2004-2005 Planning and Institutional Improvement

Section | Document Name
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Fiscal Health | PAII.pdf

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 2004-2005:

I.1a. Chancellors doubling goals incorporated in IUPUIs Vision, Mission, Values, and Goals with involvement of deans, faculty leaders, and IUPUIs Board of Advisors.

During the August 2004 Deans Retreat, IUPUI academic deans and vice chancellors were involved in small group discussions about central Indiana’s economic development clusters and IUPUI’s role in advancing those. Later in the same week, the deans who led the discussion groups at the Deans Retreat led similar discussions at a special meeting of the IUPUI Board of Advisors. The written summaries of the discussion that occurred in each of the Board of Advisors cluster groups (see appendix) were used subsequently as background information for the clustering of programs now being used by the IUPUI Solution Center.

The IU Mission Differentiation Project required IUPUI to restate its mission. Banta led a representative group of vice chancellors, deans, and leaders of faculty, staff, and student government in developing the new mission statement; a very slightly modified version of this statement was approved by the Faculty Council and will be considered by the IU Trustees in November 2005.

Because the new IUPUI mission is not yet approved by the Trustees, there has been no opportunity to reconsider IUPUI’s Vision, Mission, Values, and Goals statement. This activity is postponed until Spring or Fall 2006.

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

The 2003-2004 Annual Performance Report was published both in print and on the Web within the electronic institutional portfolio. The number of print copies published was drastically reduced, with potential readers encouraged to visit the Web site.

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

Participation in the university-wide mission differentiation project necessitated putting campus-level planning efforts on hold.

I.1d. **Participation in PAII national institute.**

The Assessment Institute in Indianapolis continues to draw record attendance and more proposals to make presentations were submitted than ever before.

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

PAII staff received invitations to make presentations or to consult with international and national organizations, but were unable to accept all of these.

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 Web sites.**

Continued to compile a Web Usage Statistics Report for PAII Web sites.
Evidence of Progress for 2004-2005:

I.1a. Chancellors doubling goals incorporated in IUPUI's Vision, Mission, Values, and Goals with involvement of dea faculty leaders, and IUPUI board of Advisors.

Chancellors doubling goals were not incorporated in IUPUI's Vision, Mission, Values, and Goals due to the late consideration of the new IUPUI mission by the IU Trustees.

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

Updated information incorporated in electronic institutional portfolio. Online annual Performance Report included in portfolio for the second time.

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

No new data available regarding campus level plans: item was removed from 2005 faculty survey and replaced with item regarding clarity of plans in department and school. There were comparable items regarding faculty satisfaction with the clarity of goals and objectives within the department and school. Satisfaction declined between 2002 and 2005, with the number of faculty responding satisfied or very satisfied going from 54% to 52%.

I.1d. Participation in PAII national institute.

The Assessment Institute in Indianapolis drew more than 650 participants from 275 different colleges and universities, 17 corporations, 44 States and the District of Columbia, Puerto Rico and Guam and 5 foreign countries (Canada, Malaysia, Zealand, Australia, and the United Kingdom).

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

PAII staff received 102 invitations to make presentations or to consult with international and national organizations, but were unable to accept 37 of these.

I.1f. Number of external information requests.

PAII staff continue to respond to hundreds (144 in 2004-2005) of information requests from external constituents.

I.1g. Usage statistics for PAII Web sites.

- **PAII** ([www.planning.iupui.edu](http://www.planning.iupui.edu)):
  - Number of Hits: 228,099; Average Number of Visitors per Day: 281; Total #Pages Viewed: 459,347

- **IMIR** ([www.imir.iupui.edu](http://www.imir.iupui.edu)):
  - Number of Hits: 923,971; Average Number of Visitors per Day: 117; Total #Pages Viewed: 341,795
  - Breakdown:
    - Office Site (IMIR): [www.imir.iupui.edu/imir](http://www.imir.iupui.edu/imir)
      - Total Hits: 112,035; Total Page Views: 35,441; % of Total Page Views: 10.4
    - National Portfolio Project ([www.imir.iupui.edu/porfolio](http://www.imir.iupui.edu/porfolio))
      - Total Hits: 23,549; Total Page Views: 11,052; % of Total Page Views: 3.2
    - Urban Data Exchange (PUMA) ([www.imir.iupui.edu/urban](http://www.imir.iupui.edu/urban))
      - Total Hits: 1,292; Total Page Views: 969; % of Total Page Views: 0.3

- **IUPUI Institutional Portfolio** ([www.iupui.edu](http://www.iupui.edu))
  - Total Number of Hits: 709,208; Average Number of Visitors per Day: 192; Total #Pages Viewed: 352,570

- **Testing Center** ([http://tc.iupui.edu](http://tc.iupui.edu))
  - Number of Hits: 712,215; Average Number of Visitors per Day: 28; Total #Pages Viewed: 310,954
  - Breakdown:
    - Office site (Testing Center): [tc.iupui.edu](http://tc.iupui.edu)
      - Views: 196,292, % of Total: 63.1
    - Student Evaluation of Teaching: [set.tc.iupui.edu](http://set.tc.iupui.edu)
      - Views: 114,662; % of Total: 36.9

**Economic Model** ([www.iupui.edu/~abcrmodel/intro-page.html](http://www.iupui.edu/~abcrmodel/intro-page.html)): (not enough data available)

Activities planned for 2005-2006:

I.1a. Chancellors doubling goals incorporated in IUPUI's Vision, Mission, Values, and Goals 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.
Entire portfolio Web site is scheduled to be revamped this year, as part of the revision of the PAII Web portal. The content of the Civic Engagement portion of the site is to be improved significantly. Working with the Center for Service and Learning on the Carnegie Civic Engagement Project, which is examining ways of documenting community engagement for the new Carnegie classification scheme, we will use the iPort as the medium for documentation.

