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.

1.1 Communicate broadly the campus mission/vision.

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

Actions taken for 2005-2006:

I.1a. Chancellor’s doubling goals incorporated in IUPUI’s Vision, Mission, Values, and Goals with involvement of deans, faculty leaders, and IUPUI’s Board of Advisors.
In October 2005 the doubling goals were incorporated in a visual presentation that takes the form of a cube (see Appendix A). A list of the central Indiana economic development clusters forms the Y axis of the cube and the 3 IUPUI mission elements – Teaching/Learning, Research/Scholarship, Civic Engagement – form the X axis; the doubling goals associated each of the 3 mission themes form the third dimension of the cube. Chancellor Bantz uses the cube as an aid in explaining IUPUI’s mission and goals to internal and external audiences.

I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.
The 2004-2005 Annual Performance Report was published both in print and on the Web within the iPort and was very positively received. Improvements this year included enhanced quality and quantity of data on the performance indicators for review by faculty/staff committees, and the convening of new committees to review the first teaching and learning performance indicator (“Attract and support a better-qualified and more diverse student population”) and the civic engagement indicators. We were also able to include additional data in the “Profile of Progress” section of the report in print and on the Web. The Best Practices Working Group followed up on its work in developing indicators during 2004-2005 by beginning to gather data that will enable members to assign traffic light colors for the next version of the report.

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

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 (see brochure in Appendix B).

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 (144 in 2004-2005) of information requests from external constituents.

I.1g. Improved PAII website

I.1h. Usage statistics for PAII Web sites.
Continued to compile a Web Usage Statistics Report for PAII Web sites.

Evidence of Progress for 2005-2006:
1.1a. Chancellor’s doubling goals incorporated in IUPUI’s Vision, Mission, Values, and Goals with involvement of deans, faculty leaders, and IUPUI’s board of Advisors.

Doubling goals incorporated in visual cube that Chancellor Bantz uses often with internal and external constituents.

1.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.

Enhanced data to support performance indicators; development of new indicators and data in areas indicated above.

1.1c. 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 items 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%.

1.1d. Participation in PAII national institute.

The 2005 Assessment Institute in Indianapolis drew more than 850 participants from 347 different colleges and universities, 26 corporations, 47 states and District of Columbia, Puerto Rico and Guam and 3 foreign countries (United Arab Emirates, Canada, and New Zealand). In 2004 the Assessment Institute drew 650 participants from 275 different colleges and universities, 44 States and the District of Columbia, Puerto Rico and Guam and 5 foreign countries (Canada, Malaysia, New Zealand, Australia, and the United Kingdom).

1.1e. Number of national and international invitations.

PAII staff received 101 (102 in 2004-05) invitations to make presentations or to consult with international and national organizations, but were unable to accept XX (37 in 2004-05) of these.

1.1f. Number of external information requests.

PAII staff continue to respond to hundreds (251 in 2005-2006 and 144 in 2004-2005) of information requests from external constituents.

1.1g. Improved PAII website

1.1h. Usage statistics for PAII Web sites.

- **PAII** (http://www.planning.iupui.edu/);
  - Total #Pages Viewed: 529,859;
  - Number of Visitors per Day: 37,138
- **IMIR** (www.imir.iupui.edu);
  - Total #Pages Viewed: 1,040,561;
  - Number of Visitors per Day: 25,818
- **Annual Planning**;
  - Total #Page Views: 45,123; #Visitors per Day: 881
- **Online Database**;
  - Total #Page Views: 15,241; #Visitors per Day: 886
- **Point in Cycle**;
  - Total #Page Views: 15,400; #Visitors per Day: 1,146
- **IUPUI Institutional Portfolio** (http://www.iport.iupui.edu);
  - Total #Pages Viewed: 584,011;
  - Number of Visitors per Day: 24,314
- **Testing Center** (http://tc.iupui.edu);
  - Total #Pages Viewed: 759,399;
  - Number of Visitors per Day: 137
- **Office site (Testing Center): tc.iupui.edu**;
  - Total #Page Views: 313,387; % of Total: 41%
Activities planned for 2006-2007:

1.1a. Chancellor’s doubling goals incorporated in IUPUI’s Vision, Mission, Values, and Goals with involvement of deans, faculty leaders, and IUPUI’s Board of Advisors.
   With the leadership provided by IUPUI’s new Executive Vice Chancellor, Uday Sukhatme, new goals and objectives will be developed to accompany the mission statement approved in November 2005.

1.1b. Online annual report for IUPUI further developed using electronic institutional portfolio.
   Continued development of indicators and supporting data, especially in the areas of graduate education and Research, Scholarship, and Creative Activity, developed in collaboration with the Graduate School and the Office of the Research and Graduate Education.

1.1c. Faculty/staff understanding of campus plans increased.
   In 2005 the faculty survey item about clarity of campus plans and objectives was rejected by a panel of advisors (especially in Medicine) as not pertinent to school faculty, who focus on department and school plans. The item has subsequently been returned to the survey.

1.1d. Participation in PAII national institute.
   In 2006 additional tracks have been added and national experts in these tracks will deliver keynote addresses. To accommodate the anticipated increased attendance, the institute has been moved to the Westin Hotel. After the Institute we will again undergo a process to determine the best location for next year’s institute and evaluate the effectiveness of the new tracks.

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. Improved PAII website.

1.1h. Usage statistics for PAII website.
   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: Best Practices

   Secondary Goals:

   Sub Unit: None

   Time Frame: On-going

Actions taken 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.
   The process for allocating Commitment to Excellence (CTE) funds incorporated campus priorities. Two special planning hearings were held in January 2006 to focus on strategies to be undertaken to advance (1) Teaching/Learning and (2) Research/Scholarship in Health and Life Sciences.
Evidence of Progress for 2005-2006:

I.2a. A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.
Achieved in part through allocation of CTE funds.

