INDIANA UNIVERSITY—PURDUE UNIVERSITY INDIANAPOLIS

2003-2004

ANNUAL REPORT
Planning and Institutional Improvement

COMPONENT OFFICES:

- Economic Model

- Information Management and Institutional Research

- Institutional Effectiveness

- Testing Center

- Vice Chancellor for Planning and Institutional Improvement

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2003-2004 Annual Report

Office of the Vice Chancellor for Planning and Institutional Improvement

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)   Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.

4)   Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.

5)   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 IUPUI Economic Model Office (EMOD), the Office of Information Management and Institutional Research (IMIR), the Office of Institutional Effectiveness (OIE), and the Testing Center (TC). Personnel in all five units contribute to the achievement of the overall mission and goals of the Office.

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

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

The Economic Model Office helps administrators:

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

Information Management and Institutional Research (IMIR)

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

management reports and analyses that integrate information from a variety of institutional and external data resources;

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

Office of Institutional Effectiveness (OIE)

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

Testing Center (TC)

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

PAII HIGHLIGHTS

~ 2003-04 ~

1. Vic Borden served as president of the national Association for Institutional Research.

2. Karen Black received IUPUI's Glenn Irwin Experience Excellence Award.

3. A grant proposal written by Susan Kahn was funded by the National Postsecondary Education Cooperative--one of just five selected from the 110 submitted.

4. Howard Mzumara was selected as a presidential appointee to serve as chair of the Professional Development Committee for the American Evaluation Association.

5. Trudy Banta developed three collections of previously published works that were presented as new books in late 2003 and early 2004 by Jossey-Bass of San Francisco.

6. *Assessment Update*, the bi-monthly periodical published by Jossey-Bass and edited by Trudy Banta received the 2003 Gold Award from the Newsletter on Newsletters for editorial and overall excellence in the subscription category. Karen Black serves as managing editor of *Assessment Update.*

7. James Johnson provided leadership for the campus Instructional Technology Roundtable, facilitated a mission-based management project for the School of Medicine, and provided significant support for restructuring the management of the School of Continuing Studies at IUPUI.

8. Kathy Burton devoted one-third of her time to the PeopleSoft IUIE team in the area of student financial aid.

9. The *2003 IUPUI Performance Report* was published online for the first time, as part of the institutional electronic portfolio. Almost 10,000 visitors have viewed the report online.

10. PAII staff continue to speak at national and international meetings about the development of electronic portfolios at IUPUI. A number of institutions have emulated the IUPUI approach to electronic portfolios or are using our web-based accreditation self-study as a model for their own efforts. These institutions include the University of Nebraska-Omaha, the University of Wisconsin-Milwaukee, Arizona State University West, Normandale Community College in Minnesota, and Paradise Valley Community College in Arizona. Given the attendance at our conference presentations, we expect that many more institutions will follow our path in the next few years.

11. PAII staff also have presented papers and workshops nationally and internationally on the topics of performance indicators, economic modeling, and outcomes assessment.

12. The international assessment conference co-sponsored by PAII was held in Cape Town, South Africa. The meeting drew 100 participants from 10 African countries in addition to 50 others from Europe, the Americas, and Australia.

13. The national Assessment Institute in Indianapolis drew a capacity crowd of 630 participants from 45 states to the University Place Hotel and Conference Center in November.

14. IMIR leadership in developing a comprehensive assessment program for University College was cited as a primary factor in the selection of IUPUI as one of 13 U.S. institutions (of 130 candidates) to be designated as an Institution of Excellence in the First College Year.

15. Susan Kahn was trained as an evaluator for the North Central Association's Academic Quality Improvement Program, the association's alternative accreditation process, and was certified as a member of the NCA Consultant-Evaluator Corps.

16. PAII websites attracted 3,691,000 hits at an average of 685 visits per day.

17. PAII staff developed two lists of campus priorities—one based on material generated during the 2003 Deans' Retreat, and one based on reports submitted by the three doubling task forces

18. IMIR staff provided data and support for enrollment planning activities in the schools as well as campus-wide.

19. Trudy Banta worked with a group of IT deans at IUPUI on a listing of course equivalents for 100- and 200-level information technology courses that can be used in advising students.

20. PAII staff conducted a survey of deans and chairs to determine usage rates and perceived usefulness of Web-based data and other resources provided by our offices. Plans are underway to respond to the findings.

21. IMIR staff assisted two task forces by conducting research related to doubling teaching and learning and research and scholarship outcomes.

22. IMIR staff continued Pulliam, SMART, and CAPE (with Testing Center staff) evaluation projects.

23. Over 70 percent of IUPUI staff responded to the 2004 IUPUI Staff Survey, which was developed and administered by IMIR staff.

24. Testing Center staff developed additional online course evaluations for campus units, including the School of Nursing, the Community Learning Network, School of Social Work, Herron School of Art, and SPEA. (Total number of courses included: 764; Total number of respondents: 7,505)

25. IMIR and Office of Institutional Effectiveness staff prepared *Research Brief*s on student graduation and retention rates, results of the Faculty and Staff Surveys, and a comparison of student responses to items on the National Survey of Student Engagement with faculty responses to similar items on the Faculty Survey.

26. Testing Center staff implemented new testing services, such as "Course Test Out" for the Department of Computer and Information Technology.

27. Chemistry and ESL Placement Tests were incorporated as part of the placement testing program administered by the Testing Center.

28. Testing Center staff developed an automated application for uploading students' placement test scores into the new Student Information System (SIS).

29. The number of students taking IUPUI-designed Web-based placement tests in World Languages (French, German, Japanese, and Spanish) increased by 4.1% (from a total of 635 tests administered in 2002-03 to 661 tests in 2003-04).

30. The number of state and national tests administered at the Testing Center increased by approximately 1% (from a total of 7,267 tests administered in 2002-03 to 7,332 tests in 2003-04).

31. Howard Mzumara conducted 3 workshops on classroom assessment and test development for IUPUI faculty and staff and gave a guest lecture on test development for Dr. Valerie Chang's graduate course (S724 Section R288: Theory, Practice and Assessment of Social Work Teaching). (Total number of participants served: 48)

32. James Johnson completed an economic model for the School of Dentistry.

33. Susan Kahn developed two cross-disciplinary NSF proposals involving faculty and staff from Science, Education and University College that were not funded.

34. Testing Center staff conducted a multi-method evaluation of the national Assessment Institute in Indianapolis.

35. Testing Center staff continued work on 5 collaborative grant projects: CAPE Project Evaluation (with IMIR), IUPUI Course Redesign and student ePort (with OPD), Automated Essay Scoring project (with Florida International University), Just-in-Time Teaching (with the School of Science), new SAT Writing Validation Study (with AIR/College Board); and Howard Mzumara participated in developing 5 collaborative grant proposals for federal agencies, including NSF and NIH.

36. Howard Mzumara collaborated with faculty in the Department of English and University College to develop a placement validation plan for assessing the effectiveness and utility of the new Guided Self-Placement model for writing courses.

37. Howard Mzumara worked with faculty and placement test coordinators in reviewing course placement criteria for the placement testing program and implemented new cutoff scores for the Chemistry and German Placement Tests.

38. The Program Review and Assessment Committee (PRAC) provided guidance to the development of IUPUI's electronic student portfolio (ePort). The Office of Institutional Effectiveness also collaborated with the Center on Integrating Learning, the Office for Professional Development, UITS, and other groups in developing ePort and planning for the Fall 2004 ePort pilot.

39. PRAC subcommittees awarded 4 grants for new assessment projects, evaluated the status of IUPUI's Teaching and Learning Performance Indicators for the *2003 Performance Report,* and oversaw 4 program reviews.

40. Susan Kahn led IUPUI teams at the American Association for Higher Education's Summer Academy on Project DEEP (Documenting Effective Educational Practices) and at the Association of American Colleges and Universities' Summer Institute on electronic portfolio planning.

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

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.		
I.1 Communicate broadly the campus mission/vision.	I.1a. IUPUI's *Vision, Mission, Values, and Goals* used prominently in Chancellor's speeches and campus publications both in print and on the Web.	Trudy
	I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Susan
	I.1c. Faculty/staff understanding of campus plans increased.	Vic
	I.1d. Participation in PAII national and international conferences.	Karen
	I.1e. Number of national and international invitations.	Karen
	I.1f. Number of external information requests.	Karen
	I.1g. Usage statistics for PAII Web sites.	Howard
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. Broaden understanding of campus priorities and participation in their development.	Trudy
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units.	II.1a. Number of units assisted with planning.	Karen
	II.1b. Number of planning consultations/ projects.	Karen
II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	II.2a. Expanded information infrastructure for campus enrollment planning.	Vic
	II.2b. Preparation level of students.	Vic
	II.2c. Expanded use of on-line enrollment trend database by deans and directors.	Kathy
Goal III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.		
III.1. Continuously improve information support for the campus assessment process.	III.1a. Information resources available to support assessment.	Karen
	III.1b. Deans' ratings of accessibility of planning reports through the Web.	Vic
	III.1c. Use of Civic Engagement Inventory.	Vic

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
III.2. Continuously improve the academic and administrative program review processes.	III.2a. Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.	Karen & Trudy
	III.2b. Reviewers' ratings monitored for suggested improvements.	Karen
	III.2c. Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.	Karen & James
III.3 Continuously improve the practice of assessment.	III.3a. Number of units assisted with assessment.	Karen
	III.3b. Number of assessment consultations/projects.	Karen
	III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.	Vic & Katie
	III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.	Susan
	III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.	Howard
	III.3f. Program Evaluation Resource Site funded, developed, and implemented.	Howard
	III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.	Howard
III.4. Continuously improve survey programs.	III.4a. Survey items aligned with campus priorities.	Vic
	III.4b. Response rates on student surveys.	Vic
	III.4c. Use of surveys by campus units.	Vic
III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.	III.5a. Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).	Howard
	III.5b. Satisfaction with Testing Center services.	Howard
	III.5c. Information derived from the placement testing and validation processes enhanced.	Howard
III.6. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.6a. Number of units for which economic models (activity-based costing/management) have been developed.	James
	III.6b. Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.	James

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
III.7.Continuously improve management information reports and analysis capability for academic managers.	III.7a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Kathy
	III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.	Kathy
	III.7c. IMIR data and Fact Card integrated.	Kathy
Goal IV. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.		
IV.1. Develop a more uniform and concise set of campus-wide performance indicators.	IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Vic & Trudy
	IV.1b. Documented use of indicators by central senior administrators and school deans.	Vic & Trudy
IV.2.Continuously refine PAII indicators of quality in daily work.	IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.	Vic & Karen
	IV.2b. Web-based service-instance form revised and implemented.	Karen
IV.3. Advance institutional effectiveness collaborative initiatives.	IV.3a. Proposals developed, submitted, and funded.	Susan
	IV.3b. Presentations and publications related to IUPUI's institutional portfolio.	Susan
	IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.	Howard
Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.1a. Instances of significant campus improvements undertaken and documented.	Vic & Trudy
	V.1b. Plan in place for implementing improvements suggested by NCA reaccreditation review.	Susan & Trudy
V.2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	V.2a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).	Karen
	V.2b. External funding received.	Karen
V.3. Contribute evaluation resources for community activities and programs	V.3a. K-16 evaluation studies funded and conducted.	Vic & Howard
	V.3b. Evaluation studies with health and human services agencies funded and conducted.	Howard

Summary of Progress on Goals and Objectives
FY2003-2004

Goal 1:	Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	Teaching/Learning
Objective:	I.1 Communicate broadly the campus mission/vision.
Timeframe:	On-going
Actions taken to date:	I.1a. **IUPUI's Vision, Mission, Values, and Goals used prominently in Chancellor's speeches and campus publications both in print and on the Web.** Chancellor Bantz embraced the IUPUI *Vision, Mission, Values, and Goals* and began immediately to use the three principal elements of the mission statement to frame his remarks about the campus. His inaugural speech in December 2003 as well as his Report to the Community in February 2004 were based on the three mission elements. I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** For the first time this year, the Office of Institutional Effectiveness developed and published the annual IUPUI *Performance Report* both in print and on the web, where it comprises part of the campus's online institutional portfolio (iPort). The iPort is IUPUI's website for self-assessment and accountability at the institutional level. The web version of the *Performance Report* includes hot links from report items to related websites, detailed data on performance indicators, and a wealth of additional information and links for each of the campus's main mission areas: teaching and learning; research, scholarship, and creative activity; and civic engagement. Since publication, the web-based report has had over 1300 visitors. I.1c. **Faculty/staff understanding of campus plans increased.** The campus plan has been integrated into primary reporting venues, including the Annual Performance Report, the Chancellor's State of Diversity Address, and the IUPUI Portfolio. However, several notable activities this year altered the fabric of planning, including Chancellor's Bantz' Doubling the Numbers pronouncement, the Financial Planning Advisory Group budget reduction scenarios, the development of new initiatives using dedicated tuition funding, and President Herbert's mission differentiation project. PAII/IMIR/Econ Model Office provided substantial support to these efforts, including primary technical support to the financial planning scenario project, and extensive information support especially to the Teaching and Learning Task Force appointed to address the Doubling Goals. The special report produced for the Teaching and Learning Task force was distributed throughout IUPUI. I.1d. **Participation in PAII national and international conferences.** Participation in the national conference conducted by PAII continued to draw record attendance. The international conference in Cape Town, South Africa was unique in that 100 delegates representing 10

	African countries were able to attend. I.1e. **Number of national and international invitations.** PAII staff received 95 invitations to make presentations or to consult with international and national organizations, but were not able to accept all the invitations they received. I.1f. **Number of external information requests.** PAII staff continue to respond to hundreds of information requests from external constituents. I.1g. **Usage statistics for PAII Websites.** Compiled a Web Usage Statistics Report for PAII Websites.
Activities planned:	I.1a. **IUPUI's Vision, Mission, Values, and Goals used prominently in Chancellor's speeches and campus publications both in print and on the Web**. Chancellor's doubling goals will be incorporated in IUPUI's Vision, Mission, Values, and Goals framework with involvement of deans, faculty leaders and IUPUI's Board of Advisors. I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** Develop new iteration of IUPUI electronic institutional portfolio, continuing to include the annual campus Performance Report. I.1c. **Faculty/staff understanding of campus plans increased.** The new wave of planning efforts will be integrated through planning sessions held first with the IUPUI Deans and Board of Advisors, and then disseminated through Faculty Council, Staff Council, and other appropriate groups. Campus performance indicators in the performance report will be adapted to convey the new planning themes to the campus community and beyond. I.1d. **Participation in PAII national and international conferences.** PAII has offered to collaborate with Campus Compact staff to include a new track at the 2005 Assessment Institute. Unfortunately, after fifteen years, the International Conference on Assessing Quality in Higher Education has been suspended. I.1e. **Number of national and international invitations.** Continue to monitor and increase PAII dissemination efforts. I.1f. **Number of external information requests.** Continue to monitor and increase PAII dissemination efforts. I.1g. **Usage statistics for PAII Websites.** Following redesign of PAII Websites, continue to monitor the collection of Web logs that facilitate generation of appropriate Web Usage Statistics Reports.
Indicators of Progress:	I.1a. **IUPUI's Vision, Mission, Values, and Goals used prominently in Chancellor's speeches and campus publications both in print and on the Web.** The Chancellor's inaugural address in December 2003 and Report to the Community in February 2004 were based upon the three elements of the mission statement. I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** New iteration of electronic institutional portfolio developed. Updated information incorporated into electronic institutional

portfolio. Online annual Performance Report included in electronic institutional portfolio.

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

Staff satisfaction with the clarity of campus plans and objectives increased from the 1999 to the 2003 survey.

Rating	1999	2003
Sat. or Very Sat.	38%	44%
Neutral	46%	42%
Dissatisfied or Very Dissatisfied	15%	14%

The faculty survey was not conducted to make room in the schedule for a special survey for the Hallmarks of First Year Excellence project

I.1d. **Participation in PAII national and international conferences.**

The international assessment conference co-sponsored by PAII was held in Cape Town, South Africa. The meeting drew 100 participants from 10 African countries in addition to 50 others from Europe, the Americas, and Australia.

The national Assessment Institute in Indianapolis drew a capacity crowd of 630 participants from 45 states to the University Place Hotel and Conference Center in November.

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

58 (61% of the total) invitations to present to national and international audiences were accepted by PAII staff. 37 additional invitations were extended to PAII staff, but could not be accepted.

I.1f. **Number of external information requests.**

PAII staff hosted six international delegations and 5 U. S. delegations. Information requests that come via mail and email remain steady at 240.

I.1g. **Usage statistics for PAII Websites.**

PAII (www.planning.iupui.edu):
Number of Hits: 489,546; Average Number of Visitors per Day: 164; Total #Pages Viewed: 266,082

IMIR (www.imir.iupui.edu/):
Number of Hits: 2,566,086; Average Number of Visitors per Day: 322; Total #Pages Viewed: 1,544,162

Breakdown:
Office Site (IMIR): www.imir.iupui.edu/imir:
Views: 281,659; % of Total: 18.2
National Portfolio Project www.imir.iupui.edu/portfolio:
Views: 50,692; % of Total: 3.3
IUPUI Institutional Portfolio www.iport.iupui.edu:
Views: 39,287; % of Total: 2.5
Urban Data Exchange (PUMA) www.imir.iupui.edu/urban:
Views: 5,241; % of Total: 0.3

Testing Center (http://tc.iupui.edu)
Number of Hits: 395,745; Average Number of Visitors per

	Day: 199; Total #Pages Viewed: 343,995 Breakdown: Office site (Testing Center): tc.iupui.edu/ Views: 230,824; % of Total: 67.1 Student Evaluation of Teaching: tc.iupui.edu/set/ Views: 113,171; % of Total: 32.9 Economic Model (www.iupui.edu/~abcmodel/intro-page.html): Number of Hits: 106; Average Number of Visitors per Day: 0.28; Total #Pages Viewed: 106

Campus Planning Theme:	
Objective:	I.2. Develop a short list of campus priorities for strategic investment.
Timeframe:	
Actions taken to date:	I.2a. **Broaden understanding of campus priorities and participation in their development.** In August 2003 the Council of Deans developed a list of mission-related priorities to guide the campus during the coming academic year. PAII staff involved the Faculty Council Executive, Planning, and Budgetary Affairs Committees and the Staff Council in reviewing and extending the listing. Before these priorities were adopted officially, Chancellor Bantz announced in his inauguration speech in December 2003 that doubling graduation numbers, research funding, and internships should become campus priorities. Subsequently three task forces were named to determine how the doubling goals could be achieved. PAII staff provided substantial information to inform the deliberations of task force members. By the end of the fiscal year PAII staff had developed a new draft of campus priorities for consideration by the Chancellor's staff, the Council of Deans, and the campus Board of Advisors. Throughout 2003, Trudy Banta and James Johnson served as staff for the campus-wide Financial Planning Advisory Committee. They facilitated discussions and drafted all documents summarizing the activities of the group.
Activities planned:	I.2a. **Broaden understanding of campus priorities and participation in their development.** A short list of priority strategies associated with the doubling goals will become a guide for action and investment at IUPUI.
Indicators of Progress:	I.2a. **Broaden understanding of campus priorities and participation in their development.** A new draft of the campus priorities was developed incorporating the Chancellor's doubling initiatives.