1.1c. **Faculty/staff understanding of campus plans increased.**

   Need to consider new way of assessing this. Faculty survey item about clarity of campus plans and objectives was rejected by advisors (especially in Medicine) as not pertinent to school faculty, who focus on department and school plans.

1.1d. **Participation in PAII national institute.**

   - In 2006 additional tracks will be added and national experts in these tracks will be invited to participate. To accommodate the anticipated increased attendance, the institute will be moved to the Westin Hotel.

1.1e. **Number of national and international invitations.**

   - Continue to monitor and increase PAII dissemination efforts.

1.1f. **Number of external information requests.**

   - Continue to monitor and increase PAII dissemination efforts.

1.1g. **Usage statistics for PAII Web sites.**

   - Continue to monitor the collection of Web logs that facilitate generation of Web Usage Statistics Report.

1.2. 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 2004-2005:**

   1.2a. **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.**

   Specific numerical goals were established for each of the Chancellor’s doubling goals. However, no work was done on developing a short list of campus priorities for strategic investment. This work is planned for the August 2005 Deans’ Retreat.

   Trudy Banta led the Council of Deans and the IUPUI Board of Advisors members in separate extended discussions of IUPUI’s contributions to the central Indiana economic development clusters: life sciences, information technology, advanced manufacturing, arts/culture/tourism, and non-profit management.

   **Evidence of Progress for 2004-2005:**

   1.2a. **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.**

      Not achieved.

   **Activities planned for 2005-2006:**

   1.2a. **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.**

      Work with the Chancellor’s staff and deans is planned for 2006.
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 2004-2005:

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 2004-2005:

II.1a. Number of units assisted with planning.
  PAII staff assisted 33 IUPUI units with planning this year, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02.

II.1b. Number of planning consultations/projects.
  PAII staff participated in 66 consultations/projects this year, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02.

Activities planned for 2005-2006:

II.1a. Number of units assisted with planning.
  PAII will continue to orient 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, maintaining or increasing the number of units served.

II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.
  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit: None
  Time Frame: On-going

Actions taken for 2004-2005:

II.2a. Expanded information infrastructure for campus enrollment planning.
  Focus of attention was on special reports and analyses needed to support the Enrollment Management Council (EMC). By the end of the fiscal year, we had initiated preparations for the next stage of developing enrollment targets by program. Introduced EMC to induced course load matrices.

II.2b. Preparation level of students.
  University College Admissions Committee examined latest data on student preparation levels and decided to hold off on further increases in selectivity due to soft enrollments.
Evidence of Progress for 2004-2005:

II. 2a. Expanded information infrastructure for campus enrollment planning.
Four special reports produced for Enrollment Management Council: Analysis of phone survey of late- and non-enrollers; Transfer student study and follow-up; Induced Course Load Matrices; and Fall to Spring Retention analysis.

II. 2b. Preparation level of students.
After a one-year decline in student qualification levels, Fall 2005 entering class appears to be the strongest ever.

II. 2c. Expanded use of on-line enrollment trend database by deans and directors.
The number of page views for the on-line database declined from 17,042 last year to 9,097 for 2004-05. Although we suspect that the reduction is related to familiarization (fewer faculty/staff exploring) with the sites and inflated 2003-04 figures due to site development, we will need to monitor usage closely to determine the usefulness of the sites.

Use of the point-in-cycle site increased this year to 15,942 page views, up from an estimated figure (accurate figures unavailable due to extensive testing of the site) of 12,000 to 14,000 hits last year.

Activities planned for 2005-2006:

II. 2a. Expanded information infrastructure for campus enrollment planning.
IMIR will provide extensive support to enable deans to develop enrollment targets, by program, for Fall 2006.

II. 2b. Preparation level of students.
Continued analysis of student progress based on academic background.

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 2004-2005:

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

III. 1b. Deans’ ratings of accessibility of planning reports through the Web.
   Held workshops for two groups of deans and associate deans; 15 academic units represented.

III. 1c. Use of Civic Engagement Inventory.
Civic Engagement Inventory is being redesigned to support Civic Engagement Council efforts as informed by the Carnegie Community Engagement Classification project.

Evidence of Progress for 2004-2005:

III. 1a. Information resources available to support assessment.
The Testing Center continues to seek out individuals to partner and/or co-sponsor the evaluation resources segment of the division website.
A study was completed on the use and utility of information resources available to campus deans. Continuous improvement efforts will be guided by the information received.

PAII websites provide access to annual assessment and planning reports.

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.

All offices of PAII have engaged in a process to improve their websites to provide timely and useful information.

III.1b. Deans’ ratings of accessibility of planning reports through the Web.

System will be used for fifth consecutive year. Very few changes were made, so training needs will be minimal.

III.1c. Use of Civic Engagement Inventory.

