



Planning and Institutional Improvement

Component Offices

Economic Model

Information Management and Institutional Research

Vice Chancellor for Planning and Institutional Improvement

2000 Annual Report

Table of Contents

[Mission and Goals](#)

[Components of the Office](#)

2000 Activities

[Planning](#)

[Assessment/Evaluation](#)

[Improvement](#)

[2001 Goals, Implementation](#)

[Strategies and Performance](#)

[Indicators for PAII](#)

[Teaching, Research and](#)

[Service Reports](#)

[Appendix A](#)

[Appendix B](#)

[Appendix C](#)

[Appendix D](#)

[Appendix E](#)

[Appendix F](#)

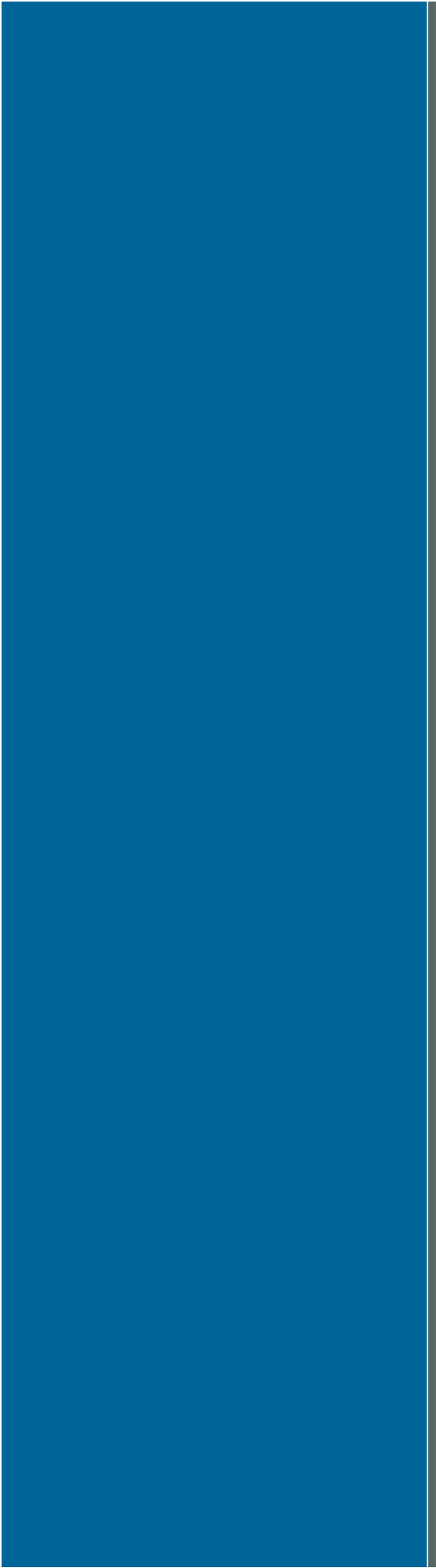
[Appendix G](#)

[Appendix H](#)

[Appendix I](#)

[Appendix J](#)

[1999 Annual Report](#)



MISSION

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

GOALS

To work with campus and school administrators, faculty, students, and community representatives to:

- 1) Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.
- 2) Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
- 3) Link appropriate evaluative mechanisms to campus goals and implementation strategies.
- 4) Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.
- 5) Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.
- 6) Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.

COMPONENTS OF THE OFFICE

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

Information Management and Institutional Research (IMIR)

(See Appendix I for 2000 Annual Report)

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.
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Testing Center

(See Appendix J for 2000 Annual Report)

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, credit-by-examination, state and national testing, computerized adaptive testing, test scoring and analysis, course instructor surveys, contracted research and grants, and publications.

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 and cost/revenue assessment tools. 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 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;
- identify tasks and activities that are duplicative or unnecessary; and
- improve the efficiency and effectiveness of their activities

PAII Activities for 2000

The Office of Planning and Institutional Improvement (PAII) made progress on all six of its principal goals during 2000. For the purposes of this report, the six goals will be grouped under the three major activity headings that characterize the work of the Office: **Planning, Assessment/Evaluation,** and **Improvement,** and a narrative will be developed to show progress on the implementation strategies set for the Office at the beginning of 2000. (See the summary document, *2000 Goals, Implementation Strategies, and Performance Indicators for PAII* in Appendix A.).

PLANNING

Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.

Strategy 1.1 With the Faculty Council Planning Committee, deans, and Chancellor's staff, revise IUPUI's planning document.

During Spring 2000 the Future Group reviewed the campus vision and mission statements last revised in May 1997 and made some changes. The five major planning themes of learning, responsibilities of excellence, collaboration, community connections and accountability and best practices were modified and incorporated in a much simpler mission statement:

The mission of IUPUI is to achieve excellence in

- *teaching and learning*
- *research, scholarship, and creative activity*
- *civic engagement*

Each of these activities is characterized by emphases on diversity, collaboration, and best practices.

The planning document entitled *IUPUI in 2000 & Beyond*, which was completed in 1999, was summarized in outline form and became the basis for goals and objectives under the *Teaching and Learning* section of the new campus planning document. Appendix B contains the *Vision, Mission, Values, and Goals Statement* as it appeared at year's end.

A task force appointed to develop goals and objectives for the *Research, Scholarship, and Creative Activity* section of the plan made a preliminary report to the Future Group in November and a revision of the section presented in draft form then is in process. A task force named to work on the *Civic Engagement* section of the plan gathered information about community priorities for IUPUI from a focus group of 18 members of the IUPUI Board of Advisors in August. This task force has met throughout the Fall and will present its preliminary report to the Future Group early in 2001. The current revision of the entire campus planning document should be completed by June 2001, in time to provide the framework for IUPUI's self-study for the North Central Association reaccreditation visit scheduled for Fall 2002.

Performance Indicators/Milestones: The IUPUI

planning document has been revised in part and the revision will be completed by June 2001.

Strategy 1.2 Continuously improve environmental scanning.

IMIR received funding from the Urban 13 Chief Academic Officers and the Coalition for Urban and Metropolitan Universities to develop further the Urban University Statistical Portrait Project. The current project activities include a white paper on the measurable characteristics of urban universities, a web-based data exchange and analysis system, and an inventory of student and other constituent surveys conducted on the participating institution campuses. IMIR continues to maintain the Environmental Scanning web site for the IUPUI campus community. The Web-based Environmental Scanning Clearinghouse had 766 user sessions.

Performance Indicators/Milestones: IMIR obtained a \$65,000 grant for the Urban University Statistical Portrait Project. IMIR Staff delivered 7 national presentations related to environmental scanning projects. IMIR environmental scanning website increased in usage over the year.

Strategy 1.3 Communicate broadly the campus vision, mission, aspirations, and goals.

On the biennial faculty survey, 50 percent of IUPUI faculty responding said they were satisfied with the clarity of IUPUI's plans and objectives, just slightly above the 49 percent responding similarly in 1998.

PAII staff compiled the **1999 IUPUI Performance Report** (see Appendix C), which was published by the Office of Media Relations and distributed to selected faculty, staff, and students. The IUPUI Board of Advisors and all community representatives who receive the *Chancellor's Newsletter* also received a copy of this report.

Increasingly IUPUI is sought out by visitors from other countries who are interested in information about planning, outcomes assessment, and accreditation. PAII staff made invited presentations on campus for visitors from Finland, Poland, Thailand, Japan, Vietnam, Cambodia, Kyrgyzstan, Singapore,

and the United Arab Emirates. In addition, Banta traveled to South Africa, Canada, Australia, and Germany to give addresses. We also received 287 external requests for information via mail, telephone, or e-mail.

Other dissemination efforts included the Twelfth International Conference on Assessing Quality in Higher Education held this year in Melbourne, Australia, which drew 153 participants from 20 countries. The annual national Assessment Institute in Indianapolis hosted by PAII staff, was attended by another record 530 people from 40 states.

A chapter on assessment as a collaborative process written by PAII staff was included in a book published by the Education Ministry of Brazil. The bi-monthly periodical, **Assessment Update**, was published for the twelfth year and distributed to a total of 1425 subscribers world-wide by Jossey-Bass Publishers of San Francisco. **Assessment Essentials**, by Catherine Palomba and Banta continued to sell well in its second year and Palomba and Banta completed an edited work on assessment in accredited disciplines that will be published by Stylus Publishers in 2001.

In 2000 Banta gave a total of 27 invited presentations, 5 of which were keynote addresses at national conferences; six were peer-reviewed presentations at national or international conferences. She served on 3 federal panels and 6 other national advisory boards.

Black gave a total of four invited presentations, two were peer reviewed at national conferences.

Borden published one lead topical article in the American Psychological Association journal, *Teaching of Psychology*, co-authored a chapter for a textbook on institutional research, and prepared a guide for college presidents on choosing among assessments of institutional quality, to be published in 2001 jointly by the American Council on Education (ACE) and the Association for Institutional Research (AIR). Borden delivered 21 presentations, including one keynote address at a national conference, 4 national peer-reviewed presentations, 13 invited presentations, 3 professional workshops, and 1 regional peer-reviewed conference, for which he received the Best Paper Award. He served on 1 national council and 1 national working group. Borden was elected to the Association for Institutional Research Board of Directors. He will be associate forum chair for the 2001 national conference and forum chair for the 2002 national conference.

IUPUI Economic Model Office services are being sought increasingly for financial analysis support and consulting services. Through this calendar year the office has provided services for 59% of the academic units and 55% of the campus support units. In 2000 Johnson gave 3 presentations, served on 2 panels, co-authored three accepted articles, and provided facilitation and training services for 8 clients.

Shermis published four journal articles, presented one paper, and produced one technical report. He currently has two manuscripts under review, along with one book contract. Shermis gave a total of 14 invited presentations, 5 invited consultations, and taught two courses. His office received \$220,000 for a

Fund for the Improvement for Post-Secondary Education (FIPSE) grant that began in October. The purpose of this project is to create national norms for documents commonly found in electronic portfolios.

Performance Indicators/Milestones:

- a. Faculty satisfaction with the clarity of IUPUI's plans stands at 50 percent.**
- b. Participation in the 2000 Assessment Institute in Indianapolis set a new record: 530, up from 430 in 1999.**
- c. More people than ever contacted PAII virtually and in person for information about planning and assessment.**
- d. PAII staff are called upon increasingly to serve on federal panels and other national advisory boards.**

Strategy 1.4 Develop a short list of campus priorities for strategic investment.

The campus administration continued to invest in University College (Planning theme: Student Learning), academic programs in information technology (Learning and Research and Scholarship), medical research (Research and Scholarship), and the Center for Public Service and Leadership (Civic Engagement) as top priorities.

Performance Indicators/Milestones: More broad-based participation in campus priority-setting is still a goal to be achieved.

Goal 2. Enable all academic and administrative units to develop mission, vision, and goals

statements aligned with those of the campus.

Strategy 2.1 Provide planning assistance to campus units.

All academic and administrative units have mission statements, goals, and objectives that are aligned with those of the campus. Each year these units provide annual reports to the Chancellor's staff that include descriptions of progress toward these goals.

In 2000 PAII staff participated in a planning retreat for staff of the Division of Student Life and Diversity and facilitated planning sessions for enrollment management, biomedical engineering, summer leadership institutes, and the Future Group. Banta also provides consultation for the Faculty Council Planning Committee and the Program Review and Assessment Committee. In total, PAII staff provided leadership for 24 campus units and 10 committees.

IMIR provided planning assistance to the University Library.

Johnson provided strategic planning consultation for the School of Allied Health Sciences with five-year projections to address declining credit hour totals and shifting market conditions; IUPUI Parking & Transportation Services with five-year master planning and budget development; and the IUPUI Child Care Center with business planning and external client usage potential.

Performance Indicators/Milestones:

- a. Campus academic and administrative units have mission statements, goals, and objectives that are aligned with those of the campus and annual reports to the Chancellor's Staff provide evidence of this.**
- b. PAII staff provided leadership for on-going planning initiatives for 34 campus groups in 2000, up from 12 in 1999.**

Strategy 2.2 Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.

IMIR staff worked with a consultant to develop a financial aid leveraging model for the IUPUI campus. Results from this and other analyses were integrated into the work of the Financial Aid and Scholarship Policy Advisory Committee (FASPAC) to guide strategic use of institutional grants and scholarships. Web-based enrollment reports were fully deployed and used extensively by members of the IUPUI community. Schools were surveyed regarding short-term enrollment goals for inclusion in enrollment projection scenarios. IMIR staff responded to 17 direct requests for information to support campus-wide enrollment management. In addition, many of the other 204 ad hoc requests concerned enrollment issues in specific schools and programs.

Performance Indicators/Milestones: Point-in-Cycle web site for enrollment data deployed that received just fewer than 4,000 hits in first four months.

ASSESSMENT/EVALUATION

Goal 3. Link appropriate evaluative mechanisms to campus goals and implementation strategies.

Strategy 3.1 Continuously improve the academic program review process.

During 2000 program reviews were conducted for the departments of Mechanical Engineering Technology, Public Health, Construction Technology, Electrical Engineering Technology. In addition the Schools of Nursing (PhD program) and Law conducted focused reviews. In addition to conducting a review of the Career Services Office, a campus-wide climate review was completed in 2000. Follow-up sessions were held in Social Work, SPEA, and Organizational Leadership and Supervision to determine how these units would respond to program review recommendations received in the past year.

Mid-cycle interviews with deans and department heads were conducted by the Program Review and Assessment Committee (PRAC) for the School of Allied Health Sciences and the Office of Integrated Technologies. A matrix summarizing recommendations for improvement derived from program reviews was developed by PAII staff for consideration by the PRAC membership (see Appendix D). The most commonly mentioned recommendation was for departments to develop strategic plans.

PAII staff coordinated the development of a self-study by the Campus Climate for Diversity Assessment Group and a campus visit by two external reviewers in April 2000. The consultants were Sylvia Hurtado, Associate Professor of Education at the University of Michigan, and Edgar Beckham, Senior Fellow, Association of American Colleges and Universities, both of whom are nationally recognized as scholars in the area of diversity initiatives. The consultants provided the campus with a report. A new Diversity Cabinet co-chaired by the Chancellor has been appointed to oversee diversity initiatives at IUPUI and will take action on the consultants' recommendations.

Language was added to the program review guidelines that will facilitate the integration of financial outcomes in the program review process. Plans are underway to submit the new guidelines for approval by the PRAC in Spring 2001. A new set of guidelines to guide the self-study process for administrative units has been developed and also should be considered by the PRAC in 2001.

PAII staff continue to look for ways to improve the process of program review and this year have instituted an additional evaluation form (see Appendix E) that asks reviewers to assess the usefulness of each of the scheduled meetings. While the majority of responses fall into the excellent or good categories (ranging from 72% to 100%), we continue to look for ways to make the process more meaningful. In that regard, we have invited the internal reviewers to attend the follow-up meetings with the deans of academic units.

Performance Indicators/Milestones: Eight program reviews for academic units were conducted, including a specific review of the campus climate for diversity.

Strategy 3.2 Continuously improve the practice of assessment.

PAII staff provide support for IUPUI's Program Review and Assessment Committee, and throughout 2000 several documents and presentations were provided to further understanding and use of outcomes assessment. Shermis presented information on Project Essay Grade; Borden and Wince summarized findings from student surveys, and Banta provided information about progress on IUPUI's *Plan for Assessment* submitted to the North Central Association in December 1994. Black prepared summary reports on program review (see Appendix D), campus and unit support for assessment (see Appendix F), and unit progress on assessment of the campus Principles for Undergraduate Learning (see Appendix G). Unit assessment reports once again were made available at www.planning.iupui.edu.

IMIR staff supported ongoing assessments in University College, continuing their role in analyzing the impact of Learning Communities and other support programs on student performance and persistence. IMIR also provided direct support to faculty fellows conducting assessments on the role of mentors in Learning Communities, and on the template for the Learning Communities course. The assessment plans for University College and the products of ongoing assessments played an integral role in both the nationally-funded project, "Restructuring for Urban Success" and IUPUI's designation as a "Leadership Institution" in the American Association for Colleges and Universities Greater Expectations Consortium on Quality of Education.

Banta, Shermis, Borden, and Black are helping to support the development of electronic student portfolios as a vehicle for documenting student learning and assessment. All three sit on the advisory group for the effort and Borden was one of four faculty to use the prototype portfolios within his Learning Communities classes in Fall 2000.

Early in 2000 four Faculty Associates for Undergraduate Learning were appointed by PAII and the Office for Professional Development. These distinguished senior faculty reviewed the PRAC website and interviewed an associate dean and/or selected faculty from every academic unit for the purpose of ascertaining how each unit is implementing and assessing student achievement of IUPUI's Principles of Undergraduate Learning. By year's end the Faculty Associates had drafted individual reports and were discussing the format for a combined report that will pose some questions to be explored in a self-study on student learning that will form a cornerstone of IUPUI's 2002 documentation for reaccreditation.

In addition to the 8 program reviews and 4 follow-up sessions and 2 mid-cycle reviews conducted in 2000, PAII staff consulted with 36 campus units concerning outcomes assessment/program evaluation.

Appendix H contains a complete listing of all units assisted. Mzumara and Black along with Ann Kratz from the Office of Professional Development drafted a list of resources available to faculty and staff looking for assistance in writing or designing an evaluation component for a grant proposal. These resources include associations, workshops, and websites.

Performance Indicators/Milestones:

- a. Consulted with 36 units concerning assessment and evaluation.**
- b. Expanded UC assessment.**
- c. Completed draft reports on campus-wide implementation and assessment of the Principles of Undergraduate Learning.**

Strategy 3.3 Continuously improve survey programs.

IMIR administered 7 surveys in its continuing series of campus-wide assessments. Two additional surveys of entering and non-returning students were extensively redesigned to serve changing campus assessment needs. Additionally, IMIR supported IUPUI's participation in the National Survey of Student Engagement (NSSE) and conducted two university-side assessment surveys: one for faculty in connection with the Teaching Excellence Recognition Award (TERA) and the other of first-year students to support the Lilly Retention initiatives. IMIR redesigned the Non-Returning Student Survey instrument and administration procedure for a Fall 2000 administration, resulting in a substantial increase in the number and proportion of contacts for non-returning freshmen. The results, available in the first quarter of 2001, will add substantially to our ongoing study of freshman retention. Large-scale client surveys were administered to support the evaluation of the courses in the Community Learning Network's distributed education program, a user-satisfaction survey for University Information Technology Services (UITs), and a survey of 5, 10, and 15 year-out alumni for the School of Engineering and Technology's ABET accreditation self-study. IMIR also added Education to the list of programs that supplement the alumni survey for graduating students.

An ad hoc advisory group was formed to help refocus the alumni survey on learning outcomes. IMIR subsequently named a formal Survey Research Advisory Group to help guide future plans for improvement of the survey program.

Banta served as a member of the Technical Advisory Committee for the NSSE and made a presentation on uses of NSSE data at the annual meeting of the Association for the Study of Higher Education.

Performance Indicators/Milestones: Conducted 10 assessment surveys and 4 client surveys. Produced report from first participation in National Survey of Student Engagement. Increased response rate and number of respondents for new Non-Returning Student Survey.

Strategy 3.4 Continuously improve IUPUI's placement testing, course evaluation, and classroom testing program.

Because the math and reading tests were changed from locally developed tests to the ACT COMPASS assessments in January, only one cycle of predictive validity information is available. The predictive validity for math averages in the mid-teens (0.16). Since there no longer is a remedial reading course, the reading test has no criterion measure against which to validate its effectiveness. The predictive validity for writing remains unchanged, averaging in the mid-teens. The predictive validity coefficients for math are lower than in past years, though the department has recently changed the cutoffs to improve this indicator.

Thirty-five new tests or services were added for existing Testing Center clients. In addition, two new continuing clients have been added (see Appendix H).

Satisfaction with placement testing services continues to improve, based on continuous surveys. For example, 99.4% of those responding say the use of technology is appropriate. Likewise 99.9% report that the staff is "very courteous" or "all right." Student perceptions of how well the test measures their ability have been recorded as follows: COMPASS Math 79% (a 17% improvement), COMPASS Reading 89.7% (a 24% improvement), English 86% (no change).

Satisfaction with the course evaluation and scanning services is good as well. When asked about the courtesy of the staff, 98% responded "satisfied" or "very satisfied." The following results were reported: Helpfulness of the staff: 95% "satisfied" or "very satisfied"; Knowledge level of staff: 92% "satisfied" or "very satisfied"; Turnaround time: 98% "satisfied" or "very satisfied"; Overall: 100% "good" or "excellent".

Performance Indicators/Milestones: The campus decision to replace the locally-developed math placement test with a commercial test resulted initially in a decrease in predictive validity, to .16 from .49 in 1999. Satisfaction with Testing Center services remains exceedingly high.

Strategy 3.5 Help units create assessment techniques that utilize web-based technologies.

Testing Center staff converted the Spanish placement test to a web-based platform. Both the French and German tests should be available in early 2001. Assessment scoring projects in Dentistry and Medicine were undertaken. The conversion of the Student Evaluation of Teaching instrument to web-based administration continued. The effort may be picked up by OnCourse in 2001.

IMIR developed and deployed for Indiana University a web-based inventory regarding Americans with Disabilities Act compliance issues; 98% of the designated units completed the inventory.

Performance Indicators/Milestones: The Spanish placement test was converted to a web-based platform.

Strategy 3.6 Increase the use of activity-based costing (ABC) as a planning and evaluation tool.

The economic model achieved an increase in client usage in 2000. The depth of the issues the economic modeling office has been asked to explore has also increased, consistent with the financial challenges of the campus and higher education in general. Follow-on consulting services were provided to several support units with two clients, Parking Services and the Child Care Center, experiencing major expansions in their operations. A first for the Economic Model Office in 2000 was a request for services by a significant external client, the Christian Theological Seminary. The IUPUI Economic Model Office reached new levels of model usage with 59% (13) of academic units and 55% (24) of support units having completed or begun development of an economic model. Deep deployment and planning integration is underway in four academic units. Another milestone was achieved as key campus support units updated and revised their economic models and integrated the model data into their master and business plans. The Economic Model Office has risen in campus awareness and stature and has been asked to provide analyses and planning assistance for three new client units facing financial challenges.

Performance Indicators/Milestones: 13 academic and 24 support units have completed, updated and /or incorporated the Economic Model in their strategic planning.

Goal 4. Provide information resources that enable the campus and individual units to improve processes

and outcomes continuously.

Strategy 4.1 Develop analyses and disseminate reports.

IMIR published six editions of *Research Brief* and two editions of the *Enrollment Reports* series. IMIR staff were asked to provide formal presentations to 10 campus groups. We are continuing to develop a prototype set of departmental reports for the School of Liberal Arts that will be expanded. IMIR staff responded to another record number of ad hoc requests for information.

Performance Indicators/Milestones: Published 6 editions of *Research Brief* and responded to 221 *ad hoc* requests for information from internal clients, up from the previous record of 211 in 1999.

Strategy 4.2 Develop websites that enable others to do their own analyses.

Web-based point-in-cycle enrollment reports were deployed as a prototype for IMIR's continuing expansion of web-based reports and analysis. All of the major office studies continue to be catalogued to the web, as the office prepares to unveil a new interface for mining this information resource. Office staff are also in the process of developing a web-based table generator.

Performance Indicators/Milestones: Point-in-cycle web-based enrollment reports were deployed and received almost 4000 hits in the first four months.

Strategy 4.3 Advance Urban University Collaborative initiatives.

The Urban University Portfolio Project continued its progress, with IMIR staff taking the lead in supporting the project-wide functional needs assessment and development of institutional research capacity. Another multi-

institutional benchmarking effort , the Restructuring for Urban Student Success (RUSS) project, culminated with a Capstone Conference at IUPUI with IMIR staff contributing two papers and participating in two panels. Data collected through IUPUI's participation in the National Survey of Student Engagement provide national benchmarks for comparison of undergraduate student experiences.

Performance Indicators/Milestones: IMIR staff continue to provide leadership for national projects.

Goal 5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.

Strategy 5.1 Develop a more uniform and precise set of campus-wide performance indicators.

The **1999 IUPUI Performance Report** (see Appendix C) contains 25 tables that provide information on an increasingly stable set of performance indicators for the campus. In addition, each dean has identified a set of indicators for his/her school, and progress on these indicators is summarized in the annual reports each school provides the Chancellor's staff in advance of unit hearings.

Performance Indicators/Milestones: Campus and unit indicators have been identified and performance is being tracked in annual reports.

Strategy 5.2 Continuously refine PAII indicators of quality in daily work.

The chart below illustrates progress on PAII indicators of quality in daily work. Several indicators used in past years have been eliminated because prior goals have been met and thus there is no longer any need to track progress. Several new indicators have been added.

Indicator	1998	1999	2000
Reviewers' ratings of the process of program review	NA	NA	100 % rated the overall process as either excellent or good.
Number of ad hoc requests to which IMIR staff responded	160 (internal) 32 (external) 192 (total)	211 (internal) 40 (external) 251(total)	221 (internal) 37 (external) 258 (total)
Maintain response rate on mailed surveys	Alumni 43% Cont. student-45% Faculty-56%	Alumni – 44% Cont. Student – 39% Staff – 60%	Alumni – 38% NSSE – 28% Faculty – 54%
Student satisfaction with placement testing in the Microcomputer Testing Facility (keeping this at 95% or above.)	96 % of students reported that using computers to take placement exams was alright or very easy	98% of students reported that using computers to take placement exams was alright or very easy	99.4% of students reported using computers to take placement exams was alright or very easy. 99.9% of students reported that the staff were very courteous or all right. Student perceptions of how well the test measures their abilities: COMPASS Math 79% (17 % increase) COMPASS Reading 89.7% (24% increase) English 86% (equal to last year's)
User satisfaction with PAII services such as IMIR Management Reports	80% of occasional/often faculty users rated the quality of IMIR services as good or excellent. 66% of a like population rated the Testing Center as good or excellent	Administrative Review Survey respondents: 52% read IMIR reports often; an additional 26% occasionally. Grades for enrollment reports and survey results on 4-point scale ENR SRV Timeliness 2.98 2.91 Ease of Use 2.95 2.87 Accuracy 3.10 3.06	2000 Faculty Survey Results: 80% of occasional/often faculty users rated the quality of IMIR services as good or excellent. 70% of a like population rated the Testing Center as good or excellent. IMIR ranked 6 th highest and Testing Center 19 th out of 34 services rated.

Applicability 2.88 2.80

Number of participants and number of states/countries represented at the national and international conferences sponsored by PAII	International: 152 participants, 22 countries November: 410 participants, 44 states plus Puerto Rico, Canada, and Turkey	International: 133 participants, 27 countries November: 430 participants, 41 states plus Puerto Rico	International: 153 participants, 20 countries November: 530 participants, 40 states
Number of invited presentations and refereed papers	51	73	78
Number of articles published	9	19	13
Number of subscribers to Assessment Update (keeping it above 1,000)	Over 1,100 (December 1998)	Average for 1999 was 1251	Average for 2000 was 1425
Number of external information requests (about planning and assessment)	120	245	250
Percentage of faculty satisfied or very satisfied with their understanding of the campus plan	49%	Collect every other year. Will collect Spring 2000	50% satisfied with clarity of IUPUI objectives and plans
Percentage of staff rating the clarity of objectives and plans for the next few years at IUPUI good or excellent	Collect every other year. Will collect Spring 1999.	We changed the question and response scale to a very satisfied to very dissatisfied format. 38% are satisfied or very satisfied; only 15% dissatisfied (41% neutral)	Will be collected in the future.

NA = Not available

IMPROVEMENT

Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.

Strategy 6.1 Sponsor and support quality improvement efforts.

PAII staff continue to implement flow charting and teamwork concepts in the four offices that comprise this unit. In addition, Banta has continued to participate in the leadership team for campus enrollment-management, which has been responsible for shaping the new enrollment strategy for IUPUI in response to the development of Indiana's community college. University College, Honors, and additional scholarship assistance constitute strategies that are being used to attract and retain an increasingly well-prepared student population.

Johnson facilitated planning in several campus units using QI tools and made a presentation about how the economic model is used for five-year projections in reshaping programmatic offerings at a national conference on planning.

Johnson represents IUPUI as a charter member of the National Consortium for Continuous Improvement for Higher Education. He has facilitated use of several continuous improvement tools and methodologies for both academic and campus support units, in particular an interactive five-year timeline for the Parking & Transportation Services master plan recommendation. Johnson made a presentation at a national conference on an academic client's successful outcome of economic modeling and programmatic shaping in a financially constrained environment.

Strategy 6.2 Implement improvements suggested by analysis of campus assessment data.

The Economic Model Office staff is working with the Office of Professional Development on activity analysis, units of measure for their services, and business planning. The Office is in the first phase of developing financial ratios for linking financial assessment with both academic and support unit reviews.

Dean Mark Sothmann reported during the mid-cycle interview with the Program Review and Assessment Committee that based upon the program review of the School of Allied Health Sciences improved linkages with outside stakeholders were forged, cooperative ventures with Clarian were implemented, four new master's degree programs were requested, and a strategic plan has been developed. Garland Elmore and Christine Fitzpatrick discussed the improvements made based upon the program review conducted for the Office of Integrated Technologies. An earlier internal review identified ten recommendations to strengthen services and this external review process confirmed these. IT has been making progress on these recommendations. UITs now tracks user satisfaction on every service it provides and uses these results to continually improve its operations. The results of the User Survey and a listing of UITs Services are available on the following Website: <http://www.indiana.edu/~uits/business/IUPUIServcosts98-99.html> and <http://www.indiana.edu/~uitssur/survey/index.html>.

While many academic units and schools use data and information supplied by IMIR, University College, specifically, developed and implemented several significant improvements based on the assessment supported by IMIR. For example, assessment information led UC to begin reallocating resources within the Supplemental Instruction program, providing more support for components that showed more positive impact (e.g., The Math Center, Structured Learning Assistance, and Critical Inquiry Courses) and away from components that showed little or no impact on student success. For the Learning Communities program IMIR has begun to focus its reporting on specific instances of the program, thus providing program coordinators with more relevant information for making curricular and programmatic changes. IMIR's support of several Faculty Fellow research projects have resulted in significant changes to the student mentoring program, with more focus on support of Learning Communities and school connections, and less on the Learning Center operation. Results from the Learning Community Template Study that IMIR administered and analyzed are now being used to revise the Common Template.

Borden is a member of the steering committee of the Gateway Program and developed an analysis and a presentation for the introductory forum that will become part of the resource guide for this initiative. This guide will help promote best practices among instructors of first year courses.

Strategy 6.3 Improve access to staff development opportunities.

Training opportunities were discussed with each of the PAII staff. As a result, these staff have attended computer training, programming classes, management classes, evaluation training, financial management training, grant administration training and workshops on grammar and

writing skills, Windows NT administration, web development, database management, desktop applications, work flow analysis, and quality tools. Over \$7500 (1.67 % of budget) was devoted to staff training and professional development in PAII, \$4800 (5.45% of budget) in the Economic Model Office, over \$6000 (1.45 % of budget) in IMIR and approximately \$4000 (1.12% of budget) in the Testing Center. Several staff members continued work on degree programs, took credit courses or other professional and personal enrichment classes.

Performance Indicators/Milestones: Over 1.7% of the PAII budget was devoted to professional development of staff.

2001 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/ Milestones	IUPUI Planning Theme
Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.		
1. Complete IUPUI's new Vision, Mission, Goals, and Strategies document with participation by faculty, students, staff, and community representatives	1. Completed document	Accountability
2. Continuously improve environmental scanning.	2a. Fall 2001 enrollment projection model built and gap analysis conducted. 2b. New web-based template used to support annual planning/budgeting reports.	Learning, Accountability

3. Communicate broadly the campus vision, mission, aspirations, and goals.	3a. Faculty/staff understanding of plans. 3b. Participation in PAII national and international conferences. 3c. Number of national and international invitations. 3d. Number of external information requests.	Accountability, Civic Engagement
4. Develop a short list of campus priorities for strategic investment.	4. Involve the deans as well as the Chancellor's Staff and Faculty Council committees in creating and using the short list in planning and budgeting.	Learning, Accountability
Goal 2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
1. 1. Provide planning assistance to campus units.	1a. Number of units assisted 1b. Number of campus units aligning goals with new campus goals.	Accountability

2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	<p>2a. Campus enrollment plan implemented with minimal loss of enrollment.</p> <p>2b. Web-based management information system deployed and used by deans and directors.</p>	Learning, Accountability
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Goal 3. Link appropriate evaluative mechanisms to campus goals and implementation strategies.

<p>1. Continuously improve the academic program review process.</p> <p>d. Integrate financial outcomes in the program review process using activity-based costing and quality improvement tools.</p> <p>f. Draft NCA self-study</p> <p>g. Develop electronic portfolio to document student learning</p>	<p>1a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.</p> <p>1b. Reviewers' ratings used to improve process.</p> <p>1c. PRAC approval obtained for new program review guidelines for administrative units and at least two administrative units reviewed.</p> <p>1d. Program review guidelines and practices revised to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.</p>	Learning, Research & Scholarship, Accountability
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	<p>1e. Evidence that reviews have produced program improvements.</p> <p>1f. Draft of NCA self-study well underway.</p> <p>1g. Continuously updated web-based portfolio completed for at least one unit</p>	
<p>2. Continuously improve the practice of assessment.</p> <p>c. Conduct student learning self-study for NCA accreditation</p> <p>d. Create Assessment Resource Site</p> <p>e. Develop IRB protocol for assessment studies</p> <p>f. Develop and disseminate web based assessment techniques</p>	<p>2a Number of units assisted.</p> <p>2b. University College assessment expanded and integrated in UC planning.</p> <p>2c. Moore Symposium conducted by Faculty Associates and student Learning self-study for NCA outlined and underway.</p> <p>2d. PAII/OPD Assessment Resource Site completed.</p> <p>2e. Strengthened Institutional Review Board protocol for assessment studies approved.</p> <p>2f. Units assisted in creating web-based assessment techniques.</p>	Learning, Accountability

	2g. Increased use of web-based assessment methods.	
3. Continuously improve survey programs.	<p>3a. Increased response rates on student surveys.</p> <p>3b. Formal multi-year plan for surveys developed and approved.</p> <p>3c. Documented evidence that survey results are used to improve campus climate and specific programs.</p>	Learning, Accountability
4. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.	<p>4a. Increased use of Testing Center Services</p> <p>4b. Satisfaction with Testing Center services.</p>	Learning
5. Increase the use of activity-based costing (ABC) in unit planning, management, and evaluation.	<p>5a. Number of units for which economic models have been developed.</p> <p>5b. Number of units using activity-based costing.</p> <p>5c. Suggested use of ABC added to annual planning/budgeting guidelines.</p>	Accountability

Goal 4. Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.

