

Working with the new Center on Integrating Learning, we continued development of the student electronic portfolio. A small pilot of the new portfolio design was conducted in Fall 2003, with a large pilot planned for Fall 2004. The Office of Institutional Effectiveness developed a successful grant proposal to the National Postsecondary Education Cooperative that will help IUPUI faculty to develop and codify models and practices for using the ePort that will be exportable to other institutions and will be helpful to IUPUI and other campuses in ensuring that electronic student portfolios successfully support increased student learning and authentic assessment.

PAII organized a committee that is close to producing a set of objectives and performance indicators for the mission component entitled Best Practices.

A PRAC subcommittee evaluated the indicators for teaching and learning and developed recommendations for improving the data we use to assess our performance on these indicators.

The Center for Service and Learning has also moved forward with another major recommendation of the NCA team: initiating a series of campus-community dialogues intended to help the campus establish priorities for civic engagement activities.

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**Evidence of Progress for 2003-2004:**

V.1a. **Instances of significant campus improvements undertaken and documented.**

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

V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.**

Plan in place for implementing improvements suggested by NCA reaccreditation review.
Activities planned for 2004-2005:

V.1a. **Instances of significant campus improvements undertaken and documented.**
Continue to work with campus groups to facilitate improvements.
Establish a plan and provide training for process improvements by bringing in a training expert to facilitate the process.

V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.**
Continue to develop and codify models and practices for using the ePort to export to other institutions and help IUPUI and other campuses ensure that electronic student portfolios successfully support increased student learning and authentic assessment.
Continue work on Best Practices indicators and incorporate them into the annual campus performance report.

V.2. **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:** None

**Time Frame:** On-going

Actions taken for 2003-2004:

V.2a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).**
See Indicators

V.2b. **External funding received.**
See Indicators

Evidence of Progress for 2003-2004:

V.2a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).**

Banta was invited to give the keynote address at a conference sponsored by the Scottish Higher Education Agency held at The Robert Gordon University in Aberdeen, Scotland. Numerous national keynote addresses were given by PAII staff, including two given by Banta, three by Borden and one by Mzumara.

V.2b. **External funding received.**

External funding received ($22,629 yearly expenditures)

Activities planned for 2004-2005:

V.2a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).**

Continue to receive national and international recognition for good practice. Continue to provide assessment and evaluation support to individual faculty, staff, departments or research teams through document design, instrument development, data collection and analysis, and psychometric consulting services.

V.2b. **External funding received.**

Develop specific proposals and submit to appropriate external agencies.
V.3. Contribute evaluation resources for community activities and programs.

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

Actions taken for 2003-2004:

V.3a. K-16 evaluation studies funded and conducted.
Project SEAM drew to a close with several new projects being considered as follow-ups. Grant resubmitted for the National Science Foundations Math Science Partnership Program but, unfortunately, still not funded. Southern Indiana CAPE project continues. IMIR staff evaluated the Indiana Grade Project Reporting System. Evaluation of Nina Mason Pulliam Scholars project continues in collaboration with colleagues from Arizona State University. IMIR staff supporting and serving on advisory group for Lumina-funded Indiana Project for Improving Academic Success (IPAS). IMIR and Testing Center staff renewed the CAPE grant for the third and final year of the evaluation project. IMIR and Testing Center staff co-authored quarterly activity reports for the CAPE evaluation project. Mzumara served as principal evaluator for the FIPSE-funded project on "Automated Essay Grading of Electronic Portfolio Documents" (grant is based at Florida International University [FIU]).

V.3b. Evaluation studies with health and human services agencies funded and conducted.

Banta and Mzumara assisted Simon Youth Foundation (SyF) staff in developing Request for Proposals for evaluation of SyF's Education Resource Centers (ERCs).

Evidence of Progress for 2003-2004:

V.3a. K-16 evaluation studies funded and conducted.
IMIR and Testing Center received over $150,000 in funding for 2003-04 activities on K-16 evaluation grants. IMIR and Testing Center staff conducted evaluation activities for Year 2 of the CAPE grant and submitted quarterly activity reports to client (Phi Delta Kappa International). Vic Borden and Howard Mzumara gave presentations on evaluation of CAPE project (School Improvement, Professional Development, and Higher Student Achievement) for the CAPE Oversight Committee members.

V.3b. Evaluation studies with health and human services agencies funded and conducted.
Simon Youth Foundations RFP (for evaluation of ERCS) was developed and released for the bidding process in April 2004.

Mzumara was included among senior personnel on the IU School of Dentistry's grant proposal submitted to NIH-NIDCR.

Activities planned for 2004-2005:

V.3a. K-16 evaluation studies funded and conducted.
CAPE Project enters its final year. Michele Hansen collaborating with School of Science on an evaluation project for Indianapolis Public Schools. IPAS activities continue in collaboration with UC and OPD. IMIR and Testing Center staff will conduct evaluation activities for Year 3 of CAPE evaluation project, including the third and final follow-up surveys for teachers and principals and the second and final CAPE Site Visit/Observation Study. Continue to collaborate with FIU and/or interested faculty in conducting empirical studies on the uses of automated essay scoring technology for grading electronic portfolio documents.

V.3b. Evaluation studies with health and human services agencies funded and conducted.
Testing Center staff will seek new clients and provide evaluation consulting services for interested clients.

Fiscal Health
Reallocation Plan

Other Question(s)

How do you maintain/increase quality in the face of diminishing resources? What processes do you have in place to do this, for example, how are faculty involved in decision-making?