Use will be monitored once redesign is completed.

Activities planned for 2005-2006:

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.

Approach needs to be re-evaluated as planning system evolves.

III.1c. Use of Civic Engagement Inventory.

Re-design of Civic Engagement Inventory will be completed.

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 2004-2005:

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

Banta presented an overview of PAII services and information sources, including program review, during a series of orientation sessions designed for new deans and conducted during September 2004. Substantial progress was made in establishing a date for every academic unit to undergo program review during the next eight years, but a few units remain unscheduled.

Seven program reviews (History, Biology, Education, Biomedical Engineering, Mechanical Engineering, and Electrical and Computer Engineering) were planned, six reviews (Music, General Studies, Contracts and Grants, Mathematical Sciences, Psychology, and the Bepko Learning Center) were conducted, five follow-up sessions (Economics, Political Science, Contracts and Grants, General Studies, and student health services that included the departments of Student Health Services and Counseling and Psychological Services) were conducted, and six department heads reported on progress in implementing the reviewers’ recommendations to PRAC (Computer and Information Technology, Geology, Sociology, Philosophy, General Studies and Physical Education). In addition, staff in PAII consulted with the Indiana Center for Intercultural Communication as this unit conducted an internal review.

The program review sub-committee of PRAC considered a proposal to offer an alternative type of program review. Although it was not recommended, the committee did recognize the need to look at how to make the process more flexible.

III.2b. Reviewers’ ratings monitored for suggested improvements.
III.2c. Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.

The departments of Psychology and Chemistry used the financial data in the self studies for their program reviews.

Evidence of Progress for 2004-2005:

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

Seven program reviews were planned, six reviews were conducted, five follow-up sessions were conducted and seven department heads reported progress on reviewers’ recommendations to PRAC. In addition, staff in PAII consulted with the Indiana Center for Intercultural Communication as this unit conducted an internal review.

III.2b. Reviewers’ ratings monitored for suggested improvements.

Reviewers’ ratings were monitored.

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

Departments conducting one completed and one in-progress program review (Psychology and Chemistry) utilized financial assessment data in ways beyond the self-study.

Activities planned for 2005-2006:

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

Nine reviews (the Chancellor’s administrative management team, Physics, Social Work, History, Biology, Education, Biomedical Engineering, Mechanical Engineering, and Electrical and Computer Engineering) will be 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.

Financial assessment support for departmental self studies will be extended to the reviews scheduled for 2005-06.

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 2004-2005:

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

Units were assisted with assessment activities.

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.

Integration further assisted by IMIR staff team approach. By the end of the year, Student Life and Diversity had agreed to hire Katie Busby (Morrow) full-time as Director of Planning and Assessment. Busby and UC Assessment Director, Michele Hansen meet regularly to optimize integration.

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

2003-2004 Annual Performance Report was published both in print and on the Web within the electronic institutional portfolio. The number of print copies published was drastically reduced, with potential readers encouraged to visit the Web site. Also, progress was made on evaluating and developing the performance indicators section of the Performance Report and the Institutional portfolio. Data were assembled and groups convened to evaluate several
more indicators, leaving fewer blank indicators than we had previously. In addition, a working group developed a set of goals and indicators for Best Practices.

III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.
Increased number of beginning students placed in college-level mathematics courses (i.e., courses above MATH 110/MATH 111).
Maintained relatively high compliance rates for placement in mathematics courses.

III.3f. Program Evaluation Resource Site funded, developed, and implemented.
See Indicators of Progress

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

Evidence of Progress for 2004-2005:

III.3a. Number of units assisted with assessment.
PAII staff responded to 55 IUPUI unit requests for assistance with assessment. 34 units in 2003-04, 34 units in 2002-03, and 75 units in 2001-02.

III.3b. Number of assessment consultations/projects.
PAII staff fulfilled 202 requests for assistance with assessment. 90 requests in 2003-04, 173 requests in 2002-03, and 189 requests in 2001-02.

III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.
Assessment directors for both units now employed full-time by each unit but participate together as part of IMIR team, ensuring that the work of both remain aligned.

III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.
See I.1b above. Also, several additional Performance Indicators were evaluated for this year’s Performance Report and a first ever set of indicators for Best Practices was developed.

III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.
Testing Center staff continued to offer forms design/development of survey tools for data collection and optical (OMR) scanning services to campus and off-campus clients.

Testing Center staff conducted an evaluation of the national Assessment Institute in Indianapolis.
Overall, students who comply with the Math Placement Test recommendation do better in their math classes than students who do not comply with the placement test recommendation.

Anecdotal evidence suggests that faculty in Mathematical Sciences and World Languages are satisfied with the placement criteria for mathematics and world language courses, respectively.

Testing Center staff continued work on four collaborative grant projects: CAPE Project Evaluation (with IMIR), IUPUI Course Redesign and student ePortfolio Project (with OPD), Automated Essay Scoring project (with Florida International University), and the new SAT Writing Validation Study (with AIR/College Board).

III.3f. Program Evaluation Resource Site funded, developed, and implemented.
Testing Center staff continued to administer Web-based exit or client satisfaction surveys for placement testing, national testing, and scanning services.
Some progress has been made in implementing plans to integrate the functionality of the evaluation resource site into the redesigned PAII Website.