1. Develop analyses and disseminate reports	<p>1a. Development of web-based department/program trend reports.</p> <p>1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.</p> <p>1c. Documented evidence of use of reports for planning and improvement.</p> <p>1d. IMIR data and Fact Card integrated.</p>	Accountability
2. Develop websites that enable others to do their own analyses.	<p>2a. Deployment of new office website to enable easier access to information contained within campus reports.</p> <p>2b. Website usage and evaluations of sample users.</p>	Accountability
3. Advance Urban University Collaborative initiatives.	<p>3a. Use of IUPUI's Institutional Portfolio institutionalized.</p> <p>3b. Urban Statistical Portrait Project completed and evaluated.</p> <p>3d. Usage statistics for both Portfolio and Urban University Data</p>	Learning, Accountability

	Exchange web-sites.	
4. Develop Indiana data exchange for high schools and community college.	4. Communicate college data added to high school feedback report methodology and new reports issued for community college.	
Goal 5. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.		
1. Develop a more uniform and concise set of campus-wide performance indicators.	1. Annual campus report based on an increasingly stable list of key performance indicators.	Learning, Research & Scholarship, Accountability
2. Continuously refine PAII indicators of quality in daily work.	2a. Increasingly useful set of indicators for monitoring PAII performance. 2b. Increases on some indicators.	Accountability
Goal 6. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
1. Facilitate implementation of improvements suggested by analysis of campus assessment data.	1. Instances of significant improvements undertaken.	Learning, Research & Scholarship, Civic Engagement, Accountability

<p>2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, managing, and improving.</p>	<p>2a. Improvements implemented based on assessment, testing, ABC, etc.</p> <p>2b. Number of consultations provided by PAII staff.</p> <p>2c. External recognition (awards, citations).</p>	<p>Accountability</p>
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2000 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/ Milestones	IUPUI Aspiration
Goal 1. Clarify, prioritize, and communicate broadly IUPUI's vision, mission and goals.		
1. With the Faculty Council Planning Committee, deans, and Chancellor's staff, revise IUPUI's planning document.	1. Revised document	ABP, C (SDC 13)
2. Continuously improve environmental scanning.	2a. Expand enrollment projection model to reflect external trends. 2b. Development and impact of the Urban Statistical Portrait Project. 2c. Progress in developing IUPUI's Urban Institutional Portfolio.	REX, A (SDC 13)
3. Communicate broadly the campus vision, mission, aspirations, and goals.	3a. Faculty/staff understanding of plans. 3b. Participation in PAII national and international conferences. 3c. Number of national and international invitations. 3d. Number of external information requests.	ABP, C (SDC 13)

4. Develop a short list of campus priorities for strategic investment.	4. Involve the deans as well as the Chancellor's Staff and Faculty Council committees in creating and using the short list in planning and budgeting.	REX, D (SDC 14)
Goal 2. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
1. Provide planning assistance to campus units.	1a. Number of units assisted 1b. Number of campus units aligning goals with new campus goals.	ABP, C (SDC 13)
2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	2a. Campus enrollment plan implemented with minimal loss of enrollment. 2b. Web-based management information system deployed and used by deans and directors.	ABP, C (SDC 13)
Goal 3. Link appropriate evaluative mechanisms to campus goals and implementation strategies.		
1. Continuously improve the academic program review process. d. Integrate financial outcomes in the program review process using activity-based costing and quality improvement tools.	1a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (conducted by PRAC). 1b. Use of reviewers' ratings to improve process. 1c. Campus Climate Review completed and some recommendations implemented. 1d. Program review guidelines and practices revised to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures. 1e. Evidence that reviews have	APB, E (SDC 22)

	produced program improvements.	
2. Continuously improve the practice of assessment.	<p>2a. Number of units assisted.</p> <p>2b. University College assessment expanded and integrated in UC planning.</p> <p>2c. Reports completed by Faculty Associates for Undergraduate Learning.</p>	<p>L, F, ABP, C & D</p> <p>(SDC 2, 13, 22)</p>
3. Continuously improve survey programs.	<p>3a. Increased response rates on student surveys.</p> <p>3b. Refocused campus surveys that assess student learning outcomes.</p> <p>3c. Documented evidence that survey results are used to improve campus climate and specific programs.</p>	<p>ABP, C</p> <p>(SDC 13)</p>
4. Continuously improve IUPUI's placement testing, course evaluation, and classroom testing programs.	<p>4a. Increased use of Testing Center Services</p> <p>4b. Satisfaction with placement testing and with course evaluation and classroom testing services.</p>	<p>L, F, ABP, D</p> <p>(SDC 2,22)</p>
5. Help units create assessment techniques that utilize web-based technologies	5. Increased use of web-based assessment techniques	
6. Increase the use of activity-based costing (ABC) as a planning and evaluation tool	<p>6a. Number of units for which economic models have been developed.</p> <p>6b. Number of units using activity-based costing.</p>	ABP, H (SDC 24)
Goal 4. Provide information resources that enable the campus and individual units to improve processes and outcomes continuously.		

1. Develop analyses and disseminate reports	<p>1a. Development of department/program trend reports.</p> <p>1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.</p> <p>1c. Documented evidence of use of reports for planning and improvement.</p>	<p>ABP, H, I, R</p> <p>(SDC 22, 24, 27, 30)</p>
2. Develop websites that enable others to do their own analyses.	<p>2a. Deployment of new office website to enable easier access to information contained within campus reports.</p> <p>2b. Website usage and evaluations of sample users.</p>	<p>ABP, O</p> <p>(SDC 22,23)</p>
3. Advance Urban University Collaborative initiatives.	<p>3a. IUPUI's Institutional Portfolio reviewed by site visitors.</p> <p>3b. Data Exchange formally developed by IMIR and funded by Urban 13 Chief Academic Officers.</p> <p>3c. Number of information areas and data fields in web-based Data Exchange.</p> <p>3d. Usage statistics for both Portfolio and Urban University Data Exchange web-sites.</p>	<p>ABP, O</p> <p>(SDC 22, 23)</p>
Goal 5. Derive key indicators of institutional effectiveness and provide reports to internal and external constituents.		
1. Develop a more uniform and concise set of campus-wide performance indicators.	1. Annual campus report based on an increasingly stable list of key performance indicators.	<p>ABP, I</p> <p>(SDC 22, 30)</p>

2. Continuously refine PAII indicators of quality in daily work.	<p>2a. Increasingly useful set of indicators for monitoring PAII performance.</p> <p>2b. Increases on some indicators.</p>	<p>ABP, I</p> <p>(SDC 22, 30)</p>
Goal 6. Derive, prioritize, recommend and assist in implementing improvements based on evaluative findings.		
1. Sponsor and support quality improvement efforts.	1. Use of QI tools incorporated in the framing of strategies for program improvement.	ABP, D REX, C (SDC 2, 22)
2. Implement improvements suggested by analysis of campus assessment data.	2. Instances of significant improvements undertaken.	ABP, D, E (SDC 2,22)
3. Improve access to staff development opportunities.	3. Conduct annual reviews of PAII staff to enhance professional development.	ABP, D, REX, C (SDC 2,22)

Appendix B

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

IUPUI is an urban research university created as a partnership by and between Indiana and Purdue Universities in 1969. IUPUI thus grants degrees from both Indiana University and Purdue University. IUPUI offers the most comprehensive range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education; this campus confers more health-related degrees than any other in the country. IUPUI is the home campus for state-wide programs in medicine, dentistry, nursing, allied health, and social work and extends its program offerings through IUPUI Columbus. Internet II and TransPAC are located here. IUPUI's University Library provides regional leadership for developing digital resources and making them available throughout the community. Building upon a tradition of excellence in higher education, IUPUI provides access for committed learners to quality education that conveys the skills, intellectual framework, and values necessary for life-long learning. Its programs and services influence thinking and practice throughout the state, across the country, and around the world. IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff, and among the state's educational institutions, including colleges, universities, and schools of the Indianapolis region, and other learning organizations. IUPUI is home to dozens of interdisciplinary research centers and in the next century expects to become one of the nation's leading centers of interdisciplinary teaching and learning.

The VISION of IUPUI is to be recognized as one of the best urban universities.

The MISSION of IUPUI is to provide for its constituents excellence in

- **Teaching and Learning**
- **Research, Scholarship, and Creative Activity**
- **Civic Engagement**

with each of these core activities characterized by

- **Collaboration** within and across disciplines and with the community,
- A commitment to ensuring **diversity**, and
- Pursuit of **best practices**

IUPUI's mission is derived from and aligned with the principal components--Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices--of Indiana University's **Strategic Directions Charter**.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Goals and Strategies for Implementing IUPUI's Mission

Excellence in Teaching and Learning

I. Attract and retain serious, well-prepared students for every program

A. Enroll better-prepared and more diverse beginning students.

1. Expand scholarship support and use strategically
2. Strengthen the Honors program
3. Promote degree opportunities in the arts and sciences as well as professional schools
4. Coordinate school and campus promotional materials and approaches to prospective students
5. Cultivate relationships with high school counselors and teachers that encourage them to recommend IUPUI
6. Cultivate relationships with P-12 students to improve their preparedness and disposition toward continued learning (e.g., after-school and summer experiences on campus, library access, credit courses).
7. Undertake specific community and international outreach activities to increase student diversity
8. Expedite matriculation for home-schooled students
9. Set campus and enrollment targets based on systematic studies of program capacity

B. Provide academic and support programs that serve the needs of a wide array of beginning students and promote their ability to persist in achieving their goals.

1. Develop additional campus housing
2. Develop a new student center
3. Improve first-year courses and strengthen learning communities
4. Increase active learning and student engagement in first-year, then all, courses
5. Increase participation in student mentoring
6. Improve advising
7. Improve course placement activities
8. Strengthen the early-warning system
9. Improve Enrollment Center processes to make it easier than ever to enroll
10. Increase access to child care

C. Increase enrollment and retention of transfer, adult, second-degree, and graduate students.

1. Work closely with Ivy Tech/Vincennes to ensure access and encourage transfer

2. Improve student transfer processes and services for transfers within IU and between IUPUI and other colleges and universities.
3. Strengthen and increase articulation agreements linking IUPUI and other campuses and institutions
4. Promote use of campus facilities by Ivy Tech/Vincennes students
5. Promote college completion and second degree opportunities for adults
6. Improve enrollment services for adult learners
7. Increase utilization of off-campus facilities and distributed learning opportunities
8. Conduct studies to determine additional and emerging postsecondary education needs of Central Indiana
9. Provide non-credit courses, degrees, and certificates that enhance workforce skills and contribute to Indiana's economic development
10. Work with area employers to improve internship and job placement opportunities for students and graduates
11. Work with area employers to increase their support for postsecondary education for their employees

II. Improve student learning, progress in goal achievement, and degree attainment

1. Recruit, support, and retain full-time faculty who combine excellence in teaching with excellence in research, scholarship, and professional service
2. Recruit, support, and retain part-time faculty who provide excellence in teaching in areas where their competence and expertise can enhance academic

offerings

3. Build a faculty and staff who reflect the diversity of Central Indiana
4. Provide strong encouragement for interdisciplinary teaching initiatives
5. Provide effective faculty and staff development
6. Provide faculty recognition for excellence in teaching and advising
7. Use the Principles of Undergraduate Learning to construct a coherent general education experience for every student
8. Encourage excellence through Honors programming
9. Improve classroom and other learning environments
10. Involve students in faculty research
11. Set goals for student learning in every course and discipline, assess student achievement of these goals, and use assessment findings to improve curriculum and instruction
12. Provide curricular experiences that increase student understanding of other cultures
13. Enable more students to engage in internships
14. Increase opportunities for international experiences
15. Strengthen library resources
16. Increase opportunities for service learning
17. Improve classroom environments

III. Provide effective graduate programs and support for graduate students and

post-doctoral fellows

1. Facilitate the development of new graduate programs to meet local and national needs
2. Increase the number of master's and doctoral students and post-doctoral fellows at IUPUI
3. Increase scholarships and recruiting activities to attract highly qualified students
4. Expand mentorship opportunities for graduate students and postdoctoral fellows
5. Increase diversity in graduate and professional programs
6. Expand scholarship/fellowship support available to graduate students and post-doctoral fellows in order to promote full-time study
7. Expand distance-learning opportunities for obtaining graduate degrees
8. Involve graduate students and post-doctoral fellows in the full range of research activities--knowledge development, dissemination, and utilization
9. Provide pre-doctoral and post-doctoral fellows with opportunities to strengthen their teaching skills
10. Link graduate students and post-doctoral fellows with community opportunities for research
11. Encourage interdisciplinary opportunities for graduate students and post-doctoral fellows
12. Build research support for graduate and post-doctoral projects

Excellence in Research, Scholarship, and Creative Activity

(Under development)

Excellence in Civic Engagement

(Under development)



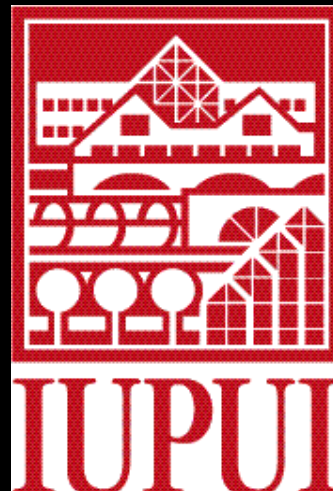
1999 IUPUI PERFORMANCE REPORT

Strategic Directions



IUPUI AT A GLANCE

- Indiana's most comprehensive university, offering 180 Indiana and Purdue University degree programs
- Indiana's center for graduate professional education
- First in the nation in number of degrees (1300) conferred in health professions and related sciences on a single campus.
- 15th in the nation in total first professional enrollments (i.e., dentistry, law, medicine)
- Home campus of Indiana University's student trustee: Dean A. Hertzler II, Department of Biology
- 27,587 students from 46 states and 115 countries
- 105,897 alumni worldwide, including 68,881 in Indiana, 48,150 of whom live in the Indianapolis region
- \$151.2 million in contracts and grants awarded in 1998-99 for faculty research and development projects
- NCAA Division I athletics and a member of the Mid-Continent Conference, with seven sports for women and seven sports for men
- 1999 Mid-Continent Conference Regular Season Men's Soccer Champions
- 1,397 full-time faculty, plus 887 part-time
- 3,475 full-time staff and 1,321 working part-time
- Total operating budget of \$735.4 million



On the cover

President Myles Brand (right), and Chancellor Gerald L. Bepko present Sam H. Jones (center), president and CEO of the Indianapolis Urban League Inc., with an honorary Doctor of Humane Letters degree during the 30th IUPUI commencement ceremony May 9, 1999.



This latest edition of the IUPUI Performance Report provides an update on campus activities for calendar year 1999.

Our future at IUPUI is grounded solidly in the vision set forth in Indiana University's Strategic Directions Charter (SDC) in which President Myles Brand challenged the university community to make the strategic choices and pursue the directions necessary to make IU "America's New Public University." In doing so, Myles has made it clear that the urban campus at IUPUI has a special role to play and would be a critical part of our new public university and IU's future success.

The SDC reflects many of the strengths and approaches embedded in IUPUI's planning for many years, and it was easy to align IUPUI's planning priorities with themes derived from the principal components of the Strategic Directions Charter. We have focused on putting learning at the center of our missions, meeting the responsibilities of excellence, and advancing accountability and best practices. But one overarching notion of particular emphasis in IUPUI's planning has been the theme of capitalizing on our geographic centrality to engage in responsive connections with our community.

In recent years, more and more attention has been focused on the engagement of public universities. Engagement was the subject of the 1998 meeting of the National Association of State Universities and Land Grant Colleges (NASULGC) in Atlanta and the subject of a report prepared by a Kellogg-funded Commission on the Future of State and Land Grant Institutions. The series of reports titled "Returning to Our Roots" describes "university engagement" as follows:

- Universities must be organized to respond to the needs of today's students and tomorrow's, not yesterday's.
- Universities must enrich students' experiences by bringing research and engagement into the curriculum and offering practical opportunities for students to prepare for the world they will enter.
- Universities must put their critical resources (knowledge and expertise) to work on the problems their communities face.

This is a philosophy of university management that is familiar to us and that we have been employing, developing, and building capacities toward for many years. These ideas mirror our essential institutional personality — grounded in our helping professions — and they now have become a national prescription for universities to be successful in meeting their public obligations.

As well as things may be going for us, the most exciting feature of any review of IUPUI is found in the opportunities that lie before us. As you review our past performance, we invite your suggestions and comments about future improvements - particularly as we look to our community stakeholders for support in the upcoming Campaign for IUPUI.

Sincerely,

Gerald L. Bepko, Chancellor
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355 North Lansing Street
Indianapolis, IN 46202-2896
E-mail: chancldr@iupui.edu

STUDENT LEARNING

The VISION of IUPUI is to be recognized as one of the best urban universities. This vision is enacted through five planning themes: Learning, Responsibilities of Excellence, Centrality and Community Connections, Collaboration, and Accountability and Best Practices.

Student Learning is IUPUI's highest priority and is based on excellent teaching, interaction with students, and research to determine which instructional methods work best with which students. In 1999 creating a learning-centered environment for students was advanced by the following activities:

A. Providing access and appropriate assistance for all who demonstrate the ability to benefit from higher education.

- In 1999 **University College**, the entry point for all beginning students, received funding for two Upward Bound proposals, one a continuing project to serve Indianapolis Public Schools (IPS) students bused to townships, and the other a new project to serve IPS students.

All schools participated in the orientation for new students, and over 2,000 family members took part in the family component of orientation.

Students taking advantage of Supplemental Instruction (SI) in their introductory courses have a much better chance of staying in school than peers who do not utilize Supplemental Instruction. The retention rate from Fall 1998 to Fall 1999 for SI participants was 79%, compared to 61% for non-participants.

- Karen M. Whitney was recruited from the University of Texas, San Antonio for the new position of Vice Chancellor for **Student Life and Diversity**. She has restructured the **Office of Campus Interrelations**, which is now the **Office of Student Life and Diversity Programs**.
- Applications submitted via the world wide web more than doubled this year, increasing from 1852 in 1998 to 3907 in 1999. Now web applications comprise 25% of the total applications submitted. Service to students has been improved through the use of the web, email, and IVR technology-supported self-service. At the same time, the percentage of student contacts by phone in the financial aid area increased from 15% to 27%, reducing the number of students having to come into the office for financial aid services. Office visits declined from 39,957 in 1998 to 28,723 in 1999. Total aid of all types awarded increased from \$114,990,144 to \$120,644,244 — almost 5% — from 1998 to 1999. The number of students applying for financial aid by the March 1st priority date increased by 9%, to 71%.
- IUPUI has been recognized regionally and nationally as a leader in the admission of home schooled students.

The number of campus visits by prospective students jumped 31% in 1999, from 3,788 to 4,976.

- The percentage of students enrolling through the internet has doubled, increasing from 40% of total enrollees to approximately 60% in two years. Telephone registration and the overall process of registration were the first and third most highly rated student services in the latest Continuing Student Satisfaction Survey.

- The Passport program enables an ever-increasing number of students from IvyTech-Indianapolis to transfer to IUPUI. The number of new Ivy Tech transfers grew by a third this year, from 100 such transfers in Fall 1998 to 134 in 1999.

Table 1: New IvyTech-Indianapolis Transfers to IUPUI

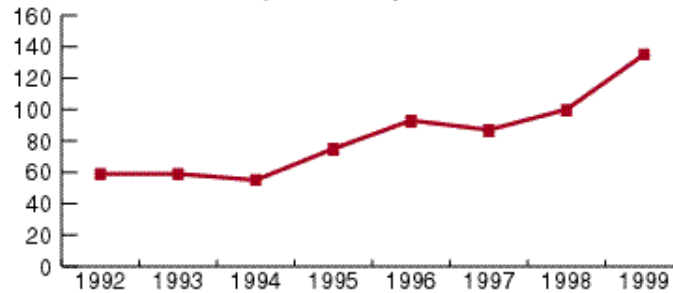
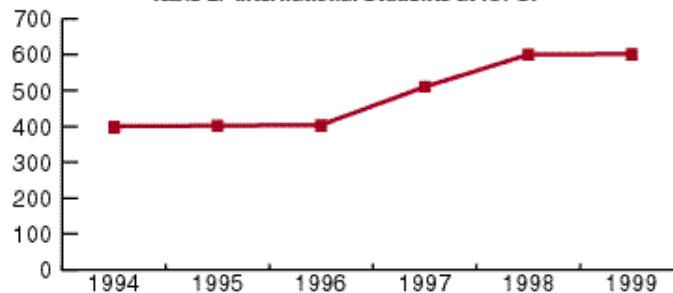


Table 2: International Students at IUPUI



- International enrollment has increased almost 18% in the last two years, from 514 in Fall 1997 to 604 in Fall 1999.
- In the **School of Engineering & Technology**, a special mentorship program to enhance the success of women students was initiated using campus and school funds.
- The percentage of minority students enrolled at IUPUI continues to reflect closely the minority percentage of the population in its region.

TABLE 3: ETHNICITY OF STUDENTS

	Fall Semester						
	1993	1994	1995	1996	1997	1998	1999
African American	2136	2033	2181	2344	2543	2675	2602
Asian American	658	652	625	699	694	718	735
Hispanic	301	289	315	349	357	372	411
Native American	61	58	65	72	83	75	80
Total Minority	3156	3032	3186	3464	3677	3840	3828
Foreign	461	481	497	500	594	668	681
African American as Percent of All Students	8%	8%	8%	9%	9%	10%	9%
Minority as Percent of All Students	11%	11%	12%	13%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	16%

STUDENT LEARNING

- The **Herron School of Art** increased first year scholarships by 25% in 1999. A sub-committee of The Friends of Herron Board has raised some \$19,000 for scholarships.
 - New mediation and health law courses were added to the **Indiana University School of Law at IUPUI** curriculum, and the number of internships in state government and the courts was increased. A 5-week intensive summer head start for disadvantaged and minority students was provided by faculty; half of the participants chose to enroll in the **IU School of Law at IUPUI**.
 - The **School of Liberal Arts** established the Sam Masarachia Scholars Program, with funding for 12 scholarships contributed by Mr. Masarachia. With \$225,000 given by Mary Gibson O'Brien, the Cornelius O'Brien/Mary O'Brien Gibson Internship in Public History was established.
 - The **Center for Public Service and Leadership** has secured \$125,000 to provide 49 (versus 7 in 1998) service-based scholarships to support entering students, continuing students, student leaders, and student teaching assistants in service learning classes.
 - A full-time coordinator for interpreters for deaf students was added to the staff of the **Office of Adaptive Educational Services**.
 - JagJobs, the new state-of-the-art web-based recruitment system, is in use in the **IUPUI Career Center**. This is a 24-hour-a-day, seven-day-a-week system that has received praise from employers and students alike. A recent **Kelley School of Business at IUPUI** survey gave JagJobs high marks for ease of use and student satisfaction.
- Job fairs sponsored by the **Career Center** attracted 620 employers to campus and an estimated 3,000+ students participated. Resume Link used at the job fairs has allowed the Career Center to scan and distribute over 1,000 resumes to job fair employers.
- Music faculty added a jazz band and a pep band to provide new performance opportunities for students.

B. Attracting serious, well prepared students for every program.

- From Fall 1998 to Fall 1999 the number of students enrolling at IUPUI who graduated in the top 1/3 of their high school classes increased by 2%, those in the middle 1/3 by 10%.
- The **Honors Program**, in its second year at IUPUI, coordinated the first Scholars' Day to recognize 468 scholarship recipients. Eighteen students were recruited for the new honors program in Fall 1998 and 16 returned for 1999-2000.
- Nine student athletes were nominated for the National College Athletic Honor Society, and 88 (41% of the total) achieved a GPA of 3.0 or higher.
- The IUPUI **Sagamore** was judged the best all-around nondaily newspaper in its region (Illinois, Indiana, Kentucky). James M. Brown, Jr., Editor in Chief, received the Story of the Year award from the Associated Collegiate Press.



- The **Office of External Affairs** staff redesigned the new IUPUI gateway home page with appropriate cross-links to produce a more interactive and effective site for prospective students, community leaders, and policymakers.
- The **Enrollment Center** now serves as the initial single point of contact for reentry and inter-campus transfer students. Special brochures have been developed for these students and a contact person has been identified in each of the IUPUI schools to greet the students and smooth their transition.
- **Herron School of Art** faculty have developed a new recruitment video that was sent to Indiana high school counselors and art departments and will be used for IUPUI Campus Days, Art Fairs, Herron's Annual Open House, and National Portfolio Days. The **Herron** web page has won two national design honors and continues to be a showpiece for prospective students.

STUDENT LEARNING

- The **School of Engineering and Technology** attracted 22 high school graduates with SAT scores of 1200 or above for Fall 1999. These students received almost \$120,000 in scholarship assistance from IUPUI, the School, and industry partners of the School.
- General Studies, followed by Nursing and Elementary Education are the most popular bachelor's degree fields at IUPUI in recent years.

TABLE 4: MOST POPULAR BACCALAUREATE DEGREE FIELDS

	1997-98	1998-99	Total
General Studies	201	231	432
Nursing	236	187	423
Elementary Education	159	167	326
Accounting	99	102	201
Psychology	96	99	195
Management	72	88	160
Social Work	70	61	131
Marketing	56	72	128
Criminal Justice	65	55	120
Physical Therapy	58	56	114
Occupational Therapy	54	49	103

Note: This table includes all majors from which 100 or more students graduated in the last two years.

- Applications for the **IU School of Law at IUPUI** increased by 7%, a figure that exceeds the national average.
- The Community Learning Network experienced a 21.8% increase in new applications and a 9.6% increase in adult enrollments in the General Studies program.

C. Engaging students, faculty and staff in learning through a variety of instructional methods, including the use of technology.

- The **Schools of Science and Liberal Arts** faculties voted approval of the Principled General Education Curriculum, which will serve all undergraduates taking general education courses in these schools. The **School of Science** formalized its Undergraduate Research Program and extended the program to serve the entire campus. Publications by undergraduates involved with faculty in research numbered 25 in 1999, down slightly from 27 in 1997.
- The **IU School of Medicine at IUPUI** has implemented a competence-based curriculum on all of its campuses state-wide.
- The MSN in **Nursing** Administration was re-designed to focus on problem-based learning.
- The **Kelley School of Business at IUPUI** distance education unit has begun an Online MBA program for a consortium of service industry companies.



- The **Community Learning Network** reports an almost 60% increase in the number of courses offered at a distance and a corresponding enrollment increase of approximately 60%.
- **International Affairs** reports a 16.5% increase in the number of IUPUI students earning credit abroad, from 121 in 1998 to 141 in 1999.
- Faculty in the **Departments of Sociology and English** in the **School of Liberal Arts** were awarded a \$200,000 grant by the Pew Charitable Trusts to redesign R100, Introduction to Sociology, and W131, Elementary Composition I. As part of the course redesign, several sections of R100 and W131 will be combined. The use of technology in the classroom is central to this project, which is designed to increase student learning and retention.
- The **Office of Professional Development** staff initiated several special projects involving instructional technology to improve student learning, including: the Virtual Forest (Biology), Upper Extremities (Occupational Therapy), Global Voices (Music), and South African Praise and Music (Religious Studies).

D. Recognizing faculty for excellence in teaching.

- This year 37% of IUPUI's candidates for promotion and tenure presented an area of excellence in teaching.
- Several **Liberal Arts** faculty received national and state awards for teaching. Patrick McGeever from **Political Science** received the Teaching Excellence Recognition Award from the American Political Science Association; Lucila I. Mena (**Foreign Languages**) was named the Indiana Spanish Teacher of the Year and the Indiana Foreign Language Teacher of the Year.
- The **IU School of Medicine's** Stephen Bogdewic, received the Excellence in Education Award from the Society of Teachers of Family Medicine. An instructional videotape developed by Ginat Mirowski and Antoinette Hood received an Award of Distinction in the Communicator Awards competition.

STUDENT LEARNING

- The Indiana Education Association recognized School of Education Professor Beatriz D'Ambrosio as its 1999 Distinguished Teacher Educator.
- At the 1999 Indiana University Founders Day Ceremony, Joan Kessner Austin was named Distinguished Professor of **Nursing**. Robert M. Einterz, **School of Medicine** and David Wendell Moller, **Liberal Arts**, were selected to receive the President's Award established to honor excellence in teaching. Joyce J. Lucke, School of Liberal Arts at Columbus received the Part-Time Teaching Award.

E. **Developing the facilities and infrastructure to support the community of learning.**

- The **School of Allied Health Sciences** completed three years of planning and renovated facilities to create a new Clinical Education Laboratory for physical therapy. This state-of-the-art electronic laboratory, with its connections to Internet 2, will allow clinical demonstrations to be viewed throughout Indiana and the world.
- A major space renovation project is underway in the **Kelley School of Business**.
- **Herron School of Art** faculty now occupy a new 26,000 sq. ft. Sculpture and Ceramics facility that accommodates classes as well as faculty work.
- The General Assembly approved funding for Phase 2 of the renovation of the Van Nuys Medical Science Building.
- The expanded and relocated Joseph and Matthew Payton Philanthropic Studies Library was opened in the Undergraduate Library.
- Ceremonial ground-breaking for a new campus childcare facility occurred in April.
- An auditorium renovated to increase classroom and office space at **IUPUI Columbus** opened in 1999.
- **University Information Technology Services (UITS)** renovated and modernized classroom-based and mobile technology, including two classrooms in the **School of Nursing** and 15 others on campus. UITS also renovated LE101 and other classrooms in the Lecture Hall.
- The Indiana University Trustees approved IUPUI's proposal to build new student housing.
- The **Office of Student Life & Diversity** staff completed the planning document for a new Campus Student Center.
- **Campus Facilities Services** started renovations in the Cancer Research Institute, Emerson Hall, Riley Outpatient Garage, School of Nursing, Medical Science, Long Hospital, Cavanaugh Hall, Medical Research and Library, Education/Social Work, and Business/SPEA.

RESPONSIBILITIES OF EXCELLENCE



Enacting the responsibilities of excellence in our educational programs, research, and service was advanced by the following activities:

A. Having expert faculty in all disciplines whose teaching and scholarly work are respected and celebrated within and outside IUPUI.

Several faculty received university and national awards during 1999. Joe A. Koss (**Allied Health**) was inducted as a fellow in the American Association for Respiratory Care. James J. Baldwin (**Dentistry**) received the Louise Ada Jarabak Memorial International Orthodontic Teachers and Research Award from the American Association of Orthodontists. David Vandersall (**Dentistry**) was selected as a fellow of the American College of Dentists.

Professor Michael Parsons, from the **School of Education**, spent four months in Kazakhstan as a Fulbright Visiting Scholar.

Jim Brown (**Journalism**) was the only academic who participated in an invitation-only, think-tank discussion of investigative reporting in the online environment held at the Poynter Institute for Media Studies. Patrick McKeand (**Journalism**) was elected to the board of directors of the National Society of Professional Journalists and served as director of its 1999 national convention. Daniel Cole (**Law**) received the AASS/Orbis Polish Book Prize awarded by the American Association for the Advancement of Slavic Studies and Richard Moss (**Law**) received the Donald Sutherland Prize awarded annually for the article judged the most significant contribution to English legal history by the American Society for Legal History.

RESPONSIBILITIES OF EXCELLENCE

Liberal Arts faculty member Paul Mullis (**Anthropology**) was given the John L. Cotter Award in Historical Archaeology by the Society for Historical Archaeology. Eugene Tempel (**Philanthropy**) was named for the second year in a row as one of the 50 most influential leaders in the American nonprofit sector by the *Nonprofit Times*.

John J. Coleman III, Patricia Keener, Ting-Kai Li, Karen Bruner Stroup, Myron Weinberger, Harvey Feigenbaum, and Lawrence Einhorn from the **IU School of Medicine at IUPUI** all received national recognition. Coleman became the fifth recipient of the American Head and Neck Society's Distinguished Service Award, which was last given in 1995; Keener received the Community Connection Award from the American Occupational Therapy Association; Li, distinguished professor and associate dean of medicine, was elected to membership in the Institute of Medicine of the National Academy of Sciences. Stroup was given the Community Connection Award by the American Occupational Therapy Association. Weinberger, director of the IUSM Hypertension Research Center, received the Page-Bradley Lifetime Achievement Award in Hypertension from the American Health Association's Council for High Blood Pressure Research. Feigenbaum has been honored by the American Society of Echocardiography with a lecture series in his name. Einhorn has been elected president of the American Society of Clinical Oncology (ASCO).

David Peters (**Music**) chaired the Technology Committee for the World Piano Pedagogy Conference.

Nursing faculty were honored by several national organizations: Joan Austin received the Award of Social Accomplishment from the International Bureau of Epilepsy and the International League against Epilepsy; Diane Billings was presented the Founder's Award for Excellence in Teaching from Sigma Theta Tau International; Vicki Champion was named Collaborator of the Year by the Walther Institute; Sharon Farley was elected Distinguished Practitioner by the National Academies of Practice; Beverly Flynn received the Indiana University John W. Ryan Award for distinguished contributions to international programs; Linda Finke was presented the President's Award, International Society of Psychiatric Mental Health Nurses; and Beverly Richards won the American Psychiatric Nurses Association's Award for Excellence in Practice.

Two **School of Public and Environmental Affairs** faculty also were recognized. Wolfgang Bielefeld won the Academy of Management Public and Nonprofit Division Book of the Year award, and Greg Lindsey was named Senior Fulbright Scholar.

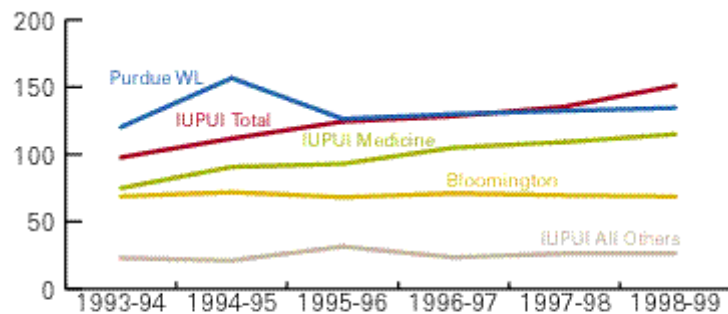
Clifford F. Robinson, who retired in 1999 from the IUPUI **Office of Human Resources**, was honored with the Donald E. Dickason Award by the College and University Personnel Association and the Outstanding Service Award by the Midwest Region of the College and University Personnel Associates.

B. Providing excellent academic programs that emphasize the interconnections among teaching, research, and service.

TABLE 5: GRANT AND CONTRACT AWARDS

	<i>Fiscal Year</i>						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
IUPUI	87.6	97.7	111.7	124.3	128.3	135.4	151.2
IU, Bloomington	66.6	68.7	71.8	68.1	70.9	69.5	68.6
Purdue, West Lafayette	119.2	120.2	156.6	126.3	129.9	132.3	134.5
IUPUI Medicine	71.2	74.8	90.6	92.9	104.9	109.1	114.9
IUPUI excluding Medicine	16.4	22.9	21.1	31.4	23.4	26.3	36.3

IUPUI continues to obtain record amounts of external grant and contract support for research, service, and instruction. Funding received by IUPUI exceeded the figure for Purdue, West Lafayette for the past two years. While these numbers reveal the increasing success of the Medical School, IUPUI's other programs are contributing significantly to this growth.



- Sponsored program income for FY 1998-99 (July 1, 1998-June 30, 1999) was \$151,218,435. This is an increase of \$15,845,145, or 11.7%, over FY 97-98. The **School of Liberal Arts** experienced the largest gain in award income, with an increase of \$7,564,271, or 130.5%. This resulted primarily from a \$6.5 million award from the Lilly Endowment to fund the **Center on Philanthropy**. A significant increase of \$5,901,329, or 5.4%, was also noted for the **School of Medicine**. Income for the **School of Nursing** increased by \$2,885,018, or 69.6%, while the increase for the **School of Science** was \$1,733,784, or 41.4%. The **School of Public and Environmental Affairs** and the **School of Dentistry** recorded increases of \$620,239 and \$503,213, respectively.

The most significant change in the source of funding occurred in the federal category, where awards rose by \$9,320,226, an increase of 12.2%. Income from other governmental sources (local city and county or other state government) increased by \$3,259,004, state agencies by \$3,163,462, foundations by \$2,131,074, higher education (subcontracts from other universities and colleges) by \$1,072,492, and non-profit agencies by \$703,400. The only decrease was noted in the industrial and commercial category, down by \$1,615,529, or -7.5%.

Funding by type of activity increased in all categories, with research up by \$4,223,320, instruction up by \$1,163,334, and public service/other up by \$10,458,491. The total number of proposals submitted was up by 169, or 10.4%. The number of proposals to federal agencies increased by 89, higher education (subcontracts from other universities) by 54, and non-profit agencies by 25. Proposals to state agencies decreased by 20 and foundations by 21.

RESPONSIBILITIES OF EXCELLENCE

The largest increase in the number of proposals submitted occurred in the **IU School of Medicine at IUPUI**, up 116. **School of Liberal Arts** proposals increased by 22, **Science** by 16, **Engineering and Technology** by 13, and **Social Work** by 11. Changes in other schools were not significant.

- Several new academic programs were approved in 1999, most in response to demonstrated community, state, and national needs. These new programs include:

Allied Health	M.S. in Therapeutic Outcomes Research
	Master of Physical Therapy
Engineering and Technology	B.S. in Computer Engineering
	Certificate in Clinical Laboratory Equipment Technology
	Certificate in Human Resources Management
	Certificate in Construction Drafting
	Certificate in Construction Management
	Certificate in Surveying
	Certificate in Electronics Manufacturing
Informatics	B.S. in Informatics
	M.S. in Bioinformatics
	M.S. in Chemical Informatics
	M.S. in Human Computer Interaction
	M.S. in Health Informatics
Kelley School of Business	M.B.A. via Distance Education Technology
Liberal Arts	Certificate in American Sign Language/English Interpreting
	Certificate in Effective Citizenship
Physical Education	B.S. in Tourism, Conventions, and Event Management
Science	Certificate in Applied Computer Science
Social Work	Certificate in Family Life Education
	Certificate in Case Management
SPEA	Certificate in Nonprofit Management
	Certificate in Public Safety
	Certificate in Conflict Management

IUPUI discontinued the M.S. in Physical Therapy, M.S. in Occupational Therapy, and the Doctor of Medical Science degrees in 1999.

- The **School of Dentistry** successfully completed the American Dental Association Commission on Dental Accreditation process with the highest possible approval level — *Approval with No Reporting Requirements* — for all of its programs. This is a truly remarkable result considering all the changes the school has undergone over the past seven years and the fact that at the time of accreditation it was mid-way through the process of establishing one of the most innovative fundamentally new dental curricula in the world. In addition, this year's class performed better than predecessors on Part I of the National Board Dental Examinations. This is important



because some medical school programs at other institutions that incorporate PBL as a significant component of the curriculum are reported to have experienced some difficulty with these standardized examinations. The **School of Dentistry** is the recipient of one of only two chairs in the United States that is endowed by a state dental association. An office of Dental Education headed by a new associate dean has been established.

- The **Electrical and Mechanical Engineering** programs received the maximum of six years of accreditation from the Accreditation Board for Engineering and Technology, Inc. (ABET). The IUPUI student chapter of the National Society of Black Engineers was recognized, for the second year in a row, as the Chapter of the Region, which covers the states of Indiana, Illinois, Michigan, Wisconsin, and Ohio. A web-based certificate program in Biomedical Electronics Technology, designed for employees of Roche Diagnostics, was launched in Fall 1999 with a course for 50 Roche employees nation-wide.
- **Herron School of Art** received an award for the Circle Center Mall roof top mural designed and installed by **Herron** students. A **Herron** student won a competition to design mugs and t-shirts for Starbucks.

RESPONSIBILITIES OF EXCELLENCE

- Eric Wright, Assistant Professor of **Sociology**, in the **School of Liberal Arts**, received the largest externally funded grant of any SLA faculty member in 1999. Professor Wright's project, "HIV Risk of Mental Illness Clients Across Service Sites" was funded by the National Institute of Mental Health (\$166,607 for year 1; \$513,484 five year total). The Santayana Project completed its move from Texas A & M University to IUPUI.
- NIH funding for the **IU School of Medicine at IUPUI** increased by 11.8%. Two IUSM grant proposals received 21st Century funding of \$3.274 million.

The **School of Medicine's** Department of Otolaryngology - Head and Neck Surgery received a gift of \$6.5 million from the Philip and Ruth Holton estate. The department is recognized for its research on and treatment of profound deafness.

The **IU School of Medicine at IUPUI** received \$2.25 million from the Centers for Disease Control to develop strategies to prevent genital herpes simplex infections and build a national prevention program.

The **IU School of Medicine at IUPUI** Drug Analysis Laboratory was selected as the drug control lab for the 2002 Olympic Games in Salt Lake City.

Loren Field, from the **IUSM**, received a \$1.35 million grant from the National Heart, Lung and Blood Institute for research on regenerating heart tissue.

- The first students pursuing the new minor in music graduated in May 1999.
- Three **New Media** degree programs have enrolled 353 new students, exceeding in the first year the enrollment goals set for accomplishment in five years. The Mexican government provided support for students and faculty to create a virtual tour of Chichen Itza.
- The **School of Nursing** was one of only 12 nursing schools to receive an NIH institutional research training grant. It was 12th in overall NIH funding to nursing schools, up from 16th in 1998.
- The **Military Science** program, now a unit in the **School of Physical Education**, was ranked first in the state by the Cadet Command Headquarters and in the top 20% nationally.
- **SPEA** received the maximum rating and extension (6 years) of accreditation for the Master of Public Affairs program from the National Association of Schools of Public Administration and Affairs.

- The **School of Science** topped \$12 million in continuing and new grant funding in 1999, with 51 percent of the **Science** faculty now receiving external funds. Undergraduate Dean A. Hertzler II (**Department of Biology**) was named the student member of the IU Trustees.
- IUPUI faculty have ranked the **University Library** highest of all campus services in terms of importance. The **Library** received a gift of \$500,000 from J. Warren and Lois McClure to develop resources to support the study of philanthropy. This gift was matched by gifts from the Indianapolis Foundation and Robert and Polly Payton to provide a total endowment of \$1 million. In addition, funding was received for the second year of the Electronic Atlas of Central Indiana project.
- **School of Education** faculty publications included nine students as co-authors, while 49 students were involved in presentations at state, national, and international conferences. Seventeen students from the **School of Education** were involved with faculty in funded course development work, research, and professional development activities.
- More than 20 faculty and students affiliated with the **Center on Philanthropy** in the **School of Liberal Arts** presented papers at the 28th annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action in Washington, D.C. The conference is the premier annual gathering of people engaged in research on voluntary action, nonprofit organizations, and philanthropy.



C. Ensuring that the campus population reflects the diversity of American society and that minorities and women are recruited, supported, and advanced in all aspects of campus life.

- The Diversity Cabinet, established in October 1999, was appointed to oversee the ultimate transformation of IUPUI from a campus that believes in diversity to a campus that lives its commitment to diversity.
- The Minority Research Scholars Program, conducted by the **Schools of Science, Allied Health, Physical Education, Engineering & Technology, Nursing, Social Work**, and supported by **Dentistry**, continued to increase retention for minority students.

RESPONSIBILITIES OF EXCELLENCE

- The **School of Law** served as host for the summer program of "Indiana CLEO," which is funded by the State of Indiana and designed to encourage and assist disadvantaged and minority students wishing to attend law school in Indiana. Slightly more than 30 students attended and about half of the students chose to enroll in the **IU School of Law at IUPUI**.
- In **University College**, 17% of student mentors, 41% of orientation leaders, and 17% of staff are members of underrepresented minority groups.
- The gender and racial/ethnic composition of the faculty and staff have changed little since 1993, though minority percentages of faculty and staff are relatively close to the proportion of minorities in the student population and in the community.

Representation of women and ethnic minorities among professional staff is more reflective of IUPUI's student population than is the representation among the faculty.

TABLE 6: GENDER AND ETHNIC MINORITY REPRESENTATION

	1993	1994	1995	1996	1997	1998	1999
Tenure and Tenure-Track Faculty¹							
Percent Women	25%	25%	25%	26%	25%	25%	25%
Percent Minority	13%	13%	13%	13%	13%	13%	14%
Percent African American	3%	3%	3%	3%	3%	3%	3%
Professional Staff							
Percent Women	66%	65%	67%	67%	62%	62%	64%
Percent Minority	9%	9%	9%	9%	10%	12%	11%
Percent African American	6%	6%	6%	6%	6%	6%	6%
Students							
Percent Women	58%	58%	58%	58%	58%	58%	58%
Percent Minority	12%	11%	12%	13%	14%	14%	14%
Percent African American	8%	8%	8%	9%	9%	10%	9%

Note: Shaded area includes Hospital employees moved to Clarian.

¹Excludes librarians

D. Achieving regional, national, and international recognition for excellence in professional education, practice, and research

- *U.S. News & World Report* ranked the **Law School's** program in Health Law 10th among its peers, and **SPEA's** Public Affairs - Non-profit Management program received the same rating. The **School of Nursing** was ranked 12th for its Master's program by the same source, while the Nurse Practitioner-Family program was ranked 25th, the Nurse-Practitioner-Adult 19th, and the Nurse Practitioner-Clinical Specialist 14th. The **IU School of Medicine at IUPUI** was ranked 41st and the school's primary care program 33rd. The **School of Social Work** was ranked 42nd by *U.S. News & World Report*. **SPEA's** Master's in Public Affairs ranked 52nd.



Professor Maurice Bluestein, School of Engineering and Technology, received national media attention for his research on the windchill factor.

- The Institute of Action Research for Community Health's designation as a WHO Collaborating Center was renewed for another four years; founder Beverly Flynn received IU's 1999 John W. Ryan Award for Distinguished Contributions to International Programs.
- Eleven specialties at Clarian Health Partners, in partnership with the **IU School of Medicine at IUPUI**, ranked among the top 50 clinical programs in the *U.S. News & World Report's* "1999 America's Best Hospitals Guide."
- Two students from the **School of Journalism** were invited to participate in a student free press conference in Croatia. Three student journalists on **The Sagamore** staff won first-place honors in the new category of Story of the Year competition at the national convention of College Media Advisers and the Associated Collegiate Press. **The Sagamore** editors were honored for a series of articles on the Indiana State Farm at Putnamville and allegations of racial tensions within the prison walls.
- **The Sagamore** received regional recognition, with eight awards in the Mark of Excellence competition sponsored by the National Society of Professional Journalists. **The Sagamore** also received 26 awards at the Indiana Collegiate Press Association annual competition.
- The Performance and Accountability Branch of the US Department of Education selected the **Office of Student Financial Aid Services** as the 1999 Institutional Model of Quality.
- The Bulen Symposium on American Politics was broadcast, for the first time, on C-SPAN.
- The IRIS Center for Digital Arts in the **Herron School of Art** has developed an extensive professional practice client list from throughout the Indianapolis community.
- **The Center on Philanthropy** in the **School of Liberal Arts** received a \$775,000 planning grant from the Lilly Endowment to provide education and training for community foundation leaders, staff, trustees, and volunteers through establishment of a National Community Foundation Institute in conjunction with the Council on Foundations.
- The **IUPUI Department of Intercollegiate Athletics** earned full certification under the NCAA Athletics Certification Program. The Men's Soccer team won the regular season Mid-Continent Conference championship.
- Faculty and staff in the **Center for Public Service and Leadership** were recognized for excellence through invitations to participate in regional (Midwest Collaboration), national (Urban Universities Portfolio Project, Advanced Institute on Civic Education), and international projects (Community-Higher Education-Service Project in South Africa); consultations to other campuses; presentations; and books published.

RESPONSIBILITIES OF EXCELLENCE

- Faculty and staff in the **Office of Planning and Institutional Improvement** provided leadership for the national Urban University Portfolio Project and the Urban University Statistical Portrait Project. Three of their books were published; they served on three federal panels, including one sponsored by the National Research Council; and were invited to give 7 keynote speeches.

E. Supporting Centers of Excellence in defined areas of research and practice

- **The Center for Urban Policy and the Environment** undertook many projects in 1999, including three for the Indianapolis Neighborhood Partnership (analysis of housing markets, evaluation of capacity building in fourteen Community Development Corporations, and facilitation of a strategic planning process). Other projects included analysis of the monetary value of services provided by the Indianapolis-Marion County Public Libraries; support of processes leading to the creation of the Central Indiana Corporate Partnership and organization of its December Board meeting focused on economic clusters; completion of an extensive analysis of the impacts of legalized gambling upon Indiana leading to recommendations and a report to the Indiana Gambling Impact Study Commission; and analysis of retail market demand and supply in the residential communities surrounding downtown Indianapolis. The Center also received a major award (\$3.4 million) for general support of its efforts focused on Central Indiana from the Lilly Endowment.
- **The National Center of Excellence in Women's Health** provides state-of-the-art clinical care for women, teaches health care providers and lay people about women's health issues, and delivers information about preventive medicine to women and their families throughout Indiana. New developments at the Center include the Continence Care Center, the CoE Women's Specialty Clinic, and a Women's Heart Clinic.
- In addition to its award from the Lilly Endowment, The **Center on Philanthropy** earned nearly \$1 million in new outside funding for projects in 1999. Among those projects are the Islamic Society of North America and the Summer Institute for Philanthropy and Voluntary Service. The Islamic Society of North America involves bringing six Islamic participants to IUPUI for one year, where they study philanthropy intensively and engage in internship assignments. The Summer Institute is a six-week program for undergraduate students who come to IUPUI from around the country to study philanthropy and participate in voluntary service internships in Central Indiana. In 1999, 24 students enrolled, representing institutions such as Harvard University, New York University and Arizona State University.



- **The Center for Earth and Environmental Science (CEES)** launched several activities, including community outreach and education programs. As a part of the outreach efforts Lenore Tedesco hosted a distance education program “Elephant Ancestors in Indiana” for eight middle schools. In addition, CEES sponsored a series of activities for Earth Science Week. The White River Riparian Restoration Project: Reforestation of an Urban Floodplain Forest will help complete a conservation corridor through Marion County while serving as an outdoor experimental environmental education site. This site will be restored by planting some 4,000 native trees and shrubs and will be maintained by students participating in service learning courses; students from local area high schools and middle schools; and local community centers. Representatives of twelve city, state, and federal agencies and organizations have agreed to serve as project advisors and/or partners.

F. Developing technology and its applications to support teaching, learning, and research

- Under the leadership of IU President Myles Brand, Indiana **University Information Technology Services** received a Lilly Endowment grant of \$30 million to establish the Indiana Pervasive Computing Research (IPCRES) Initiative and support the development of six research centers on the IUB and IUPUI campuses.

RESPONSIBILITIES OF EXCELLENCE

- **UITS** also received a \$1,000,000 award from Ameritech to establish the Ameritech Fellows Program to fund innovative applications of information technology in teaching and learning.
- **UITS** enhanced network connectivity on campus and off, achieving a 73% net increase in modems by fall semester and 2,139 new campus network connections (total = 13,120 with 38% capable of 100 Mbps).
- *CIO* Magazine named IUPUI a 1999 CIO Web Business 50/50 Award winner, commending the Support Center's Eclipse Interface as a model of excellence in Web development. The Association of Support Professionals named the Eclipse Interface among the top 20 Web Support Sites.
- Knowledge Base was honored with awards from *PC World*, International Online competition of the Society for Technical Communication, *Windows* magazine, Netscape, *Yahoo! Internet Life*, and *USA Today*.
- Oncourse, which was developed at IUPUI, was deployed as a production environment for all of IU's campuses.

G. Supporting the professional growth of faculty and staff

- Nancy Van Note Chism, nationally-recognized leader in faculty development, was recruited from the Ohio State University to direct IUPUI's **Office for Professional Development**. The Office offered enhanced orientation programs for full- and part-time faculty, a new series of workshops, and an institute for faculty teaching first-year students. The Office also increased support for faculty applying for grants through a summer institute and workshops and individual consultations throughout the year.
- The **Community Learning Network** negotiated an Indiana University agreement with NETg to offer all IUPUI students, faculty, and staff access to computer-based training on end-user and technical training programs.
- Three professionals in **Human Resources** achieved the national certification of SPHR (Senior Professional in Human Resources) and one achieved the PHR (Professional in Human Resources). Increased professional development opportunities helped improve staff retention and job satisfaction.

CENTRALITY AND COMMUNITY CONNECTIONS



Vice Chancellor Bob Martin, Chancellor Gerald Bepko, Executive Vice Chancellor Bill Plater and his assistant Nan Bohan pitch in to help rake leaves at Martin Luther King Jr. Park on MLK Day.

Capitalizing on our centrality in Indiana and the U.S. to provide unique, responsive, community connections was advanced by the following activities:

A. Serving as a place of concourse for Indiana and Purdue Universities to join intellectual resources.

- The **School of Informatics**, co-located at IU-Bloomington and IUPUI, was approved by the Indiana Commission for Higher Education-the first new IU school established in 25 years.
- A new major in **Computer and Information Systems** is a collaborative endeavor between IUPUI's **Purdue School of Science** and the **IU Kelley School of Business** at IUPUI.
- Three Purdue faculty participated in work conducted for the Indiana Gambling Impact Study Commission by **SPEA's** Center for Urban Policy & the Environment.
- The **Office of Planning and Institutional Improvement** completed a University-wide study of good practice in program review that was supported by an IU Strategic Directions grant.

B. Strengthening community connections that promote the academic and cultural activities of IUPUI and the economic and human development of its surrounding community.

- IUPUI Chancellor Jerry Bepko, **Medical School** Dean Robert Holden, and Vice Chancellor Cheryl Sullivan worked with IU President Myles Brand to garner statewide support for funding for biomedical research. The Indiana General Assembly passed a new state budget appropriation in 1999 that included \$50 million for the Governor's 21st Century Research and Technology Fund. These funds are strengthening Indiana's ability to compete successfully for grants from the National Institutes of Health and other federal agencies. It represents one of the largest, if not the largest, single investment in the history of the state of Indiana in the type of learning, discovery, and creative activity typically conducted at research universities.

CENTRALITY AND COMMUNITY CONNECTIONS

- The **School of Allied Health Sciences** entered into an agreement with Clarian Health Partners, Inc. to expand class size in several clinical programs to meet employee needs of Clarian and other health care facilities in Central Indiana.
- The **Kelley School of Business at IUPUI** created a Board of Visitors that includes 34 high-ranking executives from the Indianapolis area. In addition, staff have developed new internship and job placement opportunities in an expanded base of area businesses. The **KSB** Online MBA program has been developed to address the needs of a consortium of local service industry companies. Learning Community courses offered by the **KSB** involve freshman students in Junior Achievement activities in elementary schools throughout Indianapolis.
- The **School of Education** received two Educate Indiana grants awarded by IPS that support the involvement of area teachers and administrators in the development of a performance assessment system for IUPUI's teacher preparation program, as well as the delivery of standards-based professional development in mathematics education to 5th and 6th grade teachers in IPS. The undergraduate teacher preparation program in the **School of Education** collaborates with 23 "professional development" or "partner" schools, 13 of which are in IPS.

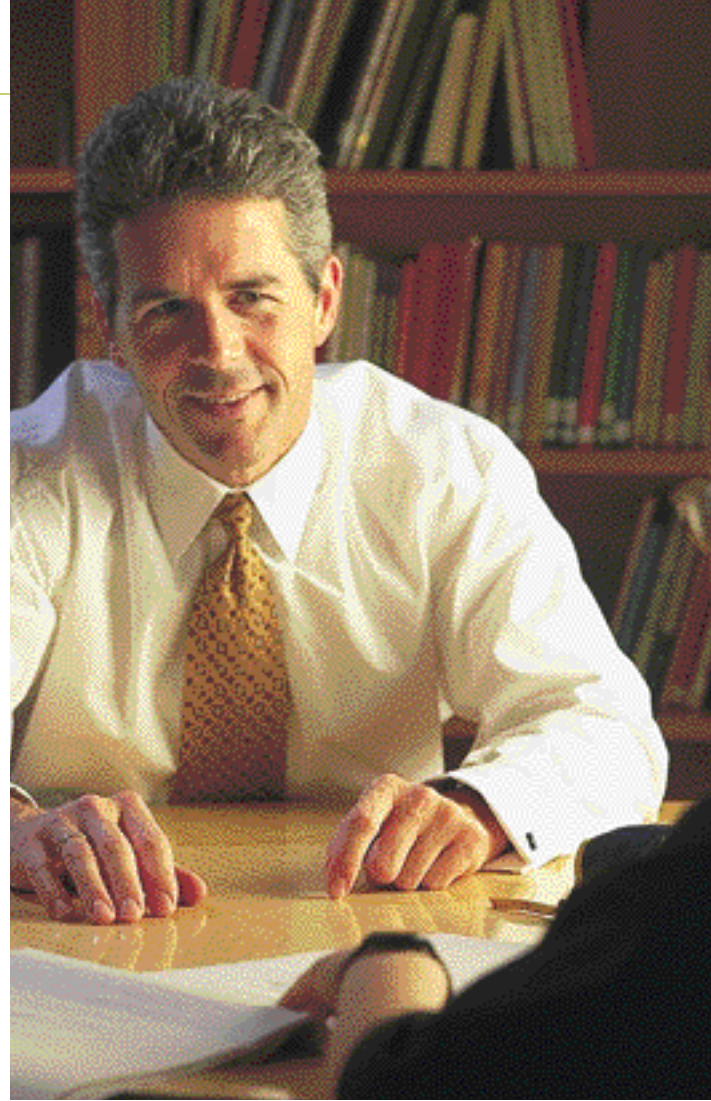
As a Senior Fellow of the Indiana Campus Compact and the new director of the **School of Education's Center for Urban and Multicultural Education** (CUME), Jose Rosario has been working with Hispanic youth at Arsenal Technical High School in IPS. He hopes to improve graduation rates by having students from his Education and American Culture class work with Club Latino students at Tech on service projects for the community surrounding ATHS.

The **School of Education's** students, faculty, and staff provided in excess of 500,000 hours of service to the Indianapolis community in 1999. Student contributions occurred as part of curriculum requirements and service learning opportunities.

- On behalf of the Excellence in Writing Alliance housed at Orchard School, Beth Berghoff of the **School of Education** drafted a grant to the Pulliam Foundation. In October the Alliance received \$300,000 to start writing projects with four schools — Orchard and three elementary schools in IPS. Berghoff serves on the steering committee for the project.
- The **Herron School of Art's** IRIS Center for Digital Arts has developed an extensive professional practice clients list from throughout the Indianapolis community. Herron faculty were involved in the creation of 12 display cases and exhibits and 300 framed IRIS prints at the new Conseco Fieldhouse. In addition, Herron faculty collaborated on a design course with Thomson Consumer Electronics.

One way our alumni remain active is by tutoring Indianapolis area young people through the IUPUI Good Friends Program

- Through its Program on Law and State Government the **School of Law** faculty established new internships at the Marion County Superior Court and in 17 agencies of state government.
- The **University Libraries** staff continued to host a variety of visiting groups that come to campus to see its physical facilities and technology and to discuss its service programs. In addition, use of library facilities by community groups increased.
- **Music** faculty member David Peters is president-elect of the Music Industry Council, an organization comprised of 500 companies that support music. Participation in the **IUPUI Music Academy** increased 12.5%, with five new pre-school classes coordinated with the **IUPUI Day Care Center**. The **IUPUI Music Academy**, founded in 1996, opens the world of music to students of all ages in its state of the art music and computer labs through piano and electronic keyboard instruction. In 1999 violin/viola instruction was added to Academy offerings.
- The **School of Nursing** utilized 282 clinical/community teaching sites in Indianapolis and across the state. Its Institute of Action Research for Community Health was designated a WHO Collaborating Center for another four years, and founder Beverly Flynn received the 1999 John W. Ryan Award from IU for distinguished contributions to international programs.



- **School of Physical Education** faculty have increased both the number of internship sites available to their students and the number of students completing internships.
- The **School of Science** hosted two summer events for high school students: Scientist's Apprentice Camp, a two-week day camp focused on science, and Future Camp a one-week multi-disciplinary virtual reality computer programming day camp. In addition, the School co-sponsored a high school mathematics contest with Toyota Motors Manufacturing, Indiana. And the first **School of Science** Alumni Advisory Board has been formed.

CENTRALITY AND COMMUNITY CONNECTIONS

- **University College** faculty and staff interacted with parents through orientation, mailings, and special programs for family members throughout the academic year.
- Two architectural firms were hired to design and oversee the construction of the Columbus Learning Center. This will be a joint facility planned by the Columbus Education Coalition, which is a partnership involving **IUPUI Columbus**, Ivy Tech-Columbus, and area businesses and industry.
- The **Center for Public Service and Leadership** has strengthened a partnership with the Community Outreach Partnership Center (COPC) by funding, through a grant from the National Corporation for Service, an AmeriCorps position to coordinate an America Reads tutoring program and by participating in the WESCO Educational Task Force that succeeded in gaining approval to reopen the Washington High School building as a middle school. Community service projects have increased from 300 in 1998 to 470 in 1999; 1340 students participated in academically-based community service this year; 79 of these students were America Reads Tutors, providing over 15,000 hours of tutoring to youth in the Indianapolis community.
- At least 4656 students participated in an experiential education activity during the 1998-99 academic year. Many of these positions were directly related to the curriculum of various schools and units. Experiential education is deeply embedded in IUPUI's academic programs.
- The **Career Center** forged a strong partnership with United Parcel Service (UPS), which purchased JagJobs software for IUPUI and made other contributions to Center programs. The **Center** also hosted numerous career and job fairs, including the Student Employment Fair, Career Focus 99, Teacher Candidate Interview Day, College Talent Interview Day, the Indiana Collegiate Job Fair, and the Indiana Multicultural Job Fair.

TABLE 7: ADVANCEMENT OF IUPUI ALUMNI

1993-94	1994-95	1995-96	1996-97	1997-98
45%	48%	50%	57%	56%

- The percentage of IUPUI alumni now working full-time who got a job requiring a college degree or received a raise or promotion from their original employer following graduation is increasing.



- **Undergraduate Admissions Office** staff and **Honors Program** faculty created the Running Start program to attract and dual-enroll high-achieving high school students. Staff at the **Enrollment Center**, the Black Student Union, and the Latino Student Association developed mentoring programs and on-campus visitation/shadowing programs for area high school students.
- **International Affairs** provides expertise and assistance to community groups that reinforce the international mission of IUPUI, e.g., the Indiana Humanities Council, which sponsors a program called Germany In U.S. (GIU). Reflecting the fact that one in three Indiana citizens claims a German ancestor, Germany In U.S. is a statewide initiative that explores the high interest in contemporary German language and culture and the significant commercial ties between Indiana and Germany.
- **External Affairs** staff planned and coordinated 39 special events for 2,090 community members and 11 events for 984 faculty/staff; increased membership in the Jaguars Athletic Club by 25%; increased spectators at men's basketball games by 18%; and launched the Junior Jaguar Kids Club, attracting 35 young children and their families to the IUPUI campus for a visit.
- **IUPUI** was named a "Family-Friendly Stand-Out" by the Indianapolis Business Journal— one of only 15 recognized among the 130 organizations considered.
- For the second year in a row, **IUPUI** fielded the largest team in the university category for the Race for the Cure.
- The **IUPUI Conference and Sport** facilities were made available to a larger national audience through a new business partnership with Harrison Conference Centers. These facilities were utilized by the United Way Tennis Classic, NCAA YES basketball clinic, Race for the Cure, Indy JazzFest, and the RCA Tennis Championships.

C. Serving a coordinating function for higher education in Central Indiana.

- The **Community Learning Network (CLN)** developed courses for statewide distribution for the State Student Assistance Commission of Indiana. In 1999 enrollments in non-credit courses offered through the CLN reached 12,187, of which 3952 were in the downtown area, 4001 in the northwest quadrant, 2630 in locations northeast of the city, 1318 in the southeast region, and 286 in the southwest quadrant.
- **Enrollment Services** expanded the IUPUI/Ivy Tech Passport initiative with a deferred admission program called “Partners,” in which students are referred to Ivy Tech for developmental work and 15 hours of freshman-level courses.
- Through several initiatives, **University College** faculty collaborated with K-12 educators and others to foster a K-16 system for Central Indiana. The Indiana Pre-Collegiate program was funded by the Lilly Endowment, as was Project SEAM, a collaborative project with the other colleges and universities in the metropolitan area and all the public high schools.
- The **School of Engineering and Technology** faculty have attracted 36 students for their new dual degree program with Butler University. Four programs were articulated with Ivy Tech, and articulation agreements with a university in China and another in Thailand will bring students to IUPUI after 2 years at their home institutions. Faculty have designed a web-based certification program in Biomedical Electronics Technology for Roche Diagnostics employees and delivered it via Oncourse.
- The **Libraries’** Community Project funded by a National Leadership grant from the Institute of Museum and Library Services (IMLS) developed and enhanced relationships with museums and K-12 schools in Central Indiana. Libraries’ staff contributed to the development of the state-wide INSPIRE (Indiana Spectrum of Information Resources, which offers access to a full range of commercial databases supporting the educational, cultural, personal, and economic interests of Hoosiers from their homes, offices, libraries, schools and businesses) project and the Marion County Internet Library.
- The **IUPUI Police Services** contracted with David Ford, professor of sociology, to direct the Training Project on Family Violence in support of domestic violence training for all Indiana Law Enforcement Officers.
- Al Crist, Executive Director of **Enrollment Services**, obtained a \$25,000 grant from the Indianapolis Foundation to fund a pilot project that established the Indianapolis Higher Education Access Resource (I-HEAR) system. The pilot was successful in demonstrating more effective means of removing the barriers to higher education access for first-generation students. The pilot initiative was enthusiastically received by secondary and post-secondary educational institutions as well as community and faith-based organizations and especially the Marion County Indianapolis Public Library, which committed to the project space, telephones, and computers with internet access.

COLLABORATION



Cross-disciplinary collaboration in teaching, research, and service among IUPUI colleagues is advanced by:

A. Adopting a multi-disciplinary approach to fulfilling our urban mission in teaching, research, and service.

- Faculty in **Science** and **Liberal Arts** developed and voted to approve the Principled Curriculum, a general education program based on the Principles of Undergraduate Learning.
- A Strategic Directions Charter grant funded collaboration among the **Schools of Education, Nursing, and Social Work** to establish a full-service school in the IPS system that resulted in an interprofessional course offered twice in 1999. This collaboration also produced an article about the project that was published in *The Journal for Middle Level and High School Leaders* in December 1999.
- The **School of Education's** "Learning to Teach/Teaching to Learn" program has supported greater collaboration among faculty, with faculty teaching in the same experience block having begun to meet regularly to coordinate curriculum and assignments.

Charles Barman and Paula Magee from the **School of Education** joined Pascal de Caprariis in the **School of Science** to team-teach an introductory **Geology** class in Spring 1999. The goal of the collaboration was to add active learning and group work to a course usually dominated by the lecture approach to teaching.

A grant from Campus Compact enabled Charles Barman to work with two students in the **IU School of Medicine at IUPUI** to develop a web-based course in advanced biology for high school science teachers.

COLLABORATION

An award from IPS supports the **School of Education's** development of web-based professional development modules in math education.

IUPUI is one of three Indiana institutions to receive a grant from STEP (Standards-based Teacher Education Project) sponsored by the American Council on Education and the American Association of Colleges of Teacher Education. The three-year project at IUPUI supports the collaboration of the **School of Education, School of Liberal Arts** and **School of Science** to strengthen the content preparation of teacher candidates.

- The IUPUI **New Media** program in the new **School of Informatics** was successful in winning approval from the ICHE of a suite of degrees, including the MS in Health Informatics, in which eight schools and the Regenstrief Institute for Health Care collaborated.
- The **School of Public and Environmental Affairs** (SPEA) joined the **Center on Philanthropy** in the **School of Liberal Arts** in sponsoring the Institute for the Study of Government and the Nonprofit Sector. The School also supported the development of a proposal by the **Center on Philanthropy** on community foundations that was funded by the Lilly Endowment and involves **SPEA** faculty and staff. Greg Lindsey, associate director of **SPEA's Center on Urban Policy & the Environment**, also works on projects in the **Center for Earth & Environmental Science** in the **School of Science**.
- **Dental School** faculty have trained dental faculty and faculty in other IUPUI schools as Problem-Based Learning tutors.
- All schools participated with **University College** in providing orientation for entering students. **University College** faculty developed joint positions with **Nursing, Business, Engineering and Technology, Education, Psychology, Biology, SPEA, Financial Aid, and Admissions**. University College coordinated the first Scholar's Day to recognize scholarship recipients in all schools.
- The new **Office of Professional Development (OPD)** has developed a variety of collaborative ventures with **UITS, University College**, the **Copyright Management Center**, the **Libraries** and academic units. Its revised professional grants program encourages increased interdisciplinary and collaborative efforts. In addition, shared positions were initiated with the **Office of Research**, health sciences schools, **UITS**, and **University College**. With assistance from the Registrar, OPD led an effort to identify courses in which beginning students are at high risk of failure. Resources will be directed toward improving instruction and other aspects of these courses in order to increase the likelihood of student success and persistence.

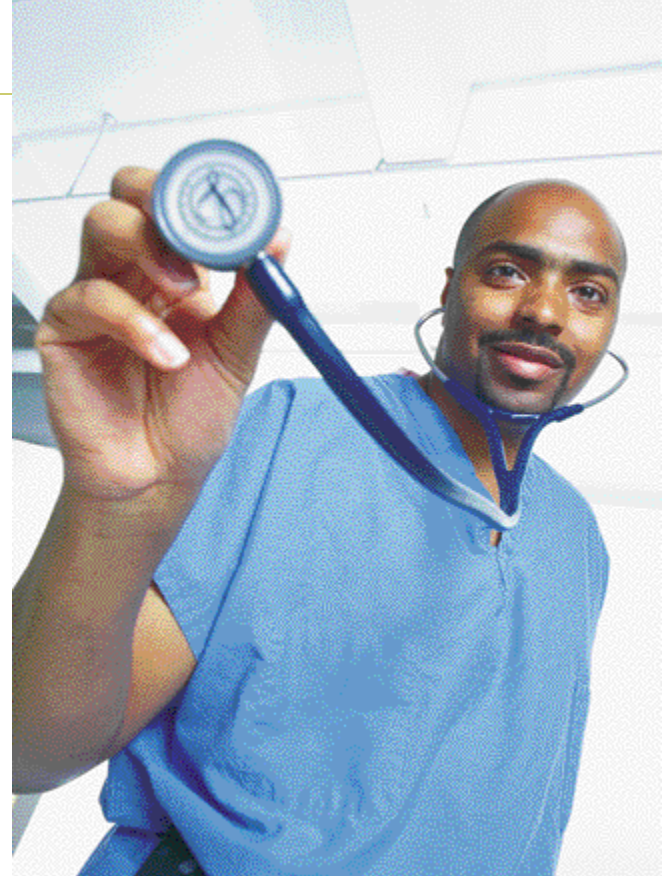
- The **Center for Public Service and Leadership** developed a shared position with **Student Life & Diversity** and collaborated with the **Office of Neighborhood Resources**, and **External Affairs** on creating campus traditions of service. In collaboration with **External Affairs**, the Urban University Portfolio Project, the **Community Learning Network**, and the **Office of Neighborhood Resources**, the Center established a framework and method for documenting campus activities in the community that included a Spring 1999 pilot survey of units.

- The **Community Learning Network** collaborated with **Engineering & Technology** to initiate an Information Technology Certificate Program.

- The **Career Center** forged new links with IUPUI units that had not previously been closely connected with the Center, including the **Community Learning Network**, the student orientation program, the **Enrollment Center**, **Human Resources**, and **University College**.

- The **International Affairs** I-House and I-Club collaborated with the **Office of Campus Interrelations** in developing joint programs.

- **Enrollment Services** formed a Client Services Team with staff from the **Bursar's** office to improve communications and processes for students.



- The **Registrar's** staff were active participants on the Learning Environment Committee that works to improve classrooms and other spaces for learning across the campus.

- The **Office of External Affairs** developed a comprehensive on-line calendar for all IUPUI staff and offices and conducted training for staff in the use of the calendar.

- The **Office of Information Management and Institutional Research** provided leadership to the Enrollment Management Group and the schools in collecting information and conducting analyses to support planning and improvement of enrollment management strategies. In addition, the Office conducted twelve surveys for campus units, including one for alumnae/i of the **School of Nursing** and one for retirees that was sponsored by the **Senior Academy**.

COLLABORATION

- Staff of the **University Libraries** engaged in nearly 140 instructional teams that supported learning communities as part of the freshman experience initiative. Librarians participated in the design and development of this program in conjunction with **University College**.
- The **Bookstore** joined with the **Athletic Department** to sponsor the *Ron Hunter Show* and a merchandise booth at selected athletic events. The **Bookstore** continued its "Operation Cooperation" with faculty secretaries. This program informs the secretaries of the procedures for ordering textbooks.
- The **Office of Research and Graduate Education** created a Council of Associate Deans for Research, with campus-wide representation, that meets monthly.
- The number of internal service requests processed in **Information Management and Institutional Research** during 1999 was 224, a 40% increase over the 160 received in 1998.

B. Building particularly on our strengths as an academic health sciences center to create models for patient outcomes research and unique cross-disciplinary Centers of Excellence

- The **IU Cancer Center** was recognized by the National Cancer Center as a clinical center of excellence; with this award, it received a core grant of \$6.3 million.
- The **Core Center of Excellence in Molecular Hematology** is funded by the National Institute of Diabetes and Digestive and Kidney Disease. The \$4.7 million grant expands **IUSM's** existing research center, primarily located in the **Wells Center for Research in Children's Disease**.
- The **Midwest Center for the Study of Sexually Transmitted Diseases** received \$1.1 million in funding through its second grant renewal from the National Institute of Allergy and Infectious Diseases.
- The **Indiana AIDS Clinical Trials Unit** received \$1.9 million in funding from the National Institute of Allergy and Infectious Diseases (part of NIH) to continue its work on the prevention of HIV and treatment of HIV-infected patients.
- The **Diabetes Research and Training Center** received a \$2.5 million grant from Centers for Disease Control for the largest ever study to improve health care and the health status of people with diabetes treated in a managed care environment.
- **Bowen Center** maintains an on-going set of research partnerships between faculty from **SPEA** and the **Department of Family Practice Medicine**.



C. Partnerships with other universities

- The **School of Nursing** entered a partnership with the University of Southern Indiana to start a new Acute Care Nurse Practitioner major funded by the Department of Health and Human Services.
- **University College** collaborated with two other urban institutions, Portland State and Temple Universities, in the RUSS (Restructuring for Urban Student Success) Project, to develop and study ways to improve student performance and retention. Leadership for development of a survey for entering students, was provided by **Information Management and Institutional Research**.
- The **University Libraries** staff played a significant leadership role in the SIRSI project, an IU-wide library management system. The staff also participated in the RUSS project and in the Pew-funded redesign of high enrollment courses.
- The **School of Physical Education** established a formal research relationship with the National Institute for Fitness and Sport and collaborated on a grant with IUB and Ball State to train adapted physical education teachers.
- The **Center for Public Service and Leadership** concluded a 3-year Strategic Directions project on Defining, Documenting, and Evaluating Service, which coordinated participation of all 8 IU campuses, with the publication of a guidebook titled, "Service at Indiana University: Defining, Documenting, and Evaluating."
- **Enrollment Services**, the **Registrar**, the **Bursar** and others continued collaboration on the Student Information System and Oncourse, both IU-wide projects.
- **External Affairs** collaborated with other universities to obtain \$500,000 from Congress for a coalition of Great Cities Universities to develop a plan for supporting urban teachers.
- The **Payroll Office** developed a Y2K contingency plan for Indiana University.

ACCOUNTABILITY AND BEST PRACTICES

Organizing and managing the campus in ways that ensure responsible stewardship of resources, that permit forthright responses to public calls for accountability, and that utilize best practices, are advanced by the following activities:

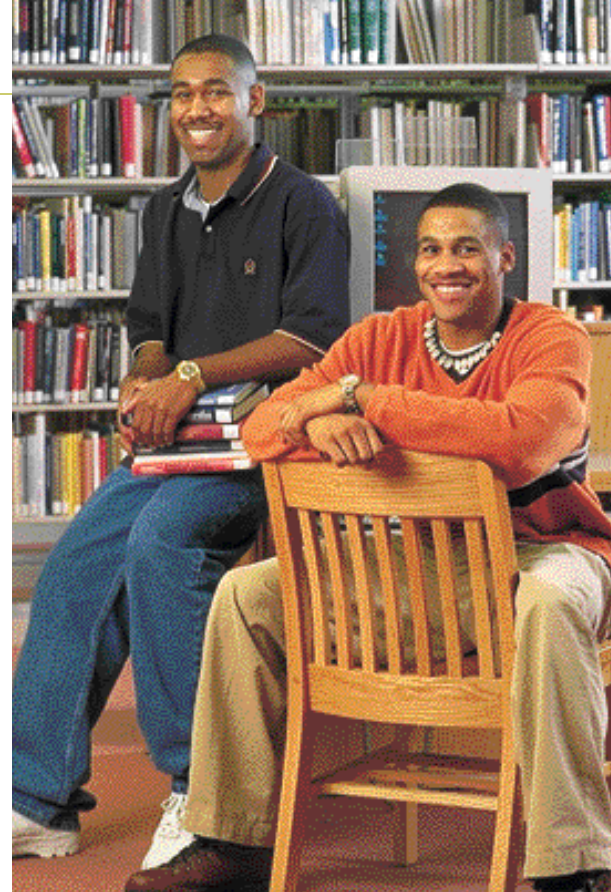
A. Having all individuals and units unified by a common sense of purpose

- **Administration and Finance** units completed successful Y2K planning, review, and testing. A campus-wide emergency plan was developed, a component of which was a command center created to provide essential services in late December 1999 and early January 2000. No campus services were disrupted during this time.
- A review of IUPUI's 5-year-old planning document was initiated by the **Office of Planning and Institutional Improvement**. A preliminary revision designed to address specifically the development of Indiana's community college was completed.
- All external advisory groups of the **School of Engineering & Technology** met together for the first time in August 1999 in a one-day retreat to kick off the school's 2000-03 strategic planning process.
- The **School of Science** completed a school-wide strategic plan as well as a plan for each department.
- Pay equity studies for faculty and staff were completed.
- The **Office of International Affairs** staff worked with faculty in the **Schools of Nursing and Liberal Arts** to assist them in developing their own international mission statements and goals in accordance with the campus plan.

B. Having all units committed to continuous improvement of academic programs, student services, and administrative activities.

- The first class of students to experience the **Dental School's** new problem-based curriculum demonstrated higher scores than previous classes on the Indiana State Dental Board Examination and turned in a sound performance on Part I of the National Board Dental Examinations.
- In the **School of Education**, the **Office of Student Teaching and Field Experiences** was merged with **Education Student Services**. By merging the two units and reorganizing staff responsibilities, student information is managed more effectively and more consistent advising is provided.
- Nancy Chism, the new director of the **Office of Professional Development**, restructured her office to form an integrated unit that will be more responsive to campus needs and the IUPUI mission.

- Use of server-based electronic access in the **Libraries** increased by 16% and web-based access increased by 135% in 1999. Student satisfaction with availability of reference materials, as assessed via an annual campus-wide survey, rose 6% over the 1998 rating.
- The **Office of the Registrar** established a website for the intercollegiate athletics compliance office to share information with students, prospective students, faculty, coaches, and the general public. Staff also created touchtone phone and web-based mechanisms for quickly reporting the opened or closed status of the campus due to bad weather. Visits to the **Registrar's** web page increased from 35,621 in 1997-98 to 53,124 in 1998-99.
- The **Office of International Affairs** reduced the time between receipt and acceptance/denial of applications by 50% in 1999.
- Through reallocation of resources, **Enrollment Services** established the **Office of Student Scholarships** and improved efforts to attract and retain scholarship candidates. **Enrollment Services** formed a Client Services Team that includes **Bursar** staff to improve communications and processes for students.
- The **Office of Academic and Faculty Records** created a website for faculty recruitment that has reduced the incidence of mistakes in the recruitment process and resulted in more timely faculty appointments.
- **UITS** surveys and assessments indicate increased user satisfaction with services at the same time costs are being contained.
- The **Office of the Bursar** improved communications with students through the use of mass e-mailing, a web-based suggestion box, and several other electronic feedback tools. In addition, staff developed an electronic fund deposit system.



- The **Bookstore** improved its on-line Textbook Request System that allows instructors to order books and materials on-line. In addition, **Bookstore** departments have developed a set of service standards.
- The **Accounting Office** increased campus use of FIS transactions-of all disbursement vouchers processed, 60% were processed through FIS as compared to 41% in the prior year.
- The **OneCard Office** increased card usage and customer satisfaction. Since the inception of the program in 1997, OneCard usage has risen to 5,800 students using it as a debit card; 15% of the faculty and staff use the OneCard either as a debit card or as part of the payroll deduction plan.
- **Administration and Finance** launched a new procurement card process for campus-wide use. This purchasing option has simplified processes and dramatically reduced

ACCOUNTABILITY AND BEST PRACTICES

overall costs associated with procurement transactions. In addition, a major contract with IKON was developed and implemented for use throughout the campus in support of office equipment acquisition, resulting in both efficiency and cost savings. All units now use satisfaction surveys to gather data to guide service improvements.

C. Developing assessment plans and performance indicators for all units.

- With the assistance of a faculty research grant from the **Center on Philanthropy**, the **Center for Public Service and Leadership (CPSL)** conducted studies on students in service learning classes, exploring the motives of entering students and identifying the characteristics of students involved in various types of service experiences (e.g., scholarship recipients, service learning students, America Reads tutors).

The **CPSL** also established a framework and method for documenting campus activities in the community; this was a collaborative activity involving **External Affairs**, **Community Learning Network**, and the **Office of Neighborhood Resources**.

- In conjunction with other schools, **University College** faculty continued development and assessment of learning communities. The **Office of Information Management and Institutional Research** assisted the faculty of **University College** in developing a comprehensive plan for assessing the effectiveness of their programs and services.
- The **Testing Center** developed web-based formats for student evaluations of instruction and extended its Project Essay Grade (PEG) technology to score essays for content, creativity, style, mechanics, and organization with reliability and validity statistics that exceed those achieved by human raters.
- The **Economic Model Office** completed deployment of activity-based costing in 55% of IUPUI's academic units and 55% of administrative support units.

D. Expanding revenue streams that will support IUPUI's aspirations and strategic initiatives.

- The **Advanced Research and Technology Institute** reported that the number of patent applications filed increased to 75 in 1999, up from 58 in 1998. The number of patents issued declined slightly from 28 in 1998 to 25 in 1999. Licensing income from the technology transfer program also declined slightly, although during fiscal year 1999, University-wide licensing income exceeded \$1 million for the second time in the history of the program, reaching a total of \$1,357,838.
- The comprehensive Campaign for IUPUI has a working goal of \$500,000,000. From July 1, 1997 to December 31, 1999, schools/units at IUPUI, including all the professional schools, have raised over \$222,380,000.

- **External Affairs** Vice Chancellor Cheryl Sullivan works directly with the Indiana University federal relations and state relations team to seek Congressional support for research activities, federal agency funding for grant proposals, and appropriations for state initiatives. The Great Cities Universities coalition of seventeen urban public research universities received a Congressional earmark for teacher preparation, an IUPUI research team received a National Science Foundation/Digital Libraries Initiative award for a distributed information filtering system for digital libraries, the Institute for Forensic Imaging earned federal funding from the U.S. Department of Justice, and the 21st Century Research and Technology Fund received a \$50 million appropriation from the Indiana General Assembly.
- A \$450,000 Kresge challenge grant has been approved for the **Law School** that will assist in fund-raising for the capital campaign
- Private giving to the **School of Dentistry** almost tripled, increasing from \$600,000 in 1997-98 to \$1.7 million in 1998-99, while alumni participation increased by 150, or 2%.
- Annual giving to the **School of Allied Health Sciences** has increased by 60% since fiscal year 97-98; already, 46% of the campaign goal for the school has been achieved.
- The **School of Nursing** “earned” \$1.18 in tuition/grants, etc. for every \$1 of state appropriation received in 1998-99 — the first year that earned income exceeded state appropriation as a revenue stream.
- Philanthropic funding for the **School of Medicine** increased by 14.3%.
- The Campaign for IUPUI Campaign Management Council was organized.
- The **School of Physical Education** increased total giving more than 3-fold, from \$15,507 in 1997-98 to \$47,348 in 1998-99. Donors increased from 220 in 1997-98 to 318 in 1998-99, up 45%.

D. Marketing the campus.

- **External Affairs** created marketing strategies that helped to increase the numbers of students in the Honors Program from 18 in 1998 to 59 in 1999, a 22% increase. An average of 140 articles with IUPUI references were published each month in Indiana newspapers.
- The **Bookstore** developed advertising strategies to promote the IUPUI name, mission, and vision.

APPENDIX

Since 1995, there have been notable increases in student satisfaction with the registration process, academic advising, and the amount of aid available.

TABLE A-1: STUDENT SATISFACTION

	1995	1996	1997	1998	1999
Registration Process	74%	80%	83%	88%	84%
Overall Academic Experience	78%	83%	82%	84%	82%
Quality of Instruction	77%	81%	81%	82%	80%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%
Courses in the Major Area	75%	77%	79%	79%	77%
Availability of Faculty for Discussions Outside Class	65%	71%	69%	69%	68%
Use of Technology in the Classroom	59%	63%	67%	68%	69%
Advising	51%	55%	58%	59%	55%
Classroom Environment	40%	49%	48%	45%	46%
Amount of Aid Available	32%	39%	41%	40%	41%
Availability of Parking	23%	30%	31%	36%	30%
Relevance of Courses to Career Goals and Objectives	62%	65%	71%	67%	72%
Health and Social Services	70%	75%	78%	77%	81%
Arts and Sciences	60%	67%	74%	65%	69%
All Others	60%	62%	69%	66%	71%

TABLE A-2: NUMBER OF OUTSTANDING HIGH SCHOOL SCHOLARS CHOOSING IUPUI

	Fall Semesters									
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Number of valedictorians and salutatorians ¹	15	5	4	6	12	8	11	13	13	14
Beginners ranked in the top 10% of their high school class	180	155	141	135	129	152	154	163	182	205

¹Ranked first or second in their class with a high school percentile rank in the top 10%.

All IUPUI undergraduate degree recipients are surveyed approximately one year after receiving their degree. Among the questions in the survey, these alumni are asked to rate 21 items on a five-point scale with regard to how much they think they learned in that particular area. The table below includes the items that ranked highest (top 10) in average response for all respondents combined, and respondent subgroups according to the disciplinary area of their major.

TABLE A-3: TOP TEN LEARNING GAINS REPORTED BY 1997-98 UNDERGRADUATE DEGREE RECIPIENTS

	<i>Total</i>	<i>Disciplinary Area of Degree Program</i>		
		<i>Arts & Sciences (n = 194)</i>	<i>Health & Social Services (n=304)</i>	<i>All Other Majors (n=611)</i>
In-depth understanding of your major field of study	1	1	2	3
Comprehending, interpreting, and analyzing texts (books, articles, manuals, etc.)	2	2	6	2
Demonstrating professional standards and competencies	3	11	1	6
Expressing ideas, opinions, beliefs and facts to others in writing	4	3	15	1
Speaking in a small group setting	5	9	9	4
Synthesizing information in order to arrive at reasoned conclusions	6	4	5	9
Making sense of personal, social, and political experiences	7	10	3	7
Using knowledge and understanding in order to generate and explore new questions	8	5	10	8
Analyzing complex issues and making informed decisions	9	7	7	10
Solving challenging problems	10	6	8	11
Developing a sense of values and ethical standards	11	18	4	14
Evaluating the logic, validity, and relevance of data	13	8	12	17
Computer skills	16	15	20	5

Eight of ten undergraduate degree recipients are working full-time in the year after getting their degree from IUPUI. The vast majority of these alumni feel that their education prepared them well for their jobs and even more agree that it more generally enhanced their future prospects.

TABLE A-4: ALUMNI OUTCOMES

	<i>1992-93</i>	<i>1993-94</i>	<i>1994-95</i>	<i>1995-96</i>	<i>1996-97</i>	<i>1997-98</i>
Percent Employed Full-Time	79%	80%	79%	80%	80%	81%
Percent Advancing based on Degree ¹	na	45%	48%	50%	57%	56%
Percent Pursuing Further Education						
Full-Time	8%	8%	9%	9%	8%	8%
How well Education Prepared for						
Current Job ²	89%	86%	87%	89%	90%	91%
Enhancement of Future Prospects ²	95%	96%	95%	95%	96%	96%
Satisfaction with Overall Quality of Education ³	74%	na	88%	86%	89%	88%
Satisfaction with Instruction in Major ³	73%	86%	80%	78%	83%	83%
Advising ³	43%	51%	50%	50%	53%	55%
Relatedness of Job to Major	82%	84%	83%	82%	84%	88%
Health and Social Services ⁴	98%	97%	98%	97%	97%	99%
Arts and Sciences ⁴	65%	66%	59%	64%	65%	73%
All Other Fields ⁴	79%	83%	83%	79%	82%	86%

¹percentage of respondents employed full-time who remained at their current job and received a raise or promotion or who got a new job because of their degree.

²percentage responding somewhat or very well

³percentage responding satisfied or very satisfied

⁴percentage responding somewhat or directly related

Retention of IUPUI's largely non-traditional student population remains a challenge.

TABLE A-5: STUDENT RETENTION

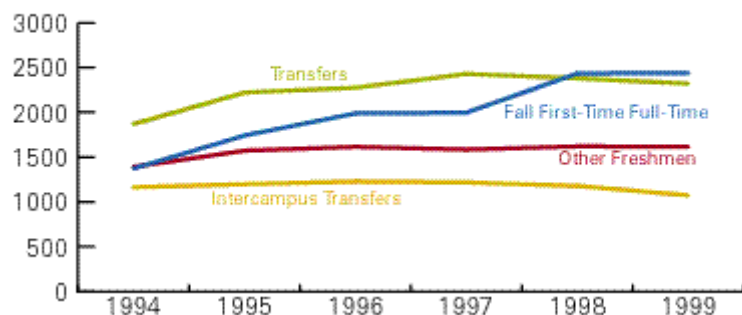
One-Year Retention of First-time Freshmen	Year of Entry						
	1992	1993	1994	1995	1996	1997	1998
Full-time	59%	62%	62%	63%	62%	59%	59%
Part-time	49%	47%	44%	47%	44%	41%	46%

Just one-third of undergraduate students new to IUPUI enter via the traditional mode, first-time full-time Fall freshmen. However that population is an increasing percentage of IUPUI's entering students—up from less than one-quarter of the population six years ago.

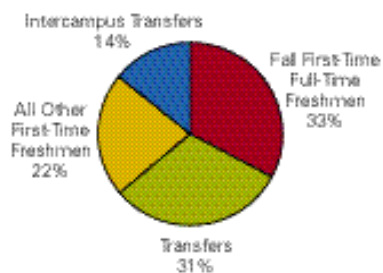
TABLE A-6: NEW UNDERGRADUATE STUDENTS BY MODE OF ADMISSIONS

	Calendar Year						
	1993	1994	1995	1996	1997	1998	1999
Fall First-Time Full-Time Freshmen	1416	1373	1742	1989	2040	2435	2440
All Other First-Time Freshmen	1564	1391	1573	1615	1585	1620	1617
Transfers	1868	1870	2221	2276	2429	2380	2321
Intercampus Transfers	1169	1164	1199	1228	1218	1179	1074
Total	6017	5798	6735	7108	7272	7614	745
Pct. Fall First-Time Full-Time Freshmen	24%	24%	26%	28%	28%	32%	33%

TREND



1999 DISTRIBUTION

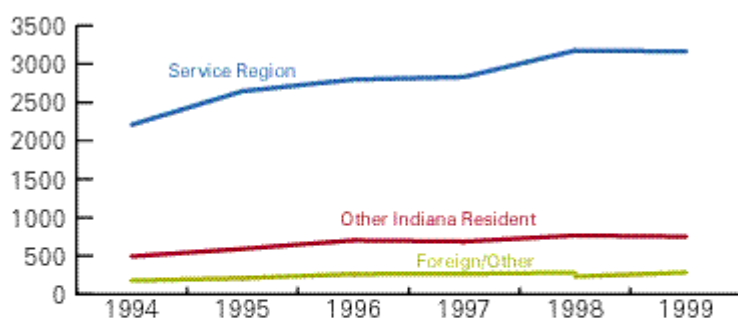


Almost four of every five new freshmen come to IUPUI from the eight counties of Central Indiana. In recent years, IUPUI has attracted more freshmen from elsewhere in Indiana and more foreign students.

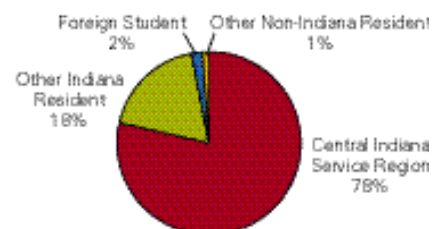
TABLE A-7: GEOGRAPHIC ORIGIN OF NEW FRESHMEN

	1993	1994	1995	1996	1997	1998	1999
Central Indiana Service Region	2414	2208	2646	2797	2831	3175	3165
Other Indiana Resident	480	493	591	702	687	765	750
Foreign Student	64	42	55	81	85	80	94
Other Non-Indiana Resident	22	21	23	24	22	35	48
Total	2980	2764	3315	3604	3625	4055	4057
Foreign/Non-Indiana	86	63	78	105	107	115	142
Percent in Service Region	81%	80%	80%	78%	78%	78%	78%

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The academic background indicators for new students have fluctuated over time. This year's entering class averaged slightly higher qualifications than in the recent past. The average SAT score and high school percentile rank are up slightly as is the average number of college preparatory units. The percent of new students requiring remediation is down significantly this year.

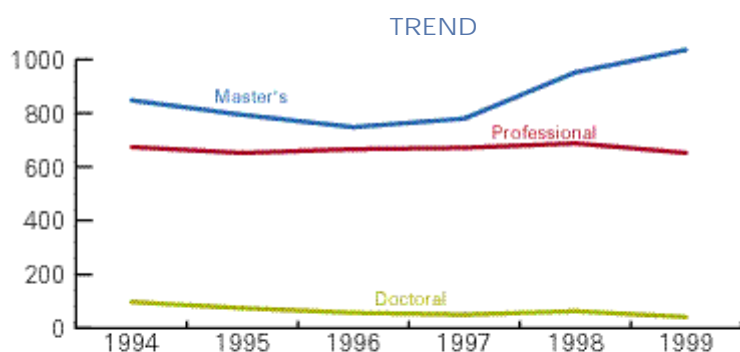
TABLE A-8: ACADEMIC BACKGROUND OF NEW UNDERGRADUATES

	1993	1994	1995	1996	1997	1998	1999
New Freshmen (Fall only)							
Average SAT Scores							
UC Conditional Admits	848	857	852	855	874	874	879
UC Regular Admits	1003	987	984	1004	1005	1029	1020
Direct School/Dual Admits	1024	1046	1042	1041	1055	1084	1088
H.S. Class Rank							
Pct from Top Quartile	22%	23%	22%	20%	19%	20%	22%
Pct from Bottom Quartile	17%	17%	18%	19%	18%	19%	16%
Average Percentile Rank	51	52	51	50	50	49	51
Avg. Number of College Prep Units							
	13.6	14.5	14.4	14.6	15.0	15.3	15.9
Pct. Requiring Remediation							
At least one subject	85%	86%	83%	81%	84%	85%	78%
Mathematics	75%	74%	73%	73%	80%	80%	75%
Writing	31%	55%	47%	30%	22%	28%	17%
Reading	33%	27%	26%	26%	24%	29%	20%
Average Prior College GPA	2.50	2.55	2.50	2.45	2.48	2.48	2.54

IUPUI enrolls about 1500 to 1700 new students in graduate degree programs every year. The numbers of students entering master's level programs has gone up and down considerably over the last six years with a significant increase for both 1998 and 1999. First professional new enrollments (medicine, dentistry, and law) have been fairly stable with a slight upward trend until 1999. The number of new doctoral students fluctuated over time.

TABLE A-9: NEW GRADUATE STUDENTS

	1993	1994	1995	1996	1997	1998	1999
Master's	760	848	794	748	780	952	1036
First Professional	651	674	652	666	671	688	652
Doctoral	63	97	74	57	50	63	41
Total	1474	1619	1520	1471	1501	1703	1729



1999 DISTRIBUTION



In recent years, IUPUI has enrolled increasing numbers of full-time undergraduates and decreasing numbers of part-time students. As a result, credit hour enrollments have increased to an all-time high. Enrollments in first professional programs have increased slightly in recent years while enrollments in doctoral programs have decreased. Master's level enrollments increased for the second year in a row following several years of decline. As an urban university, IUPUI serves many more students on an annual basis than is represented by those enrolled in the fall: fall enrollees represent fewer than three-quarters of those who enroll annually.

TABLE A-10: STUDENT ENROLLMENT

	1993	1994	1995	1996	1997	1998	1999
Fall Semester Enrollment	27,552	26,766	26,939	27,011	27,036	27,821	27,587
Undergraduate	20,392	19,483	19,667	19,950	20,130	20,667	20,416
Full-Time	9,216	9,081	9,676	10,356	10,827	11,394	11,542
Part-Time	11,176	10,402	9,991	9,594	9,303	9,273	8,874
Graduate	7,160	7,283	7,272	7,061	6,906	7,154	7,171
Non-degree	2,335	2,322	2,308	2,177	2,121	2,231	2,136
Master's	2,230	2,316	2,282	2,214	2,074	2,233	2,376
First Professional	2,241	2,277	2,296	2,312	2,365	2,381	2,379
Doctoral	354	368	386	358	346	309	280
Annual non-duplicated student enrollment	38,086	37,443	37,561	38,003	38,361	38,904	nya
Fall enrollment as a percent of annual	72%	71%	72%	71%	70%	72%	
Credit Hour Enrollments (Spring and Fall)	500,882	491,474	495,932	506,501	519,062	531,707	540,645

Graduation rates among IUPUI's beginning students has fluctuated over the years with a downward trend, especially among minority students. However, six-year graduation rates for the most recent entry cohorts, 1993 full-time beginners, are up from the preceding year. The rate for minority students rebounded after a significant drop in the previous year.

TABLE A-11: GRADUATION RATES

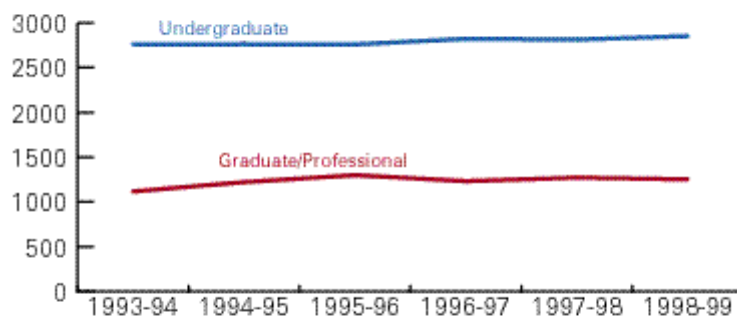
Graduation Rates	Year of Entry						
	1987	1988	1989	1990	1991	1992	1993
<i>All Full-time beginners</i>							
Six-Year Graduation Rate	27%	26%	26%	22%	23%	19%	20%
Eight-Year Graduation Rate	35%	36%	35%	29%	31%		
Ten-Year Graduation Rate	37%	38%	37%				
<i>Minority Full-Time Beginners</i>							
Six-Year Graduation Rate	21%	16%	16%	13%	15%	9%	16%
Eight-Year Graduation Rate	28%	25%	24%	23%	21%		
Ten-Year Graduation Rate	31%	27%	26%				

The number of degrees conferred at IUPUI has climbed slowly but steadily in recent years. Master's degree conferrals were rising significantly but have declined in more recent years. Baccalaureate degree conferrals decreased slightly for the last two years following a three-year period of stable figures. Degrees conferred at the bachelors level account for just over one-half of all degrees conferred. Graduate and professional degrees comprise roughly three of ten degrees conferred. The number of degrees earned by African American students and by all minority students decreased this year but exceeds the number earned by minority students in earlier years.

TABLE A-12: DEGREES CONFERRED

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Certificate	220	186	106	107	155	163	197
Associate	552	581	532	524	540	551	559
Baccalaureate	1954	1994	2125	2129	2128	2101	2097
Master's	494	518	608	681	659	612	615
First Professional	560	572	583	587	542	624	601
Doctoral	30	28	31	32	32	36	37
Total	3810	3879	3985	4060	4056	4087	4106
Total African American	210	193	198	233	233	273	249
Total Minority	359	340	373	389	411	443	440

TREND



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Students who started as freshmen at IUPUI (native freshmen) and earned a bachelor's degree in the last two years averaged about 8 years to complete their degree. However, given the few students who take exceptionally long to graduate, this average is not the best measure of a typical career. Half of the native freshmen who graduated did so within six or fewer years. As would be expected, students who transferred from a non-IU college or university to IUPUI took less time on average, since they came with significant credits. However, students who started their careers at another IU campus after transferring from a non-IU institution and eventually received their degree from IUPUI, took the longest time, on average.

TABLE A-13: TIME TO DEGREE-BACCALAUREATE DEGREE RECIPIENTS

	<i>Mean Years</i>		<i>Median Years</i>		<i>% Taking Longer than Six Years</i>	
	<i>1997-98</i>	<i>1998-99</i>	<i>1997-98</i>	<i>1998-99</i>	<i>1997-98</i>	<i>1998-99</i>
Began at IUPUI as Freshman	8.5	7.9	6.5	6.3	50%	46%
Began at other IU Campus as Freshman	7.4	7.9	5.3	5.8	32%	35%
Began at IUPUI as Transfer	5.7	5.2	4.3	4.0	24%	21%
Began at other IU Campus as Transfer	8.5	9.1	5.2	5.8	38%	43%

About one of five students who earned a degree in the last three years had re-enrolled in IUPUI classes within two years of earning a degree. As would be expected, the highest re-enrollment rates were among certificate and associate degree recipients. The percent of graduates who re-enroll at IUPUI has decreased for every degree level except post-baccalaureate certificate.

TABLE A-14: RE-ENROLLMENT OF DEGREE RECIPIENTS WITHIN TWO YEARS AFTER GRADUATION

	<i>% Re-enrolled</i>		
	<i>1995-96</i>	<i>1996-97</i>	<i>1997-98</i>
Certificate	57%	65%	36%
Associate	40%	41%	38%
Bachelor's	17%	16%	15%
Post-Bacc. Cert.	32%	36%	57%
Master's	19%	19%	14%
First Professional	2%	4%	3%
Doctorate	6%	0%	3%
Total	19%	19%	17%

IUPUI's academic workforce has grown in recent years. The number of non-academic appointments grew in 1998 and 1999 following a steep decline in 1997 caused by the move of hospital employees to Clarian.

TABLE A-15: THE ACADEMIC AND NON-ACADEMIC WORKFORCES

	<i>1993</i>	<i>1994</i>	<i>1995</i>	<i>1996</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>
Academic Appointments	1952	2001	2009	2074	2121	2115	2168
Tenured/Tenure Track Faculty							
(exc librarians)	1276	1268	1262	1267	1280	1284	1262
Tenured	853	866	872	879	874	906	918
Tenure Track	423	402	390	388	406	378	344
Percent Tenured	67%	68%	69%	69%	68%	71%	73%
Other Academic							
Appointments	676	733	747	807	841	831	906
Postdoctoral Fellow	69	77	78	88	111	132	139
Researchers	180	192	189	198	191	189	200
Clinicians	182	213	212	236	269	257	299
Other Non-Tenure Eligible	78	84	77	66	62	46	60
Librarians	41	47	49	47	47	45	48
Visiting Academics	126	120	142	172	161	162	160
Non-Academic Appointments	6964	6959	6758	6824	3456	3607	3726
Professional	1553	1650	1683	1784	1233	1323	1366
Clerical	1823	1779	1723	1693	1184	1215	1239
Technical	2555	2515	2349	2395	631	670	721
Service Maintenance/ Food Services	1033	1015	1003	952	408	399	400

Note: Figures prior to 1997 include the hospitals.

Average credit hour production by full-time faculty in IUPUI's general academic programs has increased over the past two years while the number of sections taught per year has remained steady. The percentage of credit hours and sections in 100 level courses taught by full-time faculty has fluctuated slightly.

TABLE A-16: INSTRUCTIONAL WORKLOAD

General Academic	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Instructional Workload						
Credit Hours/FTE ^a	371	382	372	372	382	395
Sections/FTE ^a	5.6	5.7	5.6	5.7	5.6	5.6
% of 100 Level Cr. Hrs. Taught by Full-time Faculty ^b	44.9%	47.6%	44.5%	42.5%	44.1%	43.5%
% of 100 Level Sect. Taught by Full-time Faculty ^b	30.1%	33.5%	32.6%	30.6%	31.9%	29.9%

^aIncludes assistant, associate, and full professors excluding faculty with administrative roles aside from chairs.

^bAll full-time faculty.

Faculty tend to be satisfied with access to technology for use in teaching and research activities but less satisfied with training and support available to address the use of technology. The perceived quality of undergraduate students has declined over the years with only one of three faculty indicating the quality of IUPUI's undergraduate student population is excellent or good.

TABLE A-17: FACULTY SATISFACTION

	1996	1998
Satisfaction with the Rewards and Recognition for Teaching ¹	39%	44%
Perception of the Quality of Undergraduate Students ²	42%	33%
Perception of the Quality of Graduate Students ²	78%	75%
Satisfaction with the Access to Technology for Teaching ¹	NA	66%
Satisfaction with the Access to Technology for Research ¹	NA	61%
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities ¹	NA	46%
Satisfaction with Availability of Training Related to Technologies used in Research Activities ¹	NA	42%
Satisfaction with Availability of Support Related to Technologies used in Teaching Activities ¹	NA	50%
Satisfaction with Availability of Support Related to Technologies used in Research Activities ¹	NA	46%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI ¹	46%	49%

¹percentage responding very satisfied or satisfied.

²percentage responding excellent or good.

About three of four staff members are generally satisfied with their job and the majority likes the work they do. However, slightly less than half are satisfied with how performance evaluations are conducted and recognition received for doing a good job. Staff are less likely to be satisfied with the clarity of campus objectives and plan than are faculty members.

TABLE A-18: STAFF SATISFACTION

	1999
My unit has good working relationships with other units in the University ¹	69%
I am satisfied with the kinds of training currently available to me ¹	52%
I am satisfied with the recognition I receive for doing a good job ¹	47%
I am satisfied with how performance evaluations are conducted in my unit ¹	45%
I am satisfied with my physical work environment at IUPUI ¹	61%
I like the work I do at my current position ¹	86%
My overall job satisfaction ²	73%
The clarity of objectives and plans for the next few years at IUPUI ²	38%

¹percentage responding agree or strongly agree.

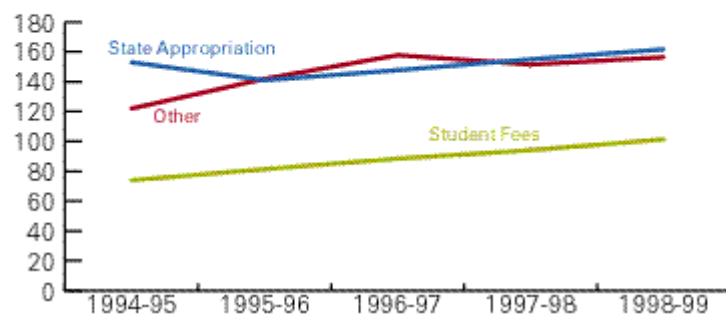
²percentage responding satisfied or very satisfied.

In 1998-99 dollars, the overall state appropriation for IUPUI has grown only slightly in recent years. Tuition has also increased modestly over these years.

TABLE A-19: GENERAL FUND REVENUES

	General Fund Revenues (in millions of dollars)						Percent Change	
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1 year	5 year
TOTAL	\$327.4	\$338.9	\$364.3	\$393.9	\$400.6	\$419.4	4.7%	28.1%
State Appropriation	136.1	136.0	141.0	147.7	155.0	161.7	4.3%	18.8%
Health	78.9	78.3	81.5	85.7	87.6	90.8	3.6%	15.1%
Law	5.2	5.1	5.4	5.5	5.6	5.7	1.4%	10.2%
General Academic	47.5	49.6	50.4	51.5	56.5	58.8	4.1%	23.9%
Exec. Mgmt., Phys. Plant, Sys. Serv. Chrg.	4.5	3.0	3.6	5.1	5.2	6.3	21.6%	40.8%
Per FTE Appropriation (dollars)								
Health	23,121	22,350	23,327	25,041	26,559	27,143	2.2%	17.4%
Law	7,815	7,485	7,771	7,969	7,895	7,758	-1.7%	-0.7%
General Academic	3,704	3,982	3,936	3,856	4,113	4,127	0.4%	11.4%
In 1998-99 Constant Dollars								
State Appropriation	153.8	149.6	150.9	153.6	158.1	161.7	2.3%	5.1%
Health	89.2	86.1	87.2	89.1	89.4	90.8	1.6%	1.8%
Law	5.9	5.6	5.8	5.7	5.8	5.7	-0.5%	-2.5%
General Academic	53.7	54.5	54.0	53.6	57.6	58.8	2.1%	9.6%
Exec. Mgmt., Phys. Plant, Sys. Serv. Chrg.	5.0	3.3	3.9	5.3	5.3	6.3	19.3%	24.6%
Per FTE Appropriation (dollars)								
Health	26,126	24,585	24,960	26,042	27,090	27,143	0.2%	3.9%
Law	8,831	8,233	8,315	8,288	8,053	7,758	-3.7%	-12.2%
General Academic	4,185	4,380	4,211	4,010	4,195	4,127	-1.6%	-1.4%
Student Fee Income	\$69.2	\$73.9	\$81.4	\$88.4	\$94.1	\$101.3	7.7%	46.5%
Resident								
Undergraduate	35.5	37.1	40.2	43.4	46.0	49.3	7.2%	39.0%
Graduate	5.8	6.2	6.7	6.9	6.8	7.6	10.7%	29.4%
Professional	13.3	15.0	16.8	18.3	20.0	21.2	6.0%	59.0%
Non-Resident								
Undergraduate	1.8	1.9	2.4	3.0	4.1	4.4	7.2%	139.1%
Graduate	2.7	2.9	2.9	3.6	3.4	4.3	25.4%	62.8%
Professional	3.1	3.3	3.6	4.4	5.1	5.6	10.0%	82.0%
Other Student Fees	6.5	7.0	7.9	8.2	8.1	8.5	5.0%	30.9%
Adjustments	0.5	0.6	0.8	0.7	0.6	0.5	-18.0%	2.3%
Other Revenues	\$122.1	\$129.1	\$141.9	\$157.8	\$151.5	\$156.4	3.3%	28.1%
Cost Allocation	67.5	68.5	71.5	72.2	75.6	80.9	7.0%	19.9%
Indirect Cost Recovery	16.9	17.6	19.5	20.5	22.6	24.0	6.3%	42.3%
Sales and Service	11.5	12.7	14.9	15.3	6.9	7.7	11.4%	-33.2%
Other	26.3	30.4	36.0	49.8	46.4	43.9	-5.6%	66.8%
Undergraduate Per Credit								
Hour Tuition Rate	\$92.20	\$97.75	\$102.15	\$106.25	\$110.50	\$114.40	3.5%	24.1%
In 1998-99 Dollars	\$104.19	\$107.53	\$109.30	\$110.50	\$112.71	\$114.40	1.5%	9.8%

TREND



1999 DISTRIBUTION

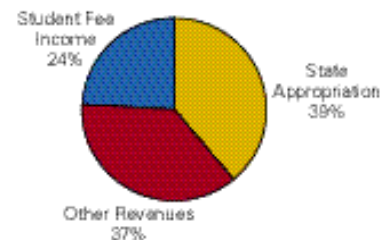


TABLE A-19: GENERAL FUND REVENUES

	General Fund Revenues (in millions of dollars)						Percent Change	
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1 year	5 year
Total Compensation	\$152.8	\$159.8	\$169.9	\$178.0	\$187.8	\$195.7	4.2%	28.1%
Academic Salaries	75.6	78.1	81.8	85.5	92.9	97.0	4.3%	28.2%
Staff Salaries	42.7	45.2	48.6	50.7	48.7	51.4	5.6%	20.4%
Benefits	34.4	36.5	39.4	41.7	46.2	47.3	2.3%	37.4%
Student Financial Aid &								
Fee Remissions	\$4.6	\$5.5	\$4.8	\$5.0	\$5.0	\$6.4	26.0%	38.9%
General S&E	76.0	77.6	84.1	83.9	90.3	92.1	2.0%	21.2%
Overhead*	74.8	77.4	78.7	82.0	83.1	90.2	8.4%	20.5%
Other**	19.8	21.9	26.6	28.8	34.2	36.7	7.4%	85.7%
Grand Total	\$328.0	\$342.1	\$364.1	\$377.6	\$400.5	\$421.0	5.1%	28.4%
Overhead as Percent of Total	23%	23%	22%	22%	21%	21%		
<i>In 1998-99 Constant Dollars</i>								
Total Compensation	\$172.6	\$175.8	\$181.8	\$185.1	\$191.6	\$195.7	2.1%	13.3%
Academic Salaries	85.5	86.0	87.6	89.0	94.8	97.0	2.3%	13.5%
Staff Salaries	48.3	49.7	52.0	52.7	49.6	51.4	3.6%	6.5%
Benefits	38.9	40.1	42.2	43.4	47.2	47.3	0.3%	21.6%
Student Financial Aid &								
Fee Remissions	\$5.2	\$6.0	\$5.1	\$5.2	\$5.1	\$6.4	23.6%	22.9%
General S&E	85.9	85.4	90.0	87.3	92.1	92.1	0.0%	7.2%
Overhead*	84.6	85.1	84.3	85.2	84.8	90.2	6.3%	6.6%
Other**	22.3	24.1	28.5	30.0	34.9	36.7	5.3%	64.3%
Grand Total	\$370.6	\$376.3	\$389.6	\$392.7	\$408.5	\$421.0	3.0%	13.6%

*Overhead represents the assessments paid by academic units for administrative services.

**Other includes travel, equipment, unallocated, balance sheet and transfer.



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Appendix D

STRENGTHS - Mentioned in Two or More 2000 IUPUI Program Reviews

	Construction Engineering Technology	Electrical Engineering Technology	Mechanical Engineering Technology	Public Health (BS)
Leadership	Y	Y	Y	
Facilities/Equipment	Y well equipped		Y handicapped accessible	
Faculty quality	Y	Y		Y
Curriculum		Y	Y	

Figure 2.

CONCERNS - Mentioned in Two or More 2000 IUPUI Program Reviews

	Construction Engineering Technology	Electrical Engineering Technology	Mechanical Engineering Technology	Public Health (BS)
Advising	Y			Y
Facilities/Equipment	Y scheduling, maintenance, associate faculty office space	Y maintenance, network	Y Scheduling of labs	Y space for experimental science

Figure 3.

Reviewers' Recommendations for Improvement Based on 2000 Program Reviews

	Construction Engineering Technology	Electrical Engineering Technology	Mechanical Engineering Technology	Public Health (BS)
Develop strategic plans	Y	Y	Y	Y
Hire faculty	Y		Y	Y
Review/develop/value adjunct faculty	Y			Y
Recruitment	Y minorities			Y emphasis career opportunities
Enhance/Review curriculum	Y			Y
Reduce Teaching Loads for full time faculty	Y		Y	
Develop or review Advising	Y			Y
Resources for labs	Y		Y	Y
Lab equipment/software improved	Y		Y	Y

Appendix E

2000 PROGRAM REVIEW QUESTIONNAIRE SUMMARY FOR DEPARTMENTS

Bachelor of Public Health, Career Center, Construction Technology, Electrical Engineering Technology, Mechanical Engineering Technology, and Ph.D. in Nursing

Please take a few minutes to assist us in improving our process by responding to this questionnaire. Please rate the following sessions as to their usefulness in informing you about the department.

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	3	8			
Tour of Department	6	5			
Descriptive Overview of Department	4	4	2		1
Review of Academic Programs	2	8	1		
Faculty Interviews	10	1			
Student Interviews	9	1			1
Meeting with School Deans	7	3	1		
Related Department Representatives Meeting	2	9			
University Support Representatives Meeting	4	6	1		
Entry Support Directors Meeting	3	7	1		

Concluding Discussion	5	5			1
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Appendix F

NCA Characteristics	Campus Level	School Level	Department Level
I. Institutional Culture			
a. Collective/Shared Values			
Allied Health	2.00	2.00	2.50
Business	2.00	1.00	NR
Dentistry	3.00	3.00	NR
Education	2.00	2.00	3.00
Engineering and Technology	2.00	2.50	2.20
Liberal Arts	3.00	2.00	1.88
Nursing	2.00	3.00	NR
Physical Education	2.00	2.00	NR
Science	1.80	1.80	1.57
Social Work	2.00	3.00	NR
SPEA	2.20	1.50	NR
MEAN	2.00	2.16	1.86
b. Mission			
Allied Health	2.00	2.00	2.50
Business	1.00	1.00	NR
Dentistry	2.50	3.00	NR
Education	3.00	3.00	3.00
Engineering and Technology	3.00	3.00	2.50
Liberal Arts	3.00	2.00	2.25
Nursing	3.00	3.00	NR
Physical Education	1.77	1.77	NR

Science	2.20	2.20	2.00
Social Work	2.00	2.00	NR
SPEA	2.50	1.70	NR
MEAN	2.16	2.24	2.04
II. Shared Responsibility			
a. Faculty			
Allied Health	2.00	2.00	2.50
Business	1.00	1.00	NR
Dentistry	2.50	2.50	NR
Education	2.00	2.00	2.00
Engineering and Technology	2.00	2.30	2.30
Liberal Arts	1.00	2.00	2.13
Nursing	1.50	2.00	NR
Physical Education	1.77	1.77	NR
Science	1.20	1.20	1.40
Social Work	NR	2.00	NR
SPEA	2.00	1.30	NR
MEAN	1.54	1.82	1.72
b. Administration & Board			
Allied Health	NR	NR	NR
Business	1.00	1.50	NR
Dentistry	3.00	2.50	NR
Education	NR	2.00	2.00
Engineering and Technology	2.50	3.00	2.20
Liberal Arts	3.00	2.00	2.00
Nursing	2.00	2.00	NR

Physical Education	2.08	2.08	NR
Science	2.20	2.00	1.87
Social Work	2.00	2.00	NR
SPEA	2.00	1.20	NR
MEAN	1.98	2.03	1.61
c. Students			
Allied Health	1.50	1.50	1.50
Business	1.00	1.00	NR
Dentistry	2.00	2.50	NR
Education	2.00	2.00	2.00
Engineering and Technology	1.00	1.00	1.00
Liberal Arts	1.00	1.00	1.71
Nursing	2.00	2.00	NR
Physical Education	1.77	1.77	NR
Science	1.20	1.20	1.24
Social Work	1.00	1.00	NR
SPEA	1.50	1.00	NR
MEAN	1.33	1.45	1.24
III. Institutional Support			
a. Resources			
Allied Health	1.50	1.50	1.50
Business	1.00	1.50	NR
Dentistry	2.50	2.00	NR
Education	2.00	3.00	3.00
Engineering and Technology	2.80	3.00	1.50
Liberal Arts	3.00	2.00	2.00

Nursing	2.00	3.00	NR
Physical Education	2.42	2.42	NR
Science	2.00	2.00	1.56
Social Work	2.00	2.00	NR
SPEA	2.20	1.00	NR
MEAN	1.95	2.13	1.59
b. Structures			
Allied Health	1.50	1.50	1.50
Business	1.00	1.00	NR
Dentistry	2.50	2.50	NR
Education	2.00	3.00	3.00
Engineering and Technology	2.50	2.70	2.00
Liberal Arts	3.00	2.00	1.88
Nursing	2.00	2.00	NR
Physical Education	2.00	2.00	NR
Science	2.00	1.80	1.20
Social Work	2.00	2.00	NR
SPEA	2.20	1.00	NR
MEAN	1.89	1.95	1.60
IV. Efficacy of Assessment			
Allied Health	2.00	1.00	2.00
Business	1.00	1.00	NR
Dentistry	2.00	2.50	NR
Education	2.00	2.00	2.00
Engineering and Technology	2.00	2.30	2.30
Liberal Arts	3.00	2.00	1.75
Nursing	2.00	2.50	NR

Physical Education	1.75	1.75	NR
Science	1.80	1.20	1.40
Social Work	2.00	2.00	NR
SPEA	2.00	1.20	NR
MEAN	1.80	1.77	1.58
COLUMN MEAN	2.00	1.94	2.00
Campus Writing Report			
NCA Characteristics	Campus Level	School Level	Department Level
I. Institutional Culture			
a. Collective/Shared Values			
Campus Writing	2.20	1.20	1.20
b. Mission			
Campus Writing	2.20	1.20	1.20
II. Shared Responsibility			
a. Faculty			
Campus Writing	2.20	1.50	1.20
b. Administration & Board			
Campus Writing	2.20	1.50	1.20
c. Students			
Campus Writing	1.00	1.00	1.00
III. Institutional Support			
a. Resources			
Campus Writing	2.20	1.20	1.00
b. Structures			

Campus Writing	3.00	1.00	1.00
IV. Efficacy of Assessment			
Campus Writing	2.00	1.20	1.00

Note: 3 = high; 2 = medium; 1 = low level of implementation

Summary of 1999-2000 School Reports to the Program Review and Assessment Committee

School	Used Matrix	PULs	Methods Used	Planned Or In Use	Use of Findings
Allied Health	Y	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Papers, case study, practical exams, clinical experiences, fieldwork, employer surveys, portfolios, oral presentations, accreditation self-study, licensure exams, capstone course, incidents of academic dishonesty reported, student presentations at professional meetings, student papers at professional meetings, clinical educator surveys, student job placements, graduate surveys	In Use - some	
Business	N	Core Comm, Integration, Values & Ethics	oral presentations student papers, case studies, games, simulations, group presentations, pre-business test, capstone	Surveys In Use	
Columbus – Business	Y	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Surveys (faculty, students, alumni, employers), portfolios, oral presentations		
Columbus - Education	Y	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Oral & written assignments, surveys/ interviews (students, faculty, field experience teachers, principals), portfolios, journals, discussion, participation in student conferences, self-evaluations, Socratic dialogue.		
Continuing Studies		No report			

Dentistry	N	Core Comm, CT, Values & Ethics	Competency exams, board scores, PBL, involvement in community & professional organizations, surveys, exit interviews, publications, awards, patient surveys, self-assessments		Instituted mock boards, implemented mandatory preparation exercise, practice administration course being revised and enhanced (1998-99). Formal training in software implemented (1999-00).
Education	Y	Core Comm, CT, Society & Culture, Values & Ethics	Oral and written assignments, presentations, portfolios, journaling, field experiences, case studies, performance assessment, Socratic dialogue		
Engineering & Technology	Y	Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Reports, papers, exams, oral presentations, capstone projects using holistic rubrics; pre- and post-course surveys.		
Computer Tech		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, team project reports, video or audio tapes of oral presentations, retention data, graduation rates, enrollment data	In Use	COBOL was dropped; full-time instructor hired with advising responsibilities (1999-00)
Construction Tech		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, lab reports, team project reports, essays, focus groups, course satisfaction data, comprehensive exams.	In Use	Increased use of computers; increased emphasis on written & oral communication; options for B. S. majors; incorporated PULs into courses & syllabi; use student evaluations to rehire associate faculty; incorporated service learning; developed freshman experience course; new courses based on industry demand; new AS degree in interior design; revised student evaluation forms; improved scheduling of courses; updated laboratory equipment; using OnCourse; incorporated software into courses; increased relationships with industry for training and research; developed articulation agreements with Ivy Tech and Vincennes; developed continuous improvement form for department (1999-00).

Electrical and Computer Eng		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, capstone project reports, essays, video or audiotapes of oral presentations, continuing student survey.	In Use	<p>Introduction to electrical engineering course revised (1998-99).</p> <p>Creation of open labs for flexibility; developed instructional objectives written for individual courses; developed tutor program for freshman and sophomore courses; designated gatekeeper courses which require students to see a counselor before they can register; developed training program for counselors; incorporated a fall retreat for faculty development programs; new computer engineering program was developed; survey of student satisfaction was conducted by the ECE department for three years. (1999-00).</p>
Elect Eng Tech		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, lab reports, team project reports, essays, industry surveys, course satisfaction data, practicum logbooks.	In Use	<p>Development of new courses in specialty areas; development of a computer engineering technology degree updating the software that students use in the program; course notes posted on the Internet; increased use of design teams; more oral presentations and writing; incorporation of a capstone design course; free tutoring services provided; development of pre-requisite check form; rearranged classes for students who work full time; upgraded laboratory instruments; development of instructional objectives was begun. (1999-00).</p>
Mech Eng		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics	Problem solving exams, lab reports, team project reports, essays.	In Use	<p>Modified curriculum to allow more freedom in selection of upper level technical electives (1998-99 uses).</p> <p>Dean's office—student services such as job placement functions and housing; feedback from accrediting body on facilities and infrastructure. (1999-00).</p>

Mechanical Engineering Technology		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics			Reduced credit hours required for B.S. in MET and CIMT; industrial advisory committee meets twice a year instead of once a year; technical Graphics BS degree developed; courses scheduled three years in advance; TAs provided for lab courses; programming language in MET 105 upgraded; laboratory facilities upgraded; lab section added to Strength of Materials course; Fall retreat for full time and adjunct faculty; revision of syllabi into standard format, with learning objectives; tutorials for statics and fluids courses available on-line; mentors assigned to new faculty members; scholarship funds solicited from local organizations; faster computers obtained; safety information added to all lab manuals. (1999-00).
Organizational Leadership and Supervision		Core Comm, CT, Integration, Depth/Breadth, Society & Culture, Values & Ethics			Established desired PUL performance levels for six required courses; developed scoring rubrics to assess student learning in five required courses; identified program level goals and objectives; developed flow chart detailing course completion sequence to help students complete the program more effectively; revised mission and vision statements after internal review; made major revisions in both the AS and BS degrees based on recommendations of internal review team, including reduction in total credit hours required; students are required to select a related technology area as a minor, concentration, or certificate program; capstone course was created for both AS and BS degree programs; prerequisite and co-requisite courses and more clearly communicated to students. (1999-00).
Herron		No Report			
Journalism		No Report			
Law		None in report	Bar Exam results, employment survey	In Use	
Liberal Arts	Y		Survey all SLA graduates about PULs		

Anthropology		Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Tests, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduates & current majors), evaluation by external organizations, practicum advising and evaluation, evaluations of oral presentations, evaluation of research projects, oral feedback from students, alumni survey	In Use	Reviewed sequencing and offerings of the upper level courses in the major (1998) Develop a capstone experience (1999-00) Develop more supplementary course evaluations (1999-00) A201: development of course in applied anthropology (1999-00), revision of major (1999-00).
Communication Studies		Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Tests, writing assignments, oral presentations, alumni surveys, exit interviews, electronic portfolios, portfolios, public presentations, oral performances, public debates, role play activities, performances, original research projects, case studies, application journals	In Use, More Planned	Consistently reexamine curriculum to maintain excellence; integrating technology into classroom on regular basis; integration of discussion of relationship between culture & communication; continued assessment of capstone experience; continue to include discussion of ethics as relates to communication; continue to integrate oral performance opportunities; seeking creative ways to integrate performing arts into curriculum and provide students with opportunities to practice perf. Arts; continue to integrate discussions about listening in all courses; continue to provide opportunities to conduct research in class; continue to include discussion of ethics in relation to communication (1998-99). R110 now includes PowerPoint instruction (1999-00). Improve departmental and curricular structures. (1999-00).

Economics			Tests, alumni surveys, senior seminar, senior seminar reflection assignment, common final.	In Use	The next step up in effort and expense for evaluating our majors could be an exit interview or an examination required for graduation. (1998-99 & 1999-00) We draw on an examination of a common final to evaluate the quality of instruction in different sections of various courses. (1999-00), restructure of major and revision of courses (1999-00)
English		Core Comm, CT Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Written assignments - critical analysis, reflective papers, analysis of conversation & texts, major research project, capstone course, capstone portfolio, oral and written assignments, poster demonstrations, tests, projects, portfolio analysis, sensitive to language in class discussions, consider attention to the rhetorical context in grading written work, appropriate integration of public & personal voice in creating & in responding to text	In Use	ESL and Writing Program studies have resulted in changes in policy, curriculum, and faculty development. Portfolios are used to assess student learning in many courses. The ESL program has been re-organized, based on assessment findings. Restructure of major and revision of courses. (1999-00).
Foreign Languages		Core Comm, CT Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Oral proficiency interview (nationally developed test), oral exercises in class, oral & written tests, simulated situations, evaluations of appropriate interactions during study abroad programs, portfolios, capstone courses, oral proficiency tests	In Use	Improvement of program offerings and adjustments in curricular structure (1999-00).
Geography		Core Comm, Society & Culture	Exams, term papers, critical analyses of scientific literature, essays, oral presentations, exercises, individual research projects, group research projects		
History		Core Comm, CT Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Class discussions, written assignments, quizzes, tests, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni survey	In Use	On-going evaluation of major and revision of courses (1999-00).

Philosophy		Core Comm	Tests, written assignments, longitudinal assignment (paper), alumni survey, oral & written exercises, scoring rubrics for grading longitudinal paper, oral presentation	In Use	Evaluation of course offerings (1999-00).
Political Science		Core Comm, CT Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Capstone course, tracking academic progress	In Use	Requirements for major were changed (1998) Revision of courses (1999-00).
Religious Studies			Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar	In Use	Need more emphasis on role of religion in human history, need stronger emphasis on the interdisciplinary work at lower level, more attention to connect Religious Studies with other academic fields, more emphasis on argumentation before capstone (all 1999-00)
Sociology		Core Comm, CT Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Exams, essay papers, class participation, group projects, oral presentations, discussions, capstone experience, written responses to instruction	In Use	Enhanced writing component in R100 to try to reduce rates of D/W/F; implementation of new capstone experience for majors (1998-99 & 1999-00) Reviewed theory offerings with the possibilities of honors emphasis; increased internships & research assistantships (1999-00)
Library & Information Sciences		No Report			
Medicine	N	Core Comm, CT, Depth/ Breadth, Society & Culture; Values & Ethics	Clinical rating forms, observation, oral exams, simulated patient exams, papers, self-assessment, exercises, triple jump examinations, OSCEs, USMLE Step 1, USMLE Step 2. Added in 1999-00: Clinical performance assessment portfolios; videotaping performance, on-line testing		1999-00: (1) Curricular changes in basic science: sequence of courses; maximize active learning; prepare students for lifelong learning. (2) Developed regression model and identified predictors and shared with faculty. (3). Funded Clinical Teaching and Assessment Center
Music		No Report			

Nursing	Y	Core Comm CT Integration, Depth/Breadth Society & Culture Values & Ethics	Standardized exam (NET to replace CCTI), clinical course evaluations, observations, evaluation feedback on cultural courses, student assessment project, community oriented papers/project, posters that indicate community resources, grading of special projects, evaluation of writing (via SON writing expectations, peers, clinical evaluations), clinical evaluations, RN Assess Test, RN-CLEX, employer's survey, alumni survey	<p>Currently piloting an electronic portfolio in B249; continue to work with Director of Enhancement & Diversity; concepts threaded through revised curriculum to increase skills & knowledge; revised BSN curriculum to reflect stronger community base; implementing the competencies for beginning nurses that were written by Indiana's nursing leaders; continue to seek ways to increase student involvement in policy issues that impact nursing practice; continue to stress writing & speaking opportunities in all courses; invited the English Dept. to faculty meeting to discuss their expectations as well as SON; developing writing expectations for program; revised curriculum to add capstone experience; accepted the competencies for BSN graduates developed by Indiana nurse leaders in practice & education; curriculum committee examining performance trends of those not successful (1998-99).</p> <p>Incorporate more strategies that promote critical thinking in all courses in the major; explore other means of measuring critical thinking as the CCTI appears to lack construct validity; currently looking at assessment measures across courses; continue to work with the Director of Enhancement and Diversity; support culturally-based programs for students and faculty; adopted a statement on diversity for the SON that is hung in the entrance to the school; need to explore additional measures; revised BSN curriculum to reflect a stronger community base; incorporate a community experience option in the senior capstone course; encourage community service learning in the first-year learning course; students required to incorporate current political and policy issues into discussions for some courses; growth and Empowerment course in the senior year of the BSN curriculum will focus on policy issues; development of a health care ethics course required for all students; continue to stress writing and speaking opportunities in all courses; establishment of consistent writing expectations;</p>
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					<p>invited faculty from the English department to faculty meeting to discuss competencies developed in W131 and how to continue to enhance these competencies Increase and maintain NLCEX rates; revised curriculum to add a capstone experience for students in preparation for graduation; adopted the <u>AACN Essentials of Baccalaureate Education</u>; student mentoring program in place for those in major and for those in first-year course experience; students participate in recruitment sessions;</p> <p>history of consistent participation in the summer research program; currently exploring how this outcome in being met across the curriculum (1999-00)</p>
Optometry		No Report			
Physical Education	Y	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	<p>Senior capstone survey, internship surveys, internship notebooks/ observations, clinical fieldwork, national exams</p> <p>1998-99 data – 1999-2000 done differently. Did not address PULs except to say that they will ask IMIR to do alumni survey to assess student satisfaction with PULs.</p>	In Use	Developed a syllabi checklist that linked the PULs to course objectives. (1998-99).
Science	Y	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Focus group interviews about advising, survey sent, Senior Assessment Project – graduating student survey, faculty mentor survey, and senior reflection about the PULs	In Use	Each syllabus for an undergraduate course clearly state objectives that reflect the IUPUI PULs; rubrics developed to assess senior reflection paper; written components of the electronic portfolio introduced early in semester so to allow for more time for reflection (1999-00)

Biology			<p>I. Exams, quizzes, term papers, oral presentations, lab reports, capstone project, field camp, senior thesis/project, publications, performance evaluation by extra-departmental scientists and educators.</p> <p>II. pre- and post-tests, self-assessments, progress determination, achievement tests, comprehensive written exams, standardized proficiency exams, analysis of admission data of those entering graduate & professional schools, surveys of graduating seniors, alumni, and employers</p>	<p>All in I. are In Use.</p> <p>All in II. are being considered</p>	Learning outcomes developed (1999-00).
Chemistry			Placement exam, computerized exams, standardized final exams, laboratory experiment scoring sheets, formal laboratory reports, capstone, written report, oral presentation, resume, portfolio, independent project reports,	In Use	<p>Computerized exams - improved examination questions (1998-99).</p> <p>Revised C100; developed C120, C110, C115; changed course content; replaced recitations with workshops; developed new course materials, established evaluative measures; learning outcomes developed; devised performance scoring sheets & measures (1999-00).</p>
Comp & Info Sci			Grading, exams, homework, programming assignments		Learning outcomes specified (1999-00).
Geology			Homework, written examinations, term papers, geologic map and report prepared by the student evaluated using a rubric		Since last NCA visit -Learning objectives formulated; career outcomes defined; introduced statistical and CAD/CAM computer based exercises; purchased instructional equipment; developed Associate degree in Geoscience; revised Earth Science secondary education certificate; developed G135 & G132 using cable TV and web-based instruction; developed G123; introduced group discussions and service learning in courses. (1999-00)

Mathematical Sciences			Grades, surveys (students, alumni & employers), observations, feedback from internships, exit surveys, GRE & NTE exams, student evaluations, evaluation by external assessment committees (arising from an NSF grant), external peer review,		Student learning outcomes developed; developed a tracking system to track learning outcomes across exams and sections (1999-00).
Physics			<p>I. National standard exam on Physics Concepts, Force Concept Inventory (FCI), Maryland Physics Expectation (MPEX), course attrition rates, student satisfaction surveys, and enrollment data. Capstone use two reports by the student on his/her research experience – one oral one written., laboratory reports,</p> <p>II. Grades, pre- and post-tests, success in higher-level courses, capstones, internships, comprehensive exams, surveys, employment rates</p>	<p>I. In Use</p> <p>II. “measures we can use”</p>	<p>Adoption of different teaching methods – “Just in Time Teaching.”(1998-99).</p> <p>Since last NCA visit – revised capstone & explicit learning goals identified. (1999-00).</p>
Psychology			Standardized computerized exams, instructor selected measures, Psychology Curricular Learning Objectives Questionnaire; syllabi analysis, surveys		Continued to implement assessment plan; developed learning objectives; developed new curriculum for three educational tracks linked to graduate areas; developed & administered questionnaires; new course requirement – B103 (1999-00)
Social Work	Y				
BSW			Admission data & trends, surveys and focus groups, reviews of IUSSW faculty and administration, course learning evaluations, portfolios		<p>Introduced two distinct Certificate Programs, added program learning objectives related to information technology, continued plans to introduce an electronic portfolio (1998-99).</p> <p>Implemented certificates in Case Management and in Family Life Education; introduced additional objectives related to information technology & lifelong professional learning. Will require portfolios in Spring 2001 in non-electronic form. (1999-00).</p>

MSW			Admission data & trends, surveys and focus groups, reviews of IUSSW faculty and administration, course learning evaluations, portfolios		
PhD			Admission data & trends, surveys and focus groups, reviews of IUSSW faculty and administration, course learning evaluations, portfolios		Initiated a 'pre-doc' program, altered curriculum strengthen emphasis on quantitative & qualitative research, introduced social work minor, approved new admission policies, increased research prerequisites for admission to the PhD program. (1998-99).
SPEA	N	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Portfolio, capstone course, term paper, assessment file that includes for that instructor evaluates the student's performance on each of the desired learning outcomes – raw data include the syllabi, memo to students explaining how the outcomes incorporate the PULs and the learning outcomes for the program, and a completed form with comments and other materials. Added in 1999-00: Surveys; Service Learning projects, discussion with internship mentors; laboratory exercises, examinations.		
University College	Y	Core Comm, CT, Integration, Depth/ Breadth, Society & Culture, Values & Ethics	Grades, enrollment patterns, persistence, DFW rates, certification transfers, and graduation rates, student evaluation forms, entering student survey, interviews, focus groups. Added in 1999-00: scan of syllabi; RUSS site visit; interview-based project; focus groups to study U112; ACT Compass replaced reading test.		

Appendix H

Schools, Offices, Organizations Served by PAII Staff in 2000

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center
ACADEMIC UNITS				
Allied Health	<ul style="list-style-type: none"> Completed school wide economic models with multiple models with five-year projections Requested to be a member of Economic Model Review Committee 	2 ad hoc request	<ul style="list-style-type: none"> Consulted on assessment Program Review follow up session 	Student Evaluation of Teaching (SET), LXR-Test Scoring, Collaborated to develop a new evaluation of teaching/course form.
Business		2 ad hoc requests	Consulted on assessment	External testing (Strong Inv.) LXR-test scoring
Computer and Information Science			Consulted on program review	
Continuing Studies	<ul style="list-style-type: none"> Instructed three project management courses Performed some follow on work of updated economic model 	Special retention and enrollment reports; Survey of off-campus courses		<ul style="list-style-type: none"> Placement Testing IU Tax Practitioners Conference External testing: DANTES, CLEP, Independent Studies
Dentistry	Provided preliminary school data for economic model discussions		Consulted on assessment	SET, LXR-test scoring

Education	Provided consulting and follow up presentations	4 ad hoc requests; assistance with assessment planning; alumni survey supplement, assistance developing tracking database	Consulted on planning	<ul style="list-style-type: none"> ● Placement testing ● External testing; Praxis, MAT (PPST, Core Battery, & Specialty) ● Data entry & data analysis ● Mzumara is a member of one doctoral dissertation committee
Engineering & Technology		41 ad hoc requests; expanded alumni survey for ABET accreditation	<ul style="list-style-type: none"> ● Conducted three program reviews ● One program review follow-up session 	<ul style="list-style-type: none"> ● SET ● Faculty Ballot ● Forms design ● LXR-test scoring
Graduate School			Consulted on program review	External testing: MAT
Herron		3 ad hoc requests	Consulted on assessment	SET
Journalism				SET
Law			Consulted on assessment	<ul style="list-style-type: none"> ● SET ● External testing: LSAT, MPRE
Liberal Arts	Developed RCM matrix model for discussions about the assessment allocations to centers and departments.	<ul style="list-style-type: none"> ● 25 ad hoc requests ● Developed department management reports ● Presented to faculty assembly 		<ul style="list-style-type: none"> ● Placement testing, Foreign Languages Placement Testing (FLPT) ● Data entry, FOCUS reports ● External Testing: Independent Studies, DANTES, CLEP
Math			Consulted on placement testing	

Medicine		3 ad hoc requests	<ul style="list-style-type: none"> ● Consulted on assessment - Department of Biochemistry ● Consulted on planning 	<ul style="list-style-type: none"> ● Placement testing, SET ● Forms design, LXR-test scoring ● External Testing: MCAT ● Collaborated to develop an online testing mechanism for OSCE, Designed a new form for the Triple Jump evaluation.
New Media			Collaborated on assessment	
Nursing	<ul style="list-style-type: none"> ● Provided training to update economic model ● Consulted on benchmarking 	<ul style="list-style-type: none"> ● Assisted 2 faculty with assessment efforts ● Conducted alumni supplement surveys for all programs ● Assisted with licensing review 	<ul style="list-style-type: none"> ● Consulted on program review ● Consulted on outcomes assessment 	<ul style="list-style-type: none"> ● SET, LXR test scoring, placement testing ● Collaborated on a grant proposal on evaluation of the Nursing Practice Capstone course ● Consulted on evaluation ● External Testing: Independent Studies, CLEP ● Worked on developing web-based evaluation tool
Physics			Consulted on assessment	
Physical Education	Completed economic model and presented support	<ul style="list-style-type: none"> ● 1 ad hoc request ● Assisted with assessment planning 		SET
Public Health			Consulted on planning	

Science		<ul style="list-style-type: none"> ● 16 ad hoc requests; assisted school-wide assessment planning ● Served on 1 school and 1 department committee 	Consulted on assessment	<ul style="list-style-type: none"> ● Placement testing, FLPT ● FOCUS reports ● Consulted on assessment of NSF-funded WebScience/Just-in-Time Teaching (JiTT) Project with Physics ● Conducted evaluation activities including instrument development, training of evaluators, and conducted classroom observation of JiTT classes in Biology, Chemistry, Mathematics, and Physics ● LXR test scoring for Department of Biology
Social Work	Provided consulting		<ul style="list-style-type: none"> ● Consulted on planning ● Conducted program review follow-up session 	<ul style="list-style-type: none"> ● SET ● External testing: MAT
SPEA	<ul style="list-style-type: none"> ● Began school wide economic model ● Made initial presentations 	3 ad hoc requests	<ul style="list-style-type: none"> ● Conducted program review ● Conducted two program review follow-up sessions 	SET, LXR test scoring

University College	Began activity analyses for RC wide economic model	<ul style="list-style-type: none"> ● 36 ad hoc requests ● Assisted faculty fellows and other UC assessment efforts ● Provided evaluation support for various national projects, including RUSS, Greater Expectations, Lilly Retention grant 	Assessment Steering Committee	<ul style="list-style-type: none"> ● Placement testing (including special foreign languages testing during honors orientation) ● SET ● Research/data analysis ● Upload of reading post-test scores into IUTS ● Consulted on development of Advisors' Information System to facilitate academic advising ● Wrote proposal on "Development of Advisors' Information System", and submitted to Borden (IMIR) ● Generated FOCUS data set for COMPASS Reading Test Scores ● Reviewed and updated information on placement testing for publication in student handbook
Other Academic Units (Columbus, SLIS, etc.)		<ul style="list-style-type: none"> ● 2 ad hoc requests ● 2 presentations to Columbus faculty 	Consulted on assessment for IUPU-Columbus	<ul style="list-style-type: none"> ● Placement testing for Columbus ● Data analysis for Columbus ● External Testing: Independent Studies, DANTES, CLEP
Academic Support Units				
Career Center		Developed employment report based on alumni survey	Conducted program review	External testing: Strong & MBTI
Campus Interrelations			Consulted on assessment	

Center on Philanthropy			Consulted on program review planning	
Center on Public Service & Leadership		1 ad hoc request		
Community Learning Network		<ul style="list-style-type: none"> • 5 ad hoc requests • Administer survey of distributed learning courses 		<ul style="list-style-type: none"> • External testing: DANTES, ACT, Strong, & MBTI • Began work on developing an online evaluation mechanism
Enrollment Services	Began activity analyses for RC wide economic model	14 ad hoc requests	Consulted on planning	<ul style="list-style-type: none"> • Supported placement test scheduling • Consulted on development of new test scheduling and student tracking system • External testing: ACT, SAT, MAT, Campus Day Exhibit • Designed new orientation exit survey forms
Faculty Records		<ul style="list-style-type: none"> • 6 ad hoc requests • Assisted with developing information query capabilities 		
Honors Program		Assisted with Phi Beta Kappa application	Consulted on planning	Placement testing
Human Resources			Consulted on new employee orientation	
International Affairs		Met with four groups of international visitors with interests in program evaluation and institutional research	Consulted on planning	Placement testing

Office of Professional Staff Development	Began activity analysis for economic project	<ul style="list-style-type: none"> ● Presentation for Gateway Project; ● Presentation for web-based course research group ● Participation in faculty orientation panel ● Presentations to first-year dialog series 	Collaborated on planning	<ul style="list-style-type: none"> ● Exhibited at New Faculty Orientation ● Conducted assessment workshops for faculty and staff development
Registrar's Office	Provided economic model data			Consulted on placement testing process, particularly with regards to updating the Registrar's prerequisite check system
Student Life and Diversity		<ul style="list-style-type: none"> ● 2 ad hoc requests ● Presentation to staff retreat 	Consulted on planning	
UITS		Administered user satisfaction survey		<ul style="list-style-type: none"> ● Reporting of placement test results ● Programming (IUTS revamp)
University Libraries		Analysis for and presentation to staff planning retreat	Consulted on assessment	SET
CAMPUS-WIDE ORGANIZATIONS				
Campus Climate for Diversity		Developed and administered campus climate items for surveys of students, faculty, and staff. Provided analyses as results became available	<ul style="list-style-type: none"> ● Task Force Member ● Consulted on program review ● Planned campus climate review 	
Council on Undergraduate Learning		Presented student survey results	Co-Chaired	
Deans Academy			Developed Deans Academy	
Deans' Planning/Budgeting Committee	Presented Economic Model Office status	Presented on student retention	Co-Chaired	
E.C. Moore Symposium			Planning Committee	

Enrollment Management Group		<ul style="list-style-type: none"> • Further developed IUPUI enrollment projection model; • Supported FASPAC • Developed financial aid leveraging model for IUPUI • Developed web-based point-in-cycle management reports 	Chaired	Mzumara serves as a member of the Enrollment Services Group
Faculty Associates for Undergraduate Learning			Consulted on assessment	
Faculty Council				<ul style="list-style-type: none"> • Faculty Development Exhibit • Faculty ballot
Faculty Council Executive Committee			Consulted on planning	
Pay Equity Study		Participated in pay equity study advisory group		
Team IUPUI		2 staff served	Staff served	Kiger served as TC Representative
Urban University Portfolio Project		<ul style="list-style-type: none"> • Continuing development of IUPUI portfolio • Leadership of national institutional component • Leadership of functional needs assessment 	Core Committee member	
Other Campus Support Offices	Economic model updates and support for Testing Center	3 ad hoc requests		Placement testing for AES students
CAMPUS ADMINISTRATION				
Chancellor's Office	Presented Economic Model Office Annual Report Update	<ul style="list-style-type: none"> • 10 ad hoc requests • Supported development of regional campus plan • Provided information for state of campus 	<ul style="list-style-type: none"> • Chaired Future Group (for campus planning) 	

Executive Vice Chancellor & Dean of Faculties Office		<ul style="list-style-type: none"> Completed 13 ad hoc requests Supported urban university initiatives, including urban university portfolio project and urban university statistical portrait project 		<ul style="list-style-type: none"> Developed detailed plans for electronic portfolio
Vice Chancellor for Administration & Finance	<ul style="list-style-type: none"> Updated and provided economic model updates Consulted on master planning and rate proposals Provided analyses for parking services and Child Care Center 	1 ad hoc request		
Vice Chancellor for External Affairs		<ul style="list-style-type: none"> 11 ad hoc request, including 4 for Communications and Media Relations Assisted with development of campus Fact Card 	Review of recruitment materials	
Vice Chancellor for Research and Graduate Education		<ul style="list-style-type: none"> 5 ad hoc requests Supported analysis of master's degree demand Developed policies for institutional review of assessment projects 		
UNIVERSITY ADMINISTRATION				
ADA Task Force		Developed and implemented Indiana University wide web-based inventory for compliance assessment and improvement		

President Brand's Office		<ul style="list-style-type: none"> • 1 ad hoc request • Administered TERA survey and Lilly freshman survey for all IU campuses • Supported NACUBO cost study • Served on External Survey Task Force 		
Strategic Directions				Research on College Placement Testing
Vice President Palmer		Delivered workshop to Financial Officer's training series		
OTHER IU OR PURDUE CAMPUSES	Developed presentation on economic modeling for the fiscal officer development series for VP Palmer's office and FMS			
IU Bloomington				SET for Bloomington
IU Kokomo				<ul style="list-style-type: none"> • Data analysis for Kokomo and Columbus • SET for Kokomo and Bloomington
IU Southeast				Placement testing in mathematics
LOCAL COMMUNITY				
Clarian Health Community Benefits Committee			Member	
Clarian Education				Work Keys evaluation
CUE Deans (Consortium for Urban Education)			Member and provided some staff support	
Eight County School Districts		<ul style="list-style-type: none"> • High School feedback report • Supported Project SEAM 		

Indiana Association for Institutional Research		<ul style="list-style-type: none"> ● Member-at-large and publications chair (Thomas) ● Listserv manager (Burton) ● Presented at conference (Borden & Oren - Best Paper Award) 		
Indianapolis Star		Cited in editorial on remediation rates in college; subsequent letter to editor clarifying position was published		
Ivy Tech-IUPUI Partnership		Presented analysis of IUPUI-Ivy Tech student articulation to annual coordination breakfast		Consulted on placement testing policy and procedures
Lilly Endowment		Developed information packet on remediation issues and related IUPUI statistics		
Mayor's High Technology Task Force		Analyzed IUPUI degrees conferred in technology-related fields		
NCA and other Accrediting and Oversight Agencies		Supported completion of NCA annual report	Coordinated completion of NCA annual report	
Phi Beta Kappa			Member of Executive Board	
Ruth Lilly Health Education Center			Secretary, Board of Directors	
Sigma Theta Tau				Data analysis
Star Alliance, Inc				<ul style="list-style-type: none"> ● Data entry ● Design and scan new form
Riley Hospital (Urology)				Image Scanning
United Way	Day of Caring volunteer	Day of Caring volunteer	<ul style="list-style-type: none"> ● Member of Community Service Council ● Member of Planning and Impact Assessment Committee ● Day of Caring volunteers 	Day of Caring volunteer

NATIONAL				
Assessment Institute		Workshop on Survey Research	<ul style="list-style-type: none"> Planned and conducted national conference in Indianapolis attended by over 530 people from 40 states and Puerto Rico Conducted workshop on program review 	<ul style="list-style-type: none"> Best Practices Fair Exhibit Presented workshops Developed & scanned surveys, analyzed Data & wrote the 2000 Assessment Institute Report
Assessment periodical			Edited national bi-monthly periodical, Assessment Update	Contributed one article to Assessment Update
Association for Institutional Research		<ul style="list-style-type: none"> Four presentations at national conference Elected member, Board of Directors (Borden) Presented workshops at forum (Thomas) and Enrollment Management Institute (Borden) 		
Consultations		3 consultancies	3 consultancies	SET, research, data entry, scanning, data analysis, and program evaluation
Educational Agencies and Commercial Publishers		18 surveys completed for commercial publishers and other external agencies	Awarded funds from USA Group award to support Deans' Academy	
Funded national research projects		<ul style="list-style-type: none"> Continued work on Urban University Portfolio Project (Pew Charitable Trusts) Received funding for Urban University Statistical Portrait Project (Urban 13 Academic Officers and Coalition for Urban and Metropolitan Universities) 		Started work on three-year FIPSE-funded project on "Automated Grading of Electronic Portfolio Documents"

Invited keynote Addresses		1 keynote address	5 keynote addresses	
Invited or referred presentations	3 invited presentations	<ul style="list-style-type: none"> ● 6 peer reviewed presentations ● 15 invited presentations ● 5 workshops 	<ul style="list-style-type: none"> ● 9 peer reviewed presentations ● 15 invited presentations ● 1 workshop 	Paper Presentations at various conferences (AERA/NCME, APA, MSTC)
Peer Institutions		<ul style="list-style-type: none"> ● 19 requests for information ● Continued development and support for Urban University data exchange 		
Publications	1 published article	<ul style="list-style-type: none"> ● 1 referred journal article ● 5 other publications ● 9 technical reports 	<ul style="list-style-type: none"> ● 1 referred journal article ● 4 other publications ● 2 book chapters ● 3 technical reports 	
INTERNATIONAL				
Collaborations and visits		<ul style="list-style-type: none"> ● Met with visitors from Bosnia and Loas for advise about information support ● Worked with administrators from five British Universities to develop bid for government (UK) supported development program 	Met with visitors from Finland, Poland, Thailand, Japan, United Arab Emirates	
Invited keynote Addresses			Co-sponsor and program convener for international assessment conference in Melbourne, Australia	

Refereed presentation			<ul style="list-style-type: none"> ● Presentation given at the European Association for Institutional Research ● 2 workshops given at Technikon Free State, Bloemfontein, South Africa 	
Student Support				
<i>Sagamore</i>				
Students		<ul style="list-style-type: none"> ● 4 ad hoc requests ● Chaired one dissertation committee ● Staff taught four courses 		Placement testing Testing: Independent Studies, MAT, SAT, MCAT, ACT, MPRE, LSAT, DANTES, CLEP, ETC.

Appendix I



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Office of Information Management and Institutional Research (IMIR)

2000 Annual Report

(January 1 through December 31)

Service Goals and Objectives

The Office of Information Management and Institutional Research (IMIR) provides and coordinates 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 sources;
- 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, alumni, faculty, staff, 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.

IMIR 2000 Annual Report

Executive Summary

IMIR continued its progress along many fronts to improve information support for decision-making on the IUPUI campus, and to lead efforts nationally to develop better measures of institutional effectiveness for large public research universities with an urban-related mission.

Management Reports and Analyses

n IMIR eclipsed its 1999 record (211) by responding to 221 ad hoc requests for information from members of the IUPUI community.

- IMIR created new web-based point-in-cycle reports to support campus-wide enrollment management efforts.

Assessment and Client Surveys

- The Office administered 10 campus- and university-wide assessment surveys, including a collaboration among 12 urban universities participating in the National Survey of Student Engagement.
- The alumni survey was enhanced to place further emphasis on student learning outcomes.
- The School of Education became the latest academic school to work with IMIR to customize the long-standing recent alumni survey to suit school assessment needs.
- IMIR conducted specialized surveys for four different campus clients to support program evaluation and accreditation efforts.

Evaluation and Planning Support

- IMIR staff continued their leadership role in the Urban University Portfolio Project and Urban University Statistical Portrait Project, resulting in seven national presentations, two published essays and a book chapter.
- The Office continued to play a pivotal role in several systematic campus-wide evaluation processes such as academic program review and annual planning and budget reviews.
- IMIR staff continued efforts to guide the further development and enhancement of assessments of University College programs and students. This included modifications to the entering student survey and non-returning survey, as well as new assessments for the Orientation Program, and further support of faculty fellows involved in a range of assessment projects.

Teaching, Research, and Service

- IMIR staff taught 3 courses, published 6 articles and chapters, gave 21 presentations and offered 5 professional workshops at national and regional meetings of professional associations.
- Office staff received a \$65,000 grant to continue work on the Urban University Statistical Portrait Project, and continued work on two large grant projects received in prior years.
- IMIR staff served in elected leadership roles in the regional and national institutional research professional associations.
- IMIR staff served on 3 university-wide, 10 campus, and 2 department and school committees. Staff also supported Team IUPUI.

Rewards and Recognitions

- IMIR staff were invited to contribute 4 articles and 2 book chapters to national publications.
- IMIR staff received the Best Paper Award for the 2000 Indiana Association for Institutional Research conference.

Management Reports and Analyses

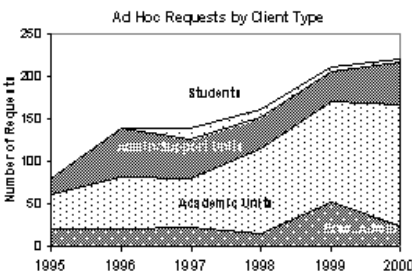
Management Reports

In a collaborative effort with Registrar and Admissions staff, IMIR developed its first completely web-based reporting system, the Point-in-Cycle Web-Based Management Reports (http://data.imir.iupui.edu/point_in_cycle/index.asp). This site received just fewer than 4,000 hits in its first four months of operation. The Office continues to expand and enhance its fall enrollment reports and analysis to meet campus enrollment management and planning needs. Above all, the Office responds to an increasing number of ad hoc requests for information from the academic and administrative units of IUPUI to support immediate information needs in a timely fashion. IMIR also continues to build information exchange relationships with other urban universities to expand the quantity and quality of comparative information for benchmarking purposes.

Ad Hoc Requests

IMIR again responded to a record number of *ad hoc* requests for information and analysis from various IUPUI constituents. Display 1 shows the modest increase in *ad hoc* requests fielded by IMIR in 2000 compared to 1999, which represented a sizable increase from previous years. The largest numeric increase was in requests originating from academic units, but a larger percentage increase occurred in requests from academic and administrative support functions.

	1995	1996	1997	1998	1999	2000
Number						
Executive Administration	20	19	21	15	52	24
Academic Units	40	62	59	100	118	143
Acad/Admin Support	20	58	45	36	35	50
Students	na	na	14	9	6	4
Total	80	139	139	160	211	221
Percent of Total						
Executive Administration	25%	14%	15%	9%	25%	11%
Academic Units	50%	45%	42%	63%	56%	65%
Acad/Admin Support	25%	42%	32%	23%	17%	23%
Students	na	na	10%	6%	3%	2%



Display 2 shows the distribution of requests among academic and administrative areas for calendar year 2000. The School of Engineering and Technology remains the largest single requestor, followed by University College. The various divisions of Academic Affairs generated the most information requests among academic and administrative support units, with the cluster of Enrollment Service functions within Academic Affairs representing over one-third of those requests.

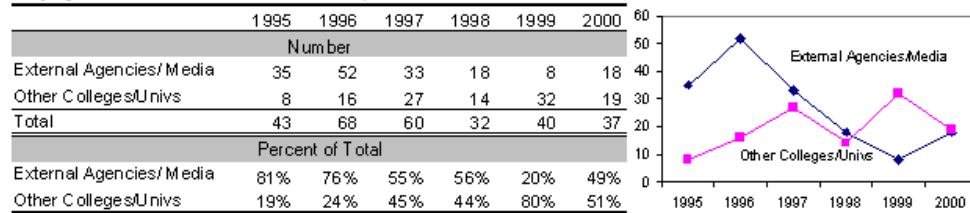
Display 2. Ad Hoc Requests by Unit

Unit	N
<i>Academic Schools</i>	
Engineering & Technology	41
University College	36
Liberal Arts	25
Science	16
Continuing Studies	5
Education	4
SPEA	3
Herron	3
Medicine	3
Business	2
Columbus	2
Allied Health	2
Phys Ed	1
<i>Academic School Total</i>	<i>143</i>
<i>Admin Units/Students</i>	
Academic Affairs	30
Enrollment Services	14
External Affairs	11
Chancellor/President	11
Research & Grad Ed	5
Student/Sagamore	4
Student Life & Diversity	2
Administration & Finance	1
<i>Admin/Student Total</i>	<i>78</i>
Grand Total	221

Questionnaires and External Requests

As Indiana University centralized the questionnaire completion function for commercial publishers, such as U.S. News & World Report, IMIR responded to fewer requests from external agencies. However, this past year, the total more than doubled reflecting increased collaboration in completing these requests. Requests for information from other colleges and universities declined this past year, despite increased activities in information exchange among the Urban 13 group. This may be related to easier access to national data sources that all colleges and universities can now use to obtain benchmarking data.

Display 3. Questionnaires and External Requests for Information



Data Resource Development

The IMIR web site has become known around campus as a repository of reports produced by the Office over the past eight years. Efforts continue to expand the utility of the site, with this past year's efforts focusing on the development of our first completely web-based reports. The Point-in-Cycle web-based enrollment report system (http://data.imir.iupui.edu/point_in_cycle/index.asp) provides weekly updates on admissions and enrollment activity in the weeks and months leading up to the start of each semester. In its first four months of operation the site had just fewer than 4,000 visits.

IMIR staff continued their work related to several university-wide systems development initiatives. Vic Borden serves on the steering group of the university-wide Data Administrators Committee. Kathy Burton serves on working groups related to the migration of the University's human resource and student systems.

Management Information Consulting

Because of their expertise in analyzing institutional data, IMIR staff are often asked for assistance by members of the IUPUI community and other Indiana University campuses who are extracting or analyzing data from institutional databases. IUPUI staff logged 146 hours of consulting time in calendar year 2000.

Display 4. Consulting Hours: Information Management Support, 1995-2000

1995	1996	1997	1998	1999	2000
76	117	186	119	150	146

Costs

Overall costs for management reports and analysis increased again substantially in 2000 commensurate with the increase in activities. The increase in costs associated with *ad hoc* requests reflects the increase in number, as well as the increase in complexity of these requests. The large cost increases in the management reports area reflects the development of the web-based Point-in-Cycle system.

Display 5. Costs Associated with **Management Reports and Analysis** Activities

Activity/Client	1997	1998	1999	2000	2000 Costs as Pct. Of	
					MRA Total	IMIR Total
Ad Hoc Requests	\$ 16,803	\$ 24,270	\$ 46,829	\$ 58,387	40%	9%
Academic Units	8,745	12,025	26,668	38,193	26	6
Executive Administration	4,099	4,985	9,004	12,418	9	2
Acad/Admin Support	3,785	6,996	11,046	7,715	5	1
Students/Student Groups	174	264	110	62	0	0
Management Reports	18,848	12,653	16,301	41,318	28	6
Questionnaires	4,709	2,233	5,577	5,275	4	1
External Agencies	3,320	1,152	787	4,727	3	1
Other Colleges/Univs	1,389	1,081	4,791	549	0	0
Data Resource Development	23,749	16,256	1,111	5,035	3	1
Consulting	4,958	3,680	6,972	5,389	4	1
Distributed Office Overhead	16,796	14,418	14,485	29,748	20	5
Grand Total	\$ 85,863	\$ 73,510	\$ 91,275	\$ 145,152	100%	23%

Assessment and Client Surveys

Activities

IMIR staff provide a wide range of survey design, administration, and analysis services to clients within and outside the IUPUI community. Our first priority is to support campus-wide assessment efforts through a systematic program of surveys of our major constituents. We additionally provide survey support on a contractual basis to the academic and administrative units of IUPUI and other IU campuses involved in program planning and assessment.

Assessment Surveys

IMIR conducted a total of 10 campus- and university-wide assessment surveys. Eight of these surveys were conducted as part of a continuing series. Significant changes were made to the ongoing entering student survey to accommodate the adoption of a national instrument that was incorporated into the new placement testing system used by the campus (ACT/COMPASS). IMIR also led IUPUI's participation in the new National Survey of Student Engagement (NSSE). The campus participated in both the Fall 1999 pilot and the Spring 2000 national implementation, with a report for both produced in December 2000. Display 6 summarizes the overall assessment survey activity of IMIR in calendar year 2000.

Display 6. Assessment Surveys Conducted by IMIR in Calendar Year 2000

<i>Survey</i>	<i>Administration Schedule</i>	<i>Report Status as of 12/31/00</i>
Advising	3rd consecutive year	Completed (12/00)
Recent Alumni	7th consecutive year	Completed (11/00)
National Survey of Student Engagement	Pilot in Fall 1999, National Sample Spring 2000	Completed (12/00)
Continuing Student Satisfaction	7th consecutive year (completed 1999 study)	Follow-up From 1999
Entering Students	3rd year, with changes related to adopting	Completed (12/00)
Faculty	3rd administration in 2000. Alternates with Staff	In Progress
Non-Returning Students	6th administration in 7 years	In Progress
Staff	2nd administration in 1999. Alternates with Faculty	Completed (6/00)
Lilly Freshman Survey	3rd consecutive year - administer for all IU campuses	In Progress
Teaching Excellence Recog. Award	Completed University-wide administration	IU Report Completed (2/00)

Client Survey Consulting and Support

The School of Education joined Nursing and Engineering & Technology in supplementing the campus-wide survey of recent undergraduate degree recipients with questions of local interest. IMIR continued to support user surveys for UITS and the Community Learning Network.

Specifically, 2000 IMIR client survey activities included:

- School of Engineering and Technology survey of engineering baccalaureate degree recipients for ABET accreditation.
- School of Nursing—alumni survey supplement for ASN, BSN, and MSN graduates.
- School of Education – alumni survey supplement.
- University Information Technologies Services—customer satisfaction surveys of undergraduate students, graduate students, faculty, and staff.
- Community Learning Network survey of students in off-campus courses.
- Community Learning Network survey of students in distance learning courses.

Costs

Despite an increase in the number of campus-wide surveys, costs declined in 2000. This was largely due to our participation in the National Survey of Student Engagement, which is supported by a grant from the Pew Charitable Trusts, in place of the more costly Continuing Student Satisfaction and Priorities Survey. IMIR decreased both activities and costs associated with client surveys, focusing office resources more on campus-based assessment activities and limiting non-campus clients.

Display 7. Costs Associated with Assessment and Client Survey Activities

Activity/Client	1997	1998	1999	2000	1999 Costs as Pct. Of	
					MRA Total	IMIR Total
Assessment Surveys	\$ 69,700	\$ 103,118	\$ 181,041	\$ 149,183	63%	23%
Advising	1,544	14,255	24,388	35,325	15	6
Recent Alumni	18,204	22,989	37,155	30,955	13	5
National Survey of Student Engagement	-	-	-	7,993	3	1
Continuing Student Satisfaction	20,401	25,491	31,689	117	0	0
Entering Students	15,862	6,323	11,620	28,486	12	4
Faculty	-	29,005	7,485	17,082	7	3
Non-Returning Students	795	3,330	8,442	9,930	4	2
Staff	12,894	1,725	29,787	10,833	5	2
Other*	-	-	30,474	8,461	4	1
Client Surveys	14,259	53,378	59,248	25,541	11	4
Consulting	na	253	3,327	423	0	0
Distributed Office Overhead	24,140	25,320	45,954	61,799	26	10
Grand Total	\$ 108,099	\$ 182,069	\$ 289,569	\$ 236,946	100%	37%

*Included the Lilly Freshman and Teaching Excellence Recognition Award (TERA) Surveys.

Evaluation and Planning Support

Activities

IMIR staff provide in-depth research and analysis support to specific campus evaluation and planning efforts. For this year's annual report, these activities have been divided into five activity areas:

- Urban University Initiatives
- Assessment Support
- Enrollment Management

- n Planning Support
- n Civic Engagement

This section of the report summarizes the major activities and costs associated with each of these areas.

Urban University Initiatives

The Urban University Portfolio Project (UUPP)

The IMIR director is on the leadership team for this national project that is housed at IUPUI. IMIR staff member Tim Thomas moved into a full-time Technology Development Associate position for the project. The UUPP seeks to develop electronic portfolios for six urban public universities nationally, as a means for communicating with various internal and external constituencies. The project commenced in August 1998 and will continue for three years. IMIR receives significant funding support from this project to support both national and local activities.

The Urban University Statistical Portrait Project (UUSPP)

The IMIR director continues to lead the development of a research and data exchange initiative among urban universities. The goal of the effort is to measure more effectively the role and impact of urban universities on American higher education.

RUSS Project

In collaboration with University College leadership, IMIR staff completed a three-year national benchmarking project with faculty and staff from two other urban universities (Temple and Portland State). The project examined practices and programs to support first-year students, with a focus on Learning Communities. IMIR contributed two essays to the Capstone Conference proceedings.

Assessment Support

Department Assessment Support

IMIR staff assisted a variety of departments and programs in developing assessment plans and programs. Included within this category is support for the assessment of University College programs. IMIR also supported assessment developments in the Schools of Education, Engineering & Technology, Nursing, Physical Education, Science, and within the Biology, English, Psychology, and Sociology departments.

Academic Program Review

The support IMIR provides to the academic program review process includes the provision of management information, responses to *ad hoc* requests, customized survey summaries and, in some cases, survey design and analysis. In other words, IMIR utilizes the full range of its products and services to support this process.

Campus Reports

IMIR staff developed a new analysis of both the Alumni and Continuing Student Satisfaction and Priorities Survey responses to focus on learning outcomes. The quadrant maps analysis was presented to the Program Review and Assessment Committee and distributed widely to the campus community.

ADA Compliance Survey

IMIR developed and implemented an Indiana University-wide compliance survey as part of the federal Americans with Disabilities Act. The survey was completed by 98 percent of IU units. In the coming year, IMIR will develop a web-based corrective actions report for all responding units.

Enrollment Management

IMIR staff continue to provide both leadership and staff support roles for campus enrollment management activities. Staff further developed a campus enrollment projection model, employing short-term forecasts provided by school deans. The Point-in-Cycle web reports provide updated information of semester enrollments as admissions and registration activities proceed. Office staff worked with a consultant to develop financial aid leveraging models that will be used to support the activities of the Financial Aid and Scholarship Policy Advisory Committee (FASPAC). Analyses from IMIR have also been at the center of decisions made to alter admissions practices and university-wide planning in response to the development of the Community College of Indiana.

Planning Support

Planning/Budget Book

IMIR staff worked with staff from the Budget Office to further refine the annual report, “IUPUI Summary Financial Data for Financial Planning.” This year’s report included enhanced tables on alumni outcomes associated with new questions on the alumni survey. The annual planning report request was also modified to align the questions with the information provided in the Summary report.

Performance Indicators

IUPUI’s performance indicators were developed further through the 1999 Annual Performance Report and the IUPUI Institutional Portfolio. The Portfolio version introduced a new reporting format that layered the performance indicators from aggregate to more detailed views. This presentational format received high marks locally and nationally. As a result, the campus planning Futures Group is working with a draft version of the layered performance indicators to develop a formally accepted set that will align with the changing campus plan.

Civic Engagement

K-16 Initiatives

IMIR staff contributed in significant ways to the Lilly Foundation funded Project SEAM, which seeks to align the curriculum of high school and entry-level college courses in Math, Science, and English. IMIR’s high school feedback report is gaining wider usage among area school systems and has been incorporated into several collaborative initiatives, such as Project SEAM. Vic Borden is also working with a project development group to initiate programs to promote active learning in middle school Math and Science courses.

Regional Development

Several analyses were conducted to support High Technology Task Force activities, including an analysis of IUPUI degrees conferred in technical subject areas. IMIR staff also supported activities of the Brain Gain Task Force with Vic Borden serving as chair of the subcommittee responsible for designing a campus-wide inventory of academic community-based learning activities. Borden also serves on the Civic Engagement Task Force which is developing campus goals, objectives, and assessments of IUPUI’s civic engagement.

Costs

Costs associated with planning and evaluation increased modestly in 2000. In its second year, the Urban University Portfolio Project continues to represent a large portion of these costs^[1] However, the largest increases were in the areas of assessment support and enrollment management. Although costs related to planning support have declined, some of the activities of planning support were integrated into the Portfolio Project.

Display 8 shows the costs for this area of IMIR’s services. Where possible, costs for activities from prior years are compared to corresponding activities in 2000. Given the shifting nature of these activities over time, it is difficult to match activities especially as you go further back in time. For this reason, most of the activities for the first year in the time series (1997) are listed in the generic “Other” category.

Display 8. Costs Associated with Evaluation and Planning Support Activities

Activity/Client	1997	1998	1999	2000	1999 Costs as Pct. Of	
					EPS Total	IMIR Total
Urban University Initiatives	\$ 0	\$ 28,304	\$ 69,995	\$ 63,899	35%	10%
Portfolio Project (UUPP)		21,475	55,688	54,947	30	9
Statistical Portrait (UUSPP)		2,757	7,430	7,098	4	1
RUSS Project		4,072	6,877	1,855	1	0
Assessment Support	7,993	7,653	26,925	42,582	23	7
Campus Reports				11,332	6	2
ADA Self-Evaluation Survey		1,159	14,816	12,432	7	2
Department Assessment			3,046	14,324	8	2
Program Review	7,993	6,494	9,062	2,537	1	0
Other				1,957	1	0
Enrollment Management	3,850	6,130	8,507	32,414	18	5
Planning/Support	0	9,855	24,534	12,980	7	2
Budget Book				5,515	3	1
Performance Indicators		3,695	10,310	6,305	3	1
Other		6,160	14,224	1,160	1	0
Civic Engagement	0	3,449	8,629	7,676	4	1
K-16 Initiatives		3,449	8,629	6,773	4	1
Regional Development				902	0	0
Other	104,894	40,113	7,084	0	0	0
Distributed Office Overhead	24,902	19,480	27,479	24,187	13	4
Grand Total	\$ 141,639	\$ 114,984	\$ 173,153	\$ 183,737	100%	29%

Teaching, Research, and Service**Activities**

IMIR staff continue to maintain a significant presence in the classroom, on campus committees, in professional organizations, through electronic “listservs,” and in the higher education literature. We represent the campus as caring and highly competent professionals in committee assignments, presentations, workshops, and professional service activities throughout the Indiana University system, Indiana State higher education circles, and national higher education circles.

The complete teaching, research, and service activities of IMIR staff are reported in detail in the annual report of the Division of Planning and Institutional Improvement. They are also available at the web site postings of this report and the division-wide report. Highlights of calendar year 2000 activities in this area include:

- Vic Borden presented a track keynote address to the AAHE Assessment and Quality Conference. Borden and Kim Oren, along with Ann Lowenkron of the School of Nursing, received the Best Paper Award from the Indiana Association for Institutional Research.
- IMIR staff taught 4 courses, published 6 articles and 9 technical reports, gave 21 presentations and offered 5 professional workshops at national and regional meetings of professional associations.
- Office staff continued work on several major grant projects from prior years, and received a new \$65,000 grant for the Urban University Statistical Portrait Project.
- Two IMIR staff hold elected positions in professional associations: Borden on the Association for Institutional Research Board of Directors and Thomas as Member-at-large and Publications Chair for the Indiana Association for Institutional Research. Borden also serves on the Council for the National Postsecondary Education Cooperative, and is on one of the working groups associated with this federally funded effort.
- IMIR staff served on 3 university-wide, 10 campus, and 2 department and school committees. Staff also supported Team IUPUI.
- IMIR staff were invited to contribute three chapters and one monograph to national publications.

Costs

Despite increased costs associated with teaching more courses, overall costs declined in this area. A large part of the decline is associated with a decrease in research costs, as much of that activity has now moved to funded projects included within the Evaluation and Planning Support section.

Display 9. Costs Associated with Teaching, Research, and Service Activities

Activity/Client	1997	1998	1999	2000	1999 Costs as Pct. Of	
					TRS Total	IMIR Total
Research	\$ 16,305	\$ 28,899	\$ 26,404	\$ 1,664	2%	0%
Teaching and Advising	22,555	8,213	9,095	12,996	18	2
Service	31,441	25,255	36,491	49,211	69	8
Professional	23,361	18,031	33,954	39,243	55	6
University	8,080	7,224	2,537	9,969	14	2
Distributed Office Overhead	10,045	11,266	13,580	7,068	10	1
Grand Total	\$ 80,346	\$ 73,633	\$ 85,569	\$ 70,939	100%	11%

Office Management

Activities

IMIR continues to develop its “quality in daily work” methods to ensure that all staff understand the goals and priorities of the Office and work in an effective and cost efficient manner. Through weekly staff meetings, daily communication, and an automated project management system, IMIR staff work to constantly improve the provision of services to meet our clients’ needs.

Costs

Using project management software developed by IMIR office staff, their time is tracked as it relates to Office projects and activities. Non-personnel expenditures are tracked through billing and disbursement records. Using these data, IMIR staff can monitor the costs associated with all office activities.

Displays 10 and 11 summarize IUPUI activity costs by functional area over the past 6 years. Overall costs remained stable between calendar years 1999 and 2000 as the Urban University Portfolio Project and several other grant projects continued from 1999. However, there was a significant shift in costs away from Assessment and Client Surveys and toward Management Reports. There was also a modest increase in Evaluation and Planning Support activities. Both of these changes reflect, in large part, the increasing emphasis of office activities in support of enrollment management, to match shifting campus priorities.

“Office Overhead” shown in Displays 9 and 10 represents those activities, such as staff meetings, office and systems maintenance, and professional development that cannot be attributed to a specific task or functional area. This unassigned overhead increased slightly in 2000, partly due to the start up costs associated with two new office staff members and the move of several staff to the Administration Building.

Display 10. Summary of IMIR Costs by Functional Area - Five Year Trends

Functional Area	1995	1996	1997	1998	1999	2000
Management Reports & Analysis	\$ 56,330	\$ 88,797	\$ 85,863	\$ 73,510	\$ 91,275	\$ 145,152
Assessment & Client Surveys	110,604	161,723	108,099	182,069	289,569	236,946
Evaluation & Planning Support	58,627	91,369	141,639	114,984	173,153	183,737
Teaching, Research, & Service	65,115	44,371	80,346	73,633	85,569	70,939
Total	\$ 290,676	\$ 386,260	\$ 415,947	\$ 444,196	\$ 639,566	\$ 636,774
Office Overhead						
Dollar Amount	\$ 84,181	\$ 68,889	\$ 75,883	\$ 70,484	\$ 101,497	\$ 122,801
Percent of Total Expenses	29%	18%	18%	16%	16%	19%

Display 11. Trends in Percentile Distribution of Expenses by Functional Area - Five Year Trends

Functional Area	1995	1996	1997	1998	1999	2000
Management Reports & Analysis	19%	23%	21%	17%	14%	23%
Assessment & Client Surveys	38%	42%	26%	41%	45%	37%
Evaluation & Planning Support	20%	24%	34%	26%	27%	29%
Teaching, Research, & Service	22%	11%	19%	17%	13%	11%

Moving into 2001

IMIR begins the new calendar year 2001 with a full schedule of surveys, analyses, and information support activities. In addition, the Office is completing its participation in several large grant projects, including the Urban University Portfolio Project and the Urban University Statistical Portrait Project. These activities will be guided by the following priorities:

Management Reports and Analyses

- Develop further a campus-wide enrollment projection model that includes impact of external trends as well as internal plans.
- Expand content of web-based management reports and deploy web-based table generator.

Assessment and Client Surveys

- Develop two new Employer Surveys: one that goes to the supervisors of recent alumni, and one to area business and industry leaders.
- Deploy web-based versions of current surveys to improve response rates and reduce costs.
- Document evidence that survey results are used to improve campus climate and specific programs.

Evaluation and Planning Support

- Develop new grant projects to continue the most valuable aspects of the Urban Universities Portfolio Project.
- Expand assessment activities in University College and integrate results with the School's planning activities.
- Work with deans, department chairs, and enrollment services staff to develop and implement enrollment plans that are aligned with overall campus enrollment planning efforts.
- Expand the Urban University Statistical Portrait Project to serve the environmental scanning needs of IUPUI community as well as national efforts to define and document the institutional and educational effectiveness of urban universities.

Teaching, Research, Service

- Continue to teach courses and provide service through university, campus, school, and departmental committees.
- Continue efforts to promote IUPUI's reputation nationally as a leading urban research university.
- Continue to participate through scholarship, leadership and service as highly visible members in the state and national Associations of Institutional Research.

[1] Not all costs for this project are reflected in the office's expenditures as the significant travel expenses are covered by the central project account.

Indiana University Purdue University Indianapolis



Testing Center Annual Report 2000

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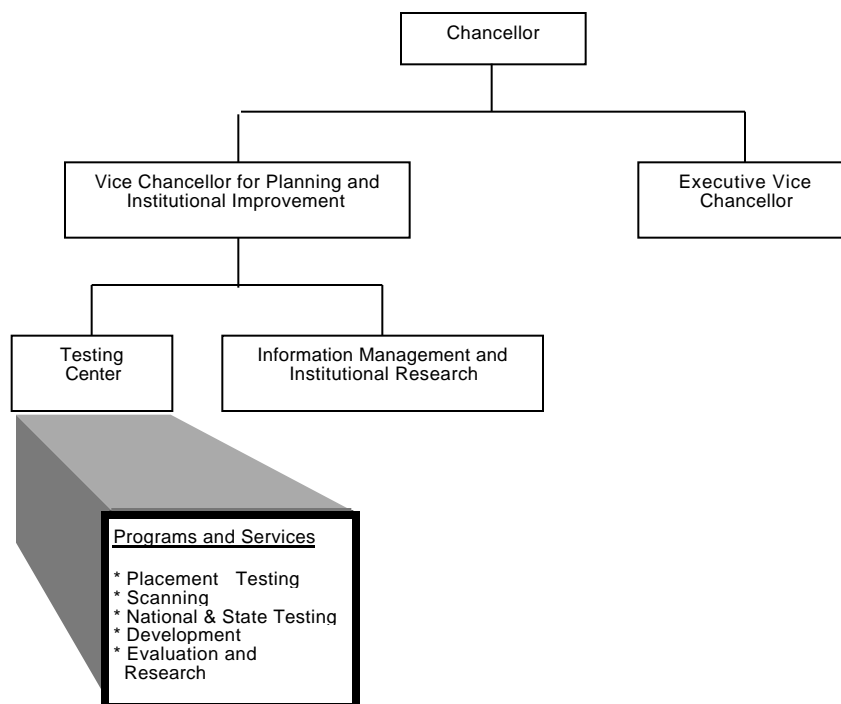
Table of Contents

<u>SECTION I: INTRODUCTION AND EXECUTIVE SUMMARY</u>	3
<u>ORGANIZATION, MISSION, VISION, VALUES, AND GOALS</u>	3
<u>STUDENT PLACEMENT TESTING ADVISORY COMMITTEE</u>	5
<u>HIGHLIGHTS</u>	6
<u>SECTION II: REPORTS FROM PROGRAM AREAS</u>	11
<u>PLACEMENT TESTING</u>	11
<u>OVERVIEW OF CHANGES AND IMPROVEMENTS IN THE PLACEMENT TESTING PROGRAM</u>	11
<u>VALIDATION OF COURSE PLACEMENT CRITERIA AT IUPUI</u>	19
<u>FRONTLINE MEETINGS AND TRAINING OF WORK-STUDY EMPLOYEES</u>	19
<u>SCANNING</u>	26
<u>LXR-TEST GRADING</u>	26
<u>STUDENT EVALUATION OF TEACHING/COURSES</u>	27
<u>CUSTOM FORMS DESIGN AND MISCELLANEOUS SCANNING JOBS</u>	28
<u>IMAGE SCANNING</u>	29
<u>NATIONAL AND STATE TESTING PROGRAMS</u>	29
<u>NATIONAL TESTING</u>	30
<u>TESTING ON THE WORLD WIDE WEB</u>	31
<u>INDEPENDENT STUDIES TESTING</u>	31
<u>DEVELOPMENT</u>	32
<u>SET</u>	33
<u>DEPARTMENT OF MEDICINE--OSCE</u>	33
<u>PROJECT ESSAY GRADE</u>	33
<u>WINDOWS 2000</u>	34
<u>WEBSITE REDESIGN</u>	34
<u>FOREIGN LANGUAGE TESTING</u>	34
<u>FUTURE DIRECTIONS</u>	35
<u>SECTION III: TEACHING, RESEARCH, AND SERVICE</u>	36
<u>TEACHING:</u>	36
<u>RESEARCH/SCHOLARSHIP:</u>	36
<u>UNPUBLISHED REPORTS:</u>	37
<u>PAPERS:</u>	37
<u>PRESENTATIONS:</u>	37
<u>EXHIBITOR:</u>	38
<u>WORKSHOPS:</u>	39
<u>GRANTS IN PROGRESS:</u>	39
<u>GRANTS RECEIVED:</u>	39
<u>GRANTS UNDER REVIEW:</u>	39
<u>GRADUATE/UNDERGRADUATE STUDENTS SUPPORTED:</u>	39
<u>CONSULTING ENGAGEMENTS:</u>	40
<u>PROPOSALS/MANUSCRIPTS REVIEWED:</u>	40
<u>PROFESSIONAL ASSOCIATIONS:</u>	41
<u>COMMITTEES:</u>	41
<u>TRAINING:</u>	42
<u>APPENDIX I: TESTING CENTER SERVICES</u>	43

Section I: Introduction and Executive Summary

Organization, Mission, Vision, Values, and Goals

The Testing Center is a component of the Office of the Vice Chancellor for Planning and Institutional Improvement (PAII). The mission of PAII is to integrate the functions of institutional planning, implementation, and evaluation in ways that will continuously improve IUPUI. Figure 1 below shows the organizational structure and mission



areas of the Testing Center.

Figure 1. Organization and Mission Areas of the Testing Center

The Testing Center's mission is to provide assessment and evaluation support through the collection and processing of test data, creation of assessment instruments, and the lending of measurement expertise to

constituencies throughout the campus community. Our vision is to provide integrated assessment and evaluation information in ways that will continuously improve IUPUI.

All Testing Center activities incorporate the following values:

- Work meets the needs of the sponsoring academic unit or individual.
- Results are thoroughly analyzed and explained.
- Work is timely, accurate, and reliable.
- Information is readily available to those who need it, secure from those who do not.

Our staff is committed to the following work ideals:

- Professionalism
- Responsiveness
- Thoroughness
- Accessibility
- Friendliness
- Sensitivity to data confidentiality issues

The IUPUI Testing Center's goals are manifested through its five programs which are aligned with the Testing Center's operational objectives, the goals of the Division of Planning and Institutional Improvement, and the aspirations and goals of IUPUI (see bold letters and numerals for links with IUPUI aspirations and goals. The Center's goals include:

1. Working with academic units to facilitate initial student assessment for appropriate course placements and credits by examination.
2. Providing imaging and optical scanning to improve assessment practices on campus and facilitate the work of campus units. This work

includes, but is not limited to administering course instructor surveys to assess student perceptions of faculty instruction.

3. Providing a service and location where students can take independent studies exams as well as state and nationally-administered tests.

4. Developing state-of-the-art assessment technology in support of tracking student achievement.

5. Disseminating the results of applied research and evaluations conducted at the Testing Center or in consultation with the Testing Center staff.

We continually strive to make each program more complete, up-to-date, and responsive to the diverse needs of the University community.

Student Placement Testing Advisory Committee

In the fall of 1999, a Student Placement Testing Advisory Committee (SPTAC) was established to provide guidance in the area of student placement testing. It replaced the functions and activities of the Testing Center Advisory Committee. This structure was maintained throughout the calendar year 2000. The SPTAC is chaired by Dean Scott Evenbeck (University College) with representatives from English (Susanmarie Harrington), Chemistry (David Malik), Math (Jeff Watt), foreign languages (Robert Sutton), University College (Barbara Jackson & Ted Mullen), and the Enrollment Center (Jennifer Pease). The SPTAC is designed to make recommendations for the campus regarding activities related to placement testing, and reports directly to the Dean of the Faculties. Topics addressed at the various meetings held throughout the year included a monitoring of the new COMPASS assessments in math and reading, redesigning of the placement testing brochure, a discussion of

remote testing at sites other than the Union Building, and devising a means for the Testing Center to administer exams in other content areas.

Highlights

While 2000 ended up as another productive year at the Testing Center, it was fraught with fiscal hardship. Beginning with the 00/01 fiscal year, the Testing Center was asked to underwrite the additional costs of the commercial-based COMPASS assessments in math and reading. Last year those costs were reimbursed through a cash allocation from the Executive Vice Chancellor's Office. Even though the Testing Center ended the 99/00 fiscal year in the black, the surplus was not enough to cover the \$22,000 required to administer the new assessments on the IUPUI and Columbus campuses. As a consequence, the departmental secretarial position was left unfilled as a way to cover these additional expenses.

On a more positive note, the Testing Center was funded \$220,000 on a Fund for the Improvement for Post-Secondary Education (FIPSE) grant that began in October. The purpose of this FIPSE funded project is to create national norms for documents commonly found in electronic portfolios. The work is based on research conducted at the Testing Center over the past four years. Once norms are established, the project would then make available, for a time period of five years, automated software that would grade the documents via the World Wide Web. Documents that are planned for this project include four writing genre: reports of empirical research, technical reports, historical narratives, and one to-be-determined category. This type of approach uses the evaluation of human raters as the ultimate criterion, and regression models of writing are based on large numbers of essays and raters. To create the statistical models to evaluate the writing,

multiple institutions from across the country and representing a wide range of Carnegie classifications, have agreed to participate in the project. They will each provide 400-750 documents each that reflect distributions in their current electronic portfolios. The documents will then be evaluated by six raters who will provide ratings in both holistic and trait form. Vantage Technologies, Inc. will provide their Intellimetric parser for both the model building and the implementation of the project.

So far, the institutions that have agreed to participate in the current project include Arizona State University, Syracuse University, Washington State University, IUPUI, Western Michigan University, Western Kentucky University, California State University at Monterey Bay, and Butler University. Other institutions are being solicited to participate in data collection, which will begin in Spring 2001.

In January of 2000, the Testing Center began administering placement tests in math and reading using ACT's COMPASS tests (ACT's ASSET tests are used for paper-and-pencil administrations). The change in the math test was based on the perception that the web-based test under-placed students at the upper end of the ability spectrum. The math faculty examined two commercial systems and concluded that the COMPASS system provided the best overall package in terms of its predictive validity and compatibility with other schools that might refer students to IUPUI. The change in the reading assessment arose, in part, because of the discontinuance of remedial reading courses through the School of Education. Referrals to Ivy Tech based on reading deficiencies would be facilitated by using COMPASS scores since the Ivy Tech System uses this placement testing software. The unfortunate consequence of the adoption was the termination of the high school

testing program since the COMPASS system is restricted to a closed network, and cannot be directly accessed via the participating high schools. Testing in written English remained unchanged.

Also in the Spring of 2000, work began on converting the foreign language placement tests created at the University of Iowa from their original paper-and-pencil form to web-based assessments. A prototype was developed in late spring, approved by the University of Iowa, and programming in earnest began over the summer. In October, the Spanish test went "on-line". It is expected that both the French and German tests will be converted early in 2001. The major advantage of the web-based assessments is that they can be administered as part of the regular placement testing battery for incoming students.

The Placement Testing Exit Survey was modified to reflect both the change to the COMPASS test for math and reading and a desire to create additional performance indicators. Overall student satisfaction with the appropriateness of the math and reading tests improved slightly from their 1999 levels while the same indicators for English remained unchanged. The service indicators for Testing Center staff and testing environment remained very positive.

While demand for scanning services of paper documents continues to increase, the Scanning and Development Offices pursued their transition to web-based services for course evaluations. Several clients experimented with web-based evaluations in 2000 with considerable success. In light of the fact that more faculty are incorporating web-based course tools as part of their instruction, the move of the Student Evaluation of Teaching (SET) forms to the Internet will be a timely step. In November, the Testing Center was approached by University

Information Technology Services (UITs) to determine whether the SET program might be incorporated in OnCourse, Indiana University's web-based communication and faculty tool set. Several meetings are scheduled during 2001 to determine feasibility of this move and to develop a timetable for making this transition.

While enrollments in our national and statewide testing programs remain stable, we anticipate modest increases next year in these programs. For example, the CLEP program recently introduced computer-based tests in a number of curricular areas and will become fully operational in 2001. The Testing Center was designated as an early adoption site and hosted a CLEP workshop in October for post-secondary institutions in the Indianapolis region. We have also negotiated reciprocal agreements with the IUPUI Career Center to use our Consulting Psychologists Press web site for vocational counseling.

The Development area has collaborated on a number of Testing Center innovations this past year ranging from the SET conversion to the creation of new foreign language tests on the World Wide Web. However, one very valuable contribution this past year has to do with their redesign of the Testing Center's web site (<http://assessment.iupui.edu/testing/>). The redesign will customize the "view" a user has for Testing Center information. For example, a student who logs into the site will only see web pages relevant to students. S/he has no need to view information that would be appropriate to a counselor or faculty member.

We hope that the annual report answers the questions you may have about the Testing Center and its structure, mission, operation, and indicators of success. A number of individuals have invested a

significant amount of time to make this document interesting and readable. If you have suggestions or comments, please do not hesitate to contact us. E-mail regarding this document should be directed to:

MShermis@IUPUI.Edu.

Section II: Reports From Program Areas

Placement Testing

Overview of Changes and Improvements in the Placement Testing Program

The present section describes the major changes and improvements made in placement testing policy and procedures for the IUPUI placement testing program including test development, administration, scoring, and reporting processes. In response to faculty requests, technological advances, placement testing exit survey results, and other changes in student admission and enrollment processes, the Testing Center continues to make incremental quality improvements in both test administration procedures and customer service. It is pleasing to note, therefore, that the Testing Center did not encounter serious problems with respect to the quality of customer service in placement testing, as attested by results of the placement testing exit survey presented later in this report.

For the second consecutive year, there was a continued downward trend in the total number of students tested in English, Mathematics, and Reading.¹ In comparison with the estimates for 1999, there was a slight decrease overall in the total counts of students tested in the three test areas. It is likely that the overall drop in the placement test flow reflects changes made in the recruitment, admission, and enrollment process at IUPUI; particularly with respect to the referral of under-prepared students to the newly established community college of Indiana. Also, as the Reading Test scores are no longer used for course placement at IUPUI, there was an approximately 8% drop in the total number of students tested in reading. The Testing Facility proctors,

¹ The total numbers of students who sat for the respective IUPUI placement tests in 2000 are as follows: **English: 5941** (a decrease of 0.9% when compared with the counts for 1999); **Mathematics: 6347** (down by about 0.8% from last year's count); **Reading:**

however, experienced a relatively steady increase in the flow of students taking the respective placement tests, particularly during the months between March and August, with an average of approximately 200 students per week. Figure 2 shows the flow in terms of monthly counts of students tested in 2000.

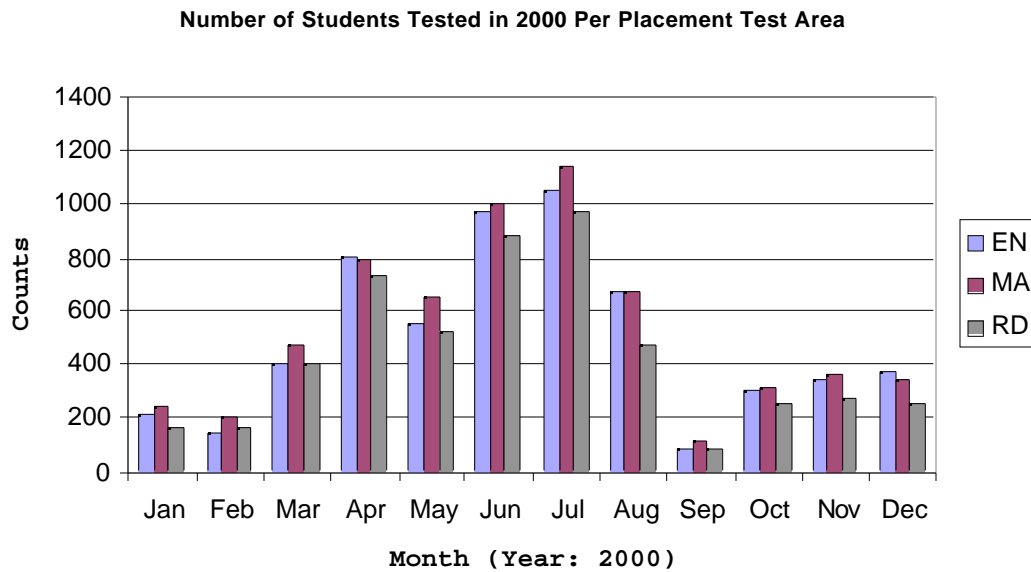


Figure 2. Monthly Counts of Students Tested in 2000 for English, Mathematics, and Reading.

Change in the Placement Tests. In early spring of 2000 the Department of Mathematical Sciences adopted the use of COMPASS Mathematics Placement Tests to be administered to beginning freshmen for summer and fall 2000 semesters. The decision to replace the Web-based IUPUI Mathematics Placement Tests with the COMPASS placement tests followed a series of deliberations aimed at addressing concerns regarding the alleged "under-placement" of students in higher-level mathematics courses at IUPUI (i.e., courses above MATH 111, College Algebra). As part of the deliberations, the mathematics faculty reviewed two of the most popular commercial and nationally-normed

placement tests (namely, The College Board's Accuplacer and ACT's COMPASS) in an effort to find a suitable mathematics placement test to address the concerns about student "under-placement" in higher-level MATH courses at IUPUI. The deliberations culminated in a decision (by the Department of Mathematical Sciences, and shortly followed by the University College, and endorsed by the Student Placement Testing Advisory Committee) to adopt the COMPASS tests to replace the local Web-based mathematics and reading placement tests. However, no changes were made to the IUPUI English Placement Test.

As the COMPASS and ASSET tests are supported by large commercial testing company (ACT), the tests have national norms, and substantially larger items banks than the former IUPUI placement tests in Mathematics and Reading. Also, the Windows-based COMPASS can route students to diagnostic tests (if warranted). According to ACT, the primary purposes of the Windows-based COMPASS software are as follows:

- To allow institutions to tailor-make a computer-based adaptive testing program that will provide immediate feedback to inform course placement decisions and knowledge of student achievement.
- To allow students to take tests by computer in as short a time frame as possible consistent with acquiring sufficient knowledge for valid decision making; and
- To have [students' demographic and placement test] data in a timely fashion for helping students make course selection and placement decisions.

In spite of these advantages, we have yet to conduct empirical studies that demonstrate the predictive validity of COMPASS test scores

(an increase of about 74.5% in contrast with last year's count).

for course placement at IUPUI. The initial validity study is currently underway, and the findings including a detailed description of the COMPASS tests will be presented in the 2000 Placement Test Validity Report.

Following the move to COMPASS and ASSET tests in early spring of 2000, the Testing Center focused its efforts on the implementation of the Windows-based COMPASS placement tests in Mathematics (on January 4, 2000) and Reading (on February 17, 2000). The adoption of COMPASS and ASSET tests necessitated a revision of the test administration procedures in the Testing Facility. Likewise, the IUIS placement testing tables were updated for purposes of reporting placement test results via the Indiana University Testing System (IUTS). Because the COMPASS Mathematics has several content domains, the Testing Center prepared a document to help academic counselors interpret the students' Mathematics Test Results as reported in IUTS.

In late spring of 2000, the Testing Center (in conjunction with the Evaluation and Examination Service at the University of Iowa and the Department of Foreign Languages & Cultures at IUPUI) continued the development work on conversion of the paper-and-pencil Foreign Language Placement Tests (FLPT) in Spanish, French, and German into a Web-based environment. The primary purpose of developing the Web-based placement tests in foreign languages was to facilitate the convenience of students' test reservations and offer individualized test administration of students in the Testing Facility. So far, the conversion to online (Web-based) Spanish placement testing has provided the major advantages of convenience to students (in test scheduling) and increase in the total number of students tested in foreign languages in 2000.

During the relatively busy summer period, important changes focused on making quality improvements in the test administration

procedures for the Windows-based COMPASS and paper-and-pencil ASSET placement tests in Mathematics and Reading. Other important changes or improvements included a revision of the placement testing information sheet/brochure and the placement testing exit survey that is administered in the Testing Facility (UN G015). As the COMPASS and ASSET placement tests are commercial and copyrighted tests, no changes were made to the content or format of the tests. Similarly, no major changes were made to the IUPUI English Placement Test (EN100), other than a review of the test directions for the purpose of improving both the clarity and presentation of the computer-based instructions in the Testing Facility.

For more details regarding the development of Web-based placement tests including the updated Testing Center Web site, see the Testing Center Development Unit's section of this report. Only major highlights of changes or improvements in placement testing are summarized in the next five sub-sections.

Reading. The major policy change for reading is that the Reading Test scores are currently not used for course placement *per se*, as the two courses in reading (EDUC X150 and X152) are no longer offered at IUPUI. However, at the request of the University College and Student Placement Testing Advisory Committee, the Testing Center has continued to administer the COMPASS Reading Test as part of the IUPUI Placement Testing Program, and the students' test results are provided to the Director of Advising at University College for use in facilitating the student advising process. Apparently, the Reading Test is currently being used as a general reading assessment tool or indicator to obtain reading skill levels of beginning freshmen students at IUPUI.

Soon after adopting the computerized adaptive COMPASS Reading Test, the University College faculty selected appropriate passages for

administration to beginning freshmen at IUPUI. As the COMPASS Reading Test uses a computerized adaptive procedure, the total test administration time is shorter, as most students complete the test in less than 45 minutes; thereby increasing the efficiency in the test administration process. As discussed later in this report, the overall placement exit survey results suggest that students are favorably disposed toward the COMPASS Reading Test, particularly with respect to clarity of test directions and perceived accuracy of the test in assessing reading skills. Without appropriate outcome measures, however, it is rather difficult to assess the utility or efficacy of the COMPASS Reading Test as an assessment instrument for college freshmen at IUPUI.

Mathematics. As noted earlier, the major change in mathematics placement testing concerns the decision by the Placement Testing Advisory Committee to adopt ACT's Windows-based COMPASS Mathematics Placement Test to replace the IUPUI computerized adaptive mathematics placement. The change to COMPASS Mathematics Tests took effect on January 4, 2000. The faculty in the Department of Mathematical Sciences made the decisions pertaining to establishment of placement cutoff scores. The most recent revision of the Mathematics placement cutoff was implemented on October 4, 2000. Note that the content or format of the COMPASS Mathematics Placement Tests was not changed; only the placement cutoffs were revised based on empirical data collected from students who tested between January and August 2000. To reflect the changes in placement cutoffs for the respective Mathematics domains, the Testing Center introduced the following IUTS Test-ID's for COMPASS Math Tests: MA601 (Pre-Algebra Test), MA602 (Algebra Test), MA603 (College Algebra Test), and MA604 (Trigonometry Test). The new test codes replaced the initial IUTS Test-ID's, MA401-MA404, respectively. Currently, IUPUI does not offer the Geometry Test.

As is the current practice, the Testing Center staff (working in conjunction with faculty in the Department of Mathematical Sciences) will periodically evaluate the effectiveness of the COMPASS computerized adaptive tests for course placement in mathematics. The results of these ongoing efforts will be reported in the Annual Placement Validity Report, which will be available at the following Testing Center Web site:

<http://assessment.iupui.edu/testing/>.

English Placement Test. Unlike the Windows-based COMPASS tests, the IUPUI English Placement Test is web-based, since its implementation in early July 1998. The format of the exam remains unchanged and as described in the 1998 annual report. However, the Director of Writing (Department of English) updated all the prompts for the English Placement Test in mid-July 2000. Consequently, the weekly rotation of new prompts for the English Placement Test was put into effect beginning the week of July 24, 2000. The new prompts have since been in circulation. Also, the Director of Writing recently reviewed the test directions for the web-based English placement test and focused on improving the clarity, accuracy, and presentation of the computer-based instructions.

The ongoing concern, at least from a psychometric perspective, is the limitation imposed by the current methodology for validating the students' English placement test ratings for course placement at IUPUI. More specifically, the traditional correlation approach yields relatively low validity coefficients for the English placement ratings. Likewise, attempts to use logistic regression and decision theory approaches in validating course placement criteria seem not to ameliorate the use of statistical methods in establishing validity evidence. While the rating scale used by the department has sufficient

variance for a good validity assessment, the fact that the outcome measure is based on grades tends to underestimate the true relationship between the two variables. The placement validity coefficient for a sample drawn from fall 2000 data averaged in the mid-teens (as has been observed for the last several years), but still useful for placement purposes. The Department of English is still investigating alternative measures that might be used as an outcome measure. For instance, the department is evaluating the possibility of using portfolios as an alternative for one writing sample. Interestingly, the exploratory findings from the Project Essay Grade (PEG) study at IUPUI (cf. Mzumara, Shermis, & Fogel, 1998; Shermis, Mzumara, Olson, & Harrington, 1998) seem promising as the validity coefficients between PEG ratings and first-year English course grades were slightly higher than those for the regular placement test results. Of course, the efficacy or utility of the PEG ratings for predictive validity purposes at IUPUI has yet to be determined.

Foreign Language Placement Tests. The major improvements made in 2000 include the development of the Web-based Spanish Placement Test (FL200), which was successfully implemented in the Testing Facility on September 18, 2000. This is essentially a project aimed at developing web-based foreign language placement tests (Spanish, French, and German) in conjunction with the Evaluation and Examination Service at the University of Iowa (the publishers of the Foreign Language Assessment Project (FLAP) tests currently in use at IUPUI). The web-based French Placement Test (FL100) will be implemented in the Testing Facility by mid-January 2001, and implementation of the web-based German Placement Test (FL300) should follow shortly thereafter.

Another significant improvement (prior to implementation of the online Spanish Placement Test) involved the additional test dates for

FLPT. At the request of the Department of Foreign Languages and Cultures, the Testing Center scheduled additional test dates for the IUPUI Foreign Language Placement Tests. The additional test dates were made to avoid the potential problem of having more misplaced students in foreign languages and/or avoid students deferring enrollment in language courses until a later semester. Note that with the development of web-based tests in Spanish, French, and German, these tests will be integrated with the three standard tests in Mathematics, Reading, and English; hence, individually administered at the students' convenience during regular testing hours in the Testing Facility. The development of online FLPT should facilitate ongoing efforts to improve customer service and increase in the number of students tested in each test area.

Validation of Course Placement Criteria at IUPUI

As the annual course placement validity study was still underway at the time of writing the present report, improvements in both the methodology and the findings of the study will be reported in the placement validity report for 2000. As in previous annual placement validity reports, the format of the report will include an executive summary, updated graphs or tables that show the probability of success for a student who achieves a given placement test score, and inclusion of the exploratory results for the Project Essay Grade (PEG) study in written English. Upon completion of the placement validity study, a comprehensive report will be available at the Testing Center's Web site: <http://assessment.iupui.edu/testing>.

Frontline Meetings and Training of Work-study Employees

As for the past few years, ongoing efforts were made last year to address procedural and customer service issues among staff from the

offices of adaptive educational services (AES), admission, enrollment center, orientation services, University College, and Testing Center. Although we did not hold as many joint staff meetings as we had hoped for, the Testing Center placement testing staff held several meetings with the management staff from orientation services and enrollment, particularly to address issues regarding the implementation of the new student information and test scheduling system that will subsequently replace the existing FoxPro scheduling application. Also, the Testing Center met with representatives from AES and reviewed placement testing accommodation procedures for AES students. One of the outcomes of the meeting was a joint training of proctors (work-study students) from the Testing Center and AES.

As standard practice, the topics addressed at the joint meetings included the following: (a) review of admission, enrollment, placement testing, and orientation processes; (b) customer service; (c) use of FoxPro application in placement test scheduling; (d) use of IUTS in reporting of placement test results, particularly the COMPASS Mathematics Tests which yield four content domain scores plus sub-scores for the Pre-Algebra Test; (e) use of admissions screens in placement test scheduling and reporting of placement test results; (f) concerns regarding administration of placement tests in the Testing Facility (e.g., noise, computer malfunctions, scheduled electrical power shutdown to accommodate maintenance work, and other interruptions in test administration, accuracy of test results posted in IUTS); (g) administration of placement testing exit surveys; (h) communication; and (i) other miscellaneous procedural issues. The joint meetings have been productive particularly in ensuring that the frontline staff in the respective offices are in sync in their individual and collective efforts in improving the efficiency and quality of services to students.

At the departmental level, on-the-job training and formal training sessions have continued to be provided to the work-study students in order to facilitate professionalism, thoroughness, and efficiency among the Testing Center staff. A variety of topics (e.g., new placement testing procedures (particularly for the COMPASS and ASSET Mathematics and Reading Tests and the online Spanish Placement Test), test registration or scheduling of students for testing, customer service, generation of placement test reports, test security, confidentiality of information, Testing Center emergency procedures, teamwork, work ethics, sexual harassment, etc.) are usually covered during formal training sessions conducted at least twice per semester. The topics are selected on the basis of the needs of the Testing Center proctors and receptionists and/or on the basis of a placement testing exit survey conducted at the conclusion of placement test administration. The placement testing exit survey was designed to solicit information such as expertise and disposition of the test proctors, examinees' perceptions of the testing situation, examinees computing background, and so on. In addition to providing some suggestions for training topics, information from the exit survey is used internally to monitor proctor specify potential technical innovations that might improve the examinees' test experience.

Furthermore, the regular group meetings of work-study employees have continued to offer the work-study staff an opportunity to present and discuss their concerns and/or suggestions for the improvement of placement testing operations at the Testing Center.

Placement Testing Exit Survey. The placement testing exit survey was designed to measure students' satisfaction with their placement testing experiences, particularly with respect to their perceptions of the overall testing experience, perceived accuracy of the placement tests in

assessing their skills in the respective test areas, expertise and disposition of the proctors, and obtain some demographic information. By taking "soundings" of student satisfaction, the Testing Center staff is able to pinpoint the strengths of the placement testing operation as well as areas that need improvement. More specifically, information obtained from the exit survey is used internally to monitor proctor behavior, suggest topics for staff training, and specify possible technical innovations and recommendations that might improve the efficiency and effectiveness of the placement testing operation. The survey also provides valuable information for external communication purposes with other service units by demonstrating how the placement testing operation fits in with other IUPUI enrollment activities.

The present report represents data from 4,151 respondents, which comprised approximately 55% female and 45% male students. Approximately 64% of the respondents were under 20 years of age. The present results reflect the recent adoption of the Windows-based COMPASS Mathematics and Reading tests. The overall results continue to show increased favorable rates over the previous years' results. For instance, 99.4% of students reported that using computers to take placement tests was *all right* or *very easy*. This indicates an increase of 1 percentage point over the results reported for 1999. With respect to clarity of test directions, 99% of students reported that the directions for English and reading placement tests, respectively, were *quite understandable* or *overly simple*. These results are identical to those reported in the 1999 Annual Report. However, in contrast to last year's results for mathematics, 98% of examinees reported that the directions for the Mathematics Placement Test were *quite understandable* or *overly simple*, which is up by 5 percentage points. (Figure 3 shows the results pertaining to the perceived quality of test directions.)

Perhaps the increased favorable ratings are an artifact of using the new Windows-based COMPASS tests.

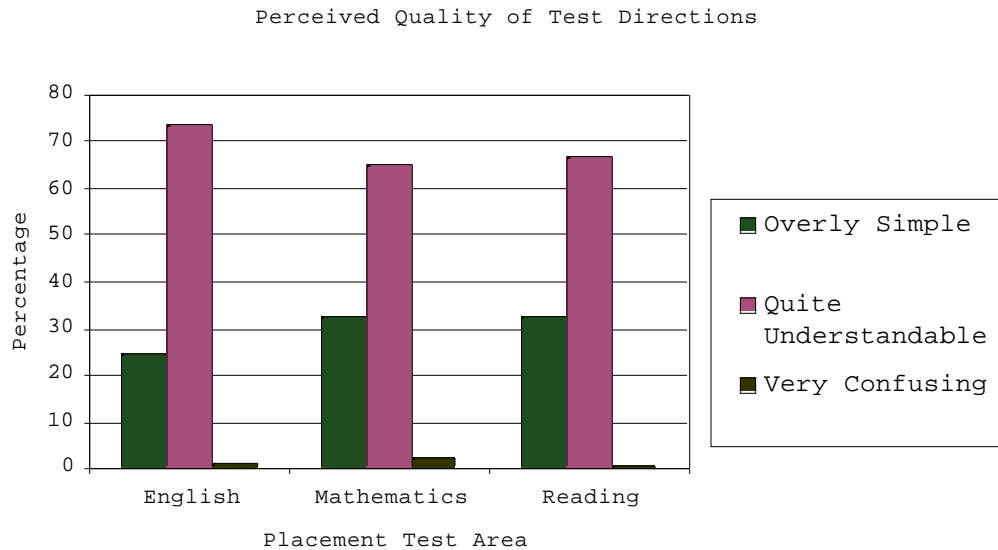


Figure 3. Student Perception of the Quality of Test Directions for the IUPUI Placement Tests

Also, 99.5% of students reported that the Testing Facility staff and proctors were *courteous* or *very courteous* during placement test administration. Regarding technical knowledge of staff, 99.4% of students reported that the Testing Facility staff had *sufficient* or *extensive computer knowledge* that facilitated quality service in placement testing. Similarly, 99.9% of respondents reported that the behavior of Testing Facility staff was *all right*, *courteous*, or *very courteous*.

Overall, the results of the present exit survey suggest that most students have a very favorable disposition towards the Testing Center's computerized placement testing program. A somewhat remarkable and pleasant finding, however, was that only approximately 6% (in contrast to last year's 33%) of the students found the reading exam to be too

demanding, whereas about 89% (up from 65% last year) felt that the COMPASS Reading Placement Test was an accurate measure of their reading skills. The remaining 5% (or 189 out of 3780 students) reported that the Reading Placement Test was a *waste of their time*, which is up by 3 percentage points. With respect to mathematics, approximately 16% (i.e., down by 19 percentage points from last year's 35%) of the respondents felt that the Mathematics Placement Tests were too demanding; and 79% (i.e., an increase of 17 percentage points from last year's 62%) of students reported that the Mathematics Tests accurately measured their present mathematics skills. Approximately 5% (or 188 out of 3895 students), in contrast to last year's 2%, reported that the Mathematics Placement Tests were a *waste of their time*. Regarding the English Placement Test, approximately 12% of the students perceived the test to be too demanding; whereas 86% of the respondents said that the writing test was an accurate measure of their present writing skills. Only approximately 2% of the students reported that the English Placement Test was a *waste of their time*. The results for writing are essentially the same as those reported in the 1999 Annual Report. Figure 4 shows a summary of the students' perception regarding the accuracy of the placement tests in assessing knowledge in the respective test areas.

Regarding students' experience in using computers, the present survey results suggest that less than 1% (or 25 out of 4068) of the respondents had no computer experience at all. In contrast, approximately 46% (up from last year's 39%) of the survey respondents reported having a great deal of computer-related experience. The present results continue to show an upward trend in the number of students who are fairly experienced in using computers. With respect to facility or ease in using computers for placement testing, nearly 99% of

the survey respondents reported that using computers was *all right* or *very easy*, indicating an increase of 1 percentage point from the results reported in the 1999 Annual Report.

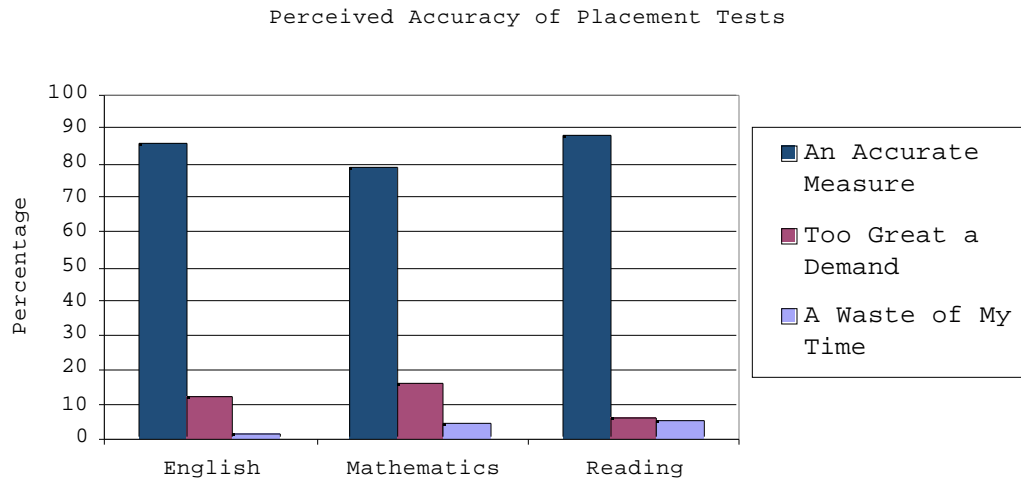


Figure 4. Student Perception of the Accuracy of Placement Tests.

In contrast, only 0.6% of the respondents reported that use of computers was *very confusing*. Again, the present findings suggest a modest improvement over the results reported in the previous annual report, which suggests a noticeable change in the demographic characteristics of the student population from year to year. Consequently, when asked if the respondents would recommend computerized testing to other students (based on their placement testing experience), a majority of students (89%) reported they *agree* or *strongly agree*, about 10% said *maybe*, and only 1.3% *disagreed* or *strongly disagreed* with the statement.

The Testing Center is in a continuous process of improving the efficiency and effectiveness of the placement testing operations, partly based on student satisfaction studies. Most recently, the exit survey has been revised so as to improve both the content and quality of information collected. The preliminary results of the pilot test are

quite promising in providing much more valuable information that should facilitate the quality improvement process and accomplishment of the goals and mission of the Testing Center.

Scanning

This section of the report addresses the activities of the Scanning Office. This was a good year in terms of increasing overall volume, especially in the area of image scanning. Moreover, the office worked on a number of joint projects with the Development Office to move some of the traditional paper-and-pencil activities to the World Wide Web. One project, the conversion of the Student Evaluation of Teaching (SET), was so successful that the developers of OnCourse asked this group to help bring a version of SET to the new campus-wide distance education software.

LXR•Test Grading

There were 49,774 forms scanned in 2000, which was down about 3,000 from the previous year. Some of this decline can be attributed to the Kelly School of Business Accounting Department's decision to use a different testing format. The School of Dentistry, Allied Health, Law School, School of Physical Education, SPEA, TCEM, and the Sociology Department continue to use the service. New clients this year were the Department of Biology and the School of Social Work. Figure 5 gives a break down of LXR volume by month.

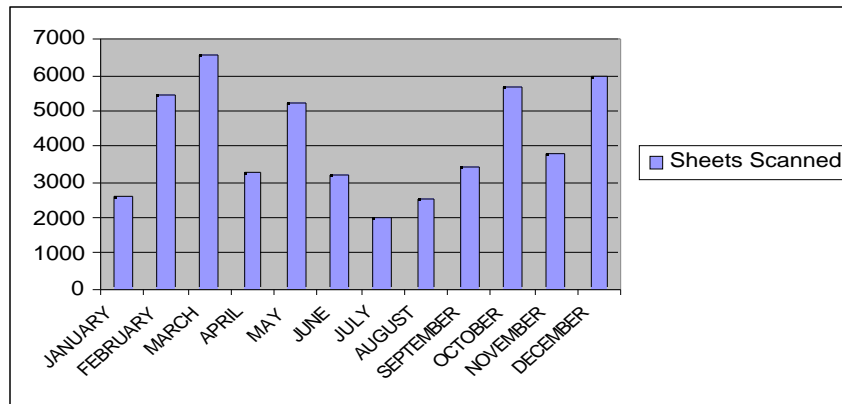


Figure 5. Scanning Volume by Month for LXR*Test.

From the 982 tests that were graded, Scanning Services generated an income of \$7,466.10.

Student Evaluation of Teaching/Courses

The Testing Center Scanning Office continued to service the following departments, SPEA (all campuses), School of Engineering and Technology, School of Nursing, Physical Education, TCEM, School of Law, School of Journalism, School of Social Work, and all courses on the IU Kokomo campus. The Scanning Office created a custom form for the School of Allied Health, of which 1,700 were printed. There have been no forms scanned to date.

In the Spring of 2000 the Scanning Office, in conjunction with the Testing Center Development Team, began work on Student Evaluation of Teaching Online. A prototype was created and beta tested by the School of Nursing. In December of 2000, Scanning Services began working on a project with IUPUI Community Learning Network to provide an evaluation mechanism for their distance learning courses. This project will be up and running in early January 2001. Testing Center Scanning Services also began discussions with Jay Fern, Manager of Online Learning Technologies to get our evaluation software linked to OnCourse™.

There were 3,360 forms printed for School of Social Work, which generated \$1008.10. Scanning Services has scanned to date (I.U. Kokomo and School of Social Work combined) 6,883 forms, which has generated income of \$1,032.45. There was \$1,540.00 generated from data analysis work.

Scanning Services has continued providing service to SET clients. This year there were 73,982 SET forms printed and 46,264 forms scanned. SET generated income of \$18,036.90. Overall income generated from Student Evaluation of Teaching/Courses was \$22,118.45.

Custom Forms Design and Miscellaneous Scanning Jobs

The Testing Center Scanning Office created six custom forms in 2000 for the following clients: IMIR (Freshmen Survey), Orientation Services (Orientation Exit Survey), School of Medicine (OSCE, Triple Jump), Continuing Studies (Indiana Tax Practitioner), and Star Alliance, Inc. (I-Star). In addition, Star Alliance, Inc. also used Scanning Services to do their existing data entry. \$5,409.00 income was generated. There were 1,277 Indiana Tax Practitioner Forms printed for School of Continuing Studies and 791 of these forms were scanned. Income of \$501.75 was generated.

The School of Medicine approached the Testing Center Scanning Office about developing an interactive web-site for their OSCE exams. This job used a combination of custom designed forms that were scanned and then the data was read into the web-based database, and data that was hand entered into the web-based database. Income generated was \$4,205.40. The School of Medicine also requested the Scanning Office to create and scan the Triple Jump form. This brought in an additional \$449.25. Overall total income generated from School of Medicine was \$4,654.65.

Miscellaneous scanning services were also provided for the following: Faculty Council Ballot, Respiratory Therapy Clinical Site evaluations, Engineering & Technology Faculty Ballot, Information Management & Institutional Research (IMIR), and University College, generating an additional income of \$2,339.55. Overall, scanning services generated \$12,904.95 from these custom and miscellaneous jobs.

Image Scanning

IU Department of Urology became the Scanning Office's first real document scanning client in the summer of 1999. In 2000 there were 170,634 documents scanned, creating an income of \$20,244.00. The Scanning Office will continue to scan documents for the Department of Urology in 2001.

There have been various departments requesting information regarding the image scanning operation. Most recently there have been discussions with Brenda Hunter of the IUPUI Payroll department. Tests are being run on some of the Payroll documents to see how best to proceed. The payroll department is interested in images burned to CD-ROM. This job would go toward reducing the outstanding debt to the BARF group. It is expected that scanning -for this project will begin in early Spring 2001.

A complete enumeration of services is listed in Appendix I.

National and State Testing Programs

As a service to the university, the Testing Center has continuously supported testing for admissions to programs, as well as, certification testing (i.e. PRAXIS) for licensure. More information about external testing including scheduled test dates can be found at the IUPUI Testing Center web site at

<http://assessment.iupui.edu/testing/external.html/>.

Beginning in December, students started registering to take tests using the web. Although only a few students have used this site as of to date, it will make registering for tests much easier for students, as well as staffing in our office.

National Testing

These tests are given on national tests date, or as with some of the tests, as institutional tests (i.e. SAT) that our office provides. Approximately 6,000 students tested in the year 2000 at the IUPUI Campus. Tests administered under this program include the following:

SAT 11 times

LSAT 3 times

ACT 5 times

Praxis (PPST, NTE, Core Battery) 5 times

AMP 30 times

CLEP 11 times

MAT monthly

DANTES as needed (102 times)

During the Fall of 2000, the Testing Center hosted a workshop for the College Board on computerized testing. Beginning July, 2001 CLEP will offer only computerized testing all of their tests. This will increase the number of students testing for CLEP, since we will offer CLEP testing from 8 - 5 on M - F, instead of only 11 times per year. Last year we tested over a hundred students with a net of \$1224; however, we did have to pay extra staffing to give the test. Since we will be giving these tests in the lab, while other testing is offered, we will no longer have to pay for additional staffing. This will increase our net margin and allow us to help defray operating expenses.

Testing on the World Wide Web

In 2000, the IUPUI Testing Center tested 60 students for the Kelley School of Business and the Division of Continuing Studies for the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI), a popular personality assessment often used in conjunction with vocational counseling. During the summer of 2000, we began testing students for the Career Center, and have tested over a hundred students since that time. Since these tests can be taken over the web, we can send the results to the Career Center as soon as we are notified that the tests were taken. The IUPUI Testing Center has tested over 2200 on the web since we started using this version in 1997.

In the summer of 1999, we established our Testing Center on the World Wide Web for tests taken as Distance Learning classes. This will allow students from other university to take their tests on the web at our institution. This will provide the student with a secure environment and a location close to where the student lives. The web site address is: <http://testing.byu.edu/consortium/usmap.asp>.

Independent Studies Testing

In 1994, the administration of independent studies exams was computerized and initiated in the MTF lab. The External Testing Program has continued to give the Independent Studies exam from IU as well as from other campuses in the MTF lab. In 2000, approximately 744 of these exams were administered. This operation generated \$9,672 in income last year, which helps to support the Testing Center. The breakdown of tests per month is summarized in Figure 6.

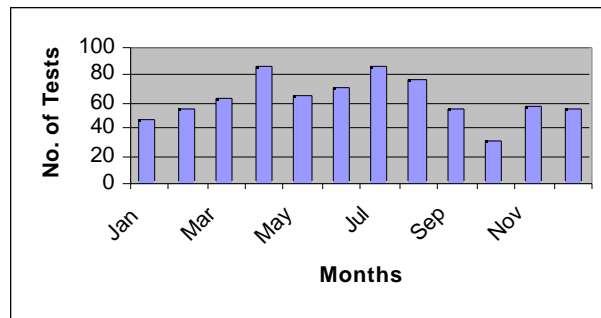


Figure 6. Number of independent studies tests taken during 2000.

A complete enumeration of services is listed in Appendix I.

Development

Development refers to two components of Testing Center activity. One component focuses on test development and is staffed by a graduate student research assistant. The second component centers on the development of computer-based tests, supplemental multimedia, and data collection mechanisms. This section is staffed by one FTE programmer and several work-study students.

The Development Office had six main areas of emphasis during the 2000 year. These included refinements and expansions of existing technologies with the utilization of the Project Essay Grader software as highlighted in a study examining middle-school use of the system. Moreover, the SET system was further expanded with more refinements and a programming modification to allow for incorporation within the School of Medicine's OSCE Student Grading System. Furthermore, during the 2000 year, the Development Office has undertaken the transition to the Windows 2000 environment for computers in the lab and administrative areas. The Testing Center website was redesigned for ease-of-use, and the development team initiated the move of the Foreign Language Placement Tests to the web environment.

SET

The Development Office had begun the conversion of the paper-and-pencil Student Evaluation of Teaching back in the fall of 1999. During the 2000 year, this was put into implementation for a limited number of courses. Clients using the software included Clarion Health and Distance Education for a combined total of over 2000 evaluations. Current work on this project includes building user-friendly evaluation creation tools and integration into the OnCourse environment.

Department of Medicine--OSCE

The Department of Medicine first contacted the Testing Center about possible scanning for their OSCE Test in early 2000. At this time, it was determined that the SET application could deliver a reasonable framework to prove a Grading and Reporting System for the OSCE classes. The project would allow raters at each 'station' to grade the student based on their performance, and a reporting mechanism would allow the student to see how well they did at each station along with class means and chartings.

Project Essay Grade

Project Essay Grade was expanded in the 1999 - 2000 year to include several non-holistic ratings such as Content, Creativity, Mechanics, Organization and Style. With the ability to look at more than one type of rating, the Development Office could design interfaces to the PEG software that would allow it to evaluate multiple trait models. The ratings model used by two Michigan school districts in the 6+1 Traits™ of Writing as designed by the Northwest Regional Educational Laboratory focusing on Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. For more information of this see: <http://www.nwrel.org/eval/writing/about.html>.

Windows 2000

A minor point, but in keeping up with the current pace of technology, the Development Office has upgraded all testing computers within the Testing Lab to Windows 2000. This ensures that all new software will be compatible as well as increasing stability.

Website Redesign

As one of the first departments on campus to adopt the Internet as a means to disperse information to the public, first through Gopher and FTP, and then with the World Wide Web, it was noted that the Testing Center's site was due for an overhaul. The site was redesigned with ease of use and the '3 Click' rule; however, the amount of information had made the old structure cumbersome. The decision was made to redesign the site with added focus on the 'Customer'. Upon entry, the customer is given the choice of looking at the site as a Student, Faculty Member or a Counselor and then given more choices depending on their preference. This 'handholding' approach allows those looking for information to quickly find it although 'Expert' viewers can still click directly on the choices they wish to go to.

Foreign Language Testing

As a service to incoming students and the Foreign Language Department, it was decided that the Development Office would digitalize the foreign language battery of tests. The tests designed by the University of Iowa were conceived as a paper-and-pencil test with cassette audio recordings. With the University of Iowa's blessing, these tests were converted to a web-based environment and the audio was rerecorded for clarity. In the fall of 2000, the Spanish Test was designed. This allowed for several improvements: in the past, the Testing Center had been forced to schedule one or two days a month,

often conflicting with students schedules. The Computerized Foreign Language Test now allows students to schedule at anytime the Testing Center is open. Secondly, the paper-and-pencil versions of the test could take up to two weeks for grading. The Computerized Foreign Language Test is graded immediately and the scores are uploaded the day of the test.

While only awaiting final approval, the French test will be the second test implemented. The German test will follow soon thereafter.

Future Directions

The Development Office is always looking ahead to new technologies for time and labor savings. The Student Evaluation of Testing project will be refined to the point of allowing Educators and their Staff design and develop custom forms for both paper and computer related technologies as well as allow for viewing the resulting data. The Development Office will be working closely with the folks from OnCourse to ensure compatibility and interconnectedness. The Development Office will also be working with these same individuals on such topics as integrating PEG ratings and working to develop a portfolio system.

Section III: Teaching, Research, and Service

In this final section, we list some of the external activities that speak to our contributions beyond the student service mission of the Testing Center.

Teaching:

Mark Shermis taught two courses for the Department of Psychology: Clinical Rehabilitation Psychology Assessment I (Psych I664) and Clinical Rehabilitation Psychology Assessment II (Psych I669).

Doctoral Committees:

Terry Barker (Indiana University), member (Mzumara)
Lisa Anderson (IUPUI), member (Shermis)

Master's Committees:

Danielle Lombard (IUPUI), member (Shermis)
Marc Fogel (IUPUI), chair (Shermis)
Stacey Woodrome (IUPUI), member

Research/Scholarship:

Articles/Chapters/Books Published:

1. **Shermis, M. D.**, Mzumara, H. R., Olson, J., & Harrington, S. (in press). On-line grading of student essays: PEG goes on the World Wide Web. Assessment and Evaluation in Higher Education.
2. **Shermis, M. D.**, Rasmussen, J. L., Rajecki, D. W., Olson, J., & Marsiglio, C. (in press). All prompts are created equal, but some prompts are more equal than others. Journal of Applied Measurement.
3. **Shermis, M. D.**, Mzumara, H. R., & Bublitz, S. T. (in press). Controlling testing and computer anxiety: Test performance under CAT and SAT conditions. Journal of Educational Computing Research.
4. Harrington, S., **Shermis, M. D.**, & Rollins, A. (2000). The influence of word processing on English placement test results. Computers and Composition, 17, 197-210.

(under review)

1. **Shermis, M. D., Koch, C. M., Page, E. B., Keith, T. Z., & Harrington, S.** (1999). Trait ratings for automated essay grading. Manuscript under review with Educational and Psychological Measurement.
2. **Shermis, M. D., & Averitt, J.** (April, 2000). Where did all the data go? Internet security for web-based assessments. Manuscript under second review with Organizational Research Methods.

Unpublished Reports:

1. **Mzumara, H. R.** (2000, July). A Work/SITE Alliance: Community Based GIS Education. Evaluation Report for the NSF/ATE grant for the Work/SITE Alliance Project at Henry Ford Community College, Dearborn, MI.
2. **Shermis, M. D., Mzumara, H. R., Kiger, B. S., Marsiglio, C. & Ryan, D. M.** (2000, January) The Testing Center Annual Report 1999. Indianapolis, IN: IUPUI Testing Center.

Papers:

1. **Shermis, M. D., & Averitt, J.** (April, 2000). Where did all the data go? Internet security for web-based assessments. Paper presented at the annual meetings of the National Council on Measurement in Education, New Orleans, LA.

Presentations:

1. Chism, N., & **Shermis, M. D.** (2000, January). What are students really learning? Meaningful assessment strategies. Presentation given for the "Faculty Dialogues" program, Indiana University Purdue University Indianapolis, Indianapolis, IN.
2. **Shermis, M. D.** (2000, January). Essay grading by computer: Promising research results for performance assessments. Presentation given at the University of Delaware, Newark, DE.
3. **Shermis, M. D.** (2000, February). Electronic Portfolios @ IUPUI. Presentation given at Indiana University Purdue University (Business Faculty) Indianapolis, Indianapolis, IN.
4. **Shermis, M. D.** (2000, March). Automated trait and holistic scoring of essays by computer. Presentation given at annual meetings of the Michigan School Testing Conference, Ann Arbor, MI.

5. **Shermis, M. D.** (2000, March). Automated trait and holistic scoring of essays by computer. Presentation given at the Program Review and Assessment Committee, IUPUI, Indianapolis, IN.
6. **Shermis, M. D.** (2000, April). Automated trait and holistic scoring of essays by computer. Presentation given at Indiana University Kokomo.
7. **Shermis, M. D., & Mzumara, H. R.** (2000, April). Strengthening basic skills of secondary students through testing via the World Wide Web. Presentation given at Indiana University Kokomo.
8. **Shermis, M. D., & Mzumara, H. R.** (2000, April). Strengthening basic skills of secondary students through testing via the World Wide Web. Presentation given to Project SEAM, Indianapolis, IN.
9. Chism, N., & **Shermis, M. D.** (2000, June). What are students really learning? Meaningful assessment strategies. Presentation given for the "Faculty Dialogues" program, Indiana University Purdue University Indianapolis, Indianapolis, IN.
10. **Shermis, M. D.** (2000, June). Essay grading by computer: Promising research results for performance assessments. Presentation given at Indiana University Purdue University Indianapolis, Indianapolis, IN.
11. **Shermis, M. D.** (2000, October). Testing with technology. Presentation given at Indiana University Purdue University Indianapolis, Indianapolis, IN.
12. **Shermis, M. D., & Daniels, K.** (2000, November). Automated essay grading for electronic portfolios. Presentation given at the ninth annual Assessment Institute, Indianapolis, IN.
13. **Mzumara, H. R.** (2000, November). Placement testing to facilitate course enrollment and student retention at IUPUI. Presentation given at the ninth annual Assessment Institute, Indianapolis, IN.
14. **Shermis, M. D.** (2000, November). Testing with technology. Presentation given at Butler University Indianapolis, Indianapolis, IN.
15. **Shermis, M. D.** (2000, December). Automated essay grading for electronic portfolios. Presentation given at Roosevelt University, Chicago, IL.

Exhibitor:

Mzumara, H. R. (2000, November). Exhibitor/Participant in the Best Practices Instrument Fair at the 2000 Assessment Institute, Indianapolis, IN.

Workshops:

1. **Shermis, M. D.** (2000, February). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Boston, MA.
2. **Shermis, M. D.** (2000, March). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Philadelphia, PA.
3. **Shermis, M. D.** (2000, March). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Philadelphia, PA.
4. **Mzumara, H. R.** (2000, October). Evaluating and Grading Student Progress. Workshop for Faculty & Staff Development at IUPUI, Indianapolis, IN
5. **Shermis, M.D., Daniels, K., Marsiglio, C., Mills, D. T., & Choban, G.** (2000, November). Web applications in assessment. Workshop given at the ninth annual Assessment Institute, Indianapolis, IN.

Grants in Progress:**Grants Received:**

1. **Shermis, M. D.,** (2000). Automated Essay Grading for Electronic Portfolios. Washington, D.C.: Fund for the Improvement of Post-Secondary Education (Proposal funded 8/00, \$218,000).

Mzumara, H. R. (2000) Collaborative Grant with Clarian Health Values Fund, Advancement of Knowledge (Education)/IU School of Nursing: Evaluation of the Clinical Nursing Practice Capstone Course at IUPUI (10% FTE/Year: 1999-2002)

Mzumara, H. R. (2000) Collaborative Grant with the School of Science Evaluation of NSF-funded WebScience/Just-in-Time Teaching in Science and Mathematics Education at IUPUI (10% FTE/Year: 2000-2002)

Grants Under Review:**Graduate/Undergraduate Students Supported:**

Marc Fogel (M.A. student in psychology)

Jason Averitt (M.A. student in psychology)
 Katie Daniels (M.A. student in psychology)
 Brittany Hypes (M.A. student in psychology)

Consulting Engagements:

Mzumara:

Departments of Physics, Biology, Chemistry, and Mathematical Sciences, IUPUI. Evaluation of NSF-Funded WebScience/Just-in-Time Teaching (JiTT) project at IUPUI.

IU School of Nursing/Clarian Health Values Fund: Advancement of Knowledge (Education), Evaluation of IU School of Nursing's Clinical Nursing Practice Capstone Course.

Enrollment Center and Office of Orientation Services, IUPUI. Consulting for placement test scheduling and use of FoxPro scheduling application.

IU School of Medicine. Consulting for Student Evaluation of Teaching and Courses.

Department of Mathematical Sciences, IUPUI Indianapolis and Columbus campuses. Generating FOCUS query reports (semester audits and rosters).

Department of English, IUPUI. Generating FOCUS query reports (Daily-counts of students scheduled for placement testing, semester audits and rosters)

Shermis:

Indiana Commission on Legal Education Advisory Group (Member)

Furthering High School-College Interactions (Lilly III grant) (Member)

St. Luke's United Methodist Church Adult Education Commission (Co-Chair)

Educational Testing Service, Princeton, NJ. Consulting for the CLEP Examinaton in Psychology (Member)

Tru-judge, Inc., Chapel Hill, NC. Consulting for computerized essay grading (Consultant)

Proposals/Manuscripts Reviewed:

Journal Reviewer

Journal of Educational Measurement (Shermis, 1 manuscript)

Conference Reviewer

American Educational Research Association (Mzumara, Shermis;AERA)

National Council on Measurement in Education (Shermis; NCME)

Book Reviewer

The Joint Committee (2000) The Student Evaluation Standards (Mzumara;
The Evaluation Center, WMU)

Professional Associations:

Kiger:

Member, Midwest Professional Association of College Testing

Mzumara:

Member, American Educational Research Association
Member, American Evaluation Association
Member, American Statistical Association
Member, National Council on Measurement in Education
Member, National College Testing Association (NCTA)

Shermis:

Member, American Educational Research Association
Member, National Council on Measurement in Education
Member, American Psychological Association
Member, American Evaluation Association
Member, Phi Delta Kappa
Member, American Statistical Association

Committees:

National Committees

Shermis:

Past-President, AERA SIG on Measurement Services

Mzumara:

Member-at-large, AERA SIG on Measurement Services

University-wide Committees

Mzumara:

Enrollment Center Steering Group/Entry Process Action Team
Testing Center Advisory Committee
Campus-wide Frontline Group, member

Shermis:

Academic Affairs Committee
Academic Policy and Planning Committee
Administrative Council

Program Review and Assessment Committee
Testing Center Advisory Committee

Department of Psychology Committees (Shermis)

Methodology Group
Clinical Rehabilitation Group

Training:

Conferences

Mzumara:

2000 Assessment Institute, Indianapolis, IN (November 5-7, 2000)

1999-2000 NSF/MTS Internship in Program Evaluation, Kalamazoo, MI: The
Evaluation Center, Western Michigan University

2000 AERA/NCME Annual Meetings, New Orleans, LA (April 24-27, 2000)

Shermis:

American Educational Research Association (New Orleans, LA)
National Council on Measurement in Education (New Orleans, LA)
American Psychological Association (San Francisco, CA)
Assessment Institute (Indianapolis, IN)
California School of Professional Psychology ("Ethics Review")
Michigan School Testing Conference (Ann Arbor, MI)
IN)

Licenses Obtained

Shermis:

Psychologist, State of California (16626)

Appendix I: TESTING CENTER SERVICES

TESTING CENTER SCANNING SERVICES

SCANNING SERVICES OFFICE:

SET CLIENTS

The following clients use the Testing Center Scanning Services to scan and process their Student Evaluations.

School of Public & Environmental Affairs (SPEA): Print = 25,327; Scanned = 15,791

- IUPUI Campus
- Bloomington Campus
- Columbus Campus
- Fort Wayne Campus
- Kokomo Campus
- Northwest Campus
- South Bend Campus

IUPUI School of Engineering and Technology: Print = 13,703; Scanned = 8,426

- Construction Technology (CNT)
- Computer Technology (CPT)
- Electrical Engineering Technology (EET)
- Manufacturing Technology (MET)
- Mechanical Engineering (ME)
- Technical Communications (TCM)
- Organizational Leadership and Supervision (OLS)
- Biomedical Engineering (BMET)

IUPUI School of Nursing: Print = 14,889; Scanned = 9,147

- Adult Health Department
- Environments for Health Department
- Family Health Department

IU Law School: Print = 6,523; Scanned = 4,222

- IUPUI Campus

IUPUI School of Physical Education (HPER): Print = 5,622; Scanned = 3,562

- IUPUI Campus

IU School of Social Work: Print = 3,360; Scanned = 2,280

- IUPUI Campus
- Bloomington Campus
- North West Campus
- South Bend Campus
- IU East Campus

IU Kokomo Campus: Scanned = 2,223

- Undergraduate Course Evaluations

School of Dentistry: Print = 1,187; Scanned = 815

- Oral Biology
- Oral Facial Development
- Dentistry Administration

School of Journalism: Print = 708; Scanned = 449

IUPUI Campus

Tourism Convention and Event Management (TCEM): Print = 912; Scanned = 666

IUPUI Campus

Herron Art School: Print = 4,930; Scanned = 3,070

IUPUI School of Allied Health: Print = 1,882; Scanned = 116

(Not all of the scanning numbers are available at this time.)

For the year 2000 Scanning Services printed some 79,043 forms and scanned in the neighborhood of 50,773 forms. We also did about 55 hours of data analysis. Student Evaluations generated about \$21,837.50.

LXR CLIENTS; The following clients use the Testing Center Scanning Services to scan and process various tests given throughout the semester.

School of Allied Health

- Occupational Therapy Program
- Physical Therapy Program
- Respiratory Therapy Program

Sociology Department

IUPUI Campus

Kelly School of business

IUPUI Campus

School of Dentistry

- Oral Biology
- Oral Facial Development
- Dentistry Administration

SPEA

IUPUI Campus

Law School

IUPUI Campus

Tourism Conventions & Event Management

IUPUI Campus

Biology Department

IUPUI Campus

School of Social Work
IUPUI Campus

Testing Center Scanning Services scanned 49,774 forms. From the 982 tests that were graded Scanning Services generated an income of \$7,466.10

IMAGE SCANNING

The following clients use the Testing Center Scanning Services to image scan and archive their documents.

IUPUI School of Urology

The Testing Center Scanning Services has scanned to date in the neighborhood of 170,634 documents. Scanning Services generated an income of \$20,244.00

MISCELLANIOUS CLIENTS:

The following organizations have used the Testing Center Scanning Services to scan and process various data sets. For the following clients we printed 7,885 forms and scanned 6,404 forms. Testing Center Scanning Services also provided data entry for Star Alliance Inc, which generated an additional \$5,409.00.

In all there was a total of \$12,905.00 generated.

Star Alliance Inc.
IU School of Medicine
University College
School of Public Health
Faculty Council Ballot
Orientation Services

EXTERNAL TESTING:

DANTES

102 tests administered in 2000
Purpose: College Credit

Medical College Admission Test (MCAT)

480 tests Administered in 2000
Purpose: Admission Tests

ACT

606 tests administered in 2000
Purpose: Admission Tests

MPRE

300 tests administered in 2000
Purpose: Law Students

Certifying Board of Dietary Managers

117 tests administered in 2000

Purpose: Certification

ETS

PRAXIS

2385 tests administered in 2000 (decline from last year due to CORE battery no longer needed for licensing.)

Purpose: Licensure (Education)

College Board

SAT

39 tests administered in 2000

Law School Admission Council

LSAT

343 tests administered in 2000

Purpose: Admission Tests

IU Bloomington

747 Tests administered in 2000

Purpose: Independent Studies Exam (Course Credit)

CPP

Strong Interest Inventory Test

220 Tests administered in 2000

Purpose: Career Testing

Myers Briggs

75 Tests administered in 2000

Applied Measurement Professionals

AAOMS - 25

AOTA - 26

CCS - 44

CDE - 68

CDR - 3

CRC - 49

CBMT - 4

CRA - 12

CSE - 200

NSCA - 133

RAC - 19

WRRT - 120

CRTT - 120

NCA - 24

WOCN - 47

*These are all certification tests.

American Board of Otolaryngology

12 Tests administered in 2000

Purpose: Training Exam

Columbia Assessment Services, Inc. (CES)

American Council of Exercise

120 Individuals in 2000

Purpose: Certification

National Council for Interior Design Qualification (NCIDQ)

35 People tested

Purpose: Certification

The Psychological Corporation

Miller Analogies Test

8 tested in 2000

Purpose: Admissions Tests

Professional Examination Service

Occupational Therapist

193 tested in 2000

Purpose: Certification

Heriot Watt University & Warwick University

22 tested