2009-2010 Planning and Institutional Improvement

Section | Document Name
---------|----------------
Fiscal Health | PAlII.pdf

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

Goals and Objectives

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

I.1. Assist in developing campus plans (e.g., Uday Sukhatme's Academic Plan). I.1a. Academic Plan developed and implementation priorities established.

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

Actions taken for 2009-2010:

This is integral in planning the self study.

Evidence of Progress for 2009-2010:

Meeting summaries provide evidence.

Activities planned for 2010-2011:

- Criterion Committees will receive copies of campus plans (see Appendix A) at the outset and be instructed to relate their work to the plans.
- Deans and vice chancellors will be asked to study their own annual reports since 2001 and summarize progress as well as plans for the future.


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

Actions taken for 2009-2010:
Banta serves with CFO Dawn Rhodes as co-chair of the Resource Planning Committee (RPC), which includes deans and faculty leaders.

Evidence of Progress for 2009-2010:

The RPC has met at least once each month during 2009-10.

Activities planned for 2010-2011:

The RPC will make progress in recommending budgeting priorities to the Chancellor.

I.2. Develop a short list of campus priorities for strategic investment. I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI.

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

Actions taken for 2009-2010:

A list of priorities has been developed by deans and faculty leaders and presented to the Chancellor (see Appendix B).

Evidence of Progress for 2009-2010:

Activities planned for 2010-2011:

The Chancellor will make choices and develop a final list for dissemination.


Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2009-2010:

Once again, published Performance Report in streamlined format, both in print and online.
Communications & Marketing continued to print and distribute approximately 3,000 copies of print report. IUPUI climbed to #5 on U.S. News & World Report’s list of “up and coming” national universities. The Chancellor attributes this in part to the impact of the Performance Report on his peers, whose comments are factored into the development of the U.S. News list.

Activities planned for 2010-2011:

Improvements in the design of the online version of the report.

☐ I.3. Communicate broadly the campus mission/vision. I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).

   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

Actions taken for 2009-2010:

Ongoing development of institutional portfolio and print and online Performance Report.

Evidence of Progress for 2009-2010:

Positive reception of report on campus.

Activities planned for 2010-2011:

Continue development of online and print materials.

☐ I.3. Communicate broadly the campus mission/vision. I.3c. Participation in PAII national conference maintained at 1,000.

   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

Actions taken for 2009-2010:

Registration fee unchanged for second year.

Evidence of Progress for 2009-2010:

2009 registration 900. The Assessment Institute in Indianapolis (see Appendix C) attracted people from 402 different colleges, universities, and organizations, 46 states and Washington DC, Guam, and Puerto Rico; and 7 countries outside the US (Australia, Barbados, Canada, New Zealand, Saint Lucia, United Arab Emirates, and United Kingdom).
Activities planned for 2010-2011:

Keep registration fee at same level and reduce expenses where possible.

I.3. Communicate broadly the campus mission/vision. I.3d. Number of national and international invitations for PAII staff maintained at 100.

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

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

Evidence of Progress for 2009-2010:


Activities planned for 2010-2011:

Continue to monitor and increase PAII dissemination efforts

I.3. Communicate broadly the campus mission/vision. I.3e. Number of external information requests maintained at 210.

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

Actions taken for 2009-2010:

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

Evidence of Progress for 2009-2010:

Activities planned for 2010-2011:

Continue to monitor and increase PAII dissemination efforts.


Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2009-2010:

Monitored usages on PAII websites with Google Analytics. Updated and maintained websites as required.

Evidence of Progress for 2009-2010:

<table>
<thead>
<tr>
<th>Website address</th>
<th>Google Page Rank</th>
</tr>
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<tbody>
<tr>
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<tr>
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</tr>
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</tr>
<tr>
<td><a href="http://reports.iupui.edu/">http://reports.iupui.edu/</a></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Activities planned for 2010-2011:

Continue to improve website usability and user interface with new technologies (ASP.NET) and JQuery.

I.3. Communicate broadly the campus mission/vision. I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).

Campus Planning Theme:

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

Usage statistics for PAII Web sites.

Testing Center launched a redesigned website and increased the total number of visits by 33.9% and Pageviews by 37.9%.

Testing Center staff made steady progress towards development and compilation of online resources for Testing Center’s Program Evaluation Site.
Evidence of Progress for 2009-2010:

<table>
<thead>
<tr>
<th>Web site address</th>
<th>Site Usage</th>
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</tr>
</thead>
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<tr>
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<td>July 1,09 - Jun 30,10</td>
<td></td>
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<td>40,393</td>
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</tr>
</tbody>
</table>

Note: Website usage for Institutional Reports (reports.iupui.edu) has increased significantly over the past year. This is a positive sign as we would like our website visitors to make use of various reports available on that site. Institutional Reports site has registered a 220% increase in 'Absolute Unique Visitors' (up from 1225 in FY08 to 4001 in FY09).

Activities planned for 2010-2011:

Continue to update the Testing Center website; and consult with Troy Brown (Executive Director of Communications & Marketing) to obtain ideas for improving the website.

Continue to make progress with further development of the Program Evaluation Resource Site.

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

II.1 Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed). II.1a. At least 25 units assisted with planning annually.

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

Actions taken for 2009-2010:

PAII staff continue to provide planning assistance to campus units.
(See Appendix D.)

Developed program review budget tables for five departments, including Criminal Justice, Museum Studies, Geography, Religious Studies, and World Languages and Cultures.
Evidence of Progress for 2009-2010:


Completed five budget review tables.

Activities planned for 2010-2011:

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

Support the implementation of the strategic plan for off-campus facility centers and requests for services by academic and support units.

PAII and Human Resources staff will work together to increase the use of our mutual resources in strategic and financial planning.

Continue to support the program review process and improve where possible.

☑ II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed). II.1b. At least 50 planning consultations/projects conducted annually.

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

Actions taken for 2009-2010:

PAII staff continue to provide planning assistance.

Evidence of Progress for 2009-2010:


Activities planned for 2010-2011:

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 planning II.2a. P-20 Council initiated and functioning.

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

Actions taken for 2009-2010:

The Talent Alliance has been formed (see Appendix E).

Evidence of Progress for 2009-2010:

An Executive Committee of community leaders was formed and met twice. A Planning Subcommittee was appointed and met once.

Activities planned for 2010-2011:

The Executive Committee will meet at least twice annually, with the Planning Subcommittee meeting quarterly to provide direction.

II.2. Provide leadership and information support for planning. II.2b. Expanded information infrastructure for campus enrollment planning.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

Discussed with potential users about the requirements for reporting tools for campus enrollment planning.

IMIR staff conducted training session about how to use new website for enrollment reporting

Evidence of Progress for 2009-2010:

Based on the discussion with end users IMIR staff has started to plan for implementation of an enhanced enrollment reporting system.

Website usage for Institutional Reports (reports.iupui.edu) has increased significantly over the past year. This is a positive sign as we would like our website visitors to make use of various reports available on that site. Institutional Reports site has registered a 220% increase in 'Absolute Unique Visitors' (up from 1225 in FY08 to 4001 in FY09).

Activities planned for 2010-2011:

IMIR staff is planning to implement new reporting system which will enable campus community to quickly and easily build enrollment reports on the web. The system will be released in first quarter of 2011.
Continue with annual training workshops and directly communicating with end users about using this report website.

II.2. Provide leadership and information support for planning. II.2c. Approximately one-half (1/2) of the deans report using IMIR survey or database information in their annual reports.

**Campus Planning Theme:** Teaching and Learning, Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2009-2010:**

Virtually all deans are using some survey or database information in their annual reports. For the future, this goal should be modified to monitor whether deans make greater use of IMIR information in their annual reports.

Updated point-in-cycle (PIC) enrollment data on the IMIR website.

Updated management-indicator data on the IMIR website.