III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.
Validation process for course placement continued to incorporate placement distributions, probability graphs based on logistic regression and decision theory (or classification) approaches, and calculation of success rates and/or DFW rates.
Maintained four online placement tests for the Department of World Languages and Cultures (i.e., French (n = 68 students tested), German (n = 41 students), Japanese (n = 3), & Spanish (n = 425)) (Total number of students tested: 537).
Testing Center staff administered online course evaluations for 2 units, including the Schools of Nursing, Social Work, Herron School of Art & Design, SPEA, University College, and the Community Learning Network. In addition, Testing Center staff administered online evaluations in support of AASHTO conference evaluation and School of Nursing’s FIPSE Project. (Total number of online surveys administered: 764; Total number of respondents: 6,274).

Testing Centers scanning services staff designed 10 new scanner-ready forms for the following academic units: University College, Campus & Community Life (CCL), IUPUI Columbus, Anesthesia and Virtual Meeting Strategies (VMS, Medical). (Total number of survey forms produced: 30,000).

Activities planned for 2005-2006:

III.3a. Number of units assisted with assessment.
PAII staff will convene a group of assessment professionals in other units to begin a series of discussions aimed at improving assessment activities and the professional development of staff and faculty.
PAII staff will continue to respond to requests for assessment assistance.

III.3b. Number of assessment consultations/projects.
PAII 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.
Hansen and Busby will continue to develop collaborative efforts in team meetings with other relevant staff and faculty. New collaboration planned with Enrollment Services.

III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.
Kahn will evaluate all of the Performance Indicators. Through Institutional Effectiveness staff work with the Center for Service and Learning on the Carnegie Project, more solid data will be compiled to back up the evaluation of performance on the civic engagement indicators. Kahn will begin to evaluate the Research, Scholarship, and Creative Activity indicators; there are indicators, but no evaluation of them (or traffic light colors). The Best Practices Working Group will evaluate the Best Practices indicators.

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.
Mzumara will work with Susanmarie Harrington (Director, Writing Program) and Kathy Burton (Director, IMIR) to conduct validation studies of Guided Self-Placement for ENG Writing courses when we obtain a semester of data on course performance and enrollment.

III.3f. Program Evaluation Resource Site funded, developed, and implemented.
Incorporate the functionality and features of the program evaluation resource into the redesigned PAII Web site, which is under development as part of the Accelerated Improvement Process (AIP) initiative.

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 to identify new online placement tests for Latin and Japanese.
Testing Center staff will continue to collaborate with Larry Hill (Academic Advisor/Member, PeopleSoft Academic Advising Team) to monitor and refine the automated batch upload of students placement test scores into the Student Information System (SIS).
Testing Center staff will continue to provide evaluation consulting services in support of development, implementation, and use of student ePortfolios at IUPUI.

Testing Center staff will collaborate with Enrollment Center and launch pilot placement testing outreach and distance testing activities at selected IU Campuses or feeder high schools.
Mzumara will collaborate with faculty in Department of English and University College and develop a placement validation plan for assessing effectiveness and utility of the Guided Self-Placement model for English writing courses. Testing Center staff will continue to collaborate with OPD staff in developing appropriate survey tools for evaluating online courses at IUPUI.

Testing Center staff plan to extend the use of online course evaluation services to new clients and in support of course/instructor evaluation and research projects.
III.4. Continuously improve survey programs.

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

Actions taken for 2004-2005:

III.4a. Survey items aligned with campus priorities.
Faculty, continuing student, and alumni surveys were revised to include common items related to Civic Engagement, Diversity, and the goals of the Solution Center. New surveys of one-year-out master’s degree recipients, and both five-year-out undergraduate and five-year-out master’s degree recipients were developed and administered.

III.4b. Response rates on student surveys.
Because of budget constraints, more surveys moved to Web platform. Although this reduces the final response rate, it makes it possible to survey a larger group.

III.4c. Use of surveys by campus units.
Survey results were featured at meetings with key campus groups, including PRAC, Graduation and Retention Council, Enrollment Management Council, and Civic Engagement Council. Programs undergoing review and accreditation requested client surveys, including Law, Dentistry, and Chemistry. Summary of alumni survey results were presented at a Chancellor’s Staff meeting.

Evidence of Progress for 2004-2005:

III.4a. Survey items aligned with campus priorities.
Performance indicators feature many survey items: Medical School seeks customization of faculty survey to meet their internal needs. New Civic Engagement items featured in Carnegie Commission pilot Community Engagement classification project.

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

<table>
<thead>
<tr>
<th>Survey</th>
<th>Earlier</th>
<th>Prior</th>
<th>Most recent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Students</td>
<td>40% (web &amp; paper)</td>
<td>42% (web &amp; paper)</td>
<td>26% (web only)</td>
</tr>
<tr>
<td>Alumni</td>
<td>38%</td>
<td>39%</td>
<td>30%</td>
</tr>
<tr>
<td>Faculty</td>
<td>52%</td>
<td>48%</td>
<td>55%</td>
</tr>
</tbody>
</table>

III.4c. Use of surveys by campus units.
Demand for client surveys remains strong. Survey results are being incorporated into work of planning councils.

Activities planned for 2005-2006:

III.4a. Survey items aligned with campus priorities.
IMIR staff will conduct both the National Survey of Student Engagement and Faculty Survey of Student Engagement in Spring 2006. Survey results will be used to support assessment of several Commitment to Excellence Projects, including the Student Work/Retention project and Civic Engagement efforts.