Activities planned for 2006-2007:

I.2a. A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.
Work with the Chancellor's staff and deans during the 2006 Deans' Retreat.

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 (see Appendix C).

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

Actions taken for 2005-2006:

II.1a. Number of units assisted with planning.
PAIL staff continue to provide planning assistance to campus units.

II.1b. Number of planning consultations/projects.
PAIL staff continue to provide planning assistance to campus units.

Evidence of Progress for 2005-2006:

II.1a. Number of units assisted with planning.
PAIL staff assisted 24 IUPUI units with planning this year, 33 in 2004-05, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02.

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

Activities planned for 2006-2007:

II.1a. Number of units assisted with planning.
PAIL will continue to orient new deans to the planning process and assist in other planning activities.

II.1b. Number of planning consultations/projects.
PAIL staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.

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

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

Actions taken for 2005-2006:
II.2a. Expanded information infrastructure for campus enrollment planning.

The focus this year was on providing academic units with information for use in developing enrollment targets, a project supported by the Enrollment Management Council (EMC). IMIR staff conducted workshops on using Excel functions for projecting enrollments and reviewed resources for use in estimating capacity and demand for academic programs. A series of reports including 10-year trends in enrollments, degrees, and demographic profiles at the department, program, or school level was provided for use in developing targets.

Worked with leaders in Enrollment Services offices to develop a list of strategic enrollment indicators.

II.2b. Expanded use of on-line enrollment trend database by deans and directors.

Continued to monitor hits on the website.

Evidence of Progress for 2005-2006:

II.2a. Expanded information infrastructure for campus enrollment planning.

Projected enrollments and estimates of capacity were received from the vast majority of programs. Figures were compiled at the school and campus levels. Induced course load matrices were updated using projected headcount for fall 2006 through 2010.

Work on compiling data for the strategic enrollment indicators has begun.

II.2b. Expanded use of on-line enrollment trend database by deans and directors.

The number of page views for the on-line database increased to 15,241 page views, up from 9,097 for 2004-05. Use of the point-in-cycle site remained relatively stable at 15,400 page views this year compared to 15,942 for 2004-05.

Activities planned for 2006-2007:

II.2a. Expanded information infrastructure for campus enrollment planning.

Provide follow-up reports to Deans for use in revising enrollment targets.

Publish strategic enrollment indicators on our website.

II.2b. 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 2005-2006:

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 2 workshops on use of system. Overall, 13 people representing 10 units attended the workshops.

III.1c. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.

Worked with Center for Service and Learning, the Office for Professional Development, and Communications and Marketing on planning. The plan is contingent on the development and implementation of a campus-wide online Faculty Activity Report that would enable civic engagement activities to be flagged and to generate an e-mail invitation to faculty members to enter their activities into the Civic Engagement Inventory. The development of the online FAR is in progress, but not
Evidence of Progress for 2005-2006:

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, and the results will be published in the British journal *Assessment and Evaluation in Higher Education* in 2006-07. Continuous improvement efforts will be guided by the information received.

PAII websites provide access to annual assessment and planning reports.

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PAII websites provide access to annual assessment and planning reports.

Periodically *Assessment Update* issues are 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. A new unified website was designed and deployed.

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

System will be used for the sixth consecutive year. Over the last few years we have had very few technical troubleshooting requests. This is an indicator that system users are comfortable in using this system. We continue to provide optional training workshops for all the users.

III.1c. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.

Faculty civic engagement activities are captured in an updated, searchable Civic Engagement Inventory.

Activities planned for 2006-2007:

III.1a. Information resources available to support assessment.

Continue to seek ways to provide useful resources to the campus community.

We will undertake an evaluation of the newly deployed website and make improvements as needed.

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

We have continued to enhance this system from usability and technical architecture points of view. This year we are planning to redesign the current system based on the identity guidelines from the Communications and Marketing Department.

III.1c. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.

Continue to collaborate with the above offices and to advocate for the development of the online FAR.

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

Actions taken for 2005-2006:

III.2a. Program review introduced to new deans and the eight-year schedule for review of units completed.
PAII staff coordinated 12 program reviews (Biomedical Engineering, Electrical & Mechanical Engineering, English, History, Biology, Chemistry, Physics, UC Advising, Research Compliance, Social Work, and an administrative review for Chancellor Bantz). Eleven reviews (Health and Rehabilitation Sciences, Communication Studies, SLIS, Teacher Education and Student Services in the School of Education, MPA, MHA, Computer and Information Technology, Construction Technology, Electrical and Computer Engineering Technology, Mechanical Engineering Technology, Organizational Leadership and Supervision) planned for 2006-07 were initiated. Two follow-up sessions (Psychology and Biomedical Engineering) were conducted, and three department heads (Business, Organizational Leadership, and Public Health) reported to PRAC on progress in implementing the reviewers’ recommendations.

The program review sub-committee of PRAC agreed to provide feedback on drafts of the departmental self-studies.

III.2b. Reviewers’ ratings monitored for suggested improvements.
Reviewers’ ratings are analyzed and acted upon when necessary (see Appendix D).

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

The departments of English, History, Chemistry, Biology, and Physics used financial data we provided in the self-studies for their program reviews.

Evidence of progress for 2005-2006:

III.2a. Program review introduced to new deans and the eight-year schedule for review of units completed.
Eleven program reviews were planned. Twelve reviews and two follow-up sessions were conducted, and three department heads reported progress on reviewers’ recommendations to PRAC.

III.2b. Reviewers’ ratings monitored for suggested improvements.
Reviewers’ ratings were monitored; no needs for change were noted.

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

Five departments that had program reviews in 2005-06 utilized financial assessment data in discussions related to academic planning and budgeting in their schools.