PAIL has initiated a campus-wide process improvement initiative by bringing in a consultant from Penn State to share her expertise. Faculty and staff training in process improvement strategy is planned for October 2004. PAIL staff have achieved national and international recognition for their work in providing data and information that can be used to suggest improvements in instruction, academic programs, and student services. All of our information services have been developed in response to stakeholder needs. Nevertheless, dwindling financial resources make it necessary for us to consider cutting services. Accordingly, we constructed a questionnaire that was sent to deans early in 2004 to learn which of our services deans use most and find most useful. Subsequently, we interviewed five deans, then sent a similar questionnaire to their associate and assistant deans, department chairs, and to selected faculty leaders to see which of our services they use and find useful. A weak correlation of .21 between the rankings of service use by deans and associate deans/chairs/faculty leaders suggests that our clients use and value different services as would hope to be the case since we have developed services to address diverse client needs. We learned that each of our services has a set of stakeholders with a vested interest in its continuation.

In 2004 and 2005 PAIL staff will schedule presentations/discussions with the Deans Council, the Program Review and Assessment Committee, and the Academic Policies and Procedures Committee to obtain additional guidance concerning information sources to cut as financial constraints become more stringent.

How do you cultivate a climate for diversity -- how do you recruit, develop, and retain diverse students, faculty, and staff? How do you incorporate diversity in the curriculum, in research, in civic engagement?

The Division of Planning and Institutional Improvement (PAIL), which includes the Vice Chancellor’s office and the offices of Information Management, Institutional Research, the Economic Model, Institutional Effectiveness, and the Testing Center, is committed to the concept of diversity. We continue to increase the diversity of our staff, train and develop our staff, and provide the types of information and analyses of campus data needed to encourage a more diverse campus.

We consider our information and analysis support to be a campus resource for the encouragement of diversity at all levels. PAIL staff strive to promote awareness of diversity on campus by promoting diversity items in the IUPUI Performance Indicators and other reports. We now include diversity items in all the major surveys that we conduct for students, faculty, and staff. Diversity issues are often highlighted in reports. For instance, the report on results of the 2003 IUPUI Continuing Student Satisfaction and Priorities Survey included a section on the campus climate for diversity and student behaviors and activities related to campus diversity. The Recent Trends for Academic Responsibility Centers reports on minority representation among students and staff. We encourage the use of such reports and analyses by publishing them on Web sites and announcing their availability via e-mail and Jagnews. Within the current financial climate we will continue to make this one of our priorities. In addition to these local activities, one PAIL faculty member contributes regularly to the publication Black Issues in Higher Education and for the 13th year, prepared the “Top 100 Minority Degree Producers” analysis for this publication.

A PAIL staff member presented “Developing Diversity Performance Indicators that Promote Improvement in Diversity” to the Diversity Roundtable of Central Indiana. The American Association for Higher Education Summer Institute team included a PAIL staff member. During the institute the team wrote a campus plan that focused on diversity. PAIL staff contributed to the IUPUI Conference on Excellence in Diversity. In 2003 PAIL coordinated efforts to study the extent to which IUPUI was in compliance with the NCAA standards on equity. To this end we helped assemble the committee and gathered preliminary data. (Then NCAA regulations changed and we were not required to complete the formal study.)

Five years from now what proportion of your faculty do you expect to be in the following categories: tenure track faculty, clinical faculty, research faculty, lecturers, or other academic specialties (percentages should total 100%)?

Please prepare an EXECUTIVE SUMMARY of no more than one page summarizing your most significant accomplishments of the past year (including items from the period from July 1, 2003 to the present) and the major initiatives you plan to undertake in 2004-05.

1. Vic Borden served as president of the national Association for Institutional Research.
2. Karen Black received IUPUI’s Glenn Irwin Experience Excellence Award.
3. A grant proposal written by Susan Kahn was funded by the National Postsecondary Education Cooperative—one of just five selected from the 110 submitted.
4. Trudy Banta developed three collections of previously published works that were presented as new books in late 2003 and early 2004 by Jossey-Bass of San Francisco.
5. Assessment Update, the bi-monthly periodical published by Jossey-Bass and edited by Trudy Banta received the 2003 Gold Award from the Newsletter on Newsletters for editorial and overall excellence in the subscription category. Karen Black serves as managing editor of Assessment Update.
6. The 2003 IUPUI Performance Report was published online for the first time, as part of the institutional electronic portfolio.
7. The international assessment conference co-sponsored by PAII was held in Cape Town, South Africa. The meeting drew 100 participants from 10 African countries in addition to 50 others from Europe, the Americas, and Australia.

8. The national Assessment Institute in Indianapolis drew a capacity crowd of 530 participants from 45 states to the University Place Hotel and Conference Center in November.

9. IMIR leadership in developing a comprehensive assessment program for University College was cited as a primary factor in the selection of IUPUI as one of 13 U.S. institutions (of 130 candidates) to be designated as an Institution of Excellence in the First College Year.

10. PAII staff conducted a survey of deans and chairs to determine usage rates and perceived usefulness of Web-based data and other resources provided by our offices. Plans are underway to respond to the findings.

11. IMIR staff assisted two task forces by conducting research related to doubling teaching and learning and research and scholarship outcomes.

12. Over 70 percent of IUPUI staff responded to the 2004 IUPUI Staff Survey, which was developed and administered by IMIR staff.

13. The Program Review and Assessment Committee (PRAC) provided guidance to the development of IUPUI's electronic student portfolio (ePort). The Office of Institutional Effectiveness also collaborated with the Center on Integrating Learning, the Office for Professional Development, UITS, and other groups in developing ePort and planning for the Fall 2004 ePort pilot.