III.4b. Response rates on student surveys.
New plan is being developed to alternate items over years to reduce length of surveys and thus improve response rates.

III.4c. Use of surveys by campus units.
Continue to feature survey results for PRAC, the planning councils, CTE projects, and for programs undergoing review.

III.5. Continuously improve services associated with IUPUIs placement testing, course evaluation, classroom testing, national testing, and document screening program.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2004-2005:

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).

Testing Center staff continued to administer the ESL and Chemistry Placement Tests on behalf of the ESL Program and Department of Chemistry, respectively. (Number of students tested: 874 for Chemistry and 414 for ESL.)

Testing Center staff administered “special” group test sessions for University College’s Upward Bound Program that involved a total group of 84 students (i.e., 25 students at IUPUI and 59 students at IU Bloomington campus).

Number of students taking non-IU examinations at the Testing Facility increased by 13.4% (from 97 students in 2003-04 to 110 students in 2004-05).

Testing Center staff administered 65 individual “Course Test Out” sessions for the Department of Computer and Information Technology: 44 students for CIT 106 and 21 students for CIT 115.

Mazumara worked with faculty in the ESL Program on a validity study of the ESL test battery.

Testing Center continued to offer ad-hoc proctoring services for online/computerized placement tests (e.g., ACCUPLACER) and national examinations for non-IU students.

Testing Center staff collaborated with staff at the IUPUI Glendale Center and installed the Internet Version of COMPASS/ESL Placement System as part of establishing an outreach pilot program to offer COMPASS Mathematics placement testing at off-campus test sites.

Testing Center’s scanning services staff designed 10 new scanner-ready forms for the following academic units: University College, Campus & Community Life (CCL0, IUPUI Columbus, Anesthesia and Virtual Meeting Strategies (VMS, Medical). (Total number of forms produced: 30,000).

Testing Center staff continued to offer forms design/development of survey tools for data collection, and 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 Web-based 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.

Validation process for course placement continued to incorporate placement distributions, probability graphs based on logistic regression and decision theory (or classification) approaches, and calculation of success rates and/or “DFW” rates.

Evidence of Progress for 2004-2005:

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).

Testing Center staff administered “special” group test sessions for University College’s Upward Bound Program. (Total number of students tested: 84 -- 25 students at IUPUI and 59 students at IU Bloomington.)

Mazumara and Asha Karmarkar (under graduate student) worked with OIT and P&I staff producing data analysis
Mzumara and Asma Khatun (graduate research assistant) worked with OPD and PAM staff conducting data collection and analysis in support of ePort Pilot study to evaluate the effectiveness of student ePortfolios as tools for enhancing teaching and learning.

Mzumara coordinated the project evaluation activities in support of IMLS/IUPUI Project on Outcomes Based Evaluation (OBE). (Information about the OBE Project is available at www.educapes.com/imls.)

Testing Center’s scanning services staff designed 10 new scanner-ready forms for the following academic units: University College, Campus & Community Life (CCL), IUPUI Columbus, Anesthesia and Virtual Meeting Strategies (VMS, Medical). (Total number of forms produced: 30,000)

Mzumara served as chair of the Professional Development Committee and co-chair of the Pipeline Task Force of the American Evaluation Association (www.eval.org).

III.5b. Satisfaction with Testing Center services.

Placement Testing: 95% 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; 94% “satisfied” or “completely satisfied” with helpfulness displayed by proctors. Students’ perception of accuracy of placement tests in measuring present skills in Mathematics: about 57% “agreed” or “strongly agreed” that COMPASS Math Placement Test is an accurate measure of present math skills. The above ratings are almost identical to the ratings reported in the 2003-04 Annual Report.

National Testing program: Of the 388 respondents who completed the national testing exit survey, approximately 98% “agreed” or “strongly agreed” that they were satisfied with the service provided by test proctors, 95% of respondents indicated that proctors presented the instructions in a clear manner; 96% of the examinees reported that they were received in a courteous manner when they entered the testing room; but only 9% 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 27 respondents indicated that 96% rated the overall quality of services/products as “very good” or “excellent”; 92% (or 22 out of 24 respondents) were “very satisfied” with the level of courtesy displayed by staff, 92% (22 out of 24 respondents) were either “satisfied” or “very satisfied” with the level of helpfulness displayed by staff, and 92% of respondents were “satisfied or very satisfied” with timeliness of reports/results. Overall, these results are less favorable in comparison with the 100% ratings reported in the 2003-04 annual report.

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

Preliminary validation plan for Guided Self-Placement will employ multiple measures including direct measures of academic preparation, indirect measures of students’ self-perceptions, direct outcome measures (such as first writing course grade, retention to next semester, etc.), and indirect outcome measures (such as ratings from end-of-semester course evaluations)

Activities planned for 2005-2006:

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).

Testing Center staff plan to collaborate with Enrollment Center staff in conducting pilot outreach activities for remote placement testing at regional campuses and other off-campus test sites.

III.5b. Satisfaction with Testing Center services.

Testing Center will continue to administer and monitor placement testing exit survey and client satisfaction surveys for national testing program and scanning services.

Provide ongoing customer service training for student workers at Testing Center.

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

Include multiple predictors (e.g., high school percentile rank, ACT scores, SAT scores, number of course credits, semester GPA, cumulative GPA, etc.) in the validation process for course placement.

Where appropriate, conduct sub-group analyses to study gender- and ethnic-related differences in academic achievement as well as conduct subgroup analyses that examine fairness and equity aspects of the Guided Self-Placement (GSP) process.
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

**Actions taken for 2004-2005:**

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

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

**Evidence of Progress for 2004-2005:**

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

- III. 6b. Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.
  - Additional program analysis for Nursing was conducted.

**Activities planned for 2005-2006:**

- III. 6a. Number of units for which economic models (activity-based costing/management) have been developed.
  - The Schools of Informatics and Nursing as well as the departments of Mathematics and Psychology have had economic models developed or refined this year.

- III. 6b. Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.
  - EMOD staff expanded the economic model consulting capacity by training a business officer who has the ability and interest to support campus efforts.

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

**Actions taken 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.
  - One report, Level of Student Engagement, was added to the online database website.

  - IMIR staff met with staff in International Affairs to discuss needs and design a report on International Students for the point-in-cycle website.

- III. 7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.
  - No action was taken this year given the extensive evaluation performed last year.
III.7c. IMIR data and Fact Card integrated.
Completed statistical portrait for IUPUI and linked site to About IUPUI page.

Evidence of Progress 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.
One report, Level of Student Engagement, was added to the online database website.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.
No action was taken this year given the extensive evaluation performed last year.

III.7c. IMIR data and Fact Card integrated.
Completed statistical portrait for IUPUI and linked site to About IUPUI page.

Activities planned for 2005-2006:

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.
International Student report will be added to the point-in-cycle website.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.
Requests will be made for feedback on reports provided for academic program review and reports improved as needed.

III.7c. IMIR data and Fact Card integrated.
Work with the Director of Institutional Effectiveness to integrate the Portfolio with the About IUPUI page.

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:
Sub Unit: None
Time Frame: On-going

Actions taken for 2004-2005:

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

Review processes for Teaching and Learning and Diversity Indicators were institutionalized. New information sources were developed to bolster Graduate Program and Civic Engagement Indicators

Appropriate constituent groups were identified to shepherd each section of performance indicators (PIs) associated with IUPUI’s Mission and Goals. Important work was undertaken by each of these groups to improve the micro-indicators underlying the campus performance indicators. Nevertheless, the activity required to complete the task of assigning “traffic lights” to every PI will not be completed until Fall 2005. Black, Kahn, and Johnson provided leadership for a group that identified best practices goals for the first time and linked them with potential sources of data.

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

Indicators featured in Annual Performance Report and Institutional Portfolio

The Chancellor’s doubling goals are defined by a number of specific measures, or performance indicators, and these are being used to guide the work of five councils (Enrollment Management Council, Retention and Graduation Council, Research Council, Civic Engagement Council, and the Diversity Cabinet). Nevertheless, the use of new campus performance indicators developed to match the goals and objectives in a revised Vision Mission Values and
Goals statement for IUPUI will have to await the revision of that document.

Evidence of Progress for 2004-2005:

IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.
    Diversity indicators were featured for the second year in the State of Diversity Address (by two different Chancellors). Results of mission differentiation effort should not require much change in indicators.

IV.1b. Documented use of indicators by central senior administrators and school deans.
    Nothing concrete.

Activities planned for 2005-2006:

IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.
    Although information is now available for all indicator sections, it may not be feasible to evaluate all of them in the Fall 2005 semester. This should be possible by Spring 2006.

IV.1b. Documented use of indicators by central senior administrators and school deans.
    Review Chancellor’s speeches and reports and deans’ annual reports for references to indicators.

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 2004-2005:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.
    Move to common web Portal should provide a basis for more consistent measures of web access.

IV.2b. Web-based service-instance form revised and implemented.
    IMIR continues to use the Web-based service instance form. Other units use non-web-based collection methods.

Evidence of Progress for 2004-2005:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.
    We continue to monitor the existing indicators.

IV.2b. Web-based service-instance form revised and implemented.
    Information requests will continue to be counted in ways unique to individual offices.

Activities planned for 2005-2006:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.
    Consider revisiting common information request form development.

IV.2b. Web-based service-instance form revised and implemented.
    This indicator is eliminated for 2005-06.
IV.3. Advance institutional effectiveness collaborative initiatives

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

Actions taken for 2004-2005:

IV.3a. Proposals developed, submitted, and funded.
In collaboration with the ICHE, Susan Kahn wrote and submitted a pre-proposal for a state-wide e-portfolio project to the FIPSE Comprehensive Program. Following the pre-proposal deadline and peer review, the entire competition was canceled for the year, and the pre-proposal did not progress any farther.

Mazumra and Kahn assisted in the writing of a successful proposal for a small grant from PRAC to identify best practices in integrating ePort into course syllabi and assignments.

IV.3b. Presentations and publications related to IUPUI’s institutional portfolio.
Kahn made two presentations on the iPort and seven on the ePort.

IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.
IMIR and TC staff compiled Web Usage Statistics Report for both portfolio and PUMA Exchange Web sites.

Evidence of Progress for 2004-2005:

IV.3a. Proposals developed, submitted, and funded.
FIPSE pre-proposal developed and submitted; competition was subsequently canceled. Internal proposal submitted and funded.

IV.3b. Presentations and publications related to IUPUI’s institutional portfolio.
Two presentations on iPort and seven on ePort.

IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.
- IUPUI Institutional Portfolio: [www.iport.iupui.edu](http://www.iport.iupui.edu)
  - Total Number of Hits: 769,208; Total Number of Pages Viewed: 352,570; Average Number of Visitors: 192

- National Portfolio Project (UPP):
  - Total Number of Hits: 23,549; Total Number of Pages Viewed: 11,052

- Urban Data Exchange (PUMA) [www.imir.iupui.edu/urban](http://www.imir.iupui.edu/urban)
  - Total Number of Hits: 1292; Total Number of Pages Viewed: 969

Activities planned for 2005-2006:

IV.3a. Proposals developed, submitted, and funded.
The external funding picture is generally bleak and the feeling right now is that the campus e-portfolio initiative needs to mature before we have sufficient data to convince a funding agency that this project is worth supporting. But Kahn will continue to seek opportunities and track RFPs. The National Coalition for Electronic Portfolio Research, in which Kahn serves as an IUPUI representative, may present some opportunities. In addition, we may seek an alternative funding source for the ICHE project.

IV.3b. Presentations and publications related to IUPUI’s institutional portfolio.
Kahn has several presentations planned this fall on ePort and is organizing and co-presenting a pre-conference workshop on iPort this fall. She plans to become more active in presenting and publishing on iPort again; the Carnegie project may offer some opportunities for this. Also, Portland State, one of our collaborators on the UPP, is undergoing its accreditation review in October and is using its electronic institutional portfolio as the platform for its self-study. The institutional portfolio director at PSU and Kahn hope to make some presentations on the respective accreditation experiences with institutional portfolios.

IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.
IMIR and Testing Center staff will continue to collect Web logs and compile Web statistics for the portfolio sites.
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: On-going

Actions taken for 2004-2005:

V.1a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.

PAII Information Study presented at ASHE.

Each of the doubling task forces reported that this year was an organizational year. In the coming year the task force reports suggest that they will use considerable data to inform their decisions and to evaluate the actions taken.

Borden article in New Directions for Institutional Research features use of Alumni Survey results in campus improvement efforts.

Students in Drew Appleby's Psychology B454 Capstone Seminar in Psychology evaluated the School of Science Senior Assessment Packets from 2003 and 2004 IUPUI psychology alumni. A significant number of items on these surveys are common with the IMIR student alumni surveys. As a result of this class analysis, many suggestions for improvements were made to the department.

Faculty in Anthropology reported analyzing student survey data provided by IMIR to assess student learning and program outcomes.

Faculty in English use data from IMIR on enrollment and graduation rates as well as contextual data to help understand these rates. They are also using them to assess students' progress and the obstacles that they face in completing the English major.

Faculty in Bachelor of Social Work program report using the IUPUI Continuing Student Satisfaction and Priorities Survey (IUPUI-CSS) and Alumni Surveys developed and administered by (IMIR). They also report that these two surveys assisted them in understanding the BSW students' satisfaction and priorities related to both the campus and their program, the graduates' perspectives on their experience at IUPUI and the school, and information about BSW graduates. They have come to rely on these two surveys as an ongoing source of information for program assessment.

PAII staff collaborated with staff in the Office of Human Resources Administration to coordinate 7 training events for faculty and staff interested in the Accelerated Improvement Process (AIP) developed at the University of Wisconsin-Madison. To date some 32 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned.

Black was trained as an AIP trainer and has subsequently collaborated with Human Resources staff to establish a users' group and to train others to use the process.

A formal reporting mechanism has been developed to record improvements made by the AIP.

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

Banta and Kahn have worked through PRAC to follow some of the advice given by the NCA review team. In addition, Kahn spent a great deal of time on specific initiatives that NCA encouraged us to pursue. For example, the team urged IUPUI to move forward with improving assessment of the PULs through the ePort. Kahn devoted a great deal of time this year to the campus ePort initiative, directing a funded research project, coordinating the first- and second-semester pilots, assisting with faculty development, writing and editing articles for the ePort Knowledge Base, and serving on the ePort Core Committee, the ePort Implementation Committee, and the ePort Assessment Committee.

Kahn is also working with the Center for Service and Learning and as a member of the Council on Civic Engagement and its
Evidence of Progress for 2004-2005:

V.1a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.

PRAC reports include annual reporting of improvements based on assessment results (http://www.planning.iupui.edu/prac/prac.html).

32 AIP efforts have been documented. By way of example, participants have reported that these efforts have increased the effectiveness of meetings, the efficiency of conducting background checks, and conducting student orientation.

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

NCA advice has been pursued through PRAC. The Office of Institutional Effectiveness also contributed to carrying out specific recommendations by providing substantial assistance to the ePort initiative, contributing to improved assessment of civic engagement, and supporting campus retention efforts.

Activities planned for 2005-2006:

V.1a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.

- Consider including in Institutional Portfolio documentation of improvements.

Accelerated improvement Process efforts will be documented and reported to the campus.

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

Kahn plans to continue working on all of the above initiatives with increased involvement in the assessment of Civic Engagement through the Carnegie project and closer involvement with the CE performance indicators. The recommendations of the NCA team are being pursued through a variety of campus initiatives and the need for a focused plan in this area has passed.

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 2004-2005:

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

See Indicators of Progress

V.2b. External funding received.

See Indicators of Progress

Evidence of Progress for 2004-2005:

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

External funding of $180,408 was received for evaluation projects. Banta received a $5,000 grant from the Randall L. Tobias Center for Leadership to conduct research on leadership for outcomes assessment.

Kahn received a $30,000 grant from the Association for Institutional Research and the National Postsecondary Education Cooperative for: “Enhancing Student Success Through Electronic Portfolios.”


The Testing Center was funded for a Commitment to Excellence Project entitled *infrastructure for Course and Program Innovation (including the IU Student e-Portfolios)*. Funded by the IUPUI Dedicated Tuition Funds - Total Amount of Award: approximately $1,000,000 shared among eight offices/units at IUPUI. (Year 2 Budget outlay to Testing Center: $17,661.00; FTE service commitment to the project: 5% FTE as member of Project Assessment Team.) Mzumara is the principal evaluator for project granted by the Institute for Museum and Library Studies "Developing and Evaluating Instructor-Mediated Online Courses in Outcomes Based Planning and Evaluation" awarded to the IUPUI School of Liberal Arts (Museum Studies). (Three-year grant awarded to SLA/SLIS for a total award amount of $918,261 Testing Center award $14,320.) Mzumara also is evaluating Online Critical Care Courses. (Testing Center contract - $1,830- with IU School of Nursing). Longitudinal Study of Online Critical Care Courses. (Internal contract project with IU School of Nursing. Project funded by FIPSE).


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**Activities planned for 2005-2006:**

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

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**Actions taken for 2004-2005:**

V.3a. **Number of evaluation studies funded and conducted for campus constituents.**

Third and final year of South Central Indiana CAPE Project, Fourth of six funded years of Nina Mason Pulliam Scholarship evaluation project.

Borden and Mzumara continued to serve as co-evaluators of the CAPE Project and completed the third and final year of the evaluation project with support of grant funds received from PDK International.
Munamara served as external evaluator for the FIPSE-funded project on Automated Essay Grading of Electronic Portfolio Documents (and completed the three-year FIPSE grant) based at Florida International University.

Munamara and Kahn collaborated with Mark Shermis (FIU) in conducting a small pilot study on the uses of automated essay scoring technology (i.e., IntelliMetric scoring engine) for grading students ePortfolio documents.

V.3b. Developed and implemented plans to facilitate improvements in course placement and/or P-16 curriculum alignment initiatives through off-campus/high school outreach.
Testing Center staff held initial planning meetings with staff at IUPUI Glendale and Carmel Centers regarding implementation of pilot placement testing outreach at off-campus sites.

Testing Center staff administered special group test sessions for students in the Upward Bound Program for University College. (Total number of students tested: 84 -- 25 students at IUPUI and 59 students at IU Bloomington.)

Evidence of Progress for 2004-2005:

V.3a. Number of evaluation studies funded and conducted for campus constituents.
External funding of $189,408 for evaluation projects.

Munamara coordinated the project evaluation activities in support of the IMLS/IUPUI Outcomes Based Evaluation (OBE) grant project based in the School of Liberal Arts at IUPUI (www.eduscapes.com/imls/).

Testing Center staff provided evaluation consulting services to several IUPUI faculty members in support of two grant projects based in the IU Schools of Nursing and Medicine.
Munamara co-authored a conference presentation with faculty in the IU School of Nursing.

V.3b. Developed and implemented plans to facilitate improvements in course placement and/or P-16 curriculum alignment initiatives through off-campus/high school outreach.
A Testing Center representative served as a member of the COMPASS/ESL Advisory Panel that is developing a High School Outreach Program using ACTs Internet Version of the COMPASS/ESL system.

Activities planned for 2005-2006:

V.3a. Number of evaluation studies funded and conducted for campus constituents.
New projects, supported with internal CTE funding, will be undertaken to support evaluation of Student Work-Retention project and Civic Engagement Inventory re-development

Testing Center staff will continue to assist campus constituents by collaborating on research projects and offering measurement/evaluation expertise to interested faculty and staff.

V.3b. Developed and implemented plans to facilitate improvements in course placement and/or P-16 curriculum alignment initiatives through off-campus/high school outreach.
Testing Center and Enrollment Center staff will collaborate in setting up additional pilot sites for outreach placement testing activities at selected locations in Northwest Indiana, Fort Wayne, and southern Indiana.

Testing Center staff also plan to implement a pre-requisite as well as prior chemistry course credit checking process for the Chemistry Placement Test.

Fiscal Health

*** Fiscal health report for 2005-06 is attached as PDF file.***

Reallocation Plan
Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

We provide the data and analyses that enable IUPUI to set most of these goals and to track progress in meeting them. We serve on the planning groups for 3 of the 5 councils charged with advancing the goals.

Diversity. What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

We have met diversity targets in all but one staff rank and when we are able to hire a replacement in that category, we will make every effort to find an employee from an underrepresented group.

Campus coordination and cooperation. Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

I certainly believe in the convening of adjudicative groups to resolve conflicts. I have led the Committee on Teacher Education since it was established in 2000; this group brings together representatives of all the schools that are involved in teacher education. In addition, in recent years, I have worked with small groups of faculty and administrators in 8 schools to resolve a variety of conflicts.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?