Goal 2:	Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
Campus Planning Theme:	
Objective:	II.1. Provide planning assistance to campus units.
Timeframe:	

Actions taken to date:	II.1a.**Number of units assisted with planning.**
	       PAII staff continue to provide planning assistance to campus units.
	II.1b.**Number of planning consultations/projects.**
	       PAII staff continue to provide planning assistance to campus units.

Activities planned:	II.1a.**Number of units assisted with planning.**
	       PAII staff will participate in orienting new deans to the planning process and assist in other planning activities.
	II.1b.**Number of planning consultations/projects.**
	       PAII staff will continue to respond to identified needs for planning assistance. Maintain or increase the number of units served.

Indicators of Progress:	II.1a.**Number of units assisted with planning.**
	       PAII staff assisted 17 IUPUI units with planning this year, 18 in 2002-03 and 16 in 2001-02.
	II.1b.**Number of planning consultations/projects.**
	       PAII staff participated in 34 IUPUI consultations/projects this year, 41 in 2002-03 and 21 in 2001-02.

Campus Planning Theme:	
Objective:	II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.
Timeframe:	

Actions taken to date:	II.2a.**Expanded information infrastructure for campus enrollment planning.**
	       Most activity this year focused on migrating and enhancing current systems to accommodate the new data systems resulting from the PeopleSoft/ SIS project. The Point-in-Cycle monitoring system was successfully migrated and efforts to improve the speed of the system commenced.
	II.2b.**Preparation level of students.**
	       IMIR provided analytic support to the University College Admissions Committee, designed to raise student selection criteria for the coming year. Continued support also was provided to the Passport program, which focuses on the success rates of students transferring between Ivy Tech and IUPUI. Two IMIR staff members were appointed to the Transfer Task Force to consider levels of preparation of and support for transfer students.
	II.2c.**Expanded use of on-line enrollment trend database by deans and directors.**

	Monitored hits on the Point-in-Cycle and on-line database sections of the IMIR Website.
Activities planned:	II.2a.**Expanded information infrastructure for campus enrollment planning.** Final migration to the new data systems will be completed this year. In addition, the Point-in-Cycle and online planning data systems will be integrated into a single environment with plans for expanding both significantly, and at least one report will be added to the online planning data system. II.2b.**Preparation level of students.** Continue support for current efforts as well as new initiatives resulting from the "Doubling the Numbers" efforts and a planned Strategic Enrollment Management initiative II.2c.**Expanded use of on-line enrollment trend database by deans and directors.** Continue to monitor hits on website
Indicators of Progress:	II.2a.**Expanded information infrastructure for campus enrollment planning.** Use of on-line database increased this year from 13,196 page views last year to 17,042 this year. In addition, 46,002 pages were accessed in the Annual Planning & Budgeting Website. II.2b.**Preparation level of students.** All indicators of preparation level and retention of new students continue to rise. _see table below_ II.2c.**Expanded use of on-line enrollment trend database by deans and directors.** Use of the on-line database increased this year from 13,196 page views last year to 17,042 this year. Revisions in the Point-in-Cycle Website made it impossible to collect accurate figures this year. However, we estimate that use increased from about 6,000 page views last year to 12,000 - 14,000 this year.
Goal 3:	Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.

Table within Indicators of Progress (II.2b):

	1999	2000	2001	2002	2003
Percent conditional	63%	64%	56%	47%	43%
Average SAT	950	957	971	986	988
% from Top 3rd HS Class	33%	37%	42%	44%	49%

Semester of Entry					
	1998	1999	2000	2001	2002
FTIC FT Retention Rate	60%	58%	62%	65%	67%

Campus Planning Theme:	Teaching/Learning
Objective:	III.1. Continuously improve information support for the campus assessment process.
Timeframe:	On-going
Actions taken to date:	III.1a. **Information resources available to support assessment.** See Indicators of Progress III.1b. **Deans' ratings of accessibility of planning reports through the Web.** Debriefing held with deans on Planning/Budgeting Website. Improvements made and workshop held to demonstrate new functionality. More general assessment conducted of use of PAII information sources, including administration to deans of a questionnaire and follow-up interview. III.1c. **Use of Civic Engagement Inventory.** Funding for enhancing the system has not yet been made available. However, planning for the revisions has proceeded, assuming that at some point the funding would be available.
Activities planned:	III.1a. **Information resources available to support assessment.** Continue to seek ways to provide useful resources to the campus community. III.1b. **Deans' ratings of accessibility of planning reports through the Web.** Continue to hold debriefings and to make adjustments to system. Integration of information sources planned to make access more uniform. Sessions planned for New Deans Orientation to introduce them to the sources and systems. III.1c. **Use of Civic Engagement Inventory.** Prepare for potential funding, at which time the enhancement project will proceed.
Indicators of Progress:	III.1a. **Information resources available to support assessment.** Testing Center continues to seek out individuals to partner and/or co-sponsor the Evaluation Resources Website. A presentation was made to the Lumina Foundation. PAII Websites provide access to annual assessment reports. PRAC members are invited to participate in the annual Assessment Institute. Periodically **Assessment Update** is provided at no cost to PRAC members. The Institutional Portfolio contains reports on assessment activities and is the repository for the annual campus performance report. IMIR continues to improve the Website to provide timely and useful information. III.1b. **Deans' ratings of accessibility of planning reports through the Web.** Deans expressed satisfaction with progress made on improving systems. However, an information sources survey showed that many deans do not know about all the available information sources. III.1c. **Use of Civic Engagement Inventory.** No notable progress. Use of the Civic Engagement Inventory

	declined by nearly 50% from 2002-03 (24,236 page views) to 2003-04 (12,585 page views).
Campus Planning Theme:	Best Practices
Objective:	III.2. Continuously improve the academic and administrative program review processes.
Timeframe:	On-going
Actions taken to date:	III.2a. **Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.** Five reviews (the departments of English, Chemistry, Mathematics and Psychology) were planned, four (the departments of Economics and Political Science, the Student Orientation Program, and student health services that included the departments of Student Health Services and Counseling and Psychological Services) were conducted, and one mid-cycle interview (Mechanical Engineering) was conducted. III.2b. **Reviewers' ratings monitored for suggested improvements.** Reviewers' ratings are analyzed and acted upon when necessary. III.2c. **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.** Each department is given the guidelines for activity-based costing and assisted with data collection during the self-study process.
Activities planned:	III.2a. **Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.** Five reviews (for the departments of English, Chemistry, Mathematics and Psychology) will be conducted. III.2b. **Reviewers' ratings monitored for suggested improvements.** We continue to monitor reviewers' ratings and suggestions. The PRAC subcommittee on program review will spend much of the coming year reviewing reviewers' reports to look for campus trends in strengths, issues, and recommendations identified by reviewers. III.2c. **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.** Continue to use and review the costing/management model
Indicators of Progress:	III.2a. **Numbers of program reviews, follow-up sessions, and mid-cycle interviews (by PRAC) conducted.** Five reviews were planned, four conducted and one mid-cycle interview was conducted. III.2b. **Reviewers' ratings monitored for suggested improvements.** PRAC will continue to monitor and act upon reviewer recommendations. III.2c. **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.**

	The program review financial assessment template based on a variant of the economic model methodology was presented for two additional program reviews.
Campus Planning Theme:	Teaching & Learning
Objective:	III.3 Continuously improve the practice of assessment.
Timeframe:	On-going

Actions taken to date:	III.3a. **Number of units assisted with assessment.**
	      Units were assisted with assessment
	III.3b. **Number of assessment consultations/projects.**
	      PAII staff consulted with units.
	III.3c. **University College assessment improved and further integrated with assessment for Student Life and Diversity.**
	      First comprehensive program review of UC function completed (for Orientation). Broad assessment of first year programs being facilitated by IUPUI participation as a Founding Institution in the AASCU Hallmarks of First-Year Excellence project. Freshman Seminar evaluation form enhanced and standardized across UC sections. For SLD, IMIR staff led the development of a baseline housing satisfaction survey, an assessment for the Diversity Awareness Resource Team (DART), and provided planning support to the academic integrity assessment initiative and the language immersion project in Mexico.
	III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.**
	      The Office of Institutional Effectiveness continued this year to work on improving and updating the electronic institutional portfolio. An important addition to iPort was the web version of IUPUI's annual *Performance Report*. Other sections of the iPort were also updated to reflect the fact that the primary audience for the site is no longer our NCA accrediting team, but rather Indianapolis community stakeholders and members of the higher education community. A new iteration of iPort that updates the design and navigation of the site is in the works and is expected to be online by the end of Summer 2004.
	III.3e. **Indicators of validity for placement testing in mathematics, English and foreign languages.**
	      Completed annual validation study for course placement in mathematics and English (writing).
	
	      A sample of 73 freshmen at IUPUI participated in the College Board's Validation Study of the new SAT I Writing Test.
	
	      Testing Center staff assisted faculty in Department of World Languages and Cultures in reviewing placement cutoffs for the respective world language placement tests and implemented revised placement cutoff scores for the German Placement Test on May 24,

	2004. III.3f. **Program Evaluation Resource Site funded, developed, and implemented.** Sought individuals to co-sponsor the Website and met with interested staff at IUPUI; the staff at Lumina Foundation (Indianapolis) reviewed the prototype but could not sponsor further development of the resource. Updated the registration template for the prototype. III.3g. **Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.** *Online Placement Testing:* (#units served: 3) Served the Department of World Languages and Cultures by overseeing administration of the 4 Web-based language placement tests (French, German, Japanese, and Spanish). Testing Center continued to collaborate with UITS staff and the PeopleSoft Academic Advising Team in developing an automated placement test score upload application for the new Student Information System (SIS). Collaborated with the office of Orientation Services on initial plans for development of an online test scheduling application. *Online SET/Course Evaluation:* (#units served: 5) Served 5 units for online SET/course evaluation: Community Learning Network's Distance Learning Courses, School of Nursing (Family Health & Environments for Health), IU School of Social Work, Herron School of Art, and SPEA. Hired a programming consultant from TEKsystems to facilitate further development of the Testing Center's online course evaluation application.
Activities planned:	III.3a. **Number of units assisted with assessment.** Units will continue to be assisted with assessment activities. III.3b. **Number of assessment consultations/projects.** PAII staff will continue to consult with other units on assessment projects. III.3c. **University College assessment improved and further integrated with assessment for Student Life and Diversity.** Completion of first phase of Foundations of Excellence in the First College Year project and development of improvement plan for second phase. Program review of Advising and continued monitoring of effectiveness of Orientation improvements. III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.** Updated, new iteration of institutional portfolio and annual

performance report.

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

Continue to conduct periodic monitoring and validation of course placement criteria for mathematics and foreign language placement tests.

Howard Mzumara will continue to serve as a member of the English Placement Task Force and assist with implementation and validation of Guided Self-Placement for ENG Writing courses.

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

Continue to update the prototype Website to meet the needs of potential users.

Meet with Directors of the IUPUI Solution Center to talk about the possibility of using the program evaluation resource in the IUPUI Solution Center.

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

Continue to assist faculty in the Department of World Languages and Cultures in revising and/or developing new online placement tests in world languages (including implementation of new placement tests for Latin and Japanese).

Testing Center staff collaborated with UITS staff in developing an automated application for uploading students' placement test scores to the new Student Information System (SIS).

Develop a Web-based template to assist academic advisors in interpreting placement test results in the SIS/PeopleSoft.

Participate in collaborative research (with PRAC and OPD) in support of development of student ePortfolios, including implementation of a plan for assessing students' information literacy and technological competence.

Assist ESL Program and Department of Mathematical Sciences (at IUPUI and IUPU Columbus) with implementation of pilot testing of the Internet version of COMPASS/ESL system for outreach and distance testing.

Howard Mzumara collaborated with faculty in Department of English and University College and developed a new placement validation plan for assessing effectiveness and utility of the Guided Self-Placement model for English writing courses.

Collaborate with OPD staff in conducting pilot studies for online classroom testing initiatives for faculty at IUPUI.

	Extend the use of online course evaluation services to new clients including School of Liberal Arts, IUPU Columbus, etc

Indicators of Progress:	III.3a. **Number of units assisted with assessment.**
	PAII staff responded to 34 IUPUI unit requests for assistance with assessment. (34 units in 2002-03, 75 units in 2001-02).
	III.3b. **Number of assessment consultations/projects.**
	PAII staff fulfilled 90 requests for assistance with assessment. (173 in 2002-03, 189 in 2001-02).
	III.3c. **University College assessment improved and further integrated with assessment for Student Life and Diversity.**
	Recognition of UC as Founding Institution by the Hallmarks project. Continued improvement in freshman retention rates (see II.2b.) First-year program improvements featured in **Metropolitan Universities** publication and multiple presentations at AIR and National Learning Communities conference
	III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.**
	Updated, new iteration of institutional portfolio and annual performance report.
	III.3e. **Indicators of validity for placement testing in mathematics, English and foreign languages.**
	Increased number of students placed in college-level math courses (i.e., courses above MATH 110/MATH 111)
	
	Higher compliance rates for placement in math courses (range from 61.2% MATH 151 to 96.6% for MATH 001)
	
	Maintained a high compliance rate for English (average compliance rate of 91%)
	Course Placements in English Writing courses:
	  o Exemption <1%
	  o ENG W140 3.0%
	  o ENG W131 82.8%
	  o ENG W130 14.1%
	
	Success rates for "compliant groups" in mathematics courses ranged from 61.8% for MATH 153 to 79.0% for MATH M119.
	
	Anecdotal evidence suggests that placement test coordinators are fairly satisfied with the current placement criteria for mathematics and world language courses.
	
	III.3f. **Program Evaluation Resource Site funded, developed, and implemented.**
	The user registration/directory template for the prototype Evaluation Resource Website was updated.
	III.3g. **Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.**

	Maintained 4 online placement tests for the Department of World Languages and Cultures (i.e., French ($\underline{n}$ = 86 students tested), German ($\underline{n}$ = 63 students), Japanese ($\underline{n}$ = 15), & Spanish ($\underline{n}$ = 497)) and a total of 661 students were tested, reflecting an increase of 4.1% over the numbers reported in the 2002-03 Annual Report. Testing Center staff worked with UITS staff and developed an automated application for uploading placement test scores into the new Student Information System (SIS). Served 5 units with online SET/course evaluation: CLN Distance Learning Courses, IU School of Nursing (Family Health &Environments for Health), IU School of Social Work, Herron School of Art, and SPEA. (During the current reporting period, a total of 764 courses used the Testing Center's online course evaluation application, and course evaluation data were collected from a total of 7505 respondents.)
Campus Planning Theme:	Teaching & Learning
Objective:	III.4. Continuously improve survey programs.
Timeframe:	On-going
Actions taken to date:	III.4a. **Survey items aligned with campus priorities.** New Diversity items implemented in Staff Survey (included in Student Survey in prior year). Staff Survey items also were revised to accommodate Human Resource initiatives. Campus Facility Services uses Staff Survey as initial analysis for work environment improvement effort. Switched consortium participation for the National Survey of Student Engagement (NSSE) to the AASCU American Democracy Project institutions. IMIR conducted a Smoking Policy survey to support the development of the campus's new smoking policy. III.4b. **Response rates on student surveys.** Web-based components added for all surveys, as a supplement to mailings. Staff survey response rate of 70% is an all-time high for any IUPUI survey, and 8 percent higher than for the previous administration. Unfortunately, response rates for the student surveys continue to decline, reaching 42% for the Continuing Student Satisfaction and Priorities Survey, and 37% for the alumni survey. III.4c. **Use of surveys by campus units.** NSSE results provided at the school level for the first time. Presentations to PRAC and Chancellor's cabinet focused further attention on school-level results, with notable follow-up by the School of Education. Survey of deans' use of information sources reveals some unevenness in perceived usefulness of information. Units included in staff survey expanded considerably. Special report prepared for Campus Facility Services to serve their work environment improvement initiative. IMIR Staff advised survey

	development efforts for the Academic Integrity Committee, and Campus Housing.
Activities planned:	III.4a. **Survey items aligned with campus priorities.** Results from NSSE will be available for use in Civic Engagement initiatives. Deciding now whether to participate in a National Faculty Survey with a similar consortium group, or to redesign IUPUI Faculty Survey to better serve Civic Engagement initiatives. If IUPUI Faculty Survey is administered, it will include new Diversity items as well as items from NSSE, to continue serving teaching and learning initiatives. Expect to administer first Graduate Student Alumni survey, as well as a very quick graduate student email survey in the fall to support the IUPUI Solution Center assessment. III.4b. **Response rates on student surveys.** The focus for the coming year will be on shortening surveys to improve response rates. However, we already know that the response rate for the NSSE survey will be lower than past administrations, due to a change in the survey methodology (moving to web-only sampling for initial non-respondents). III.4c. **Use of surveys by campus units.** School-level indicators from surveys will be expanded in online (planning) indicator system. Will continue to work with PRAC to develop more useful reports for schools. Conducting first alumni survey for the School of Dentistry.
Indicators of Progress:	III.4a. **Survey items aligned with campus priorities.** Results from surveys extensively incorporated in campus performance indicators. IUPUI's alumni survey practices featured at a symposium in Spain, a related publication, and in a forthcoming volume of New Directions for Institutional Research. III.4b. **Response rates on student surveys.** <table><tr><td>Survey</td><td>Earlier</td><td>Prior</td><td>Most recent</td></tr><tr><td>Continuing Students</td><td>41%</td><td>43%</td><td>42% ↓</td></tr><tr><td>NSSE</td><td>36%</td><td>37%</td><td>In process</td></tr><tr><td>Alumni</td><td>43%</td><td>39%</td><td>37% ↓</td></tr><tr><td>Faculty</td><td>56%</td><td>54%</td><td>48% ↓</td></tr><tr><td>Staff</td><td>58%</td><td>62%</td><td>70% ↑</td></tr></table> III.4c. **Use of surveys by campus units.** Website hits on school level reports increased by nearly 30% from 2002-03 (36,603 page views) to 2003-04 (47,106 page views).
Campus Planning Theme:	Teaching & Learning
Objective:	III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.
Timeframe:	On-going