Activities planned for 2006-2007:

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

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

Eleven reviews (Health and Rehabilitation Sciences, Communication Studies, SLIS, Teacher Education and Student Services in the School of Education, MPA, MHA, Computer and Information Technology, Construction Technology, Electrical and Computer Engineering Technology, Mechanical Engineering Technology, Organizational Leadership and Supervision) will be conducted.

In the future members of the Program Review and Advanced Practices sub-committees of PRAC will provide feedback on drafts of departmental self-studies. The program review sub-committee of PRAC will host a meeting of department chairs who recently participated in a review of their departments and department chairs preparing for reviews to provide advice on writing the self-study and the review process. Information derived from this session will also be used to improve the overall review process.
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 2006-07 and 2007-08.

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 2005-2006:

III.3a. Number of units assisted with assessment (see Appendix C).

Units were assisted with assessment activities.

III.3b. Number of assessment consultations/projects.

PAII staff consulted with units.

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

IMIR staff continue to work closely with assessment personnel in University College, Student Life and Diversity and Enrollment Services. A subcommittee of PRAC has been formed to bring together assessment professionals to discuss assessment issues. This group will be asked to provide feedback on department self-studies as a part of the campus program review process. The group has proposed a series of professional development activities open to all campus faculty and staff.

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

See I.1b. above.

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

- Testing Center continued to work closely with faculty and the Placement Testing Advisory Committee in monitoring course placement criteria and in developing strategies for improving course placement services.
- Maintained relatively high compliance rates for placement in mathematics courses.
- Mznamara collaborated with faculty and placement test coordinators in monitoring course placement criteria and assisted faculty in completing annual validation studies for mathematics and English-as-a-Second Language (ESL) placement tests.
- No notable progress was made in conducting a formal assessment of the effectiveness of the Guided Self-Placement (GSP) model for English writing courses. However, implementation of the GSP process seems to be proceeding well.

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

- Assessment personnel from University College and Student Life and Diversity (SLD) attend IMIR staff meetings. Worked closely with SLD on diversity performance indicators. Some progress was made on incorporating program evaluation resources in the redesigned PAII Web site deployed in the Fall 2005.
- This indicator has been modified for 2006-07 to read: *New website including program evaluation resources designed and deployed.*

III.3g. Improved strategy for assessing civic engagement.

Assessment Subcommittee of Council on Civic Engagement evaluated the performance indicators for Civic Engagement this year, using more and better data than were available in the past. OIE, CSL, and Communications and Marketing are now collaborating on development of an improved Civic Engagement Inventory. However, little progress was made on the CEI because the plan hinges on development and implementation of the online Faculty Activity Report.

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

*Online Placement Testing: (7)*

- Continued to administer the three Web-based language placement tests (French, German, and Spanish) on behalf of the Department of World Languages and Cultures; and extended administration of the Web-based Spanish Placement Test to college students at Ivy Tech Community College (Indianapolis campus).
Based on Spanish Placement Test to College Students at Ivy Tech Community College (Indianapolis Campus):

- Testing Center assisted IUPUI Columbus in using ACT’s Internet version of the COMPASS/ESL placement system and also used the Internet version to support outreach testing activities for the ESL Program and Upward Bound Programs at IUPUI.
- Testing Center staff developed and maintained a Web-based application for scheduling students’ tests, and collaborated with the office of Orientation Services in developing a Web-based reservation system for scheduling student orientation and testing sessions.

Online SET/Course Evaluation: (#units served: 8)
- Testing Center staff continued to administer online course/instructor evaluations for campus units, including the Schools of Education, Nursing, Social Work, University College, Herron School of Art &amp; Design, SPEA, and the Community Learning Network.
- Testing Center’s scanning services assisted IMIR with administration of Web-based alumni surveys.
- Testing Center hired a part-time Web application developer to facilitate development of the “report generation” function for the Web-based Survey Evaluation Tool (OnlineSET) in support of online survey administration.

III.3i. Development, implementation, evaluation, and adoption of student electronic portfolio.

Two departments received small grants to incorporate ePort into teaching and assessment: the Department of Secondary Education in the School of Education and the Department of Computer and Information Technology in the School of Engineering. Both made good progress on planning and will begin using the ePort in classes in 2006-2007. Three more grants were given for the coming year. In addition, all faculty in Themed Learning Communities will use ePort in Fall 2006. The ePort is housed within Oncourse CL; once Oncourse CL is fully developed and implemented, we expect use of ePort to become more widespread.

In addition, a PRAC grant this year supported the work of a faculty committee that developed rubrics defining good practices for incorporating ePort into syllabi and assignments.

- Testing Center staff administered the Pre- and Post-PUL Survey in support of the ongoing assessment of the efficacy and effectiveness of using student ePortfolios at IUPUI.
- Msmera continued to serve as a member of the ePort assessment team and the ePort Core Management Team, respectively.
- Msmera collaborated with Susan Kalin and other ePort faculty in support of a PRAC grant (re: content analysis of ePortfolio-related course syllabi and assignments).

Evidence of Progress for 2005-2006:

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

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

III.3b. Number of assessment consultations/projects.


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

Assessment personnel from University College, Student Life and Diversity (SLD), and Enrollment Services attend IMIR staff meetings. Worked closely with SLD on diversity performance indicators.

III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report. See 1.1b. above.

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) and in the chemistry (CHEM C105) course.
- Overall findings from an annual validation study of the mathematics placement test continue to indicate that students who comply with the Mathematics Placement Test recommendation do better in their math classes than students who do not comply with the placement test recommendation.
• Overall findings from periodic review and monitoring of course placement and outcome data in collaboration with faculty in the departments of mathematical sciences, world languages and cultures, and the ESL Program indicate overall satisfaction with course placement criteria for mathematics, world languages, and ESL courses, respectively. However, adjustment of placement cutoffs for chemistry is needed to minimize possible 'overplacement' of students in CHEM C105 (especially for students with marginal placement test scores).

