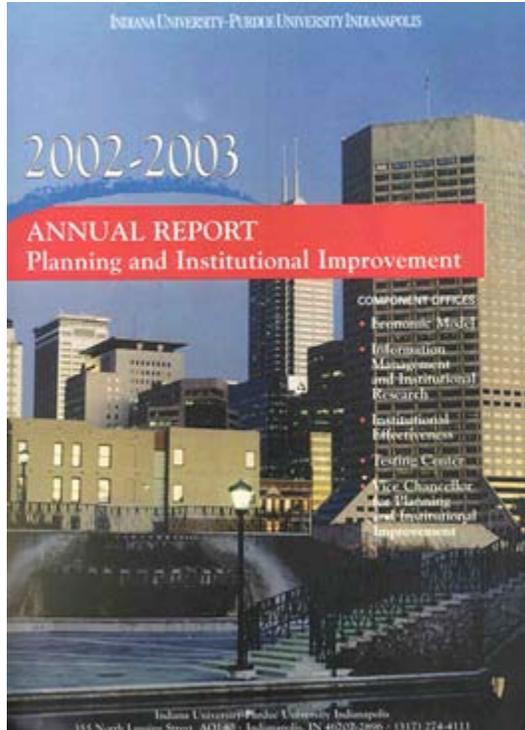


2002 - 2003
Planning and Institutional Improvement
Annual Report

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



Planning and Institutional Improvement
355 North Lansing Street AO 140, Indianapolis, IN 46202-2896 (317) 274-4

COMPONENTS OF THE OFFICE

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

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

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

The Economic Model Office helps administrators:

- identify customers and the products, services, or outcomes provided for each,
- identify costs associated with these outcomes,
- determine the effects of funding increases or decreases by examining the potential effect of these changes on outcomes, and
- improve the efficiency and effectiveness of their activities.

Information Management and Institutional Research (IMIR)

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

- developing for academic deans and other campus administrators a series of management reports and analyses that integrate information from a variety of

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

Office of Institutional Effectiveness (OIE)

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

Testing Center (TC)

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

2003 HIGHLIGHTS
for
Planning and Institutional Improvement

PAII staff:

1. Became pioneers in using an electronic institutional portfolio in accreditation.
2. Developed a self-study in three parts-two special emphasis self-studies (Teaching & Learning and Civic Engagement) and a full response to the North Central Association's "general requirements" - that received commendation from IUPUI's visiting team as well as from NCA staff AND played a role in a remarkable reaccreditation outcome: NO recommendations for institutional improvement over the next decade.
3. Developed performance indicators for the institutional portfolio and annual performance report that also were used in the Chancellor's Statement on Diversity and presented at two national conferences and an international conference and to the National Association of Public Administrators Standing Panel on Social Equity in Governance.
4. Undertook extraordinary efforts to acquaint faculty, staff, students, and community stakeholders with IUPUI's new Mission/Vision/Goals statement using print and electronic media. (In 1992 the NCA visiting team had recommended that by 2002 IUPUI should have an institutional mission statement that stakeholders understand.)
5. Collaborated with Office for Professional Development (OPD) and new Office for Integrating Learning on planning a campus-wide student electronic portfolio to improve learning and assessment, especially of the PULs. Co-authored with OPD a Dedicated Tuition Funds proposal that garnered funding to support technology development and initial pilots of the ePort.
6. Developed web sites that attracted 3,770,000 hits during the year, with an average number of viewers per day of 724.
7. Provided planning and facilitation support for the Financial Planning Advisory Committee.
8. Increased their involvement in campus-wide planning from 16 units assisted with 21 planning projects in 2002 to 18 units assisted with 41 planning projects in 2003.
9. Provided analytical support to the Undergraduate Admissions Committee in determining criteria for admission. Admission policies have contributed to the enrollment of better-prepared students taking more credit hours.
10. An online database querying tool was added to the IMIR web site for use by deans and others involved in planning and enrollment management. In addition, the point-in-cycle (PIC) web site was re-designed to correspond to the campus design. Use of the PIC web site increased by 50%, from 3654 visits in 2002 to 5932 in 2003.
11. Encouraged use of the newly-developed web-based Civic Engagement Inventory.

12. Conducted 3 program reviews and 8 follow-up sessions and planned 8 future reviews.
13. Developed assessment plans for the Division of Student Life and Diversity and for the new Critical Inquiry and Structured Learning Assistance programs in University College.
14. Addressed test security and administration issues in on-line testing as the campus considers increased use of web-based tests.
15. Provided assessment plans and data that contributed to recognition of IUPUI in two national competitions as an outstanding provider of first-year experiences.
16. Responded to 173 requests for assistance with assessment from 34 campus units.
17. Revamped Climate for Diversity items for all IUPUI campus surveys (i.e., for students, faculty, and staff) to align with campus Diversity Indicators and Diversity Cabinet priorities.
18. Created web-based response options for faculty and staff surveys.
19. Offered math placement tests in 5 Indianapolis area high schools.
20. Increased the number of students taking IUPUI-designed web-based foreign languages placement tests by approximately 25% (from 509 in 2002 to 635 in 2003)
21. Expanded on-line course evaluation services.
22. Conducted placement test validation studies based on larger data sets, multiple criterion measures, and expanded methodology.

Special Recognition for PAII Staff

- Trudy Banta received the Sydney S. Suslow Award of the Association for Institutional Research for "significant scholarly contributions to higher education". She presented the United States keynote address at the 14th International Conference on Assessing Quality in Higher Education in Vienna, Austria.
- Victor Borden assumed the presidency of the Association for Institutional Research and gave invited presentations at conferences in England and Spain.
- Kathy Burton received the Glenn W. Irwin Experience Excellence Award.
- Howard Mzumara was recognized by the American Evaluation Association for outstanding leadership of the interest group on Assessment in Higher Education and was named to an editorial board for The Evaluation Center at Western Michigan University.

Summary of Progress on Goals and Objectives
 FY2002-2003

Goal 1:	Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	Teaching/Learning
Objective:	I.1. Communicate broadly the campus mission/vision.
Timeframe:	2002
Actions taken to date:	<p>I.1.a. The new Mission/Goals document was printed in an attractive 5"x7" brochure by the Office of External Affairs. The brochure was sent to all faculty and staff as well as to student leaders and several thousand community representatives who receive the IUPUI <i>Chancellor's Newsletter</i>.</p> <p>The Mission/Goals document was discussed in meetings of Faculty and Staff Council and attention was directed to it on the campus Web site, on JagNews, and in CampusScape.</p> <p>I.1.b. Substantial development of the electronic institutional portfolio completed for the NCA reaccreditation review; the performance indicators section of the portfolio was partially completed; the print version of 2001-2002 annual report was organized around campus-wide mission, objectives, and performance indicators; planning was begun for next iteration of the portfolio featuring the annual performance report.</p> <p>I.1.c. Self-study for reaccreditation by the North Central Association (NCA) was completed in the IUPUI electronic institutional portfolio and approved by the Faculty Council, the Future Group, and the Chancellor's staff.</p> <p>I.1.d. Wide distribution of the Mission/Goals document was intended to increase faculty and staff understanding of campus plans</p> <p>I.1.e. PAII staff participated in a record number of national and international conferences</p>

	<p>I.1f. PAII staff received more invitations to participate in national and international conferences than they were able to accept.</p> <p>I.1g. PAII staff responded to a record number of information requests.</p> <p>I.1h. Compiled Web statistics for Testing Center and PAII.</p>
Activities planned:	<p>I.1a. Mission/Goals will be used in Chancellor's addresses and campus activities and publications.</p> <p>I.1b. Publish 2002-2003 annual report in both print and web versions; continue to align report with mission, objectives, and indicators; complete/revise performance indicators in next iteration of portfolio/annual report.</p> <p>I.1c. Continue to disseminate the online self-study and institutional portfolio to audiences on and off campus. Complete Institutional Effectiveness Plan and begin implementing plan to enable the IUPUI portfolio to be updated on an ongoing basis.</p> <p>I.1d. Faculty and staff understanding of campus plans will increase as the Chancellor and deans increase their use of IUPUI's Mission/Goals</p> <p>I.1e- g. Continue to monitor and increase PAII dissemination efforts, including participation in national and international conferences.</p> <p>I.1h. Continue to monitor usage statistics for PAII Web sites and use the data to improve design and functionality of the Web sites.</p>
Indicators of Progress:	<p>I.1a. The NCA visiting team was convinced that an effective planning process is underway at IUPUI; the team made no recommendation for corrective action in this connection, as the 1992 NCA team had done.</p> <p>I.1b. Completed portfolio for reaccreditation; reorganized print annual</p>

report as template for web-based report; performance indicators section of electronic institutional portfolio praised by NCA review team as evidence of institutional commitment to public accountability.

I.1.c.

The online self-study and accreditation review were extremely well-received by the NCA accreditation team as evidence of IUPUI's commitment to accountability. Other higher education institutions and organizations have shown great interest in the portfolio as a model online self-study and vehicle for communicating with stakeholders about institutional effectiveness.

I.1.d.

Percent who are satisfied or very satisfied with the 'clarity of objectives and plans for the next few years at IUPUI'

- Spring 2000: Faculty - 50%; Staff - 38%
- Spring 2002 Faculty - 49%;
- Spring 2003 Staff - 42%

Bottom line: higher, but not significantly so, among faculty; lower, than faculty, but slightly up, among staff

I.1.e.

Participation in the national Assessment Institute in Indianapolis continues to increase. Again, in 2002 over 600 individuals attended (over 600 attended in 2001, 530 in 2000, 430 in 1999). The 14th International Conference on Assessing Quality in Higher Education held in Vienna, Austria attracted 115 people from 21 countries (135 individuals from 19 countries attended the conference in Glasgow, Scotland in 2001; 153 from 20 countries in Melbourne, Australia in 2000; 133 from 27 countries in Manchester, England in 1999).

I.1.f.

PAII principals received 55 invitations to address national and international audiences.

I.1.g.

Information requests external to IUPUI addressed by PAII staff held relatively steady at 232 in 2002-2003.

I.1.h.

[PAII](#)

Number of Hits: 496,170; Average Number of Visitors per Day: 181; Total #Pages Viewed: 238,192

[IMIR](#)

	<p>Number of Hits: 2,888,100; Average Number of Visitors per Day: 379; Total #Pages Viewed: 603,830</p> <p>Breakdown:</p> <p>Office Site (IMIR): Views: 247,872; % of Total: 41.0 National Portfolio Project: Views: 159,475; % of Total: 26.4 IUPUI Institutional Portfolio: Views: 92,900; % of Total: 15.4 Urban Data Exchange (Puma): Views: 103,583; % of Total: 17.2</p> <p><u>Testing Center</u> Number of Hits: 395,745; Average Number of Visitors per Day: 164; Total #Pages Viewed: 173,024</p> <p><u>Economic Model</u> Number of Hits: 26; Average Number of Visitors per Day: (n/a); Total #Pages Viewed: 5,840</p>
Campus Planning Theme:	Teaching/Learning
Objective:	I.2. Develop a short list of campus priorities for strategic investment.
Timeframe:	On-going
Actions taken to date:	<p>I.2a.</p> <p>IUPUI's Mission statement was used in May 2002 as the framework for developing a list of strategic priorities for funding using the dedicated tuition increase approved by the Indiana University Trustees. Subsequently this list was used in March 2003 to guide a campus-wide request for proposals process that has determined how the dedicated tuition increase will be spent.</p>
Activities planned:	<p>I.2a.</p> <p>Broaden involvement in priority-setting to include deans and Faculty Council leaders through the Financial Planning Advisory Committee.</p>
Indicators of Progress:	<p>I.2a.</p> <p>List of priorities for use of dedicated tuition increase and the RFP that produced a set of projects to be funded by the dedicated increase.</p>
Goal 2:	Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
Campus Planning Theme:	Best Practices
Objective:	II.1. Provide planning assistance to campus units.

Timeframe:	On-going
Actions taken to date:	II.1 a-b. (See indicators).
Activities planned:	II.1 a-b. Respond to the needs for planning assistance as units identify these. Maintain or increase the number of units served.
Indicators of Progress:	II.1 a-b. PAII staff increased frequency of planning projects to 18 units assisted with 41 planning projects from 16 units and 21 planning projects in 2001-02. The Planning Web site for annual reporting continues to be updated and improved.
Campus Planning Theme:	Best Practices
Objective:	II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.
Timeframe:	On-going
Actions taken to date:	<p>II.2a. Although much of this activity was put on hold to accommodate the migration to PeopleSoft, the look and feel of the Point-in-Cycle system was re-designed in line with the campus Web page redesign, and the system is being modified to use data from the new Admissions Information System. Enrollment trend information was also incorporated into the campus Performance Indicators and the Online Database for Annual Planning and Budget Reports.</p> <p>II.2b. Further analytical support was provided to the Undergraduate Admissions Committee to determine the criteria for admissions.</p> <p>II.2c. Monitored hits on the point-in-cycle and on-line database sections of the IMIR Website.</p>
Activities planned:	<p>II.2a. Complete migration of current reports to new PeopleSoft data structures; in the process of doing so, revise reports to better meet clients' needs more effectively.</p> <p>II.2b. Continue work with Undergraduate Admissions Committee to adjust selection criteria in ways that improve the profile and performance of entering students.</p> <p>II.2c. Continue to monitor Website hits.</p>
Indicators of Progress:	<p>II.2a. Reformatting of Point-in-Cycle system; expansion of enrollment reports included in on-line planning support database</p>

	<p>II.2b. Changes in admissions criteria resulted in a higher quality incoming freshman class with a slight increase in the number of students admitted.</p> <p>II.2c. The number of hits on the Point-in-Cycle Website increased by 50% this year (3,654 for 2001-02 vs. 5,932 for 2002-03.) The number of hits on the new IMIR online database site was 16,690.</p>
Goal 3:	Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Campus Planning Theme:	Best Practices
Objective:	III.1. Continuously improve information support for the campus assessment process.
Timeframe:	On-going
Actions taken to date:	<p>III.1a. (See Indicators of Progress)</p> <p>III.1b. Staff in IMIR and PAII met with a group of deans to discuss the content of the online database now available on the IMIR Website. Suggestions for improvement were received and implemented.</p> <p>III.1c. Civic Engagement inventory fully deployed. Entries reviewed and revised.</p>
Activities planned:	<p>III.1a. We will continue to look for ways to provide resources to campus constituents.</p> <p>III.1b. We continue to receive feedback about the site and plan to make additional improvements during the coming year.</p> <p>III.1c. Review functionality and user interface of Civic Engagement Inventory; revise as appropriate to accommodate entries more effectively.</p>
Indicators of Progress:	<p>III.1a. PAII Website continues to provide access to annual assessment reports; PRAC members periodically receive complimentary copies of Assessment Update; Testing Center is developing an evaluation website, the Institutional Portfolio reports on assessment activities across the campus.</p> <p>III.1b. Positive feedback received from deans' advisory group. Requests for changes are being accommodated.</p>

	<p>III. 1c. Between July 2002, when it was first made available, and October 23, 2002, when a snapshot was taken for evaluation purposes, 153 items were entered by faculty and staff in the Web-based Civic Engagement Inventory. The number of hits on the Civic Engagement Inventory Website was 24,234.</p>
Campus Planning Theme:	Best Practices
Objective:	III.2. Continuously improve the academic and administrative program review processes.
Timeframe:	On-going
Actions taken to date:	<p>III.2a. Because of the decennia North Central I visit, only two academic program reviews were conducted: Kelley Direct On-Line MBA and Museum Studies. Four mid-cycle interviews (by PRAC) were conducted: Communication Studies, Philosophy, Psychology, and Criminal Justice. PRAC approved a new mission statement that reaffirmed its commitment to program review. A sub-committee of PRAC reviewed PRAC's involvement in the process and suggested ways in which PRAC's involvement could add value.</p> <p>III.2b. Reviewers' ratings were analyzed.</p> <p>III.2c. One administrative unit program review was conducted: Student Activity Fee-Funded Activities.</p> <p>III.2d. Guidelines have been revised and the costing model now is presented to each unit preparing for program review.</p>
Activities planned:	<p>III.2a. Four reviews will be conducted, including the Departments of Economics and Political Science, orientation, and the IUPUI Student Health Center.</p> <p>III.2b. Continue to work with PRAC and its sub-committee to improve the process of program review by reviewing team reports and ratings and department chairs' comments and ratings.</p> <p>III.2c. The IUPUI Student Health Center will be reviewed in 2004.</p> <p>III.2d. Continue to use and review the costing model.</p>
Indicators of Progress:	<p>III.2a. Planning for 4 future program reviews was initiated, 3 were carried out, 4 follow-up sessions with deans and program chairs were</p>

	<p>conducted, and 4 chair interviews with PRAC were conducted.</p> <p>III.2b. PRAC sub-committee led by PAII staff member made recommendations to the full committee to be acted upon in 2003-04.</p> <p>III.2c. Planning for the review of the IUPUI Student Health Center was initiated and one review (Student Activity Fee-Funded Activities) was conducted.</p> <p>III.2d. The departments of Political Science and Economics received the new guidelines and the costing model in preparation for their upcoming reviews</p>
Campus Planning Theme:	Teaching & Learning
Objective:	III.3 Continuously improve the practice of assessment.
Timeframe:	On-going
Actions taken to date:	<p>III.3a-b. Assisted campus units with assessment.</p> <p>III.3c. IMIR supported significant further assessment development for both University College (UC) and Student Life & Diversity (SL&D) throughout the year. For UC, assessments were developed for the new Critical Inquiry and Structured Learning Assistance Programs. A comprehensive administrative review of the Orientation program was conducted. SL&D and its units were supported in the early stages of assessment plan development, focusing on the development of assessable goals.</p> <p>III.3d. The NCA self-study in the electronic institutional portfolio documented institutional effectiveness in relation to campus-wide goals and performance indicators, including those for Teaching and Learning. An improved annual performance report also documented achievement for those indicators on which there was good evidence, including two of the Teaching and Learning indicators.</p> <p>III.3e. Completed annual validation study for course placement in mathematics and English (writing) Assisted faculty in Department of World Languages And Cultures (WLAC) in reviewing placement cutoff scores for Japanese and Spanish placement tests</p> <p>III.3f. Sought a sponsor for the Program Evaluation Resource Website and</p>

	<p>met with interested faculty, staff, and units for input regarding further development and maintenance of the Website.</p> <p>III.3g.</p> <p>Online Placement Testing:(#units served: 3) Served the Department of WLAC in maintaining 4 online placement tests in French, German, Japanese, & Spanish Testing Center collaborated with University Information Technology Services (UITS) in developing automated placement test score upload application for PeopleSoft system Collaborated with the Office for Professional Development (OPD) and served on a campus-wide committee on developing online testing for IUPUI (specifically by providing expertise in addressing test security and test administration issues related to online testing)</p> <p>Online Course Evaluation: (#units served: 4) Served 2 units for online SET/course evaluation: Community Learning Network and School of Nursing Collaborated with 2 units (UITS and IU BEST) in developing user scenarios for course evaluation and related Open Knowledge Initiative (OKI) assessment tools</p>
<p>Activities planned:</p>	<p>III.3a. Continue to assist units with assessment.</p> <p>III.3b. Continue to provide assessment consultations/projects.</p> <p>III.3c. Michele Hansen was appointed full-time as Director of University College Assessment and given a graduate intern to assist with further development efforts. Assessment development continues along all fronts, including notable efforts to assess the new Thematic Learning Community program and develop assessments of Structured Learning Assistance (SLA) and Critical Inquiry. Improvements derived from Orientation program review are being implemented and assessed. Plans are underway to develop assessment of the advising function. IUPUI is participating in Hallmarks of First-Year Excellence project. Pre-doctoral intern was hired to help further develop SL&D planning and assessment capabilities</p> <p>III.3d Annual performance report will be developed within the institutional portfolio for the first time and will document for stakeholders accomplishments in relation to indicators. The report will be published both online and in print. The Offices of Institutional Effectiveness and of Information Management and Institutional Research will begin gathering evidence and documenting achievement for those indicators currently lacking documentation, including two of the four indicators for teaching and learning.</p>

	<p>III.3e. Continue monitoring of placement cutoffs for mathematics, English, and foreign languages (French, German, Japanese, and Spanish) Complete annual validation study for course placement. Participate in the College Board's national validation study of the new SAT Writing Test.</p> <p>III.3f. Develop and implement the Program Evaluation Resource Website.</p> <p>III.3g. Collaborate with faculty in Department of WLAC in updating and/or developing new online placement tests in foreign languages (including implementation of new Latin Placement Test) Collaborate with UITS in updating and/or further development of automated test score upload application plus further development and implementation of placement testing screens in PeopleSoft Engage in collaborative research (with PRAC and OPD) in support of development of student ePortfolios, including a program for assessing students' information literacy and information technological competence Collaborate with OPD in conducting a pilot study for online testing initiatives for faculty at IUPUI</p>
Indicators of Progress:	<p>III.3a-b. 173 requests for assistance with assessment were fulfilled and reports were provided to 34 units (189 requests from 75 units in 2001-02, 61 units in 2000-01 and 36 units in 1999-00).</p> <p>III.3c. IUPUI designated as one of 11 Hallmarks of Excellence in First Year Experience programs; IUPUI rated as a top campus for first-year programs in U.S. News & World Report Rankings; IMIR and UC staff work featured at several national conferences, including First-Year Experience and Association for Institutional Research.</p> <p>III.3d. Highly positive NCA accreditation report. Improved annual performance report, organized around institution-wide goals and performance indicators and including information on accomplishments in relation to these goals and indicators.</p> <p>III.3e. Increased number of students placed into college-level math courses (i.e., courses above MATH 110/MATH 111) Higher compliance rates for math courses (range from 60.4% for MATH 151 to 97.3% for MATH 001) Maintained a high compliance rate for English (average compliance rate of 91%) Course Placements in English courses: Exemption <1% ENG W140 2%</p>

	<p>ENG W131 63%</p> <p>ENG W130 20%</p> <p>ENG W001/ESL 10%</p> <p>Success rates for compliant groups in math courses ranged from 56.3% for MATH 151 to 84.3% for MATH 110</p> <p>Increased faculty satisfaction with placement cutoffs in mathematics, English, and foreign languages</p> <p>III.3f. Prototype of Program Evaluation Resource Website developed</p> <p>III.3g. Maintained 4 online placement tests for the Department of WLAC (French, German, Japanese, & Spanish)</p> <p>Worked with UITS and developed automated placement test score upload application and placement testing screens for new PeopleSoft system</p> <p>Served 4 units with online SET/course evaluation and related consulting services: CLN, IU School of Nursing, UITS, and IU BEST</p> <p>Served on a campus-wide committee developing online testing capability for IUPUI campus</p>
Campus Planning Theme:	Teaching & Learning
Objective:	III.4. Continuously improve survey programs.
Timeframe:	On-going
Actions taken to date:	<p>III.4a. Faculty survey items developed to parallel student learning outcomes assessed through the National Survey of Student Engagement. Climate for diversity items revamped for all surveys (student, faculty, and staff) to align with Diversity Cabinet activities and campus Diversity Indicators.</p> <p>III.4b. Faculty and Staff surveys migrated to Web platform as additional venue for respondents; Third survey mailings incorporated into Alumni survey.</p> <p>III.4c. Survey data incorporated into online database for annual planning report. Many survey items incorporated into campus performance indicators. Survey responses integrated with student record data to support program assessment.</p>
Activities planned:	<p>III.4a. Development of graduate student survey to support performance indicators for graduate programs. Items on existing surveys are reviewed continuously for pertinence to campus initiatives, this</p>

	<p>year's focus will be on the developing "Civic Agenda."</p> <p>III.4b. Increase use and improve usability of web surveys; review all surveys, looking for ways to streamline questions, reduce length, and improve attractiveness</p> <p>III.4c. Further incorporation of survey data into planning information system and performance indicators. Release of school level reports on National Survey for Student Engagement and corresponding items in Faculty survey.</p>																								
Indicators of Progress:	<p>III.4a. Extensive use of survey items in performance indicators. Development of new Diversity items for student, faculty and staff surveys.</p> <p>III.4b. Response Rates by Survey</p> <table border="1"> <thead> <tr> <th>Survey</th> <th>Second Prior Administration</th> <th>First Prior Administration</th> <th>Most recent administration</th> </tr> </thead> <tbody> <tr> <td>Continuing Students</td> <td>39%</td> <td>41%</td> <td>43%</td> </tr> <tr> <td>NSSE</td> <td>na</td> <td>36%</td> <td>37%</td> </tr> <tr> <td>Alumni</td> <td>43%</td> <td>39%</td> <td>37%</td> </tr> <tr> <td>Faculty</td> <td>56%</td> <td>54%</td> <td>48%</td> </tr> <tr> <td>Staff</td> <td>58%</td> <td>62%</td> <td>70%</td> </tr> </tbody> </table> <p>III.4c. Extensive use of surveys for professional accreditation and other school and unit assessment efforts.</p>	Survey	Second Prior Administration	First Prior Administration	Most recent administration	Continuing Students	39%	41%	43%	NSSE	na	36%	37%	Alumni	43%	39%	37%	Faculty	56%	54%	48%	Staff	58%	62%	70%
Survey	Second Prior Administration	First Prior Administration	Most recent administration																						
Continuing Students	39%	41%	43%																						
NSSE	na	36%	37%																						
Alumni	43%	39%	37%																						
Faculty	56%	54%	48%																						
Staff	58%	62%	70%																						
Campus Planning Theme:	Teaching & Learning																								
Objective:	III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.																								
Timeframe:	On-going																								
Actions taken to date:	<p>III.5a. Initiated a pilot outreach program to offer COMPASS Math placement testing at 5 high schools in Indianapolis</p> <p>Met with faculty and test coordinators and discussed plans for Testing Center to assume administration of ESL and chemistry placement tests</p>																								

	<p>Continued to increase number of students taking Web-based foreign language placement tests</p> <p>Continued to offer proctoring services for online/computerized placement tests (ACCUPLACER) and national exams for non-IU students</p> <p>Expanded online course evaluation services to 3 units in the IU School of Nursing (total number of courses served: 684)</p> <p>Sought new clients for SET/course evaluation services through collaborative work on OKI Assessment Project</p> <p>Offered measurement, evaluation, and/or statistical consulting services to IUPUI Schools (i.e., Dentistry, Medicine, and Education)</p> <p>Continued to offer scanning services to internal (IUPUI) and external (non-IUPUI) clients</p> <p>III.5b. Continued to administer exit/client satisfaction surveys for placement testing, national testing, and scanning services</p> <p>Hired new senior administrative secretary to assist with payroll, budget administration, and clerical/office management duties at the Testing Center</p> <p>III.5c. Completed annual validation study; collaborated with math faculty in enhancing methodology for validating course placement criteria.</p>
<p>Activities planned:</p>	<p>III.5a. Testing Center to take on responsibility for administering the ESL and Chemistry placement tests</p> <p>Collaborate with Placement Testing Advisory Committee and Project SEAM group in developing remote test sites at IUPUI and/or remote placement testing at local high schools in Indianapolis</p>

	<p>Continue to expand online course evaluation services for interested clients</p> <p>Conduct collaborative research and evaluation activities on student ePortfolios (with CTL/OPD staff); automated essay scoring of electronic portfolio documents (with Mark Shermis, FIU); development of web-based course evaluation and related assessment tools for the OKI Assessment Project (with Jay Fern, UITS and J. David Perry (IU BEST)</p> <p>Continue to facilitate workshops on assessment and provide consulting services on educational testing, measurement, evaluation, and data analysis</p> <p>Increase research, development, and other scholarly activities at the Testing Center</p> <p>III.5b. Continue to administer exit/client satisfaction surveys for placement testing, national testing, and scanning services</p> <p>III.5c. Continue to investigate appropriateness of existing math placement test and conduct periodic studies to support further adjustment of course placement criteria</p> <p>Submit paper for publication in a peer-reviewed journal</p> <p>Participate in the College Board's national validation study of the new SAT I Writing Test</p>
Indicators of Progress:	<p>III.5a. Maintained and/or increased number of units or clients served by the Testing Center (number of new units/clients served: 18)</p> <p>Hosted "state-wide testing" meeting (number of clients served: 8)</p> <p>Expanded online SET/course evaluation to 3 units in the IU School of Nursing (total of 684 courses served with online course evaluation services)</p>

Provided internal (IU School of Dentistry/American Dental Board of Anesthesiology) and external clients (e.g., Indiana Commission on Continuing Legal Education) with psychometric consulting services (number of units served: 2)

III.5b.

Satisfaction with Testing Center services:

Placement Testing: 95% of students are "satisfied" or "completely satisfied" with information received from TC staff; 95% of students "satisfied" or "completely satisfied" with courtesy displayed by proctors; 94% "satisfied" or "completely satisfied" with helpfulness displayed by proctors. Students' perception of accuracy of placement tests in measuring present skills: Math: about 56% "agreed" or "strongly agreed" that COMPASS Math is an accurate measure of present math skills; Reading: 81% "agreed" or "strongly agreed" that COMPASS Reading Test is an accurate measure of present reading skills; English: about 73% "agreed" or "strongly agreed" that the English Placement Test is an accurate measure of present writing skills.

National testing program: 97% of students felt that test security procedures were adequate; 96% indicated that proctors provided a friendly testing atmosphere; 93% "agreed" or "strongly agreed" that the Testing facility was free from distractions; and 92% reported that service provided by proctors was excellent.

Scanning Services: 100% of respondents rated overall quality of services/products as "very good" or "excellent"; 98% of respondents were "satisfied or very satisfied" with level of courtesy displayed by staff; 100% were satisfied with level of helpfulness displayed by staff; 98% were "satisfied or very satisfied" with timeliness of data analysis.

Mzumara selected as a charter member of the Evaluation Checklists Editorial Board (The Evaluation Center, Western Michigan University)

Mzumara received recognition from AEA President Richard

	<p>Krueger for outstanding leadership as program chair for AEA's Assessment in Higher Education TIG</p> <p>III.5c. Completed technical reports that are based on larger data sets, multiple criterion measures, and expanded methodology for validating course placement criteria</p>
Campus Planning Theme:	Best Practices
Objective:	III.6. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.
Timeframe:	On-going
Actions taken to date:	<p>III.6a. The planning and economic modeling project with the School of Dentistry has advanced the integration of the two activities for academic units. Several economic modeling projects were utilized in brief case studies by the Financial Planning Advisory Committee in its charge to develop a decision-making framework for campus planning. A variant of the economic model methodology was developed for program reviews and has been requested for various program analyses by academic units.</p> <p>III.6b. The School of Nursing concluded its fourth fiscal year of updating its economic model and faculty are utilizing the data in the school's annual financial report.</p>
Activities planned:	III.6a-b. Develop a project case report format for documentation of economic model development, usage, and impacts in academic units.
Indicators of Progress:	<p>III.6a. Number of units for which economic models (activity-based costing/management) have been developed: 33 (33 last year).</p> <p>III.6b. Number of units integrating the use of economic modeling (activity-based/management) in annual planning/budgeting: 15 (up from 14).</p>
Campus Planning Theme:	Best Practices
Objective:	III.7. Continuously improve management information reports and analysis capability for academic managers.
Timeframe:	Ongoing

<p>Actions taken to date:</p>	<p>III.7a. An online database querying tool was added to the IMIR website. The first draft of a new layout for the IMIR Website was completed. An "executive view" of the admissions Point-in-Cycle was provided on a routine basis to a subset of Point-in-Cycle users.</p> <p>III.7b. Suggestions for improvements to the admissions reports available on the Point-in-Cycle Website were solicited from members of the Academic Policies and Procedures Committee (APPC).</p> <p>Staff in IMIR and PAII met with a group of deans to discuss the content of the online database now available on the IMIR Website.</p> <p>III.7c. An online IUPUI Statistical Portrait was developed for the Institutional Portfolio.</p>
<p>Activities planned:</p>	<p>III.7a. Add at least one additional report to the online database querying tool. Include a school matrix option in the online database site. Revamp the layout of the IMIR Website. Revise two of the three admissions Point-in-Cycle reports (quality indicators and profile reports) based on input from APPC.</p> <p>III.7b. Continue to solicit feedback about IMIR Website content.</p> <p>III.7c. Continue with development of an enhanced Statistical Portrait. Collaborate with Communications and Marketing to ensure there is consistency and direct links between the Fact Card and Factbook.</p>
<p>Indicators of Progress:</p>	<p>III.7a. Online database querying tool added to the IMIR Website, first draft of re-design of IMIR Website completed.</p> <p>III.7b. Received suggestions for improving the admissions reports on the IMIR Point-in-Cycle Website; met with deans to discuss content of online database.</p> <p>III.7c. An online IUPUI Statistical Portrait was developed for the Institutional Portfolio.</p>

Goal 4:	Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.
Campus Planning Theme:	Best Practices
Objective:	IV.1. Develop a more uniform and concise set of campus-wide performance indicators.
Timeframe:	On-going
Actions taken to date:	IV.1a. Performance indicators for most Teaching/Learning goals were developed by campus stakeholder groups. IV.1b. Indicators included in institutional portfolio.
Activities planned:	IV.1a. Develop with stakeholder groups PIs for Research/Creative Activity and Civic Engagement. IV.1b. Increase use of indicators in decision-making.
Indicators of Progress:	IV.1a - b. Performance indicators were used in the NCA self study and the visiting team members commended our use of them.
Campus Planning Theme:	Best Practices
Objective:	IV.2. Continuously refine PAII indicators of quality in daily work.
Timeframe:	On-going
Actions taken to date:	IV.2a. Further development of PAII Teaching/Research/Service accomplishment online database. New Web software implemented to track Web site usage. IV.2b. On-Trak system developed, initially for IMIR use, with plans to expand throughout PAII
Activities planned:	IV.2a. Refine analysis of Web usage to align better with division goals. IV.2b. Finish development of On-Trak system within IMIR and deploy service instance form to PAII.
Indicators of Progress:	IV.2a. Annual report incorporating more concrete measures of progress; Web site usage statistics vastly improved. IV.2b.

	IMIR staff piloting On-Trak system
Campus Planning Theme:	Best Practices
Objective:	IV.3. Advance institutional effectiveness collaborative initiatives.
Timeframe:	On-going
Actions taken to date:	<p>IV.3a. The Office of Institutional Effectiveness collaborated with the Office for Professional Development on a successful proposal for internal funding to support development of the student electronic portfolio (ePort.) A proposal for external funding for electronic portfolio initiatives was developed in collaboration with Portland State University and AAHE and submitted to NSF, but not funded. Two other proposals are under development: a second NSF proposal, also to be submitted with Portland State and AAHE, on portfolio initiatives and innovations in teaching and learning; and a collaborative project, coordinated by the ICHE, on electronic portfolios to support and assess student writing.</p> <p>IV.3b. 14 invited or peer-reviewed presentations and workshops on IUPUI's institutional portfolio were delivered at regional, national, and international conferences. Special issue of the Metropolitan Universities journal on the Urban Universities Portfolio Project was developed and published in September 2002. Two reports on the IUPUI institutional portfolio were published in NCA's annual Collection of Papers.</p> <p>IV.3c. Compiled Web usage statistics for respective units in PAII</p>
Activities planned:	<p>IV.3a. Complete proposals currently under development, seek additional funding opportunities, and develop proposals to agencies that appear receptive. Re-submit non-funded NSF proposal if reviewer comments indicate potential for future funding.</p> <p>IV.3b. Continue to disseminate work on the institutional portfolio, on IUPUI's electronic portfolio initiatives, and on electronic portfolios generally, through presentations and publications.</p> <p>IV.3c. Continue to collect Web statistics for the respective PAII units.</p>
Indicators of Progress:	<p>IV.3a. One proposal developed, submitted, and funded internally for a collaborative project with OPD. A second proposal, developed collaboratively with Portland State and AAHE, written and submitted, but not funded.</p>

	<p>IV.3b. 14 presentations and three publications on IUPUI's work with electronic institutional portfolios.</p> <p>IV.3c. Usage (page view) statistics for both Portfolio and PUMA Exchange web-sites:</p> <p>National Portfolio Project: 159,475; IUPUI Institutional Portfolio: 92,900; Urban Data Exchange: 103,583)</p>
Goal V:	Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.
Campus Planning Theme:	Best Practices
Objective:	V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.
Timeframe:	On-going
Actions taken to date:	<p>V.1a. Institutional portfolio, and especially campus performance indicator section, contains extensive links to improvement initiatives. Annual planning template improved to support school and administrative unit reporting of improvement efforts</p> <p>V.1b. Office of Institutional Effectiveness is involved in discussion and development of improvement plans with appropriate campus groups, including PRAC, the Civic Engagement Task Force, and the Best Practices Committee.</p>
Activities planned:	<p>V.1a. Further development of institutional portfolio as primary vehicle for documenting improvements</p> <p>V.1b. Continue to work with relevant groups.</p>
Indicators of Progress:	<p>V.1a. NCA reaccreditation team report praises documentation of assessment-based improvements.</p> <p>V.1b. Above groups have begun discussion of planning issues.</p>
Campus Planning Theme:	Best Practices
Objective:	V.2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.
Timeframe:	On-going

Actions taken to date:	V.2a. (See Indicators) V.2b. (See Indicators)
Activities planned:	V.2a. Continue to receive national and international recognition for good practice. Continue to provide assessment and evaluation support to individual faculty, departments, or research teams through document design, instrument development, data collection and analysis, and psychometric consulting services. V.2b. Develop specific proposals and submit to appropriate external agencies.
Indicators of Progress:	V.2a. Banta received the Sydney S. Suslow Award of the Association for Institutional Research for "significant scholarly contributions to higher education." Banta was invited to provide U.S. keynote at 14th International Conference on Assessing Quality in Higher Education held in Vienna. Borden was invited to provide keynotes at the the Seminario Métodos de análisis de la inserción laboral de los universitarios, Universidad de León, León, Spain and at the Second Mike Daniel Memorial Symposium. London, United Kingdom. Numbers of keynote addresses, presentations and workshops, and consultations for planning, evaluation, and improvement purposes provided by PAII 55 (78 in 2001-02; 75 in 2001; 78 in 2000). PAII staff hosted visitors from Penn State, Simpson, Stanford University, Spain, South Africa, Krgystan, and Namibia. V.2b. External funding received (\$ 270,766.07).
Campus Planning Theme:	Best Practices
Objective:	V.3. Contribute evaluation resources for community activities and programs
Timeframe:	
Actions taken to date:	V.3a. Testing Center and IMIR collaborated in conducting and renewing the Community Alliance to Promote Education (CAPE) evaluation

	<p>grant</p> <p>Conducted CAPE site visits/observation study/focus groups and co-authored the quarterly activity reports for the CAPE Project</p> <p>V.3b. Completed and submitted final evaluation reports to Clarian Health and Goodwill Industries, Inc.</p>
<p>Activities planned:</p>	<p>V.3a.</p> <p>Conduct evaluation activities for Year 2 of CAPE grant</p> <p>Revise/update evaluation instruments for CAPE site visits/observation study/focus groups</p> <p>Continue to collaborate with university and high school faculty engaged in Project SEAM research</p> <p>Prepare manuscript on "JiTT Project Assessment" for publication in a peer-reviewed journal</p> <p>Collaborate with FIU in conducting FIPSE-funded evaluation project on automated essay grading of electronic portfolio documents</p> <p>V.3b.</p> <p>Seek new clients for consulting services on educational measurement and program evaluation</p> <p>Prepare a conference paper or manuscript to disseminate findings from Clarian's program evaluation study</p>
<p>Indicators of Progress:</p>	<p>V.3a.</p> <p>Completed evaluation reports on CAPE Site Visit Study and co-authored the quarterly activity reports for CAPE Project</p> <p>CAPE evaluation grant renewed for next fiscal year</p> <p>Participated in Site Visit for FIPSE-funded Project at Florida International University (FIU)</p>

Participated in Poster Session at FIPSE Project Directors' Annual Meeting in Washington, DC

V.3b.

Submitted final evaluation report (on Career Quest and JobLink Programs) to Clarian Health

Submitted final evaluation report (on TechWest Program) to Goodwill Industries of Central Indiana.

Assisted Clarian Health in conducting validation study on WorkKeys

For FY2002-03, Testing Center had 5 program evaluation contracts. External funding received by the Testing Center totaled \$43,408.17:

- \$24,378.32 from PDK's CAPE Evaluation Project
- \$4,500.00 from Clarian Health's WorkKeys Project
- \$9,000.00 from School of Science's JiTT Project
- \$4,121.10 from IU School of Medicine
- \$1,408.75 from FIPSE-funded project on automated essay grading of ePortfolio documents.)

FY2003-2004 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.		
<p>I.1 Communicate broadly the campus mission/vision.</p>	<p>I.1a. IUPUI's <i>Vision, Mission, Values, and Goals</i> used prominently in Chancellor's speeches and campus publications both in print and on the Web.</p> <p>I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.</p> <p>I.1c. Faculty/staff understanding of campus plans increased.</p> <p>I.1d. Participation in PAII national and international conferences.</p> <p>I.1e. Number of national and international invitations.</p> <p>I.1f. Number of external information requests.</p> <p>I.1g. Usage statistics for PAII Web sites.</p>	<p>Trudy</p> <p>Susan</p> <p>Vic</p> <p>Karen</p> <p>Karen</p> <p>Karen</p> <p>Howard</p>
<p>I.2. Develop a short list of campus priorities for strategic investment.</p>	<p>I.2a. Broaden understanding of campus priorities and participation in their development.</p>	<p>Trudy</p>
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
<p>II.1.</p>	<p>II.1a.</p>	<p>Karen</p>

Provide planning assistance to campus units.	II.1b. Number of units assisted with planning. Number of planning consultations/ projects.	Karen
II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	II.2a. Expanded information infrastructure for campus enrollment planning. II.2b. Preparation level of students. II.2c. Expanded use of on-line enrollment trend database by deans and directors.	Vic Vic Kathy
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.1a. Information resources available to support assessment. III.1b. Deans' ratings of accessibility of planning reports through the Web. III.1c. Use of Civic Engagement Inventory.	Karen Vic Vic
III.2. Continuously improve the academic and administrative program review processes.	III.2a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted. III.2b. Reviewers' ratings monitored for suggested improvements. III.2c. Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and	Karen & Trudy Karen Karen & James

	manageable total expenditures.	
III.3. Continuously improve the practice of assessment.	<p>III.3a. Number of units assisted with assessment.</p> <p>III.3b. Number of assessment consultations/projects.</p> <p>III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.</p> <p>III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.</p> <p>III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.</p> <p>III.3f. Program Evaluation Resource Site funded, developed, and implemented.</p> <p>III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.</p>	<p>Karen</p> <p>Karen</p> <p>Vic & Katie</p> <p>Susan</p> <p>Howard</p> <p>Howard</p> <p>Howard</p>
III.4. Continuously improve survey programs.	<p>III.4a. Survey items aligned with campus priorities.</p> <p>III.4b. Response rates on student surveys.</p> <p>III.4c. Use of surveys by campus units.</p>	<p>Vic</p> <p>Vic</p> <p>Vic</p>

<p>III.5.</p> <p>Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.</p>	<p>III.5a.</p> <p>Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).</p> <p>III.5b.</p> <p>Satisfaction with Testing Center services.</p> <p>III.5c.</p> <p>Information derived from the placement testing and validation processes enhanced.</p>	<p>Howard</p> <p>Howard</p> <p>Howard</p>
<p>III.6.</p> <p>Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.</p>	<p>III.6a.</p> <p>Number of units for which economic models (activity-based costing/management) have been developed.</p> <p>III.6b.</p> <p>Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.</p>	<p>James</p> <p>James</p>
<p>III.7.</p> <p>Continuously improve management information reports and analysis capability for academic managers.</p>	<p>III.7a.</p> <p>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.</p> <p>III.7b.</p> <p>Evaluations of timeliness, accuracy, and usefulness of reports and analyses.</p> <p>III.7c.</p> <p>IMIR data and Fact Card integrated.</p>	<p>Kathy</p> <p>Kathy</p> <p>Kathy</p>

Goal IV. Derive key indicators of institutional effectiveness and provide periodic

reports to internal and external constituents.

<p>IV.1. Develop a more uniform and concise set of campus-wide performance indicators.</p>	<p>IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.</p> <p>IV.1b. Documented use of indicators by central senior administrators and school deans.</p>	<p>Vic & Trudy</p> <p>Vic & Trudy</p>
<p>IV.2. Continuously refine PAII indicators of quality in daily work.</p>	<p>IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.</p> <p>IV.2b. Web-based service-instance form revised and implemented.</p>	<p>Vic & Karen</p> <p>Karen</p>
<p>IV.3. Advance institutional effectiveness collaborative initiatives.</p>	<p>IV.3a. Proposals developed, submitted, and funded.</p> <p>IV.3b. Presentations and publications related to IUPUI's institutional portfolio.</p> <p>IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.</p>	<p>Susan</p> <p>Susan</p> <p>Howard</p>

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

<p>V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.</p>	<p>V.1a. Instances of significant campus improvements undertaken and documented.</p> <p>V.1b. Plan in place for implementing improvements suggested by NCA</p>	<p>Vic & Trudy</p> <p>Susan &</p>
--	--	---

	reaccreditation review.	Trudy
V.2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	V.2a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external). V.2b. External funding received.	Karen Karen
V.3. Contribute evaluation resources for community activities and programs	V.3a. K-16 evaluation studies funded and conducted. V.3b. Evaluation studies with health and human services agencies funded and conducted.	Vic & Howard Howard