Actions taken to date:	III.5a. **Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).** In October 2003, Testing Center staff took on the responsibility for administering the ESL and Chemistry placement tests on behalf of the academic units. (Number of students tested: 412 for Chemistry and 218 for ESL.) Testing Center staff implemented new testing services, such as "Course Test Out" for the Department of Computer and Information Technology. (8 students took CIT 106 Test Out) Howard Mzumara worked with faculty and placement test coordinators in reviewing course placement criteria and implemented new cutoff scores for Chemistry and German Placement Tests. Testing Center continued to offer proctoring services for online/computerized placement tests (ACCUPLACER) and national exams for non-IU students. Testing Center initiated an outreach pilot program to offer COMPASS Mathematics placement testing at 5 high schools in Indianapolis. Testing Center staff continued to offer optical (OMR) scanning services to campus and off-campus clients. Testing Center staff conducted an evaluation of the national assessment institute in Indianapolis. III.5b. **Satisfaction with Testing Center services.** Testing Center staff continued to administer exit or client satisfaction surveys for placement testing, national testing, and scanning services. III.5c. **Information derived from the placement testing and validation processes enhanced.** Placement distributions, probability graphs based on logistic regression and decision theory (or classification) approaches, and calculation of success rates and/or "DFW" rates continue to be included as part of the validation process for course placement.
Activities planned:	III.5a. **Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program;**

	Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).
	Continue with implementation of an outreach program to facilitate remote placement testing on campus and at off-campus test sites.
	III.5b. **Satisfaction with Testing Center services.**
	Continue to administer exit or client satisfaction surveys for placement testing and national testing programs, and scanning services.
	Provide ongoing proctor training.
	III.5c. **Information derived from the placement testing and validation processes enhanced.**
	Include multiple predictors (e.g., high school percentile rank, ACT scores, SAT scores, number of course credits, semester GPA, cumulative GPA, etc.) in the validation process for course placement.
	Where appropriate, conduct sub-group analyses to study gender- and ethnic-related differences in academic achievement.
Indicators of Progress:	III.5a. **Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).**
	Number of students taking IUPUI-designed Web-based placement tests in world languages increased by 4.1% (from a total of 635 tests administered in 2002-03 to 661 tests in 2003-04).
	Number of state and national tests administered by the Testing Center increased by approximately 2% (from a total of 7,267 tests administered during 2002-03 to 7,380 tests in 2003-04).
	Testing Center staff developed additional online course evaluation services for campus units, including the School of Nursing, the Community Learning Network, School of Social Work, Herron School of Art, and SPEA. (Total number of courses served: 764; Total number of respondents: 7,505.)
	Howard Mzumara conducted 3 workshops on classroom assessment and test development for IUPUI faculty and staff and gave a guest lecture on test development for Dr. Valerie Chang's graduate course (S724 Section R288: Theory, Practice and Assessment of Social Work Teaching). Total number of participants served: 48.)
	Testing Center staff wrote two evaluation reports for the 2003 Assessment Institute in Indianapolis.
	Testing Center staff continued work on 5 collaborative grant projects: CAPE Project Evaluation (with IMIR), IUPUI Course Redesign and student ePort (with OPD), Automated Essay Scoring project (with

	Florida International University), Just-in-Time Teaching (with the Purdue School of Science at IUPUI), new SAT Writing Validation Study (with AIR/College Board); and Howard Mzumara participated in developing 5 collaborative grant proposals for federal agencies including NSF and NIH. III.5b. **Satisfaction with Testing Center services.** *Placement Testing:* 94% of students are "satisfied" or "completely satisfied" with information received from TC staff; 95% of students "satisfied" or "completely satisfied" with courtesy displayed by proctors; 93% "satisfied" or "completely satisfied" with helpfulness displayed by proctors. Students' perception of accuracy of placement tests in measuring present skills: Math: about 57% "agreed" or "strongly agreed" that COMPASS Math is an accurate measure of present math skills; Reading: 81% "agreed" or "strongly agreed" that COMPASS Reading Test is an accurate measure of present reading skills; English: about 74% "agreed" or "strongly agreed" that the English Placement Test is an accurate measure of present writing skills. The above ratings were essentially the same as those reported in the PAII Annual Report for 2002-03. *National testing program:* 98% of students felt that test security procedures were adequate; 95% indicated that proctors provided a friendly testing atmosphere; 98% reported that service provided by proctors was excellent; 88% of respondents "agreed" or "strongly agreed" that the Testing Facility was free from distractions. *Scanning Services:* An online administered client satisfaction survey with a total of 35 respondents indicated that 100% of respondents rated overall quality of services/products as "very good' or "excellent"; 100% of respondents were "very satisfied" with level of courtesy displayed by staff; 100% were either "satisfied" or "very satisfied" with level of helpfulness displayed by staff; 100% of respondents were "satisfied or very satisfied" with timeliness of reports/results. Mzumara was selected as presidential-appointee to serve as chair of professional development committee for the American Evaluation Association in 2005. III.5c. **Information derived from the placement testing and validation processes enhanced.** Mzumara collaborated with Susanmarie Harrington and Gayle Williams and developed a Self-Efficacy Questionnaire and a new plan for validating the effectiveness of Guided Self Placement in Writing Courses.
Campus Planning Theme:	Best Practices
Objective:	III.6. Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.

Timeframe:	On-going
Actions taken to date:	III.6a. **Number of units for which economic models (activity-based costing/management) have been developed.** The planning and economic modeling project with the School of Dentistry was completed in October 2003 and ushered in a series of planning actions for the future of the school. The IU School of Medicine requested facilitation support for the development of their pilot mission-based management model project that was completed in June 2004. III.6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** The School of Nursing continued for a fifth straight fiscal year the updating of its economic model and data presentation for its annual financial report. The former School of Allied Health Sciences that was restructured into the School of Health and Rehabilitation Sciences has fully integrated its economic model into all decision relevant planning and decision-making for the school in department chair and executive committee forums.
Activities planned:	III.6a. **Number of units for which economic models (activity-based costing/management) have been developed.** To document the effects of economic model projects on budgeting and planning processes in academic units. III.6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** To document the effects of economic model projects on budgeting and planning processes in academic units.
Indicators of Progress:	III.6a. **Number of units for which economic models (activity-based costing/management) have been developed.** 33 (33 last year) III.6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** 16 (up from 15)
Campus Planning Theme:	Best Practices
Objective:	III.7. Continuously improve management information reports and analysis capability for academic managers.
Timeframe:	Ongoing
Actions taken to date:	III.7a. **Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.** One report, Full-Time Academic Appointments, was added to the on-line database website. In addition, a school matrix report option was

	added. Data for two schools, Music and Library and Information Science were also added.

The admissions profile and quality reports on the Point-in-Cycle Website were revised based on input from users.
III.7b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.**
PAII staff conducted the Information Sources Survey, asking deans and department chairs about the availability and usefulness of information and services.
III.7c. **IMIR data and Fact Card integrated.**
Most activities this year focused on revising the portfolio website to link to existing tables on the IMIR website. |
| **Activities planned:** | III.7a. **Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.**
Most efforts for the coming year will focus on converting existing student reports to use data from the new Student Information System. One report will be added to the on-line database Website during 2004-05.
III.7b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.**
Results of the survey will be used to prioritize efforts for the coming year. Results will be presented at a national meeting.
III.7c. **IMIR data and Fact Card integrated.**
Continue integrating the two Websites.

Collaborate with Communications and Marketing to create links between the Fact Card and tables in the portfolio /IMIR sites. |
| **Indicators of Progress:** | III.7a. **Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.**
Added one report to the on-line database.

Added data, where possible, to the on-line database for two schools.

Completed revision of the Point-in-Cycle admissions profile and quality reports based on user feedback.
III.7b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.**
Survey conducted and results tallied and presented.
III.7c. **IMIR data and Fact Card integrated.**
Linking of tables should be complete within one month. |
| **Goal 4:** | Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents. |
| **Campus Planning Theme:** | Best Practices |

Objective:	IV.1. Develop a more uniform and concise set of campus-wide performance indicators.
Timeframe:	On-going
Actions taken to date:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Performance indicators updated for Diversity and Teaching and Learning. All other performance indicators remained unchanged. IV.1b**. Documented use of indicators by central senior administrators and school deans.** Performance indicators included in Annual Performance Report, Institutional Portfolio, and Chancellor's State of Diversity address
Activities planned:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Performance Indicators will be streamlined this year: reduced in number for each section, but completed for all sections. IV.1b. **Documented use of indicators by central senior administrators and school deans.** New streamlined indicators will be developed specifically with school-level measures.
Indicators of Progress:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Progress was minimal this year. However, IUPUI performance indicators were featured in two presentations at the 2004 AIR forum. IV.1b. **Documented use of indicators by central senior administrators and school deans.** (See actions taken)
Campus Planning Theme:	Best Practices
Objective:	IV.2. Continuously refine PAII indicators of quality in daily work.
Timeframe:	On-going
Actions taken to date:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** IMIR successfully implemented the new Web-based project tracking system, OnTrak, yielding increased measures of activities and accomplishments. IV.2b. **Web-based service-instance form revised and implemented.** IMIR has developed and tested the service-instance form.
Activities planned:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** Extend use of system to rest of PAII for tracking activities and accomplishments IV.2b. **Web-based service-instance form revised and implemented.** Other PAII units will begin to work with IMIR staff to modify the

	service form to meet individual unit needs.
Indicators of Progress:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** IMIR's OnTrak system being considered for adoption by the IU Center for Postsecondary Research, and Purdue University Office of Institutional Research. IV.2b. **Web-based service-instance form revised and implemented.** All PAII units will use a web-based service-instance form to monitor selected activities.
Campus Planning Theme:	Best Practices
Objective:	IV.3. Advance institutional effectiveness collaborative initiatives.
Timeframe:	On-going
Actions taken to date:	IV.3a. **Proposals developed, submitted, and funded.** The Office of Institutional Effectiveness developed and submitted three proposals during the year; of these, one was funded and another is awaiting a funding decision. The funded project, *Enhancing Student Success Through Electronic Portfolios*, adds a research component to next year's pilot of IUPUI's electronic student portfolio (ePort). Supported by the National Postsecondary Education Cooperative's Student Success initiative, the project will study the impact of ePort on student success and test the use of digital tools for scoring work in student electronic portfolios. The most recently submitted proposal is also being considered by NPEC as part of the Student Success initiative; if funded, it will support a meta-analysis of research on student success. In addition, the Office of Institutional Effectiveness, in collaboration with the Center on Integrating Learning, has begun working with the Indiana Commission for Higher Education to develop and seek funding for a collaborative pilot project that would experiment with the use of electronic student portfolios to enhance and assess the development of key collegiate skills, including writing and critical thinking, and to improve articulation between two- and four-year institutions in the development of these skills. The project grows out of the ICHE's *Framework for Policy and Planning Development in Higher Education*, which recommends that postsecondary institutions in the state experiment with the use of electronic portfolios as part of a wider effort for the state to become "a pioneer in the development and assessment of measures of student learning." IV.3b. **Presentations and publications related to IUPUI's institutional portfolio.** Kahn published one article and two book chapters during the past year, although only one of these was directly related to the institutional portfolio: a co-authored article in *Metropolitan Universities*. Other publications include a chapter on electronic

	teaching portfolios in the third edition of *The Teaching Portfolio*, edited by Peter Seldin, and a co-authored chapter on assessment in community colleges for an issue on that topic to be published as part of the Jossey-Bass series *New Directions for Community Colleges*. Kahn made 12 presentations on iPort in 2003-2004. Several of these were invited: at the AAHE Summer Academy, the Assessment Institute in Indianapolis, and the North Carolina State University Assessment Conference. The presentation at the Assessment Institute, done in collaboration with Trudy Banta and Sharon Hamilton, garnered the highest evaluations of any session at the conference! IV.3c. **Usage statistics for both portfolio and PUMA Exchange Websites.** IMIR and TC staff compiled a Web Usage Statistics Report for both portfolio and PUMA Exchange Websites.
Activities planned:	IV.3a. **Proposals developed, submitted, and funded.** Work with ICHE to develop and fund a statewide pilot program for student portfolios. Continue to seek out and pursue other extramural funding opportunities. Implement AIR/NPEC-funded project on "Enhancing Student Success Through Electronic Portfolios." Contribute to planning and implementation of IUPUI student electronic portfolio. IV.3b. **Presentations and publications related to IUPUI's institutional portfolio.** Continue to publish and make presentations to disseminate information about the IUPUI institutional portfolio. IV.3c. **Usage statistics for both portfolio and PUMA Exchange Websites.** IMIR and TC staff will continue to monitor and/or use Web usage statistics in re-designing both portfolio and PUMA Exchange Websites.
Indicators of Progress:	IV.3a. **Proposals developed, submitted, and funded.** 3 proposals developed with one funded. IV.3b. **Presentations and publications related to IUPUI's institutional portfolio.** Successful implementation and progress on AIR/NPEC-funded project on "Enhancing Student Success Through Electronic Portfolios." Contributions to implementation of IUPUI student electronic portfolio. 12 presentations, one article, and two book chapters were completed. IV.3c. **Usage statistics for both portfolio and PUMA Exchange Websites.** IUPUI Institutional Portfolio: www.iport.iupui.edu Views: 39,287; % of Total: 2.5 Urban Data Exchange (Puma) www.imir.iupui.edu/urban Views: 5,241; % of Total: 0.3

Goal V:	Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.
Campus Planning Theme:	Best Practices
Objective:	V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.
Timeframe:	On-going
Actions taken to date:	V.1a. **Instances of significant campus improvements undertaken and documented.** Significant campus improvements based in part on analysis of campus assessment data: 1. **Enrollment Management** – Point-in-Cycle reporting, increased focus on student recruitment, appointment of an Enrollment Management Council. 2. **Placement** – Self-guided placement in writing, development of methods for assessment of prior learning in foreign languages, chemistry, computer technology. 3. **Advising** – More intense attention to advising in several schools as a response to student ratings of advising on the Continuing Student Satisfaction Survey. 4. **Retention** – Continuous improvement of student support programs in University College and other academic units as a result of IMIR involvement in evaluation. • *Learning Communities* – Results from the analysis of a pilot project were used to expand and refine Thematic Learning Communities (TLCs). Specific changes based on assessment include: increased faculty support and professional development opportunities, structures and programs developed to facilitate faculty coordination and interaction (e.g., retreats, workshops, forums), providing faculty with fellowships and stipends, and clarifying the goals of TLCs. • *New Student Orientation* –Several substantial changes were made based on results from focus groups and questionnaires administered to first-year students. These included: moving the campus tour to the morning and revising some of the content and several dynamic program elements and resources (JAG 101, the JAG PAK, and, the Freshman Year in a Flash program). • *Critical Inquiry* – A series of CI course improvements have been implemented based directly on qualitative and quantitative assessment findings: course administrators and instructors have continued to adapt and expand CI methods to different disciplines; linkages between Science and Liberal Arts sections have been clarified; a "CI Handbook" was developed,

	containing recommended instructional strategies and clearly defined learning objectives.
	• *Summer Academy*: A Bridge Program – Results of quantitative and qualitative assessments were used to expand participation in this program. Participation has doubled each of the past two years and participants are benefiting substantially in first year performance and persistence.
	5. **Faculty Work** – Continuous improvement in the use of technology in documenting faculty work and in reporting descriptive data to external audiences such as the IU Trustees.
	6. **Faculty Development** – Assisted in documenting the effectiveness of faculty development initiatives, which has been influential in garnering external awards and recognition. PAII staff also have provided faculty development programs in test construction, grading, problem-based learning, rubric design, and outcomes assessment.
	7. **Assessment of Learning** – Advocating the assessment of learning through the Program Review and Assessment Committee and the Council of Deans has produced documented improvements in curricula and instruction in almost every academic unit. PAII staff have played important roles in the early development of the student electronic portfolio.
	8. **Distance Learning** – PAII staff have contributed to the assessment of student achievement in distance learning formats and have provided leadership for various aspects of IUPUI Online, including the determination of associated costs.
	9. **Accreditation** – PAII staff created the country's first on-line self study for accreditation that included numerous drill-down opportunities to access supporting data over as much as a decade.
	10. **Cost Analysis** – PAII staff have illustrated for half of the campus academic and administrative units the actual costs of various essential activities. This information has spurred program realignment in some units as well as more focused strategic planning and outcomes assessment in others.
	11. **Program Review** – This process has produced change in virtually every academic unit since its inception in 1994.
	12. **Doubling the Numbers** – Substantial information support provided, especially to the Teaching and Learning Task Force, led to a series of pragmatic recommendations that are being incorporated in further planning efforts.
	13. **Lilly Brain Drain Grant** – PAII staff led the development of a university-wide information support resource for use by other involved campuses to develop their proposals.
	14. **IUPUI Solution Center** – PAII staff are helping to

	establish performance measures to monitor the effectiveness of the Solution Center.
	15. **Diversity** – PAII supported several diversity development initiatives, including the Chancellor's Diversity Cabinet, the Excellence in Diversity conference, and the Diversity Awareness and Response Training (DART) effort, enabling all of these activities to raise awareness of diversity issues throughout the IUPUI community.
	16. **Housing** – PAII staff worked with housing services to establish a baseline survey and develop measurable goals to monitor and improve student experience in housing.
	V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.**
	Development of this plan was set aside, at least temporarily, when Chancellor Charles Bantz announced ambitious new plans to "double" IUPUI's accomplishments in our major mission areas and appointed task forces to write plans for each area (teaching and learning; research, scholarship, and creative activity; and civic engagement). Nonetheless, both the Office of Institutional Effectiveness and PAII have moved forward to implement a number of the improvements suggested in our NCA team report:
	Working with the new Center on Integrating Learning, we continued development of the student electronic portfolio. A small pilot of the new portfolio design was conducted in Fall 2003, with a large pilot planned for Fall 2004. The Office of Institutional Effectiveness developed a successful grant proposal to the National Postsecondary Education Cooperative that will help IUPUI faculty to develop and codify models and practices for using the ePort that will be exportable to other institutions and will be helpful to IUPUI and other campuses in ensuring that electronic student portfolios successfully support increased student learning and authentic assessment.
	PAII organized a committee that is close to producing a set of objectives and performance indicators for the mission component entitled Best Practices.
	A PRAC subcommittee evaluated the indicators for teaching and learning and developed recommendations for improving the data we use to assess our performance on these indicators.
	The Center for Service and Learning has also moved forward with another major recommendation of the NCA team: initiating a series of campus-community dialogues intended to help the campus establish priorities for civic engagement activities.
Activities planned:	V.1a. **Instances of significant campus improvements undertaken and documented.** Continue to work with campus groups to facilitate improvements.