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

So far, relatively minor progress has been made in further developing the program evaluation resource site and incorporating it in the redesigned PAII Web site.

III.3g: Improved strategy for assessing civic engagement.

Civic Engagement indicators are evaluated using continuously enhanced data. Faculty civic engagement activities are captured in an updated, searchable Civic Engagement Inventory.

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

- Testing Center's development unit updated the interface for the online Spanish Placement Test and extended test administration services to students at Ivy Tech Community College.
- Testing Center assisted IUPUI Columbus, the Upward Bound Program at the IUPUI and Bloomington campuses, and the ESL Program at IUPUI in using the Internet-based COMPASS/ESL placement system to facilitate course placement of students at IUPUI.
- Maintained use of the three Web-based language placement tests and increased or maintained the number of students taking the online tests for the Department of World Languages and Cultures: Total number of students tested in world languages: 793 (up by 47.7% from 537 reported for 2004-05; French Placement Test—up by 85.3% (i.e., from 68 students tested in 2004-2005 to 126 in 2005-2006); Spanish Placement Test—up by 43.3%, from 425 students in 2004-2005 to 609 in 2005-2006); and maintained the number of students tested in German (n = 58).
- Number of students who took the computerized CLEP examinations at the Testing Facility increased by 21.6% (from 97 students in 2004-2005 to 118 students in 2005-2006).
- Testing Center assumed responsibility for administering the Web-based K201 waiver examination on behalf of the Kelley School of Business at IUPUI, and tested 6 students by the end of June 2006. In addition, Testing Center staff administered 71 individual ‘Course Test Out’ sessions for the Department of Computer and Information Technology (up by 9.2% from 65 test sessions reported for the 2004-05 period): 48 students for CIT 106 and 23 students for CIT 115.
- Testing Center staff administered online course/faculty evaluations for several campus units including the Schools of Education, Nursing, Social Work, SPEA, the Community Learning Network, Labor Studies, Liberal Arts, IUPUC and University College. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts’ ‘Shaping Outcomes’ grant project funded by the Institute of Museum and Library Services. (Total number of online surveys administered: 1,143 -- up by 49.6% from 764 reported for the 2004-05 reporting period; Total number of respondents: 8,547 -- up by 36.2% from 6,274 reported in last year’s report.)

III.3i: Development, implementation, evaluation, and adoption of student electronic portfolio.

Adoption of ePort by more and more departments and faculty members.

- Testing Center staff administered the Pre- and Post-FUL Survey and analyzed data for student participants during the Fall 2005 semester.

Mzumara collaborated with Susan Kahn and other ePort faculty in conducting a content analysis of ePortfolio course.

Activities planned for 2006-2007:

III.3a: Number of units assisted with assessment.
- 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: Cadre of campus assessment professionals developed and supported.
- IMIR staff will continue to work with assessment personnel in University College and Student Life and Diversity.
- PAII staff will work with the Advanced Practices Subcommittee of PRAC to improve assessment activities and the professional development of staff and faculty. This group will offer advice on self-study documents for departments who will be conducting program reviews this year.
Institutional effectiveness documented via institutional portfolio and improved annual performance report. See I.1b. above.

Indicators of validity for placement testing in mathematics, English and foreign languages.
- Continue to collaborate with placement test coordinators in conducting periodic monitoring of validation criteria for placement in chemistry, mathematics, ESL, and world language courses; and adjust placement cutoff scores as warranted.
- Collaborate with chemistry faculty in adjusting placement cutoff scores for Chemistry Placement Test so as to minimize possible “over-placement” of under-prepared students in CHEM C105. Also, collaborate with Larry Hill and Registrar’s office in implementing a “prerequisite check system” that could help improve appropriate placement of students in chemistry courses.

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.

Improved strategy for assessing civic engagement.
Continue to collaborate with the above offices and to advocate for the development of the online FAR. Continue to improve the quantity and quality of data available for evaluation of the Civic Engagement indicators.

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 or develop new on-line placement tests for Latin and Japanese.
- Assist Department of Chemistry faculty in developing a Web-based Chemistry Placement Test.
- Testing Center staff will continue to provide evaluation consulting services in support of development, implementation, and use of student ePortfolios at IUPUI.
- Testing Center will continue to collaborate with the Enrollment Center, Ivy Tech Community College, and partners in local high schools and find cost-effective ways to expand outreach placement testing activities.
- Testing Center staff will continue to collaborate with OPD staff in seeking appropriate survey tools or alternative solutions for evaluating online courses at IUPUI.
- Testing Center will continue to roll out (new and existing clients) the use of OnlineSET application to support research projects and end-of-semester course/instructor evaluations.

Development, implementation, evaluation, and adoption of student electronic portfolio.
Continue to collaborate with OPD on developing, implementing, and evaluating ePort. Continue working with TLCs and with grantee departments on incorporating ePort into syllabi and assignments.
- Testing Center staff will re-administer the Pre- and Post-PUL Survey to student participants during the summer and fall semesters of 2006 as part of the ongoing assessment of the efficacy and effectiveness of using student ePortfolios at IUPUI.
- Mzmara will continue to serve as a member of the ePort assessment team and the ePort CORE Management Team, respectively.

Continuously improve survey programs.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2005-2006:

Survey items aligned with campus priorities.
Many revisions were made to the faculty survey, internal student survey and alumni surveys last year to bring them more in line with campus priorities. This year items were revised on the staff survey.
III.4b. Response rates on student surveys.

Falling response rates to our surveys continue to be a concern. We experimented with several changes in our administration procedures this spring in the hopes of both increasing response rates and lowering the amount of staff time we dedicate to survey administration. In the first instance we used an outside firm to verify alumni addresses and in the second we asked the IUPUI Testing Center to create a Scantron version of the recent alumni survey to speed data entry.