Updated performance-indicator data for annual reports.

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**Evidence of Progress for 2009-2010:**

Updated PIC data were used by Enrollment Services offices and all IUPUI schools (including IUPUC).

A review of annual reports revealed that virtually all deans used management-indicator data in their annual reports.

Performance-indicator data were used in the IUPUI annual reports, and the teaching and learning and diversity committees used performance-indicator data in evaluating progress in meeting IUPUI goals.

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**Activities planned for 2010-2011:**

Continue to update and improve PIC data.

Continue to update and improve management-indicator data.

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Goal 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. III.1c. Work with campus leaders to integrate IUPUI surveys with other assessments for accountability.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2009-2010:**
IMIR staff worked with the 2012 Committee (see Appendix F) to integrate results from the Continuing Student Survey into the evaluation of the Principles of Undergraduate Learning. IMIR staff also integrated results from the faculty, staff, and student surveys into the evaluation of IUPUI campus performance indicators and the evaluation of the campus diversity indicators.

Evidence of Progress for 2009-2010:

Results of the student, faculty, and staff surveys were included in IUPUI annual reports, evaluations of IUPUI goal attainment, and evaluations of student learning of the PULs.

Activities planned for 2010-2011:

Continue to provide survey data for use in accountability assessment

☐ III.1. Continuously improve information support for the campus assessment process. III.1a. Inventory of information resources available to support assessment.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2009-2010:

See Indicators of Progress.

Evidence of Progress for 2009-2010:

- The Testing Center continues to seek people to partner and/or cosponsor the evaluation resources segment of the division Web site.
- PAII Web sites provide access to annual assessment and planning reports.
- Periodically, Assessment Update issues are provided at no cost to PRAC members, and each dean is invited to register a PRAC member for the Assessment Institute in Indianapolis at no cost.
- The electronic Institutional Portfolio includes aggregated data on student learning outcomes and is the repository for the annual campus performance report.

Activities planned for 2010-2011:

Continue to seek ways to provide useful resources to the campus community. We will continue evaluating the newly-deployed Web site and make improvements as needed.

☐ III.1. Continuously improve information support for the campus assessment process. III.1b. Increased use (to 10) of peer group analysis by discipline

Campus Planning Theme: Teaching and Learning
Actions taken for 2009-2010:

IMIR worked with the schools of Nursing and Informatics to assist them in developing appropriate peer groups for comparison of instructional costs and productivity and degrees awarded. In addition, peer group analyses were conducted for the Chancellor, Vice Chancellor for Finance and Administration, Office of Diversity Equity and Inclusion, and the Council on Retention and Graduation. Assisted academic and administrative units in conducting peer group analyses.

Assisted academic and administrative units in conducting peer group analyses.

Evidence of Progress for 2009-2010:

IMIR developed peer-group reports for two academic units (Nursing and Informatics), three administrative units (Chancellor’s Office, Finance and Administration, and Diversity Equity and Inclusion), and a standing campus committee (Council on Retention and Graduation).

Activities planned for 2010-2011:

Continue to work with academic and administrative units on peer group analyses.

☐ III.2. Continuously improve the academic and administrative program review processes. III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Conducted 4 program reviews, including the departments of Geography and Religious Studies, the Criminal Justice program, and University College. Follow-up meetings were conducted for Philosophy, Nursing, and Bachelor of Science in Public Administration. Campus and Community Life, Philanthropic Studies, and Physical Education. Planning meetings were held for Recreational Sports, Dentistry II, Museum Studies, Individualized Major Program, and Political Science.

Evidence of Progress for 2009-2010:

All planned reviews were conducted as scheduled.
Activities planned for 2010-2011:

The departments of Recreational Sports, Dentistry IT, Museum Studies, and the Individualized Major Program will be reviewed and follow-up sessions will be conducted for Geography and Religious Studies, the Criminal Justice program, University College, Campus and Community Life, Philanthropic Studies, and Physical Education. Planning meetings will be scheduled for appropriate departments/units.

5 reviews were planned. 4 reviews and 5 follow-up sessions were conducted.

III.2. Continuously improve the academic and administrative program review processes. III.2b. Reviewer’s ratings monitored for suggested improvements.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Ratings were compiled and actions taken as necessary. (See Appendix G.)

The Program Review and Assessment subcommittees on Program Review and Advanced Practice continue to provide feedback on the self-studies before they are submitted to the external review team.

Evidence of Progress for 2009-2010:

Reviewers’ ratings were monitored.

Activities planned for 2010-2011:

Ratings will continue to be monitored.

III.2. Continuously improve the academic and administrative program review processes. III.2c. Develop guidelines for reviewing self-studies by PRAC members.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

The development of these guidelines was completed and committee work was reported to PRAC at the April 2010 meeting.
Evidence of Progress for 2009-2010:

PRAC members will use the newly-developed guidelines in reviewing draft self-studies.

Activities planned for 2010-2011:

Continued development of the guidelines by the taskforce then reviewed by the full PRAC committee.

III.2. Continuously improve the academic and administrative program review processes. III.2d. Program Review Guidelines Reviewed by PRAC and others Taskforce

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

The development of these guidelines was completed and committee work was reported to PRAC at the April 2010 meeting.

Evidence of Progress for 2009-2010:

The new template will be in use.

Activities planned for 2010-2011:

Continued review of the guidelines in practice will guide further changes by PRAC.

III.2. Continuously improve the academic and administrative program review processes. III.2e. Continue development of Program Review database.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

Most of the information about reviews has been added to the database.

Evidence of Progress for 2009-2010:

Database will be used as a repository for findings of reviews and other pertinent information.
Activities planned for 2010-2011:

Verifying and correcting information will continue this year.


**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

See Indicators of Progress (and Appendix G).

Evidence of Progress for 2009-2010:


Activities planned for 2010-2011:

PAII staff will continue to respond to requests for assistance with assessment projects.


**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

See Indicators of Progress

Evidence of Progress for 2009-2010:

Activities planned for 2010-2011:

PAII staff will continue to consult with other units on assessment projects.

III.3. Continuously improve the campus practice of assessment. III.3c. Cadre of campus assessment professionals developed and supported.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

IMIR staff worked with the School of Engineering & Technology, School of Informatics, School of Liberal Arts, and School of Public and Environmental Affairs to train assessment practitioners and improve assessments of student learning. IMIR staff also consulted with IUPUC staff on assessment.

Evidence of Progress for 2009-2010:

Staff members in four academic units were trained in assessment, along with IUPUC staff members.

Activities planned for 2010-2011:

Continue to train campus assessment professionals.


**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

- Testing Center staff continued to provide faculty in the Department of Mathematical Sciences with course placement validation reports and placement audit reports/class rosters; and also assisted faculty with review of retest policy for Mathematics Placement Tests.
- Testing Center staff assisted faculty in the Writing Program with review of the Guided Self-Placement process for first-year writing courses at IUPUI.
- Assisted faculty in the EAP Program with large group administration of the English for Academic Purposes (EAP) placement tests for incoming international students.

Evidence of Progress for 2009-2010:

Continued to maintain relatively high compliance rates for course placements in chemistry, EAP, writing, mathematics...
Activities planned for 2010-2011:

- Assist faculty in the Department of World Languages & Cultures to implement the WebCAPE Chinese Placement Test and develop initial cut scores for placement in Chinese courses at IUPUI.
- Assist faculty in chemistry with revision of placement cut scores and implementation of an updated version of the Chemistry Placement Test (upon release by the American Chemical Society).
- Continue to conduct validation studies in connection with IUPUI’s placement tests, and share results with the faculty responsible for the respective placement tests.

☑ III.3. Continuously improve the campus practice of assessment. III.3e. Information derived from the placement testing and validation processes enhanced.