	Establish a plan and provide training for process improvements by bringing in a training expert to facilitate the process. V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.** Continue to develop and codify models and practices for using the ePort to export to other institutions and help IUPUI and other campuses ensure that electronic student portfolios successfully support increased student learning and authentic assessment. Continue work on Best Practices indicators and incorporate them into the annual campus performance report.
Indicators of Progress:	V.1a. **Instances of significant campus improvements undertaken and documented.** List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely. V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.** Plan in place for implementing improvements suggested by NCA reaccreditation review.
Campus Planning Theme:	Best Practices
Objective:	V.2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.
Timeframe:	On-going
Actions taken to date:	V.2a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).** See Indicators V.2b. **External funding received.** See Indicators
Activities planned:	V.2a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).** Continue to receive national and international recognition for good practice. Continue to provide assessment and evaluation support to individual faculty, staff, departments or research teams through document design, instrument development, data collection and analysis, and psychometric consulting services. V.2b. **External funding received.** Develop specific proposals and submit to appropriate external agencies.
Indicators of Progress:	V.2a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).** Banta was invited to give the keynote address at a conference sponsored by the Scottish Higher Education Agency held at The Robert

	Gordon University in Aberdeen, Scotland. Numerous national keynote addresses were given by PAII staff, including two given by Banta, three by Borden and one by Mzumara. V.2b. **External funding received.** External funding received ($221,629 yearly expenditures)
Campus Planning Theme:	Best Practices
Objective:	V.3. Contribute evaluation resources for community activities and programs
Timeframe:	

Actions taken to date:	V.3a. **K-16 evaluation studies funded and conducted.**
	    Project SEAM drew to a close with several new projects being considered as follow-ups. Grant resubmitted for the National Science Foundation's Math Science Partnership Program but, unfortunately, still not funded. Southern Indiana CAPE project continues. IMIR staff evaluated the Indiana Grade Project Reporting System. Evaluation of Nina Mason Pulliam Scholars project continues in collaboration with colleagues from Arizona State University. IMIR staff supporting and serving on advisory group for Lumina-funded Indiana Project for Improving Academic Success (IPAS).
	
	    IMIR and Testing Center staff renewed the CAPE grant for the third and final year of the evaluation project.
	
	    IMIR and Testing Center staff co-authored quarterly activity reports for the CAPE evaluation project.
	
	    Mzumara served as principal evaluator for the FIPSE-funded project on "Automated Essay Grading of Electronic Portfolio Documents" (grant is based at Florida International University [FIU]).
	V.3b. **Evaluation studies with health and human services agencies funded and conducted.**
	    Banta and Mzumara assisted Simon Youth Foundation (SyF) staff in developing Request for Proposals for evaluation of SyF's Education Resource Centers (ERCs).

Activities planned:	V.3a**. K-16 evaluation studies funded and conducted.**
	    CAPE Project enters its final year. Michele Hansen collaborating with School of Science on an evaluation project for Indianapolis Public Schools. IPAS activities continue in collaboration with UC and OPD.
	
	    IMIR and Testing Center staff will conduct evaluation activities for Year 3 of CAPE evaluation project, including the third and final follow-up surveys for teachers and principals and the second and final CAPE Site Visit/Observation Study.

	Continue to collaborate with FIU and/or interested faculty in conducting empirical studies on the uses of automated essay scoring technology for grading electronic portfolio documents. V.3b. **Evaluation studies with health and human services agencies funded and conducted.** Testing Center staff will seek new clients and provide evaluation consulting services for interested clients.
Indicators of Progress:	V.3a. **K-16 evaluation studies funded and conducted.** IMIR and Testing Center received over $150,000 in funding for 2003-04 activities on K-16 evaluation grants. IMIR and Testing Center staff conducted evaluation activities for Year 2 of the CAPE grant and submitted quarterly activity reports to client (Phi Delta Kappa International). Vic Borden and Howard Mzumara gave presentations on evaluation of CAPE project (School Improvement, Professional Development, and Higher Student Achievement) for the CAPE Oversight Committee members. V.3b. **Evaluation studies with health and human services agencies funded and conducted.** Simon Youth Foundation's RFP (for evaluation of ERCs) was developed and released for the bidding process in April 2004. Mzumara was included among senior personnel on the IU School of Dentistry's grant proposal submitted to NIH-NIDCR.

FY2004-2005 Goals, Implementation Strategies and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. **Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.**		
I.1 Communicate broadly the campus mission/vision.	I.1a. Chancellor's doubling goals incorporated in IUPUI's *Vision, Mission, Values, and Goals* with involvement of deans, faculty leaders, and IUPUI's Board of Advisors.	Trudy
	I.1b. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Susan
	I.1c. Faculty/staff understanding of campus plans increased.	Vic
	I.1d. Participation in PAII national conference.	Karen
	I.1e. Number of national and international invitations.	Karen
	I.1f. Number of external information requests.	Karen
	I.1g. Usage statistics for PAII Web sites.	Howard
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.	Trudy
Goal II. **Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.**		
II.1. Provide planning assistance to campus units.	II.1a.Number of units assisted with planning.	Karen
	II.1b.Number of planning consultations/ projects.	Karen
II.2. Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.	II.2a.Expanded information infrastructure for campus enrollment planning.	Vic
	II.2b.Preparation level of students.	Vic
	II.2c.Expanded use of on-line enrollment trend database by deans and directors.	Kathy
Goal III. **Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.**		
III.1.Continuously improve information support for the campus assessment process.	III.1a. Information resources available to support assessment.	Karen
	III.1b. Deans' ratings of accessibility of planning reports through the Web.	Vic
	III.1c. Use of Civic Engagement Inventory.	Vic

III.2. Continuously improve the academic and administrative program review processes.	III.2a. Program review introduced to new deans and the eight-year schedule for review of units completed.	Karen & Trudy
	III.2b. Reviewers' ratings monitored for suggested improvements.	Karen
	III.2c. Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.	Karen & James
III.3 Continuously improve the practice of assessment.	III.3a. Number of units assisted with assessment.	Karen
	III.3b. Number of assessment consultations/projects.	Karen
	III.3c. University College assessment improved and further integrated with assessment for Student Life and Diversity.	Vic
	III.3d. Institutional effectiveness documented via institutional portfolio and improved annual performance report.	Susan
	III.3e. Indicators of validity for placement testing in mathematics, English and foreign languages.	Howard
	III.3f. Program Evaluation Resource Site funded, developed, and implemented.	Howard
	III.3g. Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.	Howard
III.4. Continuously improve survey programs.	III.4a. Survey items aligned with campus priorities.	Vic
	III.4b. Response rates on student surveys.	Vic
	III.4c. Use of surveys by campus units.	Vic
III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.	III.5a. Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).	Howard
	III.5b. Satisfaction with Testing Center services.	Howard
	III.5c. Information derived from the placement testing and validation processes enhanced.	Howard
III.6. Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.6a. Number of units for which economic models (activity-based costing/management) have been developed.	James
	III.6b. Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.	James
III.7. Continuously improve management information reports and analysis capability for academic managers.	III.7a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Kathy
	III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.	Kathy
	III.7c. IMIR data and Fact Card integrated.	Kathy

Goal IV. Derive key indicators of institutional effectiveness and provide periodic reports to internal and external constituents.		
IV.1. Develop a more uniform and concise set of campus-wide performance indicators.	IV.1a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Vic & Trudy
	IV.1b. Documented use of indicators by central senior administrators and school deans.	Vic & Trudy
IV.2. Continuously refine PAII indicators of quality in daily work.	IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.	Vic & Karen
	IV.2b. Web-based service-instance form revised and implemented.	Karen
IV.3. Advance institutional effectiveness collaborative initiatives.	IV.3a. Proposals developed, submitted, and funded.	Susan
	IV.3b. Presentations and publications related to IUPUI's institutional and student portfolios.	Susan
	IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.	Howard
Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
V.1. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.1a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	Vic & Trudy
	V.1b. Plan in place for implementing improvements suggested by NCA reaccreditation review.	Susan & Trudy
V.2. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	V.2a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).	Karen
	V.2b. External funding received.	Karen
V.3. Contribute evaluation resources for campus programs and community organizations	V.3a. Number of evaluation studies funded and conducted for campus constituents.	Vic & Howard
	V.3b. Developed and implemented plans to facilitate improvements in course placement and/or P-16 curriculum alignment initiatives through off-campus/high school outreach.	Howard

2003-2004 Teaching, Research and Service Report

Office of the Vice Chancellor for Planning and Institutional Improvement
Economic Model Office
Office of Information Management and Institutional Research
Office of Institutional Effectiveness
Testing Center

Teaching

IUPUI Courses/Sections

Borden, V. M. H. (Fall 2003). EDUC U550 (Three 1 credit web modules for Post-Master's Certificate in Institutional Research) Desktop Technologies for IR, Information Architecture for Web Applications, Basic Statistical Applications in IR (3cr – 8 students).

Borden, V. M. H. (Fall 2003). PSY B305 Statistics. (3cr – 30 students).

Borden, V. M. H. (Spring 2004). EDUC U550 (Three 1 credit web modules for Post-Master's Certificate in Institutional Research) Data Administration, Warehousing, and Mining; Survey Research Applications in IR; Intermediate Statistical Applications in IR (3cr – 8 students).

Hansen, M. (Spring 2004). Introductory Psychology B104 (3 credit hours).

Johnson, J. N. (August 2003). 031V34A08 Managing Short-term projects at CLN Glendale.

Johnson, J. (Fall 2003). Co-teaching assignment with Dr. Priest. C665 Higher Education Administration Section.

Mzumara, H. R. (Summer I, 2004). EDUC Y520 Strategies for Educational Inquiry, (3 cr.).

Rago, M. (Fall 2003). EDUC X152 Right Start Seminar.

Rago, M. (Spring 2004). EDUC X158 The Phoenix Program.

Rago, M. (Spring 2004). Education Practicum facilitator (Higher Education and Student Affairs program.

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (Fall 2003). EDUC U549 Environmental Theory and Assessment in Higher Education at IUPUI. Tisa Mason, instructor.

Banta, T. W. (Spring 2004). SWK S724 Theory, Practice, and Assessment of Social Work Teaching. Valerie Chang, instructor.

Black, K. E. (Spring 2004). OLS 399 Leadership in Dynamic Organizations. Stephen Hundley, instructor.

Borden, V. M. H. (Spring 2004). NEWM 290 Creative Concept Development. Steve Mannheimer, instructor.

Mzumara, H. R. (Spring 2004). S724 Theory, Practice and Assessment of Social Work Teaching, Valerie Chang, instructor.

Other Courses

Johnson, J. N. (August 2003). 031X30K00 Managing Short-term projects for Conseco PM Certificate program.

Johnson, J. N. (September 2003). 031X730A08 Detailed Project Management for Eli Lilly PM Certificate program.

Johnson, J. N. (September 2003). 031X730B08 Detailed Project Management for Eli Lilly PM Certificate program.

Johnson, J. N. (November 2003). 031X30K00 Managing Short-term projects for Conseco PM Certificate program.

Graduate Student Program Committees

Banta, T. W. George Stephen Dougherty, Ed.D., Higher Education.

Banta, T. W. Frank Ross, PhD., Higher Education.

Banta, T. W. Brendon Saunders, Ph.D., Higher Education.

Banta, T. W. Amanda Zimmerman, Ph.D., Higher Education.

Graduate Assistants Mentored

Banta, T. W., A. Katherine Morrow, Ph.D.

Borden, V. M. H. - Charles Hulen, M.A., Sociology.

Hansen, M. – Melanie Rago, Ph.D. Higher Education.

Mzumara, H. R. - Stephanie Houp , M.S., Psychology.

Mzumara, H. R. - Jessica Jacot, M.A., Social Work.

Mzumara, H. R. - Asha Kamath, M.Ed., Education.

Mzumara, H. R. - Melissa B. Morris, M.S., Psychology.

Mzumara, H. R. - Sarah A. Siegreen, M.S., Psychology.

Mzumara, H. R. - Nathan K. Studebaker, M.S., Psychology.

Wince, M. – Aaron Schartman, M.S., Psychology.

Wince, M. - Lauren Chism, M.S. Higher Education.

Thesis/Dissertation Committees

Borden, V. M. H. Thesis Member – Katherine Daniels, M.S., I/O Psychology.

Borden, V. M. H. Dissertation Member – Mary Harnishfeger, Ph.D., Instructional Systems Technology (Education).

Borden, V. M. H. Dissertation Member – Keith Howard, Ph.D., Higher Education and Student Affairs (Education).

Banta, T. W. Dissertation Member - Karen Black, Ph.D., Higher Education.

Banta, T. W. Dissertation Member - Robert Gonyea, Ph.D., Higher Education.

Banta, T. W. Dissertation Member - Carla Morelon, Ph.D., Higher Education.

Banta, T. W. Dissertation Member - Richard Muthiah, Ph.D., Higher Education.

Banta, T. W. Dissertation Member - James Thomas, Ph.D., Higher Education.

Banta, T. W. Dissertation Director - Deanna Timmons, Ed.D. Higher Education.

Banta, T. W. Dissertation Member - Peggy Weissinger, Ed.D. Higher Education.

Mzumara, H. R. M.S. Thesis Committee Member - Sarah A. Siegreen. M.S., I/O Psychology.

Mzumara, H. R. M.S. Thesis Committee Member - Nathan K. Studebaker. M.S., I/O Psychology.

Letters of Support for Colleagues Seeking Promotion or Recognition

Banta, T. W. -- 5 letters

Awards/Recognition

Banta, T. W. – (April 2004) Prestigious External Award Recognition at Honors Convocation (for the 2003 Sidney Suslow Award of the Association for Institutional Research).

Banta, T. W. (Editor.), **Black, K. E.** (Managing Editor). The bi-monthly periodical, *Assessment Update*, edited by PAII staff, won the 2003 Gold Award given annually by *The Newsletter on Newsletters*. The award is based on overall excellence--superior editorial content enhanced by appropriate design and typography as well as photographic and printing quality.

Black, K. E. (October 2003). Glenn W. Irwin, Jr., M.D. Experience Excellence Recognition Award.

Publications

Refereed Articles

Other Published Articles

Banta, T. W. (2004). Foreword. In B.E. Walvoord, *Assessment clear and simple: A short, practical guide for institutions, departments, and general education.* San Francisco: Jossey-Bass.

Banta, T. W. (2004). Developing assessment methods at classroom, unit, and university-wide levels. Paper prepared for the Scottish Higher Education Agency and available at www.qaa.ac.uk/scottishenhancement/events/default.htm.

Banta, T. W. (2004). [Review of the book *Quality in distance education: Focus on online learning* by Katrina A. Meyer.] *The Review of Higher Education*, *27*(4), 577-578.

Banta, T.W., & Abbott, P. (2003). Editorial. *Assessment & Evaluation in Higher Education*, *28* (3), 211-213.

Banta, T.W. & **Kahn, S**. (2003). Assessment, accreditation, and the web: IUPUI's electronic institutional portfolio. In S.E. Van Kollenburg (Ed.), *A collection of papers on self-study and institutional improvement, 2003:Vol. 2. Organizational effectiveness and future directions.* Chicago: The Higher Learning Commission of the North Central Association of Colleges and Schools.

Banta, T.W., Black. K.E., Kahn, S., & Jackson, J.E. (2004). A perspective on good practice in community college assessment. In J. Friedlander & A. Serban (Eds.), *Developing and Implementing Student Learning Outcomes: New Directions for Community Colleges,* 126, 5-16.

Black, K. E. & Hundley, S. P. (2004). Capping off the curriculum. In K. E. Black & S. P. Hundley (Eds.) *Assessment Update 16*(1), 3.

Borden, V. M. H., Hansen, M., Williams, G., & Evenbeck, S. (2004). Re-visioning success for first-year students at an urban university. *Metropolitan Universities, 15*(2), 107-124.

Borden, V. M. H. (2004). Accommodating student swirl. *Change, 36*(2), 10-17.

Borden, V.M. H. & Brown, P. C. (2004, June 3). The top 100: Interpreting the data, part 1 (undergraduate degrees). *Black Issues in Higher Education*, *21*(8), 37+.

Borden, V.M. H. & Brown, P. C. (2004, June 21). Standing atop a two-year world: The top 100 associate's-degree producers. *Community College Week*, *16*(23), 6+.

Borden, V. M. H. (2003, December 8). Fast times enrollment high: Statistical overview and introduction. *Community College Week, 16*(9), 6-9.

Borden, V.M. H., & Brown, P. C. (2003). The top 100: Interpreting the data, part 1 (undergraduate degrees). *Black Issues in Higher Education*, *20*(8), 31, 29.

Borden, V.M. H., & Brown, P. C. (2003). The top 100: Interpreting the data, part 2 (graduate degrees). *Black Issues in Higher Education, 20*(10), 3, 40+.

Hamilton, S.J., & **Kahn, S**. (2003). Enhancing learning, improvement, and accountability through electronic portfolios. *Metropolitan Universities,* 14(4), 90-101.

MacKinnon, J., Quillen, W. S., & **Johnson, J.** (2001). Economic modeling as a component of physical therapy academic strategic planning, *Journal of Physical Therapy Education, 15* (3), 25-31.

Books and Book Chapters

Banta, T. W. (Ed.). (2003). Community Colleges. *Assessment Update Collections*. San Francisco: Jossey-Bass.

Banta, T. W. (Ed.). (2004). Hallmarks of effective outcomes assessment. *Assessment Update Collections*. San Francisco: Jossey-Bass.

Banta, T. W. (Ed.). (2004). Community college assessment. *Assessment Update Collections.* San Francisco: Jossey-Bass.

Borden, V.M.H. (2003). Las encuestas a egresados universitarios como media para la mejora de las universidades: Lecciones desde Estados Unidos. In J. Vidal Garcia (Ed.), *Métodos do análisis de la inerción laboral de los universitarios.* Ministerio de Educacion, Cultura y Deporte, Consejo de Coordinación Universtitaria, Salamanca, España.

Kahn, S. (2004). Making good work public through electronic teaching portfolios. in P. Sedlin (Ed.) *The Teaching Portfolio* (3rd ed,). Bolton, MA: Anker Publishing Company.

Moore, J. & **Rago, M.** (2004). Shalini's dating dilemma. In L.A. Flowers (Ed.) *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals.* Springfield, IL: Charles C. Thomas.

Commissioned Papers

Borden, V. M. H., & **Mzumara, H. R.** (2003, August). CAPE Evaluation Project: *School Improvement, K-12 Professional Development, and Higher Student Achievement* (Quarterly Activity Report). Indianapolis, IN.

Borden, V. M. H., & **Mzumara, H. R.** (2003, November). CAPE Evaluation Project: *School Improvement, K-12 Professional Development, and Higher Student Achievement* (Quarterly Activity Report). Indianapolis, IN.

Borden, V. M. H., & **Mzumara, H. R.** (2004, February). CAPE Evaluation Project: *School Improvement, K-12 Professional Development, and Higher Student Achievement* (Quarterly Activity Report). Indianapolis, IN.

Borden, V. M. H., & **Mzumara, H. R.** (2004, May). CAPE Evaluation Project: *School Improvement, K-12 Professional Development, and Higher Student Achievement* (Quarterly Activity Report). Indianapolis, IN.

Mzumara, H. R. (2004, June). *Predictive Validity of Placement Test Scores for Course Placement at IUPUI: Spring, Summer, and Fall 2003*. Indianapolis, IN: IUPUI Testing Center.

Mzumara, H. R., & Morris, M. B. (2004, June). <u>*Evaluation Summary Report for the 2003 Assessment Institute*</u>. Indianapolis, IN: IUPUI Testing Center.