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

Graduation Council. Reports on the student and alumni surveys were provided to the following departments and schools in support of their program review efforts – Education, Social Work, Communication Studies and Biology. Survey results were also used to inform the Student Work/Retention CTE project and Civic Engagement efforts.

Evidence of Progress for 2005-2006:

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

Performance Indicators feature many survey items; Medical School faculty survey reports customized to better serve internal needs.

III.4b. Response rates on student surveys.

Response rates on campus surveys.

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<thead>
<tr>
<th>Survey</th>
<th>Earlier</th>
<th>Prior</th>
<th>Most recent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>39%</td>
<td>30%</td>
<td>26% ?</td>
</tr>
<tr>
<td>Staff (paper)</td>
<td>63%</td>
<td>70%</td>
<td>53% ? (web and paper if requested)</td>
</tr>
<tr>
<td>NSSE (web and paper)</td>
<td>39%</td>
<td>30% (web)</td>
<td>26% ? (web only)</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>40% (web only)</td>
<td>42% (web only)</td>
<td>26% ? (web only)</td>
</tr>
<tr>
<td>Faculty</td>
<td>52% (paper)</td>
<td>48% (paper)</td>
<td>54% ?</td>
</tr>
<tr>
<td>FSSE</td>
<td>na</td>
<td>na</td>
<td>52%</td>
</tr>
</tbody>
</table>

Use of surveys by campus units.

Demand for client surveys remains steady. Survey results are being incorporated into the work of planning councils.

Activities planned for 2006-2007:

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

Conduct the internal student survey and the recent alumni survey in Spring 2007. These surveys will be used to support several Commitment to Excellence (CTE) projects including Student Work/Retention and Civic Engagement efforts.

III.4b. Response rates on student surveys.

New plans will be developed to increase response rates. Alternating items on our core surveys and going to a two-year cycle for alumni surveys will be studied.

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

Continue to feature survey results to PRAC, the doubling councils, CTE project personnel and faculty in programs undergoing review. Client surveys were conducted for the Biotechnology Training Program and the Nina Mason Pulliam grant.

III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and
Actions taken 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 maintained administration of ESL and Chemistry Placement Tests for the ESL Program and Department of Chemistry, respectively, and increased test administration activities for the national testing program.
• Testing Center administered ‘course test outs’ for the Department of Computer Information Technology and Kelley School of Business at IUPUI.
• Howard Mzumara worked with faculty in the ESL Program on a validity study of the ESL test battery.
• Testing Center staff 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 assisted staff at the IUPUI Columbus campus with installation of ACT’s Internet version of the COMPASS/ESL Placement System.
• Testing Center formally deployed an outreach testing program to offer COMPASS Mathematics placement testing at off-campus test sites (including ongoing test administration for students enrolled in the Upward Bound Program on IUPUI and IU Bloomington campuses).
• Testing Center staff administered online course/faculty evaluations for several campus units including the Schools of Education, Nursing, Social Work, SPEA, the Community Learning Network, Labor Studies, Liberal Arts, IUPUC and University College. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts’ “Shaping Outcomes” grant project funded by the Institute of Museum and Library Services. (Total number of online surveys administered: 1,143 -- up by 49.6% from 764 reported last year; Total number of respondents: 8,547 -- up by 36.2% from 6274 reported for the 2004-05 fiscal year.)
• Testing Center staff conducted an annual evaluation of the National Assessment Institute in Indianapolis.

III.5b. Satisfaction with Testing Center services.

• Periodic monitoring of exit survey results is used to facilitate coaching of new and existing staff members and for incremental quality improvements in services offered in the Testing Facility.
• Revised placement testing exit survey to reflect changes in placement testing operation.

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

• Validation process for course placement continued to use logistic regression and decision theory (classification) approaches to generate probability graphs and classification indices that supplement placement score distributions and calculation of success rates and/or “DFW” rates.

Evidence of Progress 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).

• Number of students tested in chemistry increased by 25.5% (from 874 in 2004-2005 to 1097 in 2005-2006; Students who took the ESL Placement Tests in the Testing Facility (UN G015) increased by approximately 1% (from 414 in 2004-2005 to 418 for 2005-2006 reporting period).
• Total number of students who took national and state examinations (through the Testing Center’s External Testing Program) increased by 18.6% (from 5687 examinees served in 2004-2005 to 6985 examinees served in 2005-2006).

• Number of students taking non-IU examinations at the Testing Facility increased by 97.0% (from 118 in 2004-2005 to 240 in 2005-2006).
Number of examinees who completed IU exams at the Testing Facility increased by 3.6% (from 555 examinees in 2004-2005 to 575 examinees in 2005-2006).

Number of students who took CLEP exams at the Testing Facility increased by 21.6% (from 97 students in 2004-2005 to 118 students in 2005-2006).

Number of students who took a variety of national or certification examinations during the week-end (Saturday) test sessions increased by 26.1% (from 4652 examinees in 2004-2005 to 5867 examinees in 2005-2006).

Administration of the Web-based Spanish Placement Test was extended to college students at Ivy Tech Community College (Indianapolis campus).

Testing Center staff continued to administer COMPASS/ESL placement tests successfully at remote test sites on-campus and off-campus.

Testing Center staff administered 71 individual "Course Test Out" sessions for the Department of Computer and Information Technology (up by 9.2% from 65 test sessions reported for 2004-05): 48 students for CIT 106 and 23 students for CIT 115.

Testing Center staff administered online course/faculty evaluations for several campus units including the Schools of Education, Nursing, Social Work, SPEA, the Community Learning Network, Labor Studies, Liberal Arts, IUPUI and University College. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts’ "Shaping Outcomes" grant project funded by the Institute of Museum and Library Services. (Total number of online surveys administered: 1,143 -- up by 49.6% from 764 reported last year; Total number of respondents: 8,547 -- up by 36.2% from 6274 reported last year.)

Clifford Marsiglio worked with Dr. Edgar Huang (associate professor, IU School of Informatics New Media Program) in co-facilitating an award-winning poster session on streaming technology at the New Media Consortium Summer Symposium.

David Ryan (manager, scanning services) collaborated with Drs. Diane Billings and Pamela Jeffries to conduct a series of data analyses in support of individual grant projects for faculty in the IU School of Nursing.

Howard Muzumara served as chair of the Professional Development Committee and co-chair of the Pipeline Task Force of the American Evaluation Association.

Testing Center staff continued to provide evaluation consulting services in support of four collaborative grant projects: evaluation of the South Central Indiana CAPE Project (with IMIR); IUPUI Course Transformation and Student ePortfolio Project (with OPD); evaluation of the IMLS-funded 'Shaping Outcomes' Project (with the Schools of Liberal Arts and Library and Information Science); and formative evaluation of the Plowshears Peace Studies Program (with Plowshears Program and Indianapolis Peace House staff).

III.5b. Satisfaction with Testing Center services.

Placement Testing: Approximately 94% of students are "satisfied" or "completely satisfied" with information received from TC staff; 94% of students are "satisfied" or "completely satisfied" with courtesy displayed by proctors; 94% are "satisfied" or "completely satisfied" with helpfulness displayed by proctors. (Note: The first two indicators are drawn by a percentage each from the ratings reported for 2004-05.) Students' perceptions of the accuracy of placement tests in measuring present skills as reflected by the percentage of respondents who either "agreed" or "strongly agreed" that the respective placement tests are accurate measures of present skills in Chemistry, ESL (English speaking skills), and COMPASS Mathematics: 62% for Chemistry, 64% for ESL, and 57% for Mathematics. Overall results are consistent with those reported in previous years, but suggest ongoing need for incremental quality improvement in testing services.

National testing program: 98% of respondents indicated that test security procedures in the Testing Facility were handled in an efficient manner; 95% reported that proctors made strong efforts to provide a friendly testing atmosphere; 96% indicated being satisfied with the service provided by proctors; whereas 91% of respondents "agreed" or "strongly agreed" that the Testing Facility was free from distractions. These results are quite consistent with those obtained last year.

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

Testing Center generated math placement "audit" reports that assist instructors in the Department of Mathematical Sciences to review appropriateness of students' placement in math courses.
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).

- Extend administration of IUPUI's Web-based Spanish Placement Test to college students at the state-wide campuses of Ivy Tech Community College.
- Continue efforts to increase number and percentage of students taking computerized, Web-based or paper-and-pencil tests in the Testing Facility.
- Continue to accommodate ad hoc test proctor requests on behalf of students at peer institutions in and out of state/country.
- Testing Center will continue working with the University Counsel's office in completing the ETS Certification process that would establish IUPUI as a test site for ETS' Internet-based tests such as TOEFL and GRE.

III.5b. Satisfaction with Testing Center services.

- Continue to monitor exit survey results and improve training of proctors and receptionists at the Testing Center. Also, encourage Testing Facility staff to attend staff development workshops or seminars offered through Human Resources Administration.

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

- Continue to collaborate with faculty in exploring the feasibility of using additional predictor measures and conduct sub-group analyses that will help to improve the quality and accuracy of information available to advisors for academic advising and course placement purposes.

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 2005-2006:

III.6a. 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 2005-2006:

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

Johnson provided economic modeling for program reviews for Departments of English, History, Chemistry, Biology, and Physics. He also provided consulting support IU School of Education, IU School of Dentistry, and IU School of Journalism. Consulting and preliminary economic modeling services for budgeting assessment were provided for the Purdue School of Science.

Economic modeling services for the Division of Labor Studies evolved into an interim administrative management and budget oversight assignment during the transition of this academic unit.

Departmental program reviews have been incorporated in departmental and school unit academic planning discussions. Additionally, large academic unit client's budget tightness has diminished and elevated the integration of academic planning and budgeting. Increased financial stringency in three other academic units resulted in new levels of economic model engagement in the annual planning/budgeting processes.

Activities planned for 2006-2007:
III.6. Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.  
Three fiscal officers have expressed interest in working in as-needed collaborations for economic model consulting and budget planning for academic units needing assistance.

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 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.  
Two reports, Applications by School of Intended Plan and Number of International Applicants and Admitted Students, were added to the point-in-cycle website.  
Reports provided for use in academic program review were revised to include campus and/or school comparisons.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.  
No action was taken this year.

Evidence of Progress 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.  
Two reports, Applications by School of Intended Plan and Number of International Applicants and Admitted Student, were added to the point-in-cycle website.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.  
No formal action was taken this year. However, reports provided for academic program review were revised based on user feedback and numerous positive comments were received about additions to the point-in-cycle website.

Activities planned for 2006-2007:  
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.  
Additional summary views will be added to the Point-in-cycle website.

III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.  
Staff will meet with deans.

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 2005-2006:  
IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.  
Best practices indicators developed and data were gathered for each of the goals. We made a start at developing
indicators for Research, Scholarship, and Creative Activity. New committee on “Attract and Support a Better Qualified and More Diverse Student Population” suggested revisions to the indicators for that objective.

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

Performance indicators in the 2005 Performance Report were used by the Chancellor in several of his speeches to the community. PAII data were used in the Chancellor’s annual report to the President. The deans projected enrollments using enrollment trend templates provided by IMIR. Some use of performance indicators is evident in the reports of the Doubling Task Forces (see Appendix E), the Fiscal Futures Team (see Appendix F), and the 2006 ICHE Goal 6 Report (see Appendix G).

Evidence of Progress for 2005-2006:

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

Development of indicators in mission areas and goals where we have had “place holder” indicators thus far. Ongoing use of those indicators that do not appear to require revision.

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

Activities planned for 2006-2007:

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

Continue working with relevant committees and offices to revise or develop indicators where needed. Assign traffic lights for the Best Practices Indicators and refine data collection process (see Appendix H). Continue using available data to evaluate indicators that have been in use for the past several years (some of the Teaching and Learning indicators, the Civic Engagement indicators, and the Diversity indicators).

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

☐ 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 2005-2006:

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

Moved to common web Portal which should provide a basis for more consistent measures of web access.

Purchased Microsoft Project Manager to track progress on PAII projects.

Evidence of Progress for 2005-2006:

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

Common web Portal was established.

Focus of staff retreat was on project management.

Planning for staff training sessions on Project Manager system completed.
Activities planned for 2006-2007:

IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.
Train PAII staff to use Project Manager system.

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

Actions taken for 2005-2006:

IV.3a. Staff participation in Institutional Effectiveness activities.
   An increased number of faculty, administrators, and staff participated in discussion and evaluation of performance indicators this year.

IV.3b. Proposals developed, submitted, and funded.
   Began developing a proposal to FIPSE for an interstate collaboration on high school-college and two-year to four-year institution articulation using student electronic portfolios and electronic transcripts.

IV.3c. Presentations and publications related to IUPUI's institutional portfolio.
   One presentation at a national conference and one at a regional conference.

Evidence of Progress for 2005-2006:

IV.3a. Staff participation in Institutional Effectiveness activities.
   Several new committees were involved in discussing and evaluating IUPUI's performance indicators this year, expanding the circle of faculty, staff, and administrators engaged with the indicators. These included a committee focused on the indicators for "Attract and support a well-prepared and diverse student population," one of the campus's "Excellence in Teaching and Learning" goals, and a subcommittee of the campus-wide Council on Civic Engagement that addressed campus performance on the full set of indicators under "Excellence in Civic Engagement." Already existing performance indicator committees, including the PRAC PI Subcommittee, the Best Practices Committee, and the Chancellor's Diversity Cabinet, continued their discussions and work on the indicators as well.

IV.3b. Proposals developed, submitted, and funded.
   Completion, submission, and funding of proposal.

IV.3c. Presentations and publications related to IUPUI's institutional portfolio.
   Presentations completed and publications accepted on iPort.

Activities planned for 2006-2007:

IV.3a. Staff participation in Institutional Effectiveness activities.
   Continue to work with existing committees and to form new committees to address gaps in the performance indicators.

IV.3b. Proposals developed, submitted, and funded.
   Complete and submit FIPSE proposal. If not successful, consider resubmitting or submitting to other funding agencies.

IV.3c. Presentations and publications related to IUPUI's institutional portfolio.
   Full-day pre-conference workshop, in collaboration with Portland State University, at this year's Assessment Institute, presentation at EAIR, and, hopefully, others. Possible article on the experiences of IUPUI and Portland State on using online institutional portfolios for accreditation self-studies.

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
Actions taken for 2005-2006:

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

All Doubling Task Forces reported using data this year in their annual reports (see Appendix E). The Enrollment Management Task Force reported “collaboration with the Office of Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research.”

The Council on Retention and Graduation reported reviewing student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes.

Other Doubling Councils reported analyzing student enrollment and survey data to continue their work.

A faculty member in Physical Education used the AIP norm setting tool (What would cause me to fail as an instructor? You fail as students?) in classes at start of the semester. She reported that this worked much better than past efforts with norm setting in classes and found the tool to be a great help.

SPEA use the AIP to streamline the admissions process and to ensure proper backup procedures are in place.

University College uses the AIP in the 21st Century Scholars program to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result, the process was streamlined and various check points were added to evaluate the process.

PAII staff continue to collaborate with staff in the Office of Human Resources Administration to conduct monthly facilitator meetings for faculty and staff interested in the Accelerated Improvement Process. To date over 35 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned (see Appendix I).

The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation reviews; Student Life and Diversity to inform the campus wide smoking policy; University College to improve advising; Medicine to improve the Biotechnology Certificate program.

All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.

The Economic Model was used by Nursing, Dentistry and Law to inform their financial planning. In the Dentistry accreditation report the Economic Model process received special notation.

V.1b. Implementing Improvements suggested by NCA reaccreditation review.

See III 3i on development, implementation, evaluation, and adoption of student electronic portfolio, which the NCA reviewers saw as an important addition to IUPUI’s assessment strategies. Also, see IV.1a on campus use of an increasingly stable set of performance indicators.

Evidence of Progress for 2005-2006:

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.
Activities planned for 2006-2007:

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. Implementing Improvements suggested by NCA reaccreditation review.

DELETE this objective. With the NCA review now almost four years behind us, implementation of recommendations well under way, and new campus leadership in place, this is no longer a high priority.

V.2. Continuously improve the professional development of PAII staff

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

Actions taken for 2005-2006:

V.2. Professional development plans implemented and deployed

- Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops or training opportunities as part of the ongoing staff development activities in PAII.
- Professional development plans are taken into account whenever recruitment and hiring decisions are made in the respective units.

Offered discretionary/incentive bonus awards to staff members.

Evidence of Progress for 2005-2006:

V.2. Professional development plans implemented and deployed

- Upgraded two positions in Testing Center and gave bonus awards to selected TC staff members.
- New academic degree and certifications earned by TC staff.

A total of three staff retreats conducted by PAII during 2005-2006.

Activities planned for 2006-2007:

V.2. Professional development plans implemented and deployed

- Continue to hold a division-wide staff retreat once per year.
- Maintain flexibility in work schedules that helps to empower individual staff members to pursue professional development or training opportunities as needed.

Continue to maintain discretionary/incentive award bonus plans in PAII.
V.3. 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 2005-2006:

V.3a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).
See Indicators of Progress
V.3b. External funding received.
See Indicators of Progress

Evidence of Progress for 2005-2006:

V.3a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).
PAII staff provided 281 consultations for planning, evaluation, and improvement purposes.
V.3b. External funding received.
External funding of $44,769 was received for evaluation projects.

The Testing Center and Information Management and Institutional Research are in the third year of the Community Alliance for Process in Education (CAPE) project evaluation: School improvement, K-12 professional development, and higher student achievement; contract with Phi Delta Kappa, international, fiscal agent for The Lilly Endowment, Inc.; Third year of three-year contract for $214,951; Fiscal year 2005-06 expenditures: IMIR - $1,016; TC - $635; Total - $1,651.

The Testing Center was funded for a Commitment to Excellence Project entitled Infrastructure for Course and Program Innovation (including the IU Student e-Portfolios). Total Amount of Award: approximately $1,000,000 shared among eight offices/units at IUPUI; Year 3 Budget outlay to Testing Center: $14331.00; FTE service commitment to the project: 8% FTE as member of Project Assessment Team.; Mizumara also is evaluating Online Critical Care Courses. (Testing Center contract - $1,710- with IU School of Nursing) Longitudinal Study of Online Critical Care Courses. (Internal contract project with IU School of Nursing; Project funded by FIPSE).
IMIR is in the sixth year of the Nina Mason Pulliam Trust project Nina Mason Pulliam Scholars Program multi-program longitudinal evaluation; Six-year contract for $593,376; Subcontract with Arizona State University for IUPUI Portion: $336,211.

Activities planned for 2006-2007:

V.3a. 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.3b. External funding received.
Develop specific proposals and submit to appropriate external agencies.

V.4. Contribute evaluation resources for community activities and programs.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Actions taken for 2005-2006:

V.4a. Number of evaluation studies funded and conducted for campus constituents.
- A total of 4 major evaluation studies was funded and conducted through the Testing Center:
  - Course Transformation and Student ePortfolio Project: Howard Mzmara, David Ryan, and Mary Rebecca Lewis (graduate assistant) assisted ePort Core and OPD staff with Web-based administration of Pre- and Post-PUL Survey to student participants during Fall 2005 and conducted data analysis for the ePort pilot study to evaluate the efficacy and effectiveness of student ePortfolios at IUPUI.
  - Shaping Outcomes (OBPE) Project: Howard Mzmara and Ranjita Shinde (graduate assistant) coordinated the project evaluation activities in support of IMLS-funded “Shaping Outcomes” project on Outcomes Based Planning and Evaluation (OBPE). (Information about the “Shaping Outcomes” project and course is available at www.shapingoutcomes.org and www.shapingoutcomes.org/course).
  - Plowshares Project: Howard Mzmara obtained a new contract (funded by the Plowshares Program/Indianapolis Peace House) and conducted a formative evaluation study for the Plowshares Program. (Details of the Plowshares Project are available at http://www.plowsharesproject.org/).
  - South Central Indiana CAPE Evaluation Project: IMIR and Testing Center staff successfully completed the collaborative evaluation study of South Central Indiana’s Community Alliance to Promote Education project that was funded by Phi Delta Kappa International.
- Testing Center staff provided evaluation consulting services to several IUPUI faculty members in support of other grant projects based in the IU Schools of Nursing and Medicine.
- Mzmara co-authored a conference paper and two draft manuscripts with faculty in the IU School of Nursing.

V.4b. Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.
Testing Center upgraded the Computer Support Specialist (TE08) to Technical Projects Development Supervisor (PA010) position to support formal deployment of outreach testing services.

Evidence of Progress for 2005-2006:

V.4a. Number of evaluation studies funded and conducted for campus constituents.
- Testing Center staff conducted data collection, analysis, and/or wrote evaluation reports for the respective evaluation studies.
- Howard Mzmara coordinated evaluation activities for four major evaluation studies at the Testing Center.

V.4b. Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.
Testing Center will continue to explore ways to collaborate with colleagues at Ivy Tech Community College in developing and implementing an outreach testing program that will offer placement testing to students in local area high schools and at other off-campus test sites.

Activities planned for 2006-2007:

V.4a. Number of evaluation studies funded and conducted for campus constituents.
- Howard Mzmara will continue to serve as an evaluator in support of Testing Center projects including the IUPUI Course Transformation and Student ePortfolio Project (funded by Commitment to Excellence funds), Shaping Outcomes (OBPE) Project funded by IMLS grant, and Evaluation of the Plowshares Peace Studies Program (funded by the Plowshares Program/Indianapolis Peace House).

V.4b. Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.
Testing Center will continue to explore ways to collaborate with colleagues at Ivy Tech Community College in developing and implementing an outreach testing program that will offer placement testing to students in local area high schools and at other off-campus test sites.

Fiscal Health

* Fiscal health report for 2006-07 is attached as PDF file.

All fiscal health is sound. We continue to finance equipment purchases (computers) and our reserve fund through royalties and conference proceeds.

Reallocation Plan

Other Question(s)

1) 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)?

2) Diversity: What actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

3) Campus collaboration: in what ways has your unit collaborated with other units to enhance teaching and learning and/or research and scholarship? What plans do you have to strengthen collaborative activities in coming years?

4) International scholarship: How extensively are faculty in your school involved in research on international topics or in collaborations with international colleagues? Please cite some examples.

5) Internationalization of curriculum: How extensive are international perspectives and content in curricula in your school? Are international perspectives present in the core requirements for undergraduate degrees? Are there degree or certificate programs with an international emphasis? Do you have study abroad programs?