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

- Implemented revised cut scores and recommended course placement for Mathematics; also worked with Cathy Buyarski and math faculty in articulating follow-up communication with students who obtain very low placement scores on COMPASS Mathematics Placement Tests.
- Generated placement score distributions and used crosstabs procedures to improve presentation of statistical summary tables for course placement validation purposes.

Evidence of Progress for 2009-2010:

Overall course placement validation reports continue to show an upward and positive trend in success rates for students who comply with placement test recommendations; and the upward trend in the number of beginning students placed in college-level first-year writing courses (i.e., ENG-W 130/131 or higher), mathematics (i.e., MATH 11000/11100 or higher) and Chemistry C105 or higher courses.

Activities planned for 2010-2011:

- Closely monitor the placement of students in mathematics courses, particularly those placed in Pre-Algebra or Algebra placement domains; and adjust placement cut scores, as needed.
- Assist faculty in establishing appropriate cut scores for WebCAPE Chinese Placement Test.
- Continue to collect and disseminate data related to the quality and effectiveness of IUPUI’s placement tests for course placement purposes.

☑ III.3. Continuously improve the campus practice of assessment. III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Assisted a total of 13 academic units with development and administration of web-based end-of-course evaluations at IUPUI.

Evidence of Progress for 2009-2010:

Maintained a good and steady number of academic units that use end-of-course evaluation services offered at the Testing Center.

Activities planned for 2010-2011:

Continue to encourage new and existing academic units to use web-based course/instructor evaluation services, and expand online course evaluation services accordingly.

☑ III.3. Continuously improve the campus practice of assessment. III.3g. Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty. Aim to have six programs using the ePort software by the end of AY 2008-2009.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

- Expanded faculty development opportunities designed to introduce faculty members to ePort, and co-sponsored (with CTL) series of workshops on topics like rubric development and reflection that are relevant to ePortfolio assessment.
- Worked with UITS and outside consultant to enhance ePort software capabilities, adding presentation portfolio tool to the existing matrix tool.
- Consulted with nine projects funded by ePort funds and with NSF-funded project using ePort for assessment.
- Worked closely with University College on planning Fall ’10 pilot of ePort in First-Year Seminars.
- Piloted ePort Presentation Maker in team-taught English Capstone Seminar.
- Continued to offer small seed grants to departments/programs interested in implementing ePort.
- Faculty can now request a portfolio site in Ocourse through the regular Ocourse site request process. (Previously, they had to go through UITS or the CTL.)
- Provided funding for 6 faculty members to attend Assessment Institute and one to attend Sakai Conference.
- Four faculty members involved in ePort-funded projects made presentations on their work at national conferences.
- IUPUC ePort grantee has edited book accepted for publication; book includes a chapter by Kahn and Karen Johnson.
- Developed successful proposal for inclusion in Cohort VI of Inter/National Coalition for Electronic Portfolio Research, which will focus on use of ePortfolios for assessment and accreditation. First Cohort meeting...
scheduled to occur at IUPUI in September.
- Collaborated on development of FIPSE proposal submitted by Association for Authentic, Experiential, and Evidence-Based Learning focused on use of ePortfolios to enhance student learning.
- Developed all materials for ePort web site, although this is not online to date. Testing Center assisted staff in the Office of Institutional Effectiveness with review of the proposed plan for evaluation of the student ePort initiative.

Evidence of Progress for 2009-2010:

- Dramatic growth in number of faculty and student users of ePort
- At this point, we can no longer precisely track the number of users (they don’t all report their use of ePort to anyone), but there are about 20 existing active initiatives that we know of, as well as a number of individual faculty members using ePort without formal department or program sponsorship.
- Expressions of interest and requests for consultations by departments and programs considering use of ePort for assessment and/or student self-presentation.
- Increased attendance at ePort-related workshops offered on campus.

Activities planned for 2010-2011:

- Continue workshop series.
- Continue collaborating with UITS on ePort development, including planning for development of ePortfolio in Sakai 3.
- Work with UITS and/or outside consultant to improve Presentation Maker tool. Work with UITS to incorporate tool that facilitates inclusion of videos in ePort.
- Evaluate success of ePort grants in supporting ongoing implementation of ePort and make changes as indicated.
- Continue working with UC pilot and provide support for student users through work-study student.
- 2009-2010 Annual Report 30 Consult with faculty and offer presentations to departments and programs as requested.
- Continue to fund faculty conference participation to the extent possible under existing travel restrictions.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

- Consulted with ten units on use of ePort for assessment, learning, and self-presentation.
- Offered nine workshops on ePort and related topics (including rubric development and use), in collaboration with CTL.
- Developed web resource on rubrics for PUL, ePort, and North Central web sites.

Evidence of Progress for 2009-2010:
Robust attendance and positive evaluations for workshops.

Activities planned for 2010-2011:

- Continue consultations and workshops.
- Get the ePort web site (which was developed in Summer 2009) online within Academic Affairs web site.

III.3. Continuously improve the campus practice of assessment. III.3i. Improvements in course placement services accomplished through use of outreach testing services.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Emails were sent to 30 local school corporations indicating that remote placement services were available. Clif Marsiglio and Kent Stoelting made trips to eight districts that had responded.

Evidence of Progress for 2009-2010:

At the initial visit, 7 schools indicated that they would like to participate in the service. Unfortunately, on follow-up calls, the schools did not respond to our requests to begin the service.

Activities planned for 2010-2011:

Howard Mzumara, Clif Marsiglio, and Kent Stoelting met with Admissions. A plan was developed where admissions would work with several schools to assist in developing regional sites where tests could be administered, instead of individual high schools.

This is ongoing.

III.3. Continuously improve the campus practice of assessment. III.3j. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Review exit survey results with Testing Services Supervisor in areas highlighted by the students. The supervisor will in turn address them with the work-study students. The staff will continue to work with the flow of student traffic as it pertains to seat time.
Evidence of Progress for 2009-2010:

Independent Studies Exit Survey results – maintain high favorable ratings among respondents.

Activities planned for 2010-2011:

Meet with work study students to develop a process for seating the students in a more timely manner. Will also work with the students to have student IDs ready for administration of actual tests. Will work with staff and students in completing end-of-day tasks in preparation for the following day (i.e. making sure that Independent Studies tests are on site and that incoming students are aware of the proper procedures for testing at the center.

III.3. Continuously improve the campus practice of assessment. III.3k. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

During FY 2009-2010, Testing Center assisted a total of 21 academic units with forms design, processing of Scantron (paper) forms and/or web-based course/instructor evaluation surveys and reports.

Evidence of Progress for 2009-2010:

Testing Center served new clients such as the Fund Raising School (the Center on Philanthropy) and retained all other academic units served during the previous reporting period.

Activities planned for 2010-2011:

Pursue initiatives that may facilitate incremental quality improvements in offering course/instructor evaluation services for academic units that use the Testing Center.

III.4. Continuously improve survey programs.
III 4c. Increased timeliness and quality of survey reports.

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Turnaround time for completed survey reports has been reduced substantially. Campus wide results are generally
Turnaround time for completed survey reports has been reduced substantially. Campus-wide results are generally available within 1-2 months, and school reports are generally available within 3-4 months. In addition, the reports have been revised to provide more straightforward presentation of the data, and to discuss important differences among units and/or groups of students.

IMIR staff used mail-merge procedures to automate preparation of reports using campus survey data. In addition, the reports have been revised to provide more straightforward presentation of the data, and to discuss important differences among units and/or groups of students.

Evidence of Progress for 2009-2010:

Turnaround time for completed survey reports has been reduced substantially. Campus wide results are generally available within 1-2 months, and school reports are generally available within 3-4 months.

Activities planned for 2010-2011:

Continue to use mail-merge procedures in the preparation of reports.

☑ III.4. Continuously improve survey programs.

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

 Campus Planning Theme: Teaching and Learning, Best Practices

 Secondary Goals:

 Sub Unit:

 Time Frame:

Actions taken for 2009-2010:

The Continuing Student Survey was revised to reflect more accurately the outcomes associated with the Principles of Undergraduate Learning. This survey was also modified to provide additional evidence on the RISE initiative.

Evidence of Progress for 2009-2010:

Survey data were used in reports on student learning of the PULs and reports on the RISE initiative to senior campus administrators, academic deans, the 2012 Committee, and the Program Review and Assessment Committee.

Activities planned for 2010-2011:

RISE and PUL questions will be included on the Continuing Student Survey.

☑ III.4. Continuously improve survey programs.

 III.4b. Response rates on student surveys increased to 30%.

 Campus Planning Theme: Teaching and Learning, Best Practices

 Secondary Goals:
Sub Unit:  
Time Frame:  

Actions taken for 2009-2010:  

IMIR staff worked with the Center for Survey Research and the PULSE Steering Committee to improve response rates on surveys.

Evidence of Progress for 2009-2010:  
The Continuing Student Survey response rate was 23%.

Activities planned for 2010-2011:  

Continue to work with campus academic and administrative units to reduce the number of surveys sent to students, faculty, and staff.

☑ III.5. Continue the use, development, and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation. III.5a. Expand use of the program review financial table for departments as an individual consulting service for department academic budget planning.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:  
Time Frame:  

Actions taken for 2009-2010:  

Supported all requests for program review budget tables for the 2009-10 program reviews.

Evidence of Progress for 2009-2010:  

Completed budget tables for program reviews for five departments, including Criminal Justice, Museum Studies, Geography, Religious Studies, and World Languages and Cultures.

Activities planned for 2010-2011:  

Continue to support the planned program reviews for 2010-2011

☑ III.5. Continue the use, development, and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation. III.5b. Develop a module on the use of economic models in academic budget planning with actual examples (Allied Health, Education, Nursing, etc.) for deans, directors, department chairs, and fiscal officers.

Campus Planning Theme: Teaching and Learning

Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Provided support for program reviews with budget tables until larger economic model project arise.

Evidence of Progress for 2009-2010:

Budget tables for program reviews completed in the absence of larger economic model projects.

Activities planned for 2010-2011:

To support new deans in the use and support of economic modeling opportunities.

III.5. Continue the use, development, and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation. III.5c. Write and submit two articles on the use of economic models in academic budget planning.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Provided data analysis for an article with the Department of Accounting in the Kelley School of Business.

Evidence of Progress for 2009-2010:

Completed the data analysis for an article for the Department of Accounting in the Kelley School of Business.

Activities planned for 2010-2011:

To expand research activities.

III.6. Develop a more uniform and concise set of campus-wide performance indicators. III.6a. Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:
Actions taken for 2009-2010:

- Continued to report on existing list of key performance indicators in print and online Performance Report.
- Current (campus and diversity) performance indicators were finalized in Fall 2009 and should remain stable for the next several years. The exception will be the addition of performance indicators related to sexual orientation and gender identity in the 2001 diversity report.

Evidence of Progress for 2009-2010:

- No change in list of performance indicators.
- Similar sets of performance indicators are used for annual reports each year.

Activities planned for 2010-2011:

- Continue use of existing list of key performance indicators.
- IUPUI will use similar sets of performance indicators each year.

☐ III.7. Contribute evaluation resources for campus programs and community organizations III.7a. At least 1 evaluation study funded and conducted for campus constituents.
  
  **Campus Planning Theme:** Teaching and Learning
  
  **Secondary Goals:**
  
  **Sub Unit:**
  
  **Time Frame:**

Actions taken for 2009-2010:

Testing Center collaborated with faculty in the school of science at IUPUI in writing collaborative grant proposals for external funding.

Evidence of Progress for 2009-2010:

To date, two National Science Foundation (NSF) grant proposals at IUPUI (and one NSF grant proposal at Purdue University) have been accepted for funding beginning in FY 2010-2011.

Activities planned for 2010-2011:

Testing Center evaluation team will facilitate project assessment/evaluation activities for at least three external grant projects funded by NSF beginning FY 2010-2011.

☐ III.7. Contribute evaluation resources for campus programs and community organizations. III.7b. Program evaluation resource site redesigned, deployed, and updated.
  
  **Campus Planning Theme:** Teaching and Learning
  
  **Secondary Goals:**
Actions taken for 2009-2010:

Testing Center staff (in consultation with staff in the Center for Teaching and Learning and the Office of the Vice Chancellor for Research and Sponsored Services) made steady progress toward redesign and compilation of online resources for the Testing Center’s Program Evaluation Resource Site.

Evidence of Progress for 2009-2010:

A document containing a variety of online resources for program evaluation was compiled during AY 2009-2010.

Activities planned for 2010-2011:

Testing Center staff will continue to partner with interested units at IUPUI and move forward with the next steps to launch a Program Evaluation Resource website at the Testing Center.

☑ III.7. Contribute evaluation resources for campus programs and community organizations. III.7.c. At least 225 units using Testing Center services annually (especially placement testing and national testing programs; test/survey development, scoring, and data analysis services; and educational measurement, evaluation, and statistical consulting services).

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Through a redesign of the Testing Center website, improved communication with potential clients, and pursuit of new contract and grant projects, Testing Center staff made some progress that appears to have increased public awareness of services offered at the IUPUI Testing Center.

Evidence of Progress for 2009-2010:

Maintained at least 225 units that use Scanning Services and examinees that take a variety of state and national exams at the IUPUI Testing Center (for admissions, proficiency assessment, certification or licensure purposes); and exceeded the Testing Center’s revenue budget amounts for FY 2009-2010.

Testing Center administered a total of 103 make-up exams during FY 2009-2010.

Activities planned for 2010-2011:

Whenever possible, Testing Center staff will continue to work with external test vendors in expanding contract testing.
III.7. Contribute evaluation resources for campus programs and community organizations. III.7d. Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs, off-campus high school outreach testing services.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

An additional testing site has been utilized for several weeks during the summer. BS 3003 is available for student placement testing. It has a capacity for thirty students to test. We hope to use the lab for large scale EAP testing as well. We have also utilized LD 225 for COMPASS Mathematics testing during June and July.

**Evidence of Progress for 2009-2010:**

Indicate number of tests given this year versus last year.

**Activities planned for 2010-2011:**

The Testing Center hopes to maintain a central campus presence through the use of either the LD building or BS building during the summer of 2011.

III.7. Contribute evaluation resources for campus programs and community organizations. III.7e. At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

Testing Center staff presented 2 evaluation-related papers at the 2009 Evaluation Conference in Orlando, FL.

**Evidence of Progress for 2009-2010:**

Testing Center staff assisted faculty in writing several NSF grant proposals; and, to date, three NSF grant proposals have been accepted for funding beginning in FY 2010-2011.

**Activities planned for 2010-2011:**
Activities planned for 2010-2011:

Testing Center staff will continue to collaborate and assist principal investigators with preparation of technical reports, manuscripts, or research briefs for peer-reviewed conference presentations and/or publication.

Goal IV: Derive and develop key indicators of student learning and institutional effectiveness and accountability.


Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2009-2010:

IMIR staff used performance indicators that were developed in conjunction with campus leaders in Fall 2009.

Evidence of Progress for 2009-2010:

The performance indicators developed in 2009 were linked to the Academic Affairs action plan and the goals identified by the office of Diversity, Equity, and Inclusion.

Activities planned for 2010-2011:

The performance indicators developed in 2009 will continue to be used, and revisions to these indicators will be based on feedback from campus leaders.


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

Actions taken for 2009-2010:

PAII staff continued to chair relevant committees.

IMIR staff continue to assume leadership for the evaluation of the teaching and learning indicators for the campus, as well as the indicators for the Chancellor’s diversity report.
Evidence of Progress for 2009-2010:

See action item above.

PAII staff continue to assume leadership for the evaluation of the teaching and learning indicators for the campus, as well as the indicators for the Chancellor’s diversity report.

Activities planned for 2010-2011:

Continue to work with relevant campus committees and constituencies.

PAII staff will continue to participate in committees evaluating campus performance indicators.

☑ IV.3. Develop strategies for evaluating student learning of the PULs. IV.3a. Instructions for evaluating learning of the PULs disseminated to academic units.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

- In conjunction with the 2012 Committee and the Program Review and Assessment Committee, methods for faculty evaluation and student self-evaluation of learning vis-à-vis the PULs were developed and implemented (see Appendices I and J).
- Instructions were disseminated through a variety of campus channels and media. Extensive discussion in 2012 Committee and PRAC. Visited IUPUC to discuss process with key faculty and staff.
- Eport team and CTL presented a workshop on the process in October ’09.

Evidence of Progress for 2009-2010:

- Both faculty and student evaluations of PUL outcomes were conducted in Spring 2010.
- Deans and faculty provided a 5-year schedule for evaluating student learning of the 1 or 2 PULs receiving Major or Moderate emphasis in each undergraduate course. Evaluations were recorded for the first time in Spring 2010. School reports based on direct and indirect evidence were disseminated to schools.
- Units successfully submitted PUL evaluations at end of spring semester.

Activities planned for 2010-2011:

- Current faculty and student evaluations of PUL learning will continue to be utilized.
- More faculty development related to PUL evaluation should help more faculty evaluate student learning appropriately.
- Continue to consult, offer workshops, and discuss, as necessary.

**Campus Planning Theme**: Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

Continue to collect information about a stable set of indicators of PAII effectiveness.

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**Evidence of Progress for 2009-2010:**

The indicators of PAII performance have remained stable over the last several years and provide useful information on PAII performance.

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**Activities planned for 2010-2011:**

Continue to utilize current PAII performance indicators.

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Goal V: Gather, analyze, and interpret data on key indicators and provide internal reports for campus constituents as well as accountability reports for external stakeholders.

V.1. Continuously improve management information reports and analysis capability for academic managers. V.1c. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.

**Campus Planning Theme**: Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

IMIR staff continue to meet with clients to revise reports based on user feedback. Based on user feedback, the Passport report and the Work Study report have been modified, and plans are underway to modify the Point-in-Cycle and Institutional Reports web sites.

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**Evidence of Progress for 2009-2010:**

Based on user feedback the “Passport” and the “Work-Study” reports have been modified. Efforts are underway to modify the Point-in-Cycle and "Institutional Reports" web sites based on user feedback.

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**Activities planned for 2010-2011:**

IMIR staff will continue to meet with clients in order to provide reports that meet clients’ needs.
V.1. Continuously improve management information reports and analysis capability for academic managers. V.1a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

The management indicators and five-year trend reports have been combined and the web-based reports now allow for departmental level and program-level reporting.

Evidence of Progress for 2009-2010:

Feedback from users indicates the new “institutional reports” web site is widely used and positively evaluated. Website usage for Institutional Reports (reports.iupui.edu) has increased significantly over the past year. This is a positive sign as we would like our website visitors to make use of various reports available on that site. Institutional Reports site has registered a 220% increase in 'Absolute Unique Visitors' (up from 1225 in FY08 to 4001 in FY09).

Activities planned for 2010-2011:

The “institutional reports” and point-in-cycle web sites are being revised to provide additional tools for academic managers.

V.1. Continuously improve management information reports and analysis capability for academic managers. V.1b Enhance reporting application for "Five year trend" on IMIR Website to include drill down capability up to department/program level.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Ongoing

Actions taken for 2009-2010:

The management indicators and five-year trend reports have been combined and the web-based reports now allow for departmental level and program-level reporting.

Evidence of Progress for 2009-2010:

Feedback from users indicates the new “institutional reports” web site is widely used and positively evaluated.
Activities planned for 2010-2011:

The “indication reports” and point-in-cycle web sites are being revised to provide additional tools for academic managers.

☑ V.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort) V.2e.
Campus diversity initiatives evaluated and documented.

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:**
**Time Frame:**

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**Actions taken for 2009-2010:**

IMIR staff members continued to assume leadership for evaluation and documentation of campus diversity initiatives.

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**Evidence of Progress for 2009-2010:**

Campus diversity indicators were documented and evaluated, and reports were disseminated on time.

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**Activities planned for 2010-2011:**

IMIR staff members will continue to assume leadership for evaluation and documentation of campus diversity initiatives.

Increase page views on iPort page by 5% compared to previous year.

**Campus Planning Theme:**
**Secondary Goals:**
**Sub Unit:**
**Time Frame:**

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**Actions taken for 2009-2010:**

Published 2008-2009 Performance Report on iPort, as well as a printed version. Continued to improve presentation of data in online version of report.

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**Evidence of Progress for 2009-2010:**

See page view statistics. Page reviews did not increase in 2009-2010.

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**Activities planned for 2010-2011:**

Action should be taken to create a more attractive and readable online version of the Performance Report.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

IMIR staff members have worked with PAII staff to continue to improve and streamline the process for updating the campus performance report on the iPort website.

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**Evidence of Progress for 2009-2010:**

Data on institutional effectiveness were posted to the iPort website on schedule.

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Activities planned for 2010-2011:

Continue to post institutional data to the iPort website on schedule.

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**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2009-2010:

3,000 Performance Reports printed and distributed by Communications & Marketing, External Affairs, Chancellor’s Office, PAII, and other units.

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**Evidence of Progress for 2009-2010:**

See above action item.

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Activities planned for 2010-2011:

Work with Communications & Marketing on continuing to produce a high-quality, attractive report.

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**Campus Planning Theme:** Best Practices

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

Actions taken for 2009-2010:

2008-2009 Performance Report was completed on time for campus needs, but not on time to submit for Admissions Marketing Report award.

Evidence of Progress for 2009-2010:

Report distributed at Chancellor’s Report to the Community.

Activities planned for 2010-2011:

Work with Communications & Marketing to ensure that report is printed in time for award submission.

V.3 Provide information to academic and administrative units so that they can improve their processes. V.3a. Provide data and analysis for Enrollment Services to assist their efforts to attract and support a better prepared entering first-year cohort.

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

Actions taken for 2009-2010:

IMIR staff members continued to provide Point-in-Cycle enrollment data to Enrollment Services to support their efforts to attract and support a better prepared and more diverse entering class.

Evidence of Progress for 2009-2010:

The Point-in-Cycle web site is extensively used by Enrollment Services.

Activities planned for 2010-2011:

Based on conversations with Enrollment Services staff members, the Point-in-Cycle web site is being revised to meet clients’ needs.

V.3 Provide information to academic and administrative units so that they can improve their processes. V.3b. Provide deans and senior administrators with information about instructional costs and productivity.
Actions taken for 2009-2010:

IMIR staff continue to collect and report data for the Delaware Study of Instructional Costs and productivity. In 2009-10 IMIR began constructing peer groups for schools.

Evidence of Progress for 2009-2010:

IMIR staff were asked to present information on instructional costs and productivity to the Chancellors’ staff, the Executive Committee of Faculty Council, and academic deans.

Activities planned for 2010-2011:

IMIR staff members are working with academic units to improve the accuracy of reports on instructional costs and productivity.

☐ V.4. Gather, analyze, and report data on student learning embodied in the PULs. V.4a. Ratings of student effectiveness in learning the knowledge and skills embodied in the PULs aggregated and reported at unit and campus levels.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

UITS and Enrollment Services developed an electronic template similar to the Grade Roster for recording students’ PUL evaluations (see Appendix I).

IMIR staff prepared reports for faculty assessment of student PUL attainment and supplemented these data with reports on students’ perceptions of their attainment of the PULs.

ePort now has the capability to aggregate and produce reports on assessment data within the ePort environment, but to do this at the campus level, all units would need to use the same version of the matrix tool and the same scoring scale. Currently, there are no plans to require this.

Evidence of Progress for 2009-2010:

IMIR staff provided school reports summarizing both direct and indirect evidence of student learning of PUL-related knowledge and skills (see Appendix J).

Reports on student learning of the PULs were completed on time and the results were presented to the 2012 Committee and the Program Review and Assessment Committee.
Development of aggregation and reporting capabilities in ePort.

Activities planned for 2010-2011:

Additional faculty development opportunities will increase faculty expertise in evaluating student learning of generic skills.

IMIR staff members will continue to collect data on student learning of the PULs from faculty and students and prepare reports for the campus community.

Continue to disseminate information on recently added functionalities in ePort. Support units interested in aggregating ePort assessment data.

Goal VI: Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.

VI.1 Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it. VI.1a. At least one workshop conducted for personnel associated with academic units.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2009-2010:

IMIR staff conducted two workshops for deans and directors of administrative units on PAII information and preparation of their annual reports. IMIR staff members also made presentations on IMIR information resources to the Enrollment Management Committee, Council on Retention and Graduation, the Academic Policies and Procedures Committee, and the Program Review and Assessment Committee.

Testing Center staff facilitated two professional development workshops on test construction and use of test/item analysis reports.

Evidence of Progress for 2009-2010:

Follow-up meetings with attendees indicated that the presentations were effective and suggestions for improvement were noted.

At least 8 attendees participated in the test/item analysis workshop. They came from several academic units, including the schools of Medicine, Science, and Social Work.

Activities planned for 2010-2011:

Based on feedback from attendees, presentations for the coming year are being modified.

Testing Center staff will continue to facilitate at least one professional development workshop during Fall semester.
Testing Center staff will continue to facilitate at least one professional development workshop during fall and spring semesters of each academic year.

VI.1 Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it. VI.1b. At least one workshop conducted for administrative unit personnel.

**Campus Planning Theme: Best Practices**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

**Actions taken for 2009-2010:**

IMIR staff made presentations on the use of IMIR web reports to administrative personnel in APPC, Enrollment Management, the Council on Retention and Graduation, and PRAC.

**Evidence of Progress for 2009-2010:**

Follow-up meetings with attendees indicated that the presentations were effective and suggestions for improvement were noted.

**Activities planned for 2010-2011:**

Based on feedback from attendees, presentations for the coming year are being modified.

VI.2 Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness. VI.2b. Deans’ annual reports placed on the Web by IMIR staff.

**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

**Actions taken for 2009-2010:**

IMIR staff members assisted campus academic and administrative units submit their annual reports via the Web.

**Evidence of Progress for 2009-2010:**

Reports were submitted via the Web.

**Activities planned for 2010-2011:**

IMIR staff members will continue to assist academic and administrative units in submitting their annual reports via the Web.
Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.

**Campus Planning Theme: Best Practices**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

**Actions taken for 2009-2010:**

**2009-2010**

In Spring 2010 faculty utilized for the first time the PAII-developed process for evaluating student learning related to the PULs.

* Pulse surveys (see Appendices K and L) were conducted on the concept of diversity and on the Common Theme project, and Student Health Services. The IUPUI Student Pulse Survey program has been initiated both to improve the use of survey findings and to attempt to reduce the ever-declining questionnaire response rate. In connection with each Pulse survey, we can identify improvements made in units serving as the focus.

* PAII staff used a rubric to evaluate unit assessment reports posted on the Program Review and Assessment Committee Web site. Discussion of these reviews in PRAC led to observable improvements in more than half of the 2009-10 assessment reports.

* IMIR staff added an Executive Summary section to Faculty Survey and Student Satisfaction and Priorities Survey Summary Reports. The process for creating these reports was also revised in order that data may be available sooner.

* IMIR utilized data from the Delaware Study of Instructional Costs and Productivity to begin an examination of the funding of IUPUI schools. Initial efforts included developing procedures for generating normative data from other research universities participating in the study. IMIR staff members have also worked with administrators and staff in schools to improve the quality of the data used in the analyses. Specifically, IMIR staff worked with the School of Informatics to identify administrative expenditures that should not be included in calculating instructional costs. Staff members also worked with the School of Liberal Arts to improve procedures for counting the contributions of part-time faculty and faculty members with joint appointments. Staff members also worked with the School of Nursing to identify issues related to documenting the productivity of adjunct faculty members. IMIR staff members also identified problems with the coding of graduate teaching assistants and shared that information with the Office of the Vice Chancellor for Academic Affairs.

* Economic Model Office proposed and successfully developed a modified application of economic models for program reviews that resulted in departments embracing the service as a critical component of program reviews and for stand-alone consultation.

* Provided or continued grants to nine campus units for planning and implementation of ePort. Awarded two new grants for 2010-2012. (A third possible grant is pending consultation with the department.)

* Provided ongoing consultation to ten campus units involved in ePort-funded or externally funded grants on implementing ePort to improve learning and assessment.

* Developed and began implementing an evaluation of the Integrative Department Grant Program (the grants given by the ePort initiative). Initial survey responses have been received from most departments/programs that have had grants in the past and that have current funding.

* Organized and co-presented (with CTL) nine campus-wide workshops on ePort and related topics.

* Funded participation by nine IUPUI faculty members in Assessment Institute and participation by one in Sakai Conference.

* In collaboration with UITS, employed an external consultant to adapt Sakai web presentation tool to IU Oncourse
Piloted new ePort Presentation Maker tool, which enables students to create personal academic/professional web sites within ePort, in senior English Capstone Seminar. Problems identified were addressed during Spring/Summer 2010 by consultant.

Continued working with University College to plan pilot of ePort in approximately 12 sections of the First-Year Seminar. (Pilot was postponed from Spring 2010 to Fall 2010 to accommodate the need for additional planning to integrate ePort with the Personal Development Plan and to complete development of ePort Presentation Maker tool.)

Students using ePort in 2009-2010 reported that the tool was easy to use; it is now on a par with other Oncourse tools in terms of userfriendliness.

Developed new campuswide summary report on assessment at IUPUI.

In collaboration with IMIR, began development of web site for IUPUI’s 2012 accreditation visit. Site currently offers extensive resource on development and use of rubrics for assessment.

Developed application to the Coalition of Urban and Metropolitan Universities for “Saviors of Our Cities” designation: IUPUI was designated fifth nationally among the top 25 universities that were named.

Testing Center staff contributed evaluation resources in support of faculty or academic units engaged in writing grant proposals for external funding.

Testing Center staff (in consultation with the Center for Teaching and Learning and the office of the Vice Chancellor for Research, IUPUI) made progress towards compilation of online resources for development of Testing Center’s Program Evaluation Resource website.

2008-09

Acting on evidence that Principles of Undergraduate Learning are not systematically taught and assessed in the academic programs across campus, PAII staff initiated activities to ensure that these activities will be evident when NCA visitors arrive in 2012

Acting on evidence that questionnaire response rates are declining, due in part to the proliferation of surveys across campus, PAII staff convened the largest purveyor of surveys and developed, with student leaders, a Student Pulse Survey approach designed to increase response rates.

Deans were introduced in a Deans Council meeting to the Accelerated Improvement Process (AIP) by peers who had used AIP, and several new projects were initiated as a result.

Designed the facility layout and provided the budget plan, worked with IU Real Estate Office and secured the facility site, and developed the newest off-campus learning center at Park 100.

Instrumental in the development and implementation of the strategic plan for off-campus centers.

Provided ongoing consultation to Departments of Visual Communication, Computer and Information Science, and Tourism, Convention, and Event Management; Schools of Dentistry and Engineering & Technology; and IUPUC on implementing the IUPUI ePortfolio to improve student learning and support authentic assessment.

Developed and presented four campus-wide faculty development workshops designed to assist faculty and academic programs with successful implementation of ePort for learning and assessment (in collaboration with staff from UITS and CTL). (Introduction to ePort workshop filled within 24 hours of announcement.)

Provided or continued grants to twelve IUPUI academic units to support implementation of ePort to improve learning and assessment.

Consulted throughout the year with UITS on needed enhancements to ePort software environment, which has improved significantly in ease of use over the past two years and now includes basic assessment management capabilities.

Provided invited presentations to 13 IUPUI academic units and committees interested in learning more about ePort.

With staff support, developed a web site on creating and using rubrics for the PULs to support IUPUI faculty with assessment of authentic materials in ePortfolios or other student work.

Worked with University College faculty and staff to plan pilot of ePort and Personal Development Plan in Spring
2010. This initiative is intended to help students chart a course for their academic career at IUPUI, to support retention, and to provide information to advisors in University College and the major.

* In collaboration with Communications and Marketing and IMIR, developed improved IUPUI Performance Report, which won national recognition from the Admissions Marketing Report.
* Because more than 100 first-time freshmen were dismissed from IUPUI for having a Fall semester grade point average below 1.00, IMIR undertook a study to determine (1) if any student characteristics were related to the probability of being dismissed and (2) if it was possible to predict who would be dismissed. Results of the research have led to changes in programs for first-time freshmen and have helped focus efforts to develop an early warning system.
* Based on requests from the Office for Women, the Chancellor, and the Executive Vice Chancellor for Academic Affairs, IMIR conducted a faculty salary study to determine if women or minorities have significantly lower salaries than males or majority faculty members. Results identified a small, but significant, difference in faculty salaries by gender. No differences were found for race/ethnicity. In addition, faculty members with salaries that were significantly lower than expected were identified and schools are evaluating whether salary adjustments are needed and how to adjust those salaries.

* Feedback from school and campus administrators indicated that there is a need for five-year trend data at the department and academic plan levels. IMIR staff have developed an Institutional Reports web site that provides campus decision makers with the ability to ‘drill down’ to the department and plan level.

2007-08
* Provided consultation to School of Engineering and Technology on implementing ePort to support student development of critical thinking skills, after NSSE results indicated that E & T students gave themselves the lowest rating on campus on critical thinking.
* Provided consultation to School of Dentistry on use of ePort to support student understanding of professional ethics in clinical settings after assessment findings indicated a need for improvement.
* IMIR staff developed new tools for campus enrollment planning, including models for forecasting enrollment, determining the probability of a student enrolling at IUPUI, forecasting graduation rates, and predicting first-year grade point averages for new students.
* IMIR staff developed and administered a new survey for graduate and graduate professional students at IUPUI.
* Worked with assessment professionals in Health and Rehabilitation Sciences, Nursing, and University College on campus-wide study of student success.
* IMIR staff developed reports for IUPUI schools on instructional costs and productivity, using data from the national Delaware Study.
* IMIR staff developed peer group analyses for the Schools of Engineering and Technology, Liberal Arts, and SPEA, as well as University College and the University Library.
* Revised performance indicators for diversity initiatives undertaken by the Diversity Cabinet.
* IMIR staff created the Information Gateway to provide easy access to information to be used in evaluation and assessment (http://reports.iupui.edu/gateway/). (See Appendix I.)
* In the School of Nursing, the Economic Model Office converted and updated one of the four original economic models (of the pilot test era in 1991-1994) from a Paradox database platform to a Microsoft Excel platform. Developed a working relationship with this school that resulted in the annual update and integration of benchmark data into their annual financial report to the departments and offices. Provided continuous decision support with the curricular conversion from the ASN to BSN program, the addition of the accelerated BSN, faculty workload analysis and subsequent salary generation model, cost, and the tuition and program fee analysis for the IU Board of Trustees approval to address the high cost of clinical instruction and the acute shortage of nursing faculty.

2006-07
IMIR provided data to the Enrollment Management Council and academic deans that were used to improve enrollment projections for Fall 2007 and subsequent years.

IMIR conducted a series of analyses for the Admissions Office that are being used to provide automatic admissions for some students.

IMIR, along with other campus units, provided Derrick Price with data to conduct an extensive study of the factors related to retention at IUPUI. Price produced a report commissioned by the Council on Retention and Graduation.

IMIR is working with the Chancellor’s Diversity Cabinet to develop new performance indicators for evaluating and improving the campus climate for diversity.

Progress report on ICHE Goal 6 (produced by PAII staff) (see Appendix H) includes improvements made in schools based on assessment of student learning of PULs.

Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus (http://www.planning.iupui.edu/improvement/).

Provided consultation for the School of Nursing simulation mannequin in clinical courses; course evaluation study for Testing Center; business plan for School of Public and Environmental Affairs’ Executive Education program; course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network’s alternative course format; facility budget planning for School of Social Work’s Department of Child Services $5 million 3-year grant; clinic budget planning for Oral Surgery Clinic; integration of the Division of Labor Studies into the School of Social Work; strategic budget planning for the School of Science; and budget planning for the Assessment Institute.

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

**2005-06**

All Doubling Task Forces reported using data this year in their annual reports. 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 plan continuation of 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 used the AIP to streamline the admissions process and to ensure proper back-up procedures are in place.

University College used 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 checkpoints 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.

The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation and our, Student Life, and Planning to inform the campus-wide planning...
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.
* A model predicting first-year grade point average for new students has been incorporated into admission procedures for Fall 2009.
* Workshop conducted on use of the Information Gateway was well received.
* Five disciplines made use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College).
* Results from the Continuing Student Survey were used by several units to evaluate implementation of the PULs.
* University College staff have used the results of the study of dismissed students to include reporting elements in the soon-to-be released early warning system.
* All schools that had faculty identified as having salaries significantly below expectations have completed a review of those salaries and are implementing plans to adjust salaries as needed.
* Held two workshops to familiarize deans and administrative personnel with the new Institutional Reports system.
* Reviewed course/faculty evaluation instruments for a total of 13 academic units and compiled a course evaluation inventory.
* Will continue to work with departments and schools to assist faculty in using ePort to assess and improve student mastery of PULs and disciplinary outcomes.
* Results of the survey of graduate and graduate professional students at IUPUI will be distributed.

* IMIR will continue to work with the Enrollment Management Council to identify areas where additional information is needed to improve enrollment management efforts.
* Continue to expand and update the institutional reports web site with information on credit hours, as well as survey data and potentially retention and graduation rates.
* In collaboration with PRAC and FAC Subcommittees on Course Evaluations, Testing Center staff will facilitate at least one faculty development workshop to discuss ways to improve End-of-Course Evaluations at IUPUI.
* Expanding the economic model services to include long-term projections with detailed recommendations and strategies as demonstrated in the partial project list of significant school engagements of the following:

  - **School of Education, 1996 – 1999.** The first substantive test of the economic model that provided the critical link of academic planning with budgeting—provided close consultation with the Office of the Vice Chancellor of Administration and Finance (ADFI) and the Office of the Chancellor in the budgetary solution for the School of Education’s $533,406 deficit in an annual $7.4 million budget. Deftly handled the political sensitivity of and proposed the not so intuitive obvious solution to transfer 4,200 student credit hours of remedial course offerings to the emerging University College and its efforts to improve retention of first year student experiences.

  - **School of Allied Health Sciences, 1998 - 2001.** The initial analytical project for a tuition rate analysis for the conversion of the undergraduate physical therapy program to the master’s level led to a school wide economic model. The economic model analysis identified an emerging negative cash flow situation and declining inability of the state appropriation to subsidize the multitude of undergraduate programs. Became fully integrated in the budget planning process of the school as a budget analyst, an ad hoc internal review committee member, and an external review committee member—that resulted in the subsequent restructuring of a 16-program school with a $5-million budget and a $500,000 cash flow shortfall. The economic model engagement identified a looming financial exigency and the successful pursuit of the faculty governance policy of the complete restructuring of the School of Allied Health Sciences into the School of Health and Rehabilitation Sciences focused on graduate programs.
Activities planned for 2010-2011:

VI.3. Advance institutional effectiveness through collaboration. VI.3a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented. 

**Campus Planning Theme:** 
**Secondary Goals:** 
**Sub Unit:** 
**Time Frame:** 

Actions taken for 2009-2010:

Banta and Kuhn initiated AIP in the Office of the Vice Chancellor for Research (OVCR) to improve the limited submission process.

11 projects were completed, including one that Banta and Kuhn initiated in the Office of the Vice Chancellor for Research (OVCR) to improve the limited submission process.

Evidence of Progress for 2009-2010:

The OVCR project was concluded and the limited submission process was improved.

All projects submitted reports noting process improvements. The OVCR project was concluded and the limited submission process was improved.

Activities planned for 2010-2011:

Deans will be invited to send representatives to new AIP training provided by consultant Ann Zanzig in October. Deans will specify a process to be improved and send a team for orientation.

VI.4. Implement project management. VI.4a. Implement Project Management techniques within PAII division. 

**Campus Planning Theme:** Best Practices 
**Secondary Goals:** 
**Sub Unit:** 
**Time Frame:** 

Actions taken for 2009-2010:

IMIR staff members continue to track various projects using OnTrak – Project tracking system.

Evidence of Progress for 2009-2010:

This activity is being tracked through the improvement of processes through PAII and IMIR.
The biweekly reports and annual reports are used to document number and type of projects completed by IMIR in a given year.

This information is used in various reporting systems within PAII.

Activities planned for 2010-2011:

IMIR staff members will implement project management for the 2012 reaccreditation.

☑ VI.5. Continuously improve the professional development of PAII staff. VI.5a. Professional development opportunities are identified and staff participate.

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

Actions taken for 2009-2010:

See indicators of Progress.

Evidence of Progress for 2009-2010:

Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops/training opportunities as part of the ongoing staff development activities in PAII.

Activities planned for 2010-2011:

Continue to hold staff retreats at least once a year.

Maintain flexibility in work schedules to allow staff members to pursue professional development or training opportunities as needed.

☑ VI.5. Continuously improve the professional development of PAII staff. VI.5b. Cross train PAII staff.

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

Actions taken for 2009-2010:

No new training this year. However, arrangements for providing backup support for fiscal processes was put in place.

Evidence of Progress for 2009-2010:
Absences of key personnel will not result in delays in processing.

**Activities planned for 2010-2011:**

Encourage staff to participate in workshops.

- VI.6 Develop and implement a diversity plan for PAII. VI.6a. Diversity plan and implementation strategy developed
  
  **Campus Planning Theme:** Best Practices  
  **Secondary Goals:**  
  **Sub Unit:**  
  **Time Frame:**

- Actions taken for 2009-2010:
  
  Plan and implementation strategy were developed prior to this year.

- Evidence of Progress for 2009-2010:
  
  Plans for program review guideline revision are under discussion. Plans for "Diversity Impact Statement" under discussion.

- Activities planned for 2010-2011:
  
  Awaiting direction from the Office of Diversity, Equity, & Inclusion.

- VI.7. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving. VI.7a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).
  
  **Campus Planning Theme:** Best Practices  
  **Secondary Goals:**  
  **Sub Unit:**  
  **Time Frame:**

- Actions taken for 2009-2010:
  
  See indicators of progress.

- Evidence of Progress for 2009-2010:
  
  PAII staff consulted with internal and external units on 372 requests or projects.
Activities planned for 2010-2011:

Continue to provide consultations.

Fiscal Health

Reallocation Plan

Other Question(s)

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.

Planning and Institutional Improvement (PAII) encompasses the offices of Information Management and Institutional Research (IMIR), the Testing Center, Program Review, Institutional Effectiveness, and Economic Model. All the directors and their direct reports meet annually during a retreat to review long-term plans and related goals, objectives, and performance indicators. Thus the approach to planning is broadly collaborative.

As a unit serving campus constituents, our priority is to provide the best possible services for IUPUI faculty, staff, and students. We must preserve our ability to respond to campus needs for placement testing, comprehensive academic and administrative program review, decision support tools such as the Point-in-Cycle Enrollment Report, the campus annual performance report, and activity-based costing as an aid in planning and budgeting.

2. How do the plans within your unit align with the President’s Principles of Excellence and the Chancellor’s Guideposts? Please describe your process for integrating your unit’s plans with those of the campus.

I. Improve educational outcomes. IMIR maintains a joint appointee with Enrollment Services and contributes significantly to enrollment planning and forecasting. Placement testing is part of new student orientation and gives students the best chance to succeed by enabling them to enter courses for which they are well prepared. Five PAII staff teach undergraduate or graduate courses. In providing campus leadership for outcomes assessment, PAII staff help to ensure that students are learning what faculty plan for them to achieve.

II. Enhance faculty quality through recruitment, hiring, and support for teaching and scholarship. PAII staff maintain a close working relationship with staff of the Center on Teaching and Learning, even sharing a position. PAII staff are regular presenters in CTL workshops.

III. Advance achievements in graduate education and research. Two PAII staff regularly teach graduate courses. The Director of the Testing Center frequently serves as a program evaluator for grants obtained and managed by faculty in the Schools of Science, Engineering and Technology, Nursing, and Medicine. Working with Sherry Queener in the Graduate Office, we provide encouragement for the assessment of graduate student learning throughout the University.

IV. Deepen international partnerships and increase international activity. PAII staff routinely present papers at conferences in countries other than the U.S., thus increasing IUPUI’s international visibility. IMIR is working with the Office of International Affairs to conduct a survey to support increased study abroad opportunities. We also review articles for international journals and respond to many requests for information from countries around the globe.

V. Improve educational outcomes in all health sciences programs. PAII staff carry out a variety of services for health sciences programs, including placement testing, program review, data collection and analysis, peer comparisons, faculty development workshops, program evaluations, and planning/budgeting consultation.
VI. **Enhance civic engagement, including economic development.** PAII staff serve on several external advisory boards such as the Simon Youth Foundation, the Westside Community Development Corporation, and United Way; assist in evaluating the effectiveness of civic engagement activities; and provide additional pro bono work in the community.

IX. **Improve the efficiency and effectiveness of academic and administrative processes.** PAII staff provide significant evaluation services for other units, as noted above, and it is through the judicious application of evaluation findings that efficiency and effectiveness are improved. In addition, PAII staff are responsible for bringing the Accelerated Improvement Process to IUPUI, an initiative that has produced improvements in scores of academic and administrative units.

3. **What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?**

   Technology will continue to shape our capacity to offer services. Student electronic portfolios will become the medium of choice for authentic assessment of student learning. Significant improvements will be made in simulations and other student assessment methods. More sophisticated student tracking systems will enhance the capacity for meaningful program evaluation. More and more testing of student competence in coursework will be conducted online, and additional opportunities to receive credit for prior learning, which boosts retention and graduation rates by enabling students to bypass unnecessary courses, will be developed.

4. **If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?**

   We must use whatever funds may be left to us to maintain our highest service priorities: placement testing for undergraduates; decision support tools, including the Point-in-Cycle Enrollment Report and the economic model; comprehensive academic and administrative program reviews; support for assessment of student learning and success; the IUPUI Performance Report; development of the 2012 reaccreditation self study; and the Institutional Portfolio ([www.iport.iupui.edu](http://www.iport.iupui.edu)), which houses the online versions of the annual performance report and reaccreditation self studies.