Mzumara, H. R., Morris, M. B., Ryan, D. M., & Kamath, A. (2003, December). *Evaluation Report of 2003 Assessment Institute.* Indianapolis, IN: IUPUI Testing Center.

Presentations

Keynote Addresses-International

Banta, T. W. (2004, March). *Developing assessment methods at classroom, unit, and campus-wide levels*. Presented at a conference sponsored by the Scottish Higher Education Agency held at The Robert Gordon University in Aberdeen, Scotland.

Keynote Addresses-U.S.

Banta, T. W. (2004, June). *Measuring success in information literacy programs.* Presented at the Transformation of the College Library Workshop sponsored by The Council of Independent Colleges. Minneapolis, MN.

Banta, T. W. (2003, October). *Outcomes assessment: A national perspective*. Presented at the fall convocation at the Metropolitan College of New York, New York City.

Borden. V. M. H. (2004, June). *A view from the bridge: Where have we been, where are we now, where are we going?* Presidential plenary. Presented at the 2004 Forum of the Association for Institutional Research, Boston, MA.

Borden, V. M. H. (2004, April). *Using accountability to support quality: Aligning program, campus, system, state, and federal models of higher education effectiveness.* 2004 SHEEO/NCES Network Conference and IPEDS Workshop. April 1, 2004, Arlington, VA.

Borden, V. M. H. (2003, July). *In search of quality: Aligning program, campus, system, and state models of higher education effectiveness.* Keynote address to the Florida Association for Institutional Research, Fort Meyers Beach, FL.

Mzumara, H. R. (2003, November). *Developing an AEA Public Statement on Educational Accountability: Higher Education Context.* Presentation given at the American Evaluation Association's Town Meeting on Educational Accountability, Reno, NV

Peer Reviewed Papers/Presentations-International

Banta, T.W., Borden, V. M. H., & Kahn, S. (2003, August). *Building bridges to constituents: Communicating through performance indicators and electronic portfolios.* Paper presented so the 2003 European Association for Institutional Research Conference, Limerick, Ireland.

Mzumara, H. R. (2003, July). *Assessment of information literacy and technological competence in higher education settings.* Proceedings of the 15th International Conference on Assessing Quality in Higher Education, Cape Town, South Africa.

Peer Reviewed Papers/Presentations-National

Banta, T. W., Brussow, S.; Friedrich-Nel, Hesta. (2004, June). *How to facilitate effective learning through assessment: A South African perspective.* Presented at the Assessment Forum of the American Association for Higher Education (AAHE). Denver, CO

Banta, T.W., & Kahn, S. (2004, June). *Creating a culture of evidence through electronic portfolios.* Presented at the Assessment Forum of the American Association for Higher Education (AAHE). Denver, CO.

Banta, T.W., Kahn, S.; Ketcheson, K.A., & Rhodes, T. (2003, November). *Electronic institutional portfolios: The future of planning and assessment?* Association for the Study of Higher Education, Portland, OR.

Borden, V. M. H. & **Morrow, K.** (2004, June). *Diversity performance indicators: Demonstrating commitment, impact, and progress.* Poster presented at the 2004 Association for Institutional Research (AIR) Forum, Boston, MA.

Hamilton, S.J.; & **Kahn, S.** (2003, September) *Electronic portfolios: Enhancing learning, improvement and accountability.* Coalition of Urban and Metropolitan Universities, Ypsilanti, MI.

Hamilton, S.J.; & **Kahn, S**. (2004, April). *Enhancing and demonstrating student learning and success: IUPUI's electronic portfolios.* American Association for Higher Education, San Diego, CA.

Hamilton, S.J.; & **Kahn, S**. (2004, June). *New approaches to documenting student learning for accreditation.* Pre-conference workshop at the American Association for Higher Education Assessment Conference, Denver, CO.

Hansen, M. J., & Evenbeck, S. E. (2004, June). *An action research model for assessing first-year programs and learning outcomes.* Poster presented at the American Association for Higher Education (AAHE), Denver, CO.

Hansen, M. J., & Evenbeck, S. E. (2004, June). U*sing quantitative and qualitative methods for assessing first-year programs.* Paper presented at the Association for Institutional Research (AIR) Forum, Boston, MA.

Hansen, M. J., Jackson, B. D., & Williams, G. A. (2004, May). A*ssessment of critical inquiry courses: a new model of transitional education.* Paper presented at the Association for Institutional Research (AIR) Forum, Boston, MA.

Hansen, M. J., Lowenkron, A. H., Engler, A. C., & Evenbeck, S. E (2003, June). A*n action research approach for evaluating new student orientation.* Paper presented at the Association for Institutional Research (AIR) Forum, Boston, MA.

Hansen, M. J., Jackson, B. D., & Williams, G. A. (2004, May). D*ata driven decision making.* Research presentation delivered at The National Learning Communities Project Conference, Seattle, WA.

Kahn, S.; & Morrone, A. (2003, October). *IUPUI's electronic portfolios: Supporting and demonstrating student learning and success."* Professional and Organizational Development Network in Higher Education, Denver, CO.

Kahn, S.; and Plater, W.M. (2004, March). *Faculty development and accreditation in research-intensive universities: creating a culture of evidence.* Higher Learning Commission, North Central Association, Chicago, IL.

McLaughlin, G.W., **Borden, V.M.H.**, Hoekstra, P.J.P., De Jong U., Schwartz, M.P. (2004, June). *Developing and using performance indicators: Issues and opportunities.* Panel presented at the 2004 Forum of the Association for Institutional Research, Boston, MA.

Moore, J., & **Rago, M.** (2004, June). *Disengaged and ignored: Are working students a lost cause?* Paper presented at the 2004 Association for Institutional Research (AIR) Forum, Boston, MA.

Mzumara, H. R. (2004, May). *Assessment of information literacy and technological competence in higher education.* Paper presented at the Association for Institutional Research 2004 Forum, Boston, MA.

Mzumara, H. R. (2004, April). *Using electronic portfolios as tools for assessing student progress.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Mzumara, H. R. (2003, November). A*utomated essay grading for electronic portfolios: project evaluation.* Paper presented at the annual meeting of the American Evaluation Association, Reno, Nevada.

Rago, M. A., & **Hansen, M. J**., (2004, June). L*everaging information on incoming students: The development of an effective knowledge management system.* Research presentation delivered at the Association for Institutional Research (AIR) Forum, Boston, MA.

Rago, M. (2004, April). *Who IR the people in your neighborhood? A session to help promote a better understanding of IR and its role within student affairs.* Presented at the 2004 Convention of the American College Personnel Association (ACPA). Philadelphia, PA.

Peer Reviewed Papers-Regional/Local

Mzumara, H. R. (2004, March). *Evaluating electronic portfolios as tools for assessing student progress.* Presentation given at the Edward C. Moore Symposium (Innovation and Excellence in College Teaching), Indianapolis, IN: IUPUI.

Technical Reports

Borden, V. M. H. (2004). *Special report: Factors impacting bachelor's degree completion at IUPUI.* Indiana University-Purdue University Indianapolis, Office of Information Management and Institutional Research.

Hansen, M. J. (2003). E*xamining the impact of fall 2002 first-year seminars on academic achievement and one-year retention .* Indiana University-Purdue University Indianapolis,

University College.

Hansen, M. J. (2003). U*niversity College: A historical perspective and evolution*. Indiana University-Purdue University Indianapolis, University College.

Hansen, M. J. (2004). E*xamining the impact of fall 2003 thematic learning communities and block scheduling on first-semester academic performance.* Indiana University-Purdue University Indianapolis, University College.

Hansen, M. J. (2004). E*xamining the impact of fall 2003 thematic learning communities on self-reported learning outcomes: Results of a locally developed survey.* Indiana University-Purdue University Indianapolis, University College.

Hansen, M. J. (2004). E*xamining the impact of the 2003 summer bridge program on first-semester academic performance.* Indiana University-Purdue University Indianapolis, University College.

Hansen, M. J. (2004). E*xamining the impact of critical inquiry spring 03 courses on academic achievement.* Indiana University-Purdue University Indianapolis, University College.

Kahn, S., & **Wince, M.** (2004). Student and faculty perceptions of student engagement in learning at IUPUI. *Research Brief, 11*(1). Indiana University-Purdue University Indianapolis, Office of Information Management and Institutional Research.

Wince, M., & **Kahn, S.,** (2004). *2003 IUPUI staff survey.* Indiana University-Purdue University Indianapolis, Office of Information Management and Institutional Research. (http://www.imir.iupui.edu/surveys/staff/2003/reports/staffpage.htm).

Wince M. (2004). *2003 IUPUI alumni survey.* Indiana University-Purdue University Indianapolis, Office of Information Management and Institutional Research. (http://www.imir.iupui.edu/Surveys/Alumni/2003/alumnipage.htm).

Wince M. (2004). *2003 IUPUI continuing student satisfaction and priorities survey.* Indiana University-Purdue University Indianapolis, Office of Information Management and Institutional Research.

Invited Presentations – International

Invited Presentations – National, Regional and Local

Banta, T. W. (2004, March*). Conversation with student development administrators and students*. Presented at Loyola College in Maryland, Baltimore, MD.

Banta, T. W. (2004, March*). Why assess college outcomes?* Presented at Loyola College in Maryland, Baltimore, MD.

Banta, T. W. (2004, February*). Using information to improve student learning.* Presented at Eastern Illinois University, Charleston, IL.

Banta, T.W.; Hamilton, S.J.; & **Kahn, S**. (2003, November). A*ssessing student and institutional learning using electronic portfolios.* The Assessment Institute in Indianapolis, Indianapolis, IN.

Banta, T. W., & **Mzumara, H.R.** (2004, January). *Indiana's P-16 Plan and Core 40 End-of-Course Assessments*. Presentation given at the January 2004 meeting of the Program Review and Assessment Committee (PRAC), IUPUI.

Borden, V. M. H. & Brown, P. C. (2004, June). *Top 100 degree producers, graduate: What graduate and professional schools are doing to ensure degree success.* Presentation at the 20th Anniversary Commemorative Conference for Black Issues in Higher Education. Benchmarks & Barriers for People of Color in Higher Education. Crystal City, VA.

Borden, V. M. H. & Brown, P. C. (2004, June). *Top 100 degree producers: Undergraduate.* Presentation at the 20th Anniversary Commemorative Conference for Black Issues in Higher Education. Benchmarks & Barriers for People of Color in Higher Education. Crystal City, VA.

Borden, V. M. H. (2004, March). *Developing diversity performance indicators that actually promote improvement in diversity performance.* Presentation to the Diversity Roundtable of Central Indiana. Indianapolis, IN.

Borden, V. M. H. (2003, November). *Assessing the impact of curriculum diversity initiatives on student achievement and campus climate.* Indiana University Enhancing Minority Attainment Conference, Kokomo, IN.

Borden, V. M. H., & **Mzumara, H. R.** (2003, October). *cape evaluation project: School improvement, k-12 professional development, and higher student achievement.* Presentation given at the South Central CAPE Oversight Committee Meeting, Martin County Learning Center, IN.

Borden, V. M. H. & **Mzumara, H. R**. (2003, October). *Assessing K-12 school improvement, professional development, and higher student achievement.* Presentation to the South Central Indiana Community Alliance to Promote Education Oversight Committee, Loogootee, IN.

Burton, K. (2004, August). *Know your students quiz.* Presented to the IUPUI Associate Faculty Conference, Indianapolis, IN.

Dobbs, B., (2003, July)*. A comparative study of academic performance by students with GED credentials and non-GED students*. Presented at the 2003 National GED Administrators Conference, Bismark, ND.

Dobbs, B., (2003, October)*. A comparative study of academic performance by students with GED credentials and non-GED students*. Presented at the 2003 California GED Statewide Conference, Los Angeles, CA.

Hamilton, S.J.; & **Kahn, S**. (2004, February). E*nhancing and assessing learning using electronic portfolios.* Webcast for the Illinois Online Conference, Springfield, IL.

Hansen, M. J., & Williams, G. A. (2004, May). C*omprehensive assessment strategies for understanding the impacts of learning communities at IUPUI: putting results into action, lessons learned, and remaining challenges.* Presentation given at University College's May 2004 Learning Community Open House, Indianapolis, IN.

Hansen, M.J., & **Borden, V. M. H**. (2004, January). A*n action research paradigm for institutional research.* Research presentation given at IUPUI Program Review and Assessment Committee (PRAC). Indianapolis, IN.

Hansen, M. J. (2003, November). *University College assessment and program evaluation.* Presentation delivered to the University College Faculty Council.

Hansen, M. J. (2003, August). K*now thy students gateway edition*. Interactive delivered for the Gateway Forum, Indianapolis, IN.

Johnson, J. (2003, September). E*conomic modeling a tool to demystify budgets and aid in school planning.* School of Nursing, University of Texas Health Science Center at San Antonio, Texas.

Johnson, J. N. (2003, September). *PBL, GLA and Tradecraft: How do we achieve integration and what would it look like?* Presented at the 32nd Annual IUSD Teaching Conference McCormick Creek Center, IN.

Johnson, J. N. (2003, September). *Making IUSD a better place to work.* Presented at the Annual IUSD Staff Conference Indianapolis, IN.

Johnson, J. N. (2003, October). *Initiating structural change: a planning approach to help you through it.* Presented at the 2003 Association of Schools of Allied Health Professionals Annual Conference in Toronto, Canada.

Johnson, J. (2003, December). *Using Economic Models to Address Cost Management Issues in Higher Education.* College of Education, Florida International University in Miami, FL.

Kahn, S. (2003, July*).Demonstrating student learning through an online institutional portfolio.* Presented at the AAHE Summer Academy, Snowbird, UT.

Kahn, S. (2004, April). *Assessment, accreditation, and the web: documenting effectiveness through an electronic institutional portfolio.* North Carolina State University, Undergraduate Assessment Symposium, Carey, NC.

Invited Workshops

Banta, T; Damuth, L; Gregerman, S. (2004, April*). Assessment for undergraduate research.* Presented at the National Conference on Undergraduate Research (NCUR) in Indianapolis, IN.

Banta, T. W. (2004, March). *Conversations in Dundee.* Presented in Dundee, Scotland at a seminar on outcomes assessment for faculty from St. Andrews University and the Universities of Dundee and Abertay.

Borden, V. M. H. (2004, June). *Assessing and improving the effectiveness of student retention efforts.* Workshop presented at Academic Impressions' Data Driven Strategic Enrollment Management Conference. Vail, CO.

Borden, V. M. H. (2003, August). *Cluster and discriminant analysis: Methods for identifying groups and determining how groups differ.* Workshop presented at the Association for Institutional Research 2003 Statistics Institute. Salt Lake City, UT.

Luna, A. & **Black, K. E.** (2003, November). *Both sides of the track: Using program review to measure effectiveness in academic and non-academic programs*. Presented at the 2003 Assessment Institute in Indianapolis. Indianapolis, IN.

Mzumara, H. R. (2003, December). *Developing Objective Test Items.* Workshop for BSN faculty at IU School of Nursing, Indianapolis, IN.

Mzumara, H. R. (2003, October). *Developing Effective Examinations.* Workshop for IUPUI Faculty and Staff Development, Indianapolis, IN.

Papers/Research Proposals

Borden, V. M. H., & **Mzumara, H. R.** (2004, February). *CAPE Evaluation Project: School Improvement, K-12 Professional Development, and Higher Student Achievement.* Indianapolis, IN: IUPUI. (Year III renewal of CAPE Project - joint evaluation grant proposal with IMIR).

Gavrin, A., Cashman, E. M., Junkin, W. F., Marrs, K., Watt, J. X., **Mzumara, H. R.**, et al. (2004, June). *Dissemination of Just-in-Time Teaching (JiTT) in Science, Mathematics, and Engineering through professional development workshops.* Indianapolis, IN: IUPUI (Revised grant proposal submitted to the National Science Foundation; Amount requested: $1,254,182; 2004-2006) (proposal under review).

Mzumara, H. R. (2003, October). A*ssessment of information literacy and technological competence in higher education.* Paper proposal submitted for presentation at the AIR 2004 Forum, Boston, MA. (May 30 – June 2, 2004). (Proposal accepted for presentation).

Grants

Federal Government

Kahn, S. E*nhancing student success through electronic portfolios,* $30,000 from the Association for Institutional Research and the National Postsecondary Education Cooperative.

Mzumara. H. R. (January 2000 – December 2003). *WebScience: Creating an active learner classroom with WWW technology to improve introductory Science and Mathematics courses* (Assessment of Just-in-Time Teaching in science and mathematics courses at IUPUI). NSF (DUE-9981111). *Project Location:* IUPUI (Department of Physics; PI: Dr. Andrew Gavrin).
Total Award Amount: $149,698 (collaborative project with Purdue School of Science at IUPUI).
FTE service commitment: equivalent of 1 calendar month as Principal Evaluator.

Mzumara, H. R. (July 2001 – September 2004). *Automated essay grading for electronic portfolios (evaluation supplement).* Fund for the Improvement of Postsecondary Education (FIPSE).Washington, DC. *Project Location:* Florida International University (PI: Dr. Mark Shermis) Supplement Award Amount: $6,000. FTE service commitment: equivalent of 1 calendar month as Principal Evaluator.

Foundation/Other

Borden, V. M. H. & **Mzumara, H. R.** *CAPE project evaluation: School improvement, K-12 professional development, and higher student achievement.* Contract with Phi Delta Kappa, International, fiscal agent for The Lilly Endowment, Inc. Second year of three-year contract for $214,951. Fiscal year 2003-04 expenditures: $71, 469.

Bortner, M., & **Borden, V. M. H.** *Nina Mason Pulliam Scholars Program multi-program longitudinal evaluation.* Contact with Nina Mason Pulliam Trust. Six-year contract for $593,376. Subcontract with Arizona State University of IUPUI Portion for $336,211. Fiscal year 2003-04 expenditures: $51,400.

Borden, V. M. H. . *Project Seam phase II evaluation.* Contracted with the Central Indiana Educational Services Center, fiscal agent for The Lilly Endowment, Inc. Three-year contract for $120,000. Fiscal year 2003-04 expenditures: $35,095.

Mzumara, H. R. (August 2003 – June 2006). <u>*Infrastructure for course and program innovation (including implementation of the student e-portfolios)*</u>. (Joint project between OPD, PAII, and Testing Center). Commitment to Excellence (IUPUI Dedicated Tuition Funds). *Project Location:* IUPUI Office Professional for Professional Development (PI: Dr. Nancy Chism & Dr. Sharon Hamilton). *Total Award Amount:* $1,000,000 (Year 1 Grant Budget outlay to Testing Center: $27,465). *FTE service commitment to the project:* .10 FTE as Co-Evaluator.

Rago. M. *Travel grant.* Indiana University Bloomington School of Education, $200. Used to attend and present at the American College Personnel Association 2004 Convention in Philadelphia, PA.

Grant Proposals

Mzumara, H. R. (January 2005 – December 2009) IUPUI Science and Engineering Talent Expansion Project. Project Location: IUPUI (Department of Biology; PI: Dr. Kathy Marrs). NSF (STEP, NSF 04-529 Proposal under review) *Total Award Amount:* $2,000,000 (Multidisciplinary grant project). *Project Location:* IUPUI (Department of Biology). *FTE service commitment to the project:* .05 FTE as Principal Evaluator.

Mzumara, H. R. (January 2005 – December 2007).Dissemination of Just-in-Time Teaching (JiTT) in Science, Mathematics, andEngineering Through Professional Development Workshops. Project Location: IUPUI (Department of Physics; PI: Dr. Andrew Gavrin). NSF (CCLI - ND Grant Proposal No: 0341466 under review). *Total Award Amount:* $1,254,182 (Collaborative project between IUPUI, Erskine College,and Humboldt State University).
Project Location: IUPUI (Department of Physics). *FTE service commitment to the project:* .05 FTE as Principal Evaluator.

Professional Service

Editing/Reviewing

Banta, T. W. *Assessment Update* – Editor.

Banta, T. **W.** *Assessment and Evaluation in Higher Education* – Consulting Editor.

Banta, T. W. *Journal of General Education* – Consulting Editor.

Banta, T. W. *Journal of Higher Education* – Consulting Editor and invited contributor.

Black, K. E. *Assessment Update* – Managing Editor.

Borden, V. M. H. *Journal of Higher Education*, manuscript reviewer .

Kahn, S. Editorial Board, National Teaching and Learning Forum.

Mzumara, H. R. Board Member, *The Evaluation Checklist Project Website*, The Evaluation Center, Western Michigan University (http://www.wmich.edu/evalctr/checklists/).

Mzumara, H. R. American Educational Research Association (2 proposals).

Mzumara, H. R. American Evaluation Association (74 proposals).

Rago, M. Program reviewer for the American College Personnel Association 2004 Convention.

Research Panels, Boards and Committees

Borden, V. M. H. National Postsecondary Education Cooperative (NPEC), Council member.

Borden, V. M. H. Technical Review Panel, IPEDS Derived Variables Project. National Center for Education Statistics.

Borden, V. M. H. Review panel for the preliminary 2005 Carnegie Classification of Institutions of Higher Education. Carnegie Foundation for the Advancement of Teaching, Stanford, CA, April 27, 2004.

Burton, K. Listserv administrator, Indiana Association for Institutional Research (INAIR).

Elected Positions

Borden, V. M. H. President, Association for Institutional Research.

Mzumara, H. R. Program Chair, Assessment in Higher Education TIG, American Evaluation Association.

Mzumara, H. R. Past President, Measurement Services SIG, American Educational Research Association.

Appointed Positions

Banta, T. W. Academic and Educational Resources Advisory Board (Consulting firm in California).

Banta, T. W. Advisory Board for Academy of Excellence in Undergraduate Education Assessment initiated at North Carolina State University

Banta, T. W. National Postsecondary Education Cooperative – Executive Committee.

Borden, V. M. H. Advisory Board Member. Evaluation of the Cisco Learning Institute's Networking Academic Program. Principle Investigators: Thomas M. Duffy and Alan Dennis, Indiana University, Bloomington.

Borden, V. M. H. Advisory Board Member. Enterprise Management Fund (EFM) Company. Provides performance optimization software to the higher education sector, including Student Tracking System.

Kahn, S. Evaluator for Academic Quality Improvement Program, Higher Learning Commission, North Central Association.

Kahn, S. National Outreach Committee, Professional and Organizational Development Network in Higher Education (POD).

Mzumara, H. R. Member, Educational Accountability Task Force, American Evaluation Association.

Mzumara, H. R. Member, Professional Development Committee, American Evaluation Association.

Mzumara, H. R. Member, Visioning Committee, American Evaluation Association.

Mzumara, H. R. President-elect appointee to chair Professional Development Committee (2004-2005), American Evaluation Association.

Community Activities

Banta, T. W. Clarian Health Partners Community Advisory Board.

Banta, T. W. Council on Urban Education (CUE) Deans

Banta, T. W. GRADES Council Executive Committee.

Banta, T. W. Lumina Foundation Academic Advisory Board.

Banta, T. W. Phi Beta Kappa Executive Committee.

Banta, T. W. Simon Youth Foundation Board and Education Committee.

Black, K. E. (May 2004). Management evaluation of a United Way of Central Indiana agency.

Borden, V. M. H. (February 2004). Presentation to Central Indiana Diversity Roundtable, February 2004.

Borden, V. M. H. Evaluation of Indiana Grade Report (with S. Evenbeck, T. Pagan, and D. Williams).

Borden, V. M. H., & Dobbs, B. IUPUI High School Feedback Report.

Mzumara, H. R. Member, Indiana Evaluation Association.

Consultancies

Banta, T. W. (2003, July) Consultation on assessment at the Central University of Technology in Bloemfontein, South Africa.

Borden, V. M. H. (2004, June). External reviewer, Mississippi State University Office of Institutional Research.

Mzumara, H. R. Psychometrician & Member of Advisory Panel, Indiana Commission on Continuing Legal Education, State of Indiana Supreme Court.

Mzumara, H. R. Psychometric Consultant, American Dental Board of Anesthesiology Examinations.

Rago, M. Student Academic Center, Indiana University, Bloomington. Assisted the new coordinator in two areas: book development and selection and grant writing for federal fund to assist the program.

University Service

University Committees

Borden, V. M. H. Committee of Data Stewards.

Borden, V. M. H. External Survey Advisory Group.

Burton, K. Indiana University Information Environment Advisory Committee.

Burton, K. Indiana University Information Environment Implementation Team.

Burton, K. Indiana University Information Environment Reporting Users Group.

Campus Committees

Banta, T. W. Chancellor's Staff.

Banta, T. W. Council of Deans.

Banta, T. W. Council on Teacher Education, Chair.

Banta, T. W. Deans'Task Force on Information Technology.

Banta, T. W. Faculty Council.

Banta, T. W. Faculty Council Planning Committee.

Banta, T. W. Faculty Council Budgetary Affairs Committee.

Banta, T. W. Financial Planning Advisory Committee.

Banta, T. W. IUPUI Board of Advisors.

Banta, T. W. IUPUI United Way Key Club.

Banta, T. W. Office of Professional Development Advisory Committee.

Banta, T. W. Office for Women Advisory Council.

Banta, T. W. Program Review and Assessment Committee.

Banta, T. W. Solution Center Advisory Committee.

Black, K. E. Program Review and Assessment Committee.

Black, K. E. Best Practices Indicators, Co-Chair.

Black, K. E. Partners in Career and Professional Development, executive committee.

Black, K. E. Program Review subcommittee of PRAC.

Black, K. E. Academic Policies and Procedures Committee.

Borden, V. M. H. Academic Policies and Procedures Committee.

Borden, V. M. H. University College Assessment Steering Group.

Borden, V. M. H. Electronic Student Portfolio Advisory Committee.

Borden, V. M. H. Foundations of the First Year Experience Committee.

Borden, V. M. H. Civic Engagement Task Force.

Borden, V. M. H. Gateway Group.

Borden, V. M. H. Transfer Task Force.

Borden, V. M. H. Undergraduate Admissions Committee.

Burton, K. Academic Policies and Procedures Committee.

Burton, K. Foundations of the First Year Experience Committee.

Burton, K. Financial Aid and Scholarship Policy Advisory Committee.

Burton K. Undergraduate Admissions Committee, alternate.

Dobbs, B. Campus Campaign solicitor.

Dobbs, B. United Way solicitor.

Dobbs, B. Campus-Wide Technology Support Team (CTST).

Dobbs, B. Team IUPUI.

Hansen, M. J. Gateway Group.

Hansen, M. J. Gateway Grants Review Committee.

Hansen, M. J. Program Review and Assessment Committee (PRAC).

Hansen, M. J. Foundations of Excellence in the First-Year of College Task Force.

Hansen, M. J. Indiana Project on Academic Success (IPAS) Taskforce.

Hansen, M. J. Academic Assessment Specialist for Center for Service Learning: Search and Screen Committee.

Johnson, J. N. IUPUI Online.

Johnson, J. N. Financial Planning Advisory Committee.

Kahn, S. IUPUI Team Leader for AAHE Summer Academy, 2003 (Project DEEP).

Kahn, S. IUPUI Team Leader for AAC&U Summer Institute, 2003 (planning for ePort pilot).

Kahn, S. IUPUI Team for AAHE National Research Coalition for Electronic Portfolio Learning.

Kahn, S. Best Practices Committee.

Kahn, S. Community of Practice on Integration and Application of Knowledge.

Kahn, S. Civic Engagement Task Force.

Kahn, S. Search and Screen Committee for Office of Service and Learning.

Kahn, S. ePort Core Committee.

Kahn, S. Program Review and Assessment Committee (PRAC).

Kahn, S. PRAC Performance Indicators Committee, Chair.

Morrow, A. K. Best Practices Indicators, Co-Chair.

Mzumara, H. R. Academic Policy and Procedures Committee.

Mzumara, H. R. ePort Management Team (IUPUI).

Mzumara, H. R. ePort Project Assessment Team.

Mzumara, H. R. Online Testing Committee.

Mzumara, H. R. Placement Testing Advisory Committee.

Mzumara, H. R. Project SEAM.

Mzumara, H. R. Program Committee (University College Renovation Project / Campus Center).

Mzumara, H. R. Program Review and Assessment Committee.

Mzumara, H. R. Screen and Search Committee, Center for Service and Learning.

Mzumara, H. R. Testing Center Representative, IUPUI & Ivy Tech State College's joint Passport Program.

Mzumara, H. R. Testing Center Representative, Campus-wide Frontline Staff (IUPUI).

School

Banta, T. W. School of Education Graduate Committee.

Banta, T. W. School of Education Long Range Planning Committee.

Borden, V. M. H. Department of Psychology Undergraduate Committee.

Kahn, S. Doctoral Degree in Urban Education Development Committee, staff.

Rago, M. Higher Education and Student Affairs Orientation Committee.

Rago, M. Higher Education and Student Affairs Outreach Committee.

Teaching, Research, and Professional Service

	1999	2000	2001-02	2002-03	2003-04
Books	0	0	2	0	3
Published articles and chapters	10	13	16	14	19
Technical reports	13	4	8	12	11
Keynote addresses	6	8	8	11	7
Peer-reviewed papers presented (international, national, regional)	16	9	20	20	35
Other invited presentations (addresses and workshops)	56	58	50	43	26

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
ACADEMIC UNITS					
Allied Health	Planning				
Business	Planning	Information Requests (3)	Evaluation/Assessment		
Continuing Studies	Planning			Information Requests (2) Evaluation/Assessment (3)	
Dentistry	Planning		Planning	Information Requests (2) Evaluation/Assessment Grant Project Other	
Education	Planning	Information Requests (2) Evaluation/Assessment	Evaluation/Assessment Planning Committee Service • Graduate Committee • Long Range Planning Committee	Information Request Evaluation/Assessment Other (2)	Planning - proposal for Ph.D. program in Urban Education
Engineering & Technology		Information Requests (6)	Planning Grant Project (not funded)	Evaluation/Assessment Grant Project Organizational Leadership • Other	Grant Project -Proposal submitted to NSF to provide support for implementing and evaluating impact of student electronic portfolio on STEM learning (not funded)
Herron		Information Requests (3) Committee/Service	Planning Evaluation/Assessment (Accreditation)	Information Request Evaluation/Assessment	
Informatics			Evaluation/Assessment (Accreditation)		

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Labor Studies				Information Request	
Liberal Arts	Economics • Evaluation/Assessment (program review) Political Science • Evaluation/Assessment (program review) Center for Philanthropy • Evaluation/Assessment • Planning	Dean's Office • Information Requests (9) • Management Report Economics • Information Request • Evaluation/Assessment English • Information Requests (3) Geography • Information Request	Center on Philanthropy • Evaluation/Assessment Economics • Evaluation/Assessment (program review) English • Evaluation/Assessment (planned program review) Political Science • Evaluation/Assessment (program review)	English • Evaluation/Assessment English as a Second Language Program • Evaluation/Assessment World Languages and Cultures • Evaluation/Assessment (4)	
Medicine		Information Requests (3)	Evaluation/Assessment	Department of Medicine • Information Requests (2) • Other (2) Obstetrics & Gynecology • Information Request • Other Pathology • Information Request • Other Physiology • Other	
Nursing	Evaluation/Assessment (Updated economic model)	Information Request		Information Request Evaluation/Assessment	

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
				Presentation/Workshop Grant Project	
Physical Education and Tourism Management					
Science		Dean's Office • Information Request Biology • Grant Project Chemistry • Information Request Psychology • Information Requests (2) • Committee Service (3)	Dean's Office • Planning (program development-forensic science) Biology • Evaluation/Assessment Chemistry • Evaluation/Assessment (planned program review) Mathematics • Evaluation/Assessment (planned program review) Psychology • Evaluation/Assessment (Accreditation) • Evaluation/Assessment (planned program review) •	Biology • Grant Project Chemistry • Evaluation/Assessment • Information Request • Other Math • Evaluation/Assessment Psychology • Evaluation/Assessment • Committee Service (2)	Grant project - NSF proposal as noted above for Engineering & Technology
Social Work			Evaluation/Assessment (guest lecture for all faculty and students)	Information Requests (2) Evaluation/Assessment Report Development Presentation/Workshop	
SPEA	Planning			Information Requests (2)	

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
	Evaluation/Assessment (Economic Model)			Report Development Other	
University College	Evaluation/Assessment (Economic Model)	Dean's Office • Information Requests (18) • Evaluation/Assessment (18) • Planning Support (5) • Grant Project (2) • Publication (1) Honor's • Information Request	Evaluation/Assessment (program review for New Student Orientation program)	Dean's Office • Information Requests (3) • Evaluation/Assessment (3) • Report Development (1) Career and Employment • Evaluation/Assessment Orientation Services • Other	Planning - Chaired UCOL-sponsored team at the AAC&U Summer Institute. The team focused on planning the logistics of the ePort pilot, which will take place in the UCOL Thematic Learning Communities
Academic Support Units					
Center for Service & Learning		Planning Support (2) Publication (1)		Committee	Civic Engagement Task Force member; member of search committee for assessment specialist
Communications and Marketing		Information Request			Worked with Communications and Marketing Director to develop annual IUPUI Performance Report.
Community Learning Network	Evaluation/Assessment (Economic Model)	Information Requests (2) Evaluation/Assessment			
Enrollment Services		Admissions • Information Requests (2) General • Information Requests			

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		(2) • Publication Registrar • Publication Student Financial Aid • Information Requests (2)			
Office for Professional Development		Information Requests (2) Evaluation/Assessment (3) Management Report(1) Publication (1) Teaching/Advising	Member of Advisory Council		Grant Project Collaborated with OPD staff on implementing Dedicated Tuition funds for ePort pilot. Submitted successful proposal to conduct research on learning outcomes from ePort in concert with OPD and COIL staff.
Student Life and Diversity		Management Report Committee/Service	Evaluation/Assessment (program review for Campus Health Services)		
Testing Center	Planning				
UITS				SIS Project • Other	
CAMPUS-WIDE ORGANIZATIONS					
Admissions Committee					
Advisory Committee for the Continuing Studies Noncredit Program at IUPUI	Member				
Chancellor's Diversity Cabinet		Planning Support			
Chancellor's Staff			Member		
Civic Engagement Task					Member

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Force					
Council of Deans			Member		
Council on Teacher Education			Chair		
Deans Academy			Planned session		
Deans' Taskforce on Information Technology			Member		
Enrollment Task Force		Evaluation/Assessment			
Faculty Council			Chancellor's representative		
Faculty Council Planning Committee			Staff this committee		
Faculty Council Budgetary Affairs Committee			Member		
Financial Planning Advisory Committee	Member		Staff this committee		
Future Group			Chair		Member
Gateway Initiative					
IUPUI Board of Advisors			Member		Presented on portfolio/accreditation self-study
IUPUI Online	Member				
IUPUI Solution Center		Information Requests (2)	Steering Committee member		
IUPUI Surveys		Evaluation/Assessment (7)			Wrote three Research Briefs interpreting results of surveys for the campus community.
Management Reports		Management Reports (7)			
Office for Women Advisory Council			Member		
Partners in Career and Professional Development			Member and Planning Sub-Committee Member		
Planning/Accountability		Evaluation/Assessment (2)			

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		Planning Support (7) Management Reports (2)			
Program Review and Assessment Committee	Evaluation/Assessment	Information Request Evaluation/Assessment (2) Publication	Staff this committee Member Oriented new members	Member	Member, Minutes editor
Program Review		Evaluation/Assessment	Coordinate this process for the campus		
Smoking Policy Group		Evaluation/Assessment			
Students & Student Organizations		General • Information Requests (6) • Committee/Service (2) *Sagamore* • Information Request			
Student Electronic Portfolio			Advisory group	Grant Project	Steering Committee Member
Teaching & Learning Task Force		Information Request			
Team IUPUI		Publication	Participants	Exhibit at Campus Day Events	
Transfer Task Force		Planning Support			
Other Campus Support Offices		Publication			
CAMPUS ADMINISTRATION					
Chancellor's Office	Chancellor's Circle	Information Request	Future Group Chair		Developed IUPUI Annual

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		(10) Planning Support (3) Publication (1)	Chancellor's Circle Information Requests		Performance Report
Executive Vice Chancellor & Dean of Faculties Office		Information Requests (12)	Chaired IT Deans' Task Force Mediated disputes Coordinated NASAD response		Chaired campus team attending AAC & U Greater Expectations Summer Institute (to work on planning for student electronic portfolio). Also chaired team attending AAHE Summer Academy (Project DEEP).
Vice Chancellor for Administration & Finance	Staff work for Financial Planning Advisory Committee	Evaluation/Assessment	Staff work for Financial Planning Advisory Committee (FPAC)		
Vice Chancellor for External Affairs			Collaborated on annual IUPUI Performance Report		Worked with External Affairs staff on annual Performance Report.
Vice Chancellor for Research and Graduate Education		Information Request	Collaborated on performance indicators for research and graduate studies		
Vice Chancellor for Student Life and Diversity		Evaluation/Assessment (6) Management Report (1) Committee Service			
UNIVERSITY ADMINISTRATION					
FACET		Evaluation/Assessment			
Institutional Development and Student Affairs		Evaluation/Assessment			
President's Office		Planning Support (2)	Planning Support (2)		

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Research and University Graduate School		Publication			
UITS		Evaluation/Assessment Management Report			
University Budget Office		Information Request			
OTHER IU OR PURDUE CAMPUSES					
IU Bloomington	IUB School of Continuing Studies: • Evaluation/Assessment (Economic model consulting project) • Evaluation/Assessment (Program Review financial assessment template)				
IU Columbus		Information Requests (7)	Planning		
LOCAL COMMUNITY					
American Academy of Clinical Toxicology				Information Request Evaluation/Assessment	
Arthritis Foundation			Team leader for annual Arthritis Walk Participated in annual Arthritis Walk		
Central Indiana Diversity Roundtable		Teaching/Advising			
Central Indiana Educational Services Center		Information Request Committee Service			
Clarian Health Partners Community Advisory			Member		

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Board					
Clarian Education					
CUE Deans (Consortium for Urban Education)			Member		
GRADES Council Executive Committee			Member		
Indiana Association for Institutional Research		Publication			
Indiana Commission on Higher Education					Evaluation/Assessment (Worked with Academic Affairs office on prospective proposal to pilot e-portfolios in several colleges and universities in the state)
Indiana Pathways College Network		Publication			
Indiana State Museum			Information Request	Information Request	
Indiana Supreme Court				Information Request

Other | |
Indianapolis Public Schools			GRADES Council – executive committee member		
Indianapolis Star					
Ivy Tech-IUPUI Partnership		Evaluation/Assessment			Met with Ivy Tech Academic Affairs staff to introduce them to the student ePort and to encourage collaboration and articulation of curricula via ePort.
K-12 Community - Southern Indiana CAPE Project				Grant project with IMIR	
K-12 Community - Central Indiana K12 Community		Evaluation/Assessment			

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Lilly Endowment		Evaluation/Assessment			
Lumina Foundation Academic Advisory Board			Member		
Martin University				Information Request Other	
Phi Beta Kappa Executive Committee			Member		
Salvation Army	Bell Ringer for IUPUI		Bell Ringer for IUPUI		
Sigma Theta Tau					
Simon Youth Foundation Board and Education Committee			Member Member	Information Request Other	
United Way			IUPUI United Way Key Club campaign committee member Community Service Council – Member Conducted agency evaluations		
NATIONAL					
Agency or Company, External				Family Services Inc. • Information Request Alcoholism Council • Information Request • Other	
Academic Impressions		Teaching/Advising			
American Association for Higher Education		Teaching/Advising (2)	Workshops at 2 annual meetings		Member of team representing IUPUI in National Coalition for Electronic Portfolio Learning, sponsored by AAHE and Clemson University.

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
American Association of Colleges & Universities		Publication			
American Evaluation Association				Committees (4)	
American Institutes for Research/College Board				Grant Project	
Assessment Institute			Conducted in November - over 600 attended Presented workshop Presented pre-institute workshop	Best Practices Fair Exhibit Presented pre-institute workshop Developed and scanned evaluation surveys, analyzed data and wrote the 2002 Assessment Institute Report	Co-presented workshop that garnered the highest evaluations at the conference!
Assessment periodical			*Assessment Update* - Editor in Chief and Managing Editor		
Association for Institutional Research		Publication Teaching/Advising (8)	Invited workshop presentation		Presentation/ workshop
Black Issues in Higher Education		Present/Workshop (2) Publication			
Carnegie Association for the Advancement of Teaching and Learning		Publication			
Change Magazine		Publication			
Coalition of Urban and Metropolitan Universities		Teaching/Advising			Presentation
College Board		Information Request			
College Guidebook		Information Request			
College/University		Information Requests (2) Evaluation/Assessment (2)			

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		Publication			
Common Data Set		Information Request			
Delta Upsilon International Fraternity				Scanning Four-Word Surveys	
Educational Agencies and Commercial Publishers				Blackwell Publishers • Information Request	Professional and Organizational Development Network in Higher Education—chair or member of three committees National Teaching and Learning Forum - Editorial Advisory Board
Enterprise Fund Management Company		Publication (2)			
Ernst & Young				Information Requests (3) Evaluation/Assessment (3)	
Funded national research projects	FIPSE grant with Nursing and Clarian Health Partners				"Enhancing Student Success Through Electronic Portfolios," Association for Institutional Research/National Postsecondary Education Cooperative
Hosting Visitors			Hosted Delegations (5) • Alabama (2) • Georgia • West Virginia • Indiana		
Invited keynote Addresses		3 U. S. Keynotes	2 U.S. Keynotes	1 U. S. Keynote	

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Invited or refereed presentations/papers		27	14	7	12
Lumina Foundation		Evaluation/Assessment (2)	Academic Advisory Board - Member		
National Association of GED Administrators		Teaching/Advising			
National Center for Education Statistics (NCES)		Publication			
National Coalition for Continuous Improvement		Publication			
National Learning Communities Conference		Teaching/Advising			
National Postsecondary Education Cooperative (NPEC)			Executive Council		Funded proposal
Nina Mason Pulliam Charitable Trusts		Grant Project			
North Central Association and other Accrediting and Oversight Agencies		Information Requests (2)	Presented at Annual Conference Participated in campus visits of disciplinary accreditors		Presentation at annual conference
Other Test Organizations				ACT, College Board, DANTES,ETS, Psychological Corp., etc. • Evaluation/Assessment (14)	
Other Universities			Information Requests (75)	Moraine Valley Community College • Information Request • Evaluation/Assessment (4)	
Publications		Publications (25)	Publications (9)	Publications (6)	Publications (5)
Pulliam Scholars Project					
Urban 13/ Coalition for Urban & Metro					Co-authored article with Sharon Hamilton on ePort

Schools, Offices, and Organizations Served by PAII Staff in 2003-2004

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Universities					and iPort
US Department of Education		Publication			
INTERNATIONAL					
Academic Cooperation Association		Evaluation/Assessment			
International Conference on Assessing Quality in Higher Education			Co-Sponsored conference in Cape Town, South Africa	Presentation/Workshop	
European Association for Institutional Research		Teaching/Advising (2)			Co-presenter at annual meeting
Hosting Visitors		Publication	Hosted delegations (6) • South Africa (3) • Kenya • Serbia • Thailand		
Invited keynote addresses			Keynote Address		
Refereed presentations		Refereed Presentation	Refereed Presentation	Refereed Presentation	Refereed Presentation
Other				Botswana, Africa • Information Request	
Other Colleges/Universities			Information Requests (21)		Illinois Online Conference—presentation on ePort and iPort

fifteenth international conference on
Assessing
Quality
in higher education

University of the Western Cape,South Africa 76
Mon 14th July - Wed 16th July 2003

GLASGOW
C
CALEDONIAN
UNIVERSITY

UNIVERSITY *of the*
WESTERN CAPE
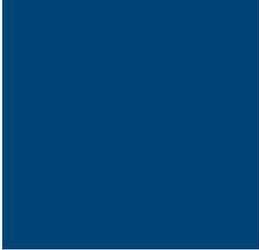
Conference Purposes

The purposes of this conference series are to enable participants to

- Gain knowledge of current issues and practices in assessment of quality in higher education world wide
- Interact with leading exponents in Assessing Quality

The keynote speakers will speak from their own perspective of quality assessment across different parts of the world, thus promoting the overall aims above. This conference, the fifteenth in the series, aims to focus on in particular:

- Promoting effective linkage of quality assessment and continuous improvement
- The potential growth of international quality assessment systems
- Current developments in quality assessment
- The use of quality models as tools for assessment and improvement
- The international impact of developments in the assessment of quality in higher education, particularly in the lower and middle income countries

Conference Speakers

USA: Professor John Harris,
Associate Provost for Quality Associate,
Samford University Birmingham, Alabama

Southern Africa: To be confirmed

Europe: To be confirmed

Conference Programme

Monday 14th July

9am	Registration
	Conference Welcome
	European Keynote
	Lunch
	Parallel Paper Sessions
	Interest Groups
7 pm	Reception

Tuesday 15th July

	Southern African Keynote
	Interest Groups
	Parallel Paper Sessions
	Lunch
	US Keynote
	Parallel Paper Sessions
7 pm	Conference Dinner

Wednesday 16th July

	Interest Groups
	Workshop Sessions
	Lunch
	Parallel Paper Sessions
	Final Plenary Session
4 pm	Ends

Pre Conference Workshops (optional)
Sunday 13th July (AM)
Quality Assurance in Europe
Quality Assurance in the USA
Contesting Quality
in Southern Africa

Sunday 13th July (PM)
Quality Assurance in Europe
Quality Assurance in the USA
Contesting Quality
in Southern Africa

Conference Incentives

Throughout the duration of the conference there will be a number of visits built into the conference programme. More details will be available on the website.

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Interest Groups

Small group discussion sessions on specific areas of interest will extend the exploration of conference themes. The groups meet several times during the conference, engaging in focused dialogue on selected common issues and providing reports of their findings for discussion at the final plenary session. Please select two of the topics below and list them by letter in order of preference on the registration form. You will be placed in your first choice of group if possible.

A: Quality Assessment, Continuous Improvement and their impact on Institutional Development
B: Assessment of Teaching and Learning
C: Quality Models
D: Faculty/Staff Development
E: Assessing innovation in higher education

Pre Conference

The optional pre conference workshops give participants the opportunity to take part in an introductory workshop explaining the main features of quality assessment in Europe, the USA and South Africa. In this way, participants who are unfamiliar with the quality assessment regimes operating in other regions of the world, will be able to gain maximum benefit from the conference. More details regarding the pre conference workshops can be found on the website.

Conference Proposals

The conference language is English. Proposals for posters, papers, contributions to panel sessions or workshops will be refereed. To submit a proposal, please send a 250 word abstract for the program and 1-2 pages further explaining your topic in Word format on a disk or e-mail to:

Trudy W Banta
(US and Canada)
Vice Chancellor for Planning and
Institutional Improvement,
Indiana University-Purdue
University Indianapolis,
355 N.Lansing Street, AO 140,
Indianapolis, USA
IN 46202-2896.
e-mail: tbanta@iupui.edu

Andrew Eadie
(All other countries)
Director of Quality,
Glasgow Caledonian University,
Cowcaddens Road, Glasgow,
Scotland, G4 0BA, UK.
e-mail: A.S.Eadie@gcal.ac.uk

Deadline: 15th April 2003. Accepted abstracts, planning papers and all other papers submitted by 1st July 2003 will be provided to delegates on a CD Rom.

The Host Organisations

Caledonian Conferences is a division of Glasgow Caledonian University, specialising in the design and production of interactive international conferences and seminars on higher education topics.

Glasgow Caledonian University is one of the largest universities in Scotland having grown over the past eight years, since its inception in 1993, to become a leading provider of professional vocational higher education for over 14,500 students. Contact:
Andrew Eadie
E-mail: A.S.Eadie@gcal.ac.uk
Tel: (+44) 141 331 3934
Fax: (+44) 141 331 3500

Indiana University-Purdue University Indianapolis is one of the major urban Universities in the US, with more than 29,000 students enrolled in 185 degree programs, including internationally known medical, dental and nursing schools. IUPUI was created in 1969 through a partnership between the two Big 10 universities, with IU acting as managing partner. Contact:
Trudy W Banta
E-mail: tbanta@iupui.edu
Tel: (317) 274 4111
Fax: (317) 274 4651

The Division for Lifelong Learning within the University of the Western Cape fosters an institutional culture of lifelong learning, in order that the university continuously improves the quality of its services to its majority black, low income students who have been deprived of educational opportunities through the legacies of apartheid and poverty. UWC is one of the most successful, historically black universities in South Africa, with seven faculties and over 13,000 students. Contact:
Shirley Walters
E-mail: swalters@uwc.ac.za
Tel: (27)(21) 9593339
Fax: (27)(21) 9592481

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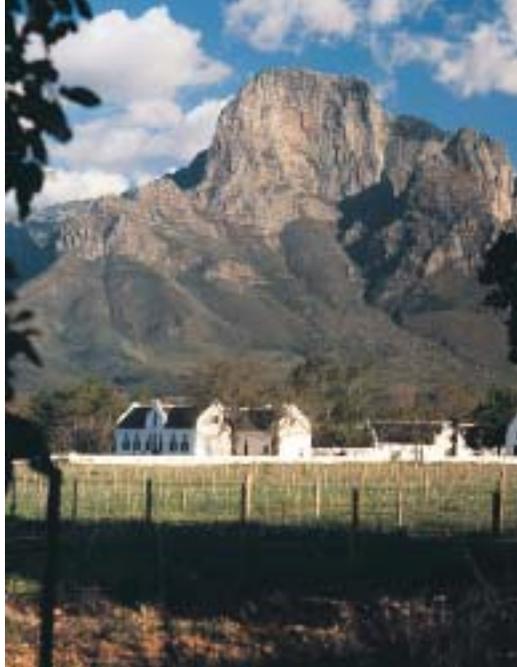
The Venue

Breakwater Lodge was once a 19th Century prison, and today as a hotel and conference venue it provides comfortable, inexpensive accommodation in a spectacular setting that looks over the bay and up onto Table Mountain. At your doorstep, you can enjoy Cape Town's best at the V & A Waterfront's multitude of celebrated eateries and entertainment centres, mountain walks, museums, various sporting activities and vibrant city nightlife and clubs. Breakwater Lodge is also within easy reach of Cape Town's main beaches of Clifton, Camps Bay and Llundudno, not to mention Blouberg (one of the most frequently photographed views of Table Mountain are to be seen from this beach), and Noordhoek, a 6km stretch of beach starting from the foot of Chapman's Peak to Kommetjie.

Attractions of the Cape include the V&A Waterfront, the Two Oceans Aquarium, Table Mountain, also known as a World Heritage Site, undeniably South Africa's biggest tourist attraction, Robben Island, Canal walk shopping centre, Ratanga Junction Theme Park, craft markets, the world famous IMAX theatre, The BMW Pavilion and numerous shopping centres.

The Accommodation

A range of accommodation near the conference venue will be available. Prices will range from R300* per night. Details may be obtained on the conference web site: www.caledonian.ac.uk/conferences
*At the time of brochure production,
R1=£0.07(GBP)*
R1=$0.12 (USD)*
R1=E0.11(Euro)*
R1=$0.20 (AUD)*

More Information

The conference website will contain downloadable information and links relating to South Africa, Cape Town and the conference.

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www.caledonian.ac.uk/conference

CAMPUS PRIORITIES (Combining suggestions from deans, the FC Planning Committee, and Staff Council)	Responsibility
Teaching and Learning	
Increase the retention and graduation rates of diverse student populations.	Chism, Evenbeck, Deans (WMP)
Advance the integration and assessment of the Principles of Undergraduate Learning throughout the curriculum.	Hamilton, Chism (TWB & WMP)

Enhance learning through powerful pedagogies.
  • Use of technology in instruction………..………………**Instructional Technology Roundtable**
  • Service learning…………………………………………**Bringle, Morrone**
  • Problem-based learning………………………………**Leapman, Miller, Morrone**
  • Undergraduate research………………………………**Wilson, Morrone**
  • Learning communities………………..………………**Evenbeck, Hamilton**
  • Study abroad…………………..…………………….**Sutton**
	(WMP, Chism)

Seek more out-of-state and international students.	Porter, Queener, Sutton (WMP)
Develop new graduate and certificate programs to meet community needs.	Deans, Queener, Warner, (WMP)
Enhance opportunities for continuing professional, adult, and non-credit education on campus and at a distance, in person and via technology.	Warner, Deans, (WMP)
Complete a new Campus Center with food services.	Whitney, Martin
Provide sufficient parking for students, faculty, and staff.	Martin
Research, Scholarship, and Creative Activity	

Develop a single strategic plan for research to identify priority areas and increase external funding.
  • Inventory assets………………………………………**Brenner**
  • Create a strategy/business plan……………………......**Brenner**
  • Develop infrastructure………………………………..**Brenner**
    • Space……………………………………………**Martin, Wren**
    • Technical, clerical, and administrative support ....**Brenner**
    • Library…………………………………………...**Lewis, McGowan**
    • Equipment………………………………………..**Brenner**
	Brenner (WMP)

CAMPUS PRIORITIES (Combining suggestions from deans, the FC Planning Committee, and Staff Council)	Responsibility
● Animal housing……………………………………………...**Brenner** ● Assess the Research Incentive Fund…………………………...**Brenner, Plater** ● Examine incentives and disincentives for faculty to conduct research…..**Brenner, Plater** ● Evaluate centers for research and professional practice…………..**Brenner, Plater, Banta** ● Promote multidisciplinary collaboration, particularly through improving joint appointment and rewards processes……………………………………………….**Plater, Brenner, Banta, Deans** ● Assess what can be supported internally and what cannot……….**VCs** ● Increase collaboration along the IUB-IUPUI-PWL corridor……..**Brenner, Plater, Deans** ● Inform (sell the IUPUI research strategy to) elected officials and the public..**Bantz, Sullivan**	
Civic Engagement	

Position IUPUI as a convener of civil discourse. Hold a summit on civic engagement for IUPUI for the purpose of developing a strategic plan and setting priorities…………………………**Bringle, Perry, Plater**
● Define civic engagement for the campus…………………………..**Bringle, Perry Task Force**
● Consider what civic engagement means within each individual school (each school has its own unique approach)…………………………………………...**Deans**
● Determine how civic engagement can benefit IUPUI……………..**Task Force**
● Identify successful civic engagement practices……………............**Task Force**
● Establish IUPUI as a go-to institution with experts identified to provide services …………………………………………………………………**Deans, Solution Center**
● Facilitate opportunities for us to listen to community needs, in particular involving campus boards of advisors in this process, and leverage our teaching, learning, research, and creative efforts in partnership with the community…………………………**Bringle, Perry**
● Consider civic engagement as a 2-way street with the possibility of collecting revenue from some activities………………………………………………………………**Brenner, Plater, Deans**
     ● Utilize the Lilly RFP as a catalyst for civic engagement….**Plater**
     ● Establish a clearinghouse to match ideas to action………..**Bringle, Perry, Plater**
	(WMP), Sullivan

Strengthen relationships with state government in support of civic engagement.	Bantz, Sullivan
Strengthen strategic partnerships with P-12.	Murtadha, Banta, Bringle, Evenbeck

CAMPUS PRIORITIES (Combining suggestions from deans, the FC Planning Committee, and Staff Council)	Responsibility
Best Practices	
Align administrative and academic services systematically to support the campus strategy.	All VCs
Enhance the campus climate for diversity.	Whitney, Diversity Cabinet, Deans
Increase opportunities for faculty and staff development.	Chism, Poffenberger (WMP)
Address the importance of life/work balance for faculty, students, and staff and the need to pay special attention to sustaining our community.	Deans, VCs, Chism, Poffenberger
Continuously improve student, faculty, and staff satisfaction with campus services, making use of technology, outsourcing, mergers, as appropriate.	Deans, VCs
Improve self-service processes for students and employees.	Porter, Poffenberger, Hook

Put every unit on a firm financial foundation for the future.
    • Make efficient use of fiscal and physical resources.
    • Increase and diversify revenue streams available to the campus.
	Deans, FPAC,VCs, Deans, VCs

Minimize administrative overhead.	Martin, VCs
Maintain, improve, and expand the physical plant, securing increased R&R funding from the state for major building renovations.	Martin
Increase awareness of the quality of IUPUI programs, while shaping the attitudes of policymakers on the benefits of investment in higher education.	All VCs

Notes from Chancellor's Retreat
May 17, 2004

TO DO List

1. Invite Angela McBride to talk with our staff about IUPUI as a health sciences campus (HSC), combining science, engineering, and medicine.

2. Harvest ideas for direction from various community plans.

3. Obtain (at last) MB's list of collaborative research activity on campus.

4. Charles will talk with Craig about what HSC means for the SOM.

5. Involve other deans in thinking about how their schools will contribute to HSC.

6. Identify and study other health-intensive universities.

7. Assign PRIORITIES to standing committees.

8. Develop a facilities planning committee.

9. Engage an inspiring health sciences futurist to speak at the August Deans' Retreat.

10. What programs do we need to achieve the goal of being the best HSC?

11. What programs do we need to close or downsize to achieve the goal of being the best HSC?

12. Engage a consultant to help us develop a plan to address fiscal distress and prioritize to achieve the long-range plan for being the best HSC.

13. Discuss our plans with the IUPUI Board of Advisors.
    a. in small groups this summer
    b. with the full Board in September

14. MB will develop a list of funded projects in health sciences and other economic development clusters (soon?)

15. Talk with Mark Long about his role in developing the HSC.

16. Talk with Bill Stephan about his role in developing the HSC.

PRIORITIES

From the Doubling Task Forces Reports

1. Work with deans to establish campus enrollment capacity, then develop an enrollment management plan to attract diverse students, transfers, international students.

2. Recruit and retain excellent faculty, students, and staff.

3. Coordinate and strengthen campus and school efforts to retain students.

4. Develop faculty for teaching, research, civic engagement.

5. Enhance the use of technology in teaching, research, civic engagement.

6. Develop new degree programs in strategic areas.

7. Enhance the infrastructure for research.

8. Strengthen collaboration within IUPUI and with the community, including PWL, IUB, and PK-12.

9. Increase the efficiency of our programs and services.

10. Coordinate campus and school civic engagement activities—formally name and charge a Civic Engagement Task Force.

MARKET   EVALUATE   IMPROVE

OTHER PRIORITIES

1. Close programs

2. Differentiate faculty roles

3. Review and enhance faculty governance

4. Address salary compression

5. Align management structure to support new directions

6. Develop a personnel evaluation system

CREATE A FACILITIES PLANNING COMMITTEE

The city of Indianapolis and private developers make plans that do not involve IUPUI. We need to have better planning, collaboratively, to let IU, the city, and others know that we have a philosophy, values, and on-going master planning.

1. What physical environment do IUPUI learners need for the next decade and beyond? We need a framework for expansion as Indiana's health sciences campus. What does that mean for our facilities?

2. Do we have too little or too much open space on campus?

3. Need a way to prioritize requests for renovation when R&R funding is restored.

4. Need to plan general classroom inventory.

5. How do we keep advancing campus facilities planning, especially for the School of Medicine and Life Sciences and northward expansion, including convocation center, African American Museum/NIFS and Cancer Hospital?

6. What should go to Carmel and Glendale? Should there be other locations in our region? Should we collaborate with Ivy Tech and others at such locations?

7. Collaborate with WESCO to develop desirable housing and businesses across the bridge, e.g., residences for students and faculty.

8. Project space needs for research.

COLLABORATION – INTERNAL AND EXTERNAL

1. Determine purposes/benefits for collaborative activity.

2. Develop more cross-disciplinary graduate programs.

3. Market new programs internally – increase awareness through more communication concerning the programs we already have and are **planning** (External Affairs Coordinating Committee).

4. Develop plans for preventing remonstrances and disputes before they begin as well as after they become apparent.

5. What are the barriers to cross-disciplinary collaboration?

   a. RCM (perceived)
   b. Need to share indirect costs
   c. Need to share program revenue
   d. Overlapping missions of programs and centers lead to competition for grants and projects.

6. Develop meaningful incentives for collaboration (rewards/recognition).

7. Overcome bitterness (through new leadership in some domains).

8. Create shared core services.

9. Develop lists of equivalent courses in areas such as Intro to IT, web design, computer graphics.

10. Encourage faculty to work on spin-off ventures through

    a. intellectual property policy
    b. conflict of interest policy
    c. conflict of commitment policy

11. Design faculty development related to collaboration

Ask Faculty Council Planning Committee to develop these ideas

A NEW MISSION STATEMENT?

As Indiana's health sciences campus, IUPUI contributes to the economic development of Central Indiana in life sciences, information technology, non-profit management, arts/culture/tourism through teaching and learning, research and scholarship, and civic engagement.

QUESTIONS FOR ANNUAL REPORTS

1. Ask deans to project enrollments by program and student type for at least five years into the future. *

2. How many faculty will be needed for what responsibilities for the next five or so years? That is, how many clinical faculty, lecturers, tenure track faculty will be needed?

3. How do you cultivate a climate for diversity—how do you recruit and retain students, faculty, staff? How do you incorporate diversity in the curriculum, in research, in civic engagement?

* I will ask Becky Porter if this timing squares with her planning.

CHALLENGES / THREATS

1. Mission differentiation

2. Enrollment crisis for the fall

3. University-wide organizational issues

4. State efficiency recommendations

5. Realignment of SOM

6. Decision makers believe we have sufficient funds

7. Federal funds are dwindling

8. State funds are dwindling

9. Competition from PWL

10. Envy from IUB

11. New trustees

ENROLLMENT CRISIS

1. If and when we incur deficits, ask each dean for a recovery plan.

2. How can we address assessments to help needy schools?

3. Ask trustees to consider differential pricing of tuition.

Every day we read about cuts in state budgets that are affecting colleges and universities across the country. Members of Congress are beginning their consideration of legislation to reauthorize the Higher Education Act with a focus on "The College Cost Crisis." The combination of deficits in state revenue forecasts and mounting pressure to limit tuition increases has forced us to undertake studies of our potential to increase revenues and reduce expenditures at IUPUI.

Last February we appointed the Financial Planning Advisory Committee (FPAC), a group of faculty leaders, deans, and administrative staff, to advise us on strategies for addressing a fiscal crisis that will surely confront us soon unless we begin to take action now. To illustrate the immediacy of this problem, please see the attached *10-Year Financial Analysis Assuming No Growth in State Appropriation* for your unit.

FPAC members have presented a set of recommendations and related documents (see attachments) that the vice chancellors and I believe will initiate a productive campus-wide discussion of these issues, and I am sending these to you now for your action. Please note the due date of **January 15** for submitting the report that summarizes the steps you will take to address the projected budget shortfalls in your unit. We will schedule hearings for the purpose of discussing these reports during February and March 2004. Subsequently we will propose a decision-making framework for undertaking any structural changes that may need to be made to ensure the fiscal viability of the campus for the foreseeable future.

Let me emphasize that we will not adopt the expedient of making across-the-board cuts. Some areas will need to be strengthened. New degrees may be added to respond to market demands, while degree programs with low enrollments and few graduates in recent years will be under particular scrutiny. In addition, each unit's centers and institutes, as well as other revenue- and cost-generating activities, should be assessed with respect to return on investment in both intellectual and financial terms. Your reports will help to suggest the academic programs and organizational structures that are essential if we are to achieve our institutional mission in the coming years.

FPAC members are working on a set of evaluative materials that will be sent to administrative support units with a request similar to the one I am making to you now. The decision was made to begin this study process in the academic units for two reasons: (1) administrative units have undergone two IU-wide reviews in the past eight years for the purpose of identifying ways to increase efficiency and effectiveness and many of the resulting recommendations have been implemented; and (2) the future size and organizational framework for administrative units should be based on the specific needs of the academic units that will make up the IUPUI of the next decade. In addition, when IUPUI's service needs have been clarified, a review of the interface between IUPUI and university–wide administrative services will be undertaken.

I appreciate the thought and effort each of you and your colleagues will commit to this review and thank you for making that effort. I look forward to the opportunity to discuss this with you after the first of the year. If you have any questions, please contact me.

Attachments

RC Name		Academic Support - Planning and Institutional Improvement										
Income	% of Base Line	Base Line Year			Year 3		Year 5					Year 10
Fiscal Year		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
STUDENT FEES	0%	-	-	-	-	-	-	-	-	-	-	-
STATE APPROP	0%	-	-	-	-	-	-	-	-	-	-	-
SALES SERV/OTH REV	7%	138,919	143,781	148,814	154,022	159,413	164,992	170,767	176,744	182,930	189,332	195,959
INVEST/GIFTS	0%	-	-	-	-	-	-	-	-	-	-	-
IND COST INCOME	0%	-	-	-	-	-	-	-	-	-	-	-
ASSESS-REV	78%	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412	1,450,412
CONTR & GRANT INCOME	15%	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298
TRANSFERS IN	0%	262	262	262	262	262	262	262	262	262	262	262
TOTAL		1,870,891	1,875,753	1,880,786	1,885,994	1,891,385	1,896,964	1,902,739	1,908,716	1,914,902	1,921,304	1,927,931
Income % Increase			0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Expenses												
Fiscal Year		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
COMPENS	79%	1,471,633	1,524,612	1,579,498	1,636,360	1,695,269	1,756,298	1,819,525	1,885,028	1,952,889	2,023,193	2,096,028
FIN AID	0%	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975
GEN EXP	5%	90,688	90,688	90,688	90,688	90,688	90,688	90,688	90,688	90,688	90,688	90,688
TRAVEL	1%	17,539	17,539	17,539	17,539	17,539	17,539	17,539	17,539	17,539	17,539	17,539
CAPITAL	0%	5,758	5,758	5,758	5,758	5,758	5,758	5,758	5,758	5,758	5,758	5,758
UNALLOCATED EXPENSES	0%	-	-	-	-	-	-	-	-	-	-	-
CONTR & GRANTS EXP	15%	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298	281,298
TRANSFERS OUT	0%	-	-	-	-	-	-	-	-	-	-	-
TOTAL		1,870,891	1,923,870	1,978,756	2,035,618	2,094,527	2,155,556	2,218,783	2,284,286	2,352,147	2,422,451	2,495,286
Expenditure % increase			2.8%	2.9%	2.9%	2.9%	2.9%	2.9%	3.0%	3.0%	3.0%	3.0%
Net Income (Loss)		-	(48,117)	(97,970)	(149,624)	(203,142)	(258,592)	(316,044)	(375,570)	(437,245)	(501,147)	(567,355)
Cumulative difference			(48,117)	(146,087)	(295,711)	(498,853)	(757,445)	(1,073,489)	(1,449,059)	(1,886,304)	(2,387,451)	(2,954,806)
Cumulative difference expressed as percent of income shortfall			-7.8%	-15.7%	-26.4%	-39.9%	-56.4%	-75.9%	-98.5%	-124.3%	-153.3%

Scenario assumptions for a no growth model
1. Assessment revenue stays constant at FY 2003-04 level through 2013-14
2. Baseline FY 2003-04 expenses = income (neutral budget)
3. Compensation increases annually at a 3.6% rate (reflecting a combination of a 2% annual increase in pay and an 8% annual increase in benefits).
4. Student fee income, Sales & Service revenue, and Investments/Gifts increase at a 3.5% annual rate
5. All other categories stay constant at FY 2003-04 level through 2013-14
6. Beginning fund balance available on June 30, 2003 is not factored into this proforma model

Financial Planning Advisory Committee

— Planning Recommendations —

1. A 10-year financial analysis has been prepared for each academic Responsibility Center (RC) and a spreadsheet depicting this analysis for your unit is attached. The analysis is based on the assumptions of no growth in state appropriation, a 3.6% annual increase in compensation, and a 3.5% increase in all other income categories as well as in expenses. The dean and faculty representatives should review this analysis and develop additional assumptions, if necessary, as well as recommendations for addressing the anticipated budget shortfalls, beginning now and continuing into the future.

2. In the process of reviewing the budget scenario, the financial viability of each degree program as well as centers and institutes and other revenue- and cost-producing activities should be assessed. For those programs, centers, or activities that are not self sustaining, the report should explain their strengths and weaknesses as these relate to our campus mission and suggest how the programs/activities can be supported. In the evaluation process the attached *Program Characteristics that Reflect Our Values* document developed by FPAC may be helpful. Please note that the *Program Characteristics . . .* do not constitute an exhaustive listing nor is it anticipated that every item will apply to every unit. The 10-point scale certainly is not precise since definitions for each of the 10 points are not provided. The *Program Characteristics . . .* document is intended merely as a helpful guide as programs and activities are being assessed and compared.

3. In making recommendations about the future of programs and activities, deans and faculty may consult, and add to, the attached FPAC document *Suggestions for Increasing Revenues and Cutting Costs*.

Please complete your review of programs and activities and prepare a brief (no more than 10 pages, including appendices) report that summarizes the steps you plan to take to address the projected financial shortfalls in your unit over the next 10 years. By **Thursday, January 15** please send that report electronically to Trudy Banta tbanta@iupui.edu. Hearings for the purpose of discussing these materials will be scheduled during February and March 2004.

Program Characteristics of Academic Units that Reflect Our Values

Weaknesses					Strengths					Assign rating (1-10) here
1	2	3	4	5	6	7	8	9	10	
Mission-Related										
1. Not aligned with campus mission					Central to campus mission					
2. Duplication/overlap with other courses, programs					Unique in its offerings					
3. Academic program has no, or weak, external support (contracts/grants/gifts)					Academic program has strong external support					
4. Has no external champion (alumni, governmental, professional groups)					Has strong external champion(s)					
5. Has no internal champion					Has strong internal champion(s)					
6. Unknown beyond IUPUI					Has strong external reputation					
7. No distinction as compared with competitors					Distinctive in state, region					
8. Poor opportunities for growth					Good opportunities for growth					
9. Not making good use of existing resources					Making maximum use of existing resources					
10. Ineffective leadership by chair and/or faculty governance					Strong, effective leadership					
11. Little faculty engagement in program decision-making					Strong faculty participation in decision-making					
Teaching/Learning										
12. Poor reputation among students for teaching effectiveness					Strong reputation among students for teaching effectiveness					
13. Attracting fewer well-prepared students over time					Attracting increasingly better-prepared students over time					
14. Low internal demand for courses, majors					Strong internal demand for courses					
15. Low rates of student retention (including DFW rates) and completion					High rates of student retention and completion					
16. Stagnating; outdated content/approaches					Adapting effectively to changing circumstances					
Research/Scholarship/Creative Activity										
17. Scant scholarly productivity					Strong scholarly productivity					
18. Faculty have little external funding to support their scholarship					Faculty have significant external funding to support their scholarship					
19. Too little activity in promoting/tenuring colleagues					Appropriate tenure/promotion activity					
20. Faculty not involved professionally					Faculty well known for accomplishments in their field regionally/nationally					

Civic Engagement		
21. Low job placement rate, little external demand (e.g., applicant pool, employer demand for graduates, legislative mandate, etc.)	Strong external demand	
22. Little involvement in the community (internships, service learning, professional service)	Strong involvement in the community	
23. Weak alumni support	Strong alumni support	
Diversity		
24. Needs of underrepresented groups not met	Addressing diversity successfully	
Collaboration		
25. No interdisciplinary links	Strong interdisciplinary links with other units	
Best Practices		
26. Weak financial position	Strong financial position	
27. High faculty/staff turnover	Low faculty/staff turnover	

Suggestions for Increasing Revenues and Cutting Costs
Developed by the Financial Planning Advisory Committee (FPAC)

Increasing Revenues

1. Add new degree programs and certificates consistent with marketplace needs
    (Need faster review/approval process, particularly with Purdue programs)

2. Explore e-learning opportunities for new markets

3. Price tuition differentially based on differential program costs
    (Revisit the option of charging a flat tuition rate for all full-time students.)

4. Increase income from contracts and grants that provide *full cost recovery*
    (We need to look carefully at how indirect costs are distributed. We cannot
    afford, for instance, for the next increase in the IUPUI federal rate to go to the
    IU administration, as the last one did.)

5. Increase private giving

6. Attract supplemental state appropriations for demonstrated contributions to
    economic development
    (We should develop a business plan, or a series of such plans, to show how we
    can contribute to economic development.)

7. Recruit additional students from outside Indiana
    (New programs like the Forensic Science BS will attract students from outside
    Indiana. But Purdue has told Science and E&T not to offer courses or
    programs outside the 9-county Central Indiana area. This limitation has
    proven costly.)

8. Recruit additional students from outside the United States

9. Ask the ICHE to increase the state appropriation per student for IUPUI.

10. Work with Purdue administration to establish a relationship as colleagues rather
    than competitors or junior colleagues. (PWL faculty can issue a remonstrance to
    block IUPUI courses, but PWL courses are not sent for review at IUPUI.)

11. Study the case of graduate non-degree students to see if we can encourage them to
    complete a degree or at least a certificate program.

Cutting Costs

1. Phase out some programs

2. Utilize e-learning opportunities to promote student retention
   (We should develop business plans that help us look at the true costs of using technology in instruction. If technology enables us to attract new students, enhance their learning, and retain them at higher rates, then e-learning may actually increase revenues despite higher costs of production.)

3. Maximize efficiency in providing instruction, i.e., utilizing an optimal mix of faculty, full-time instructors, part-time instructors, graduate teaching assistants, and instructional technologies.

4. Consider retirements that may take place over the decade

5. Assess the return on investment of centers and institutes, in both intellectual and financial terms.

6. Outsource some services

7. Identify overlap/duplication in offerings among departments/schools and collaborate, perhaps through merger, with other units to minimize overlap/duplication

8. Share resources (space, equipment, personnel) with other units

Annual Summary of Activity
Academic Year 2003-4

The following report outlines and discusses major themes that resulted from the presentations, discussions, and achievements of the Program Review and Assessment Committee (PRAC) and its members during the 2003-2004 academic year. PRAC continued to meet monthly and provide guidance, feedback, and support as the schools at IUPUI worked to advance their assessment activities.

THEME ONE: Building on the work done for the 2003 Accreditation Review by continuing to involve faculty, staff, and students in assessment.

> This goal grew out of our desire to keep up the momentum generated by the NCA accreditation review, and we fulfilled it in a number of ways.
> > --We had various reports for the committee itself about successes, challenges, and questions that have come up in specific schools and departments regarding assessment.
> > --We encouraged schools and departments to keep thinking about their program reviews by asking them to reflect and report on what has happened since their last reviews.
> > --We have helped to develop the ePortfolio as an effective and usable method for assessment that will involve all segments of the campus community as well as, in its usefulness, connecting the campus with the larger community.
> > --In our discussions of the Principles of Undergraduate Learning (PULs) and how and when they should be updated, we have contributed to ongoing discussions that are open to all segments of the community. This discussion is flowing in lots of channels around the campus.
> > --As a body, we form a group of experts in various areas of assessment, and we have made this expertise available in various ways. An excellent example is Charlie Yokomoto's work both in and outside his own school.

THEME TWO: By both direct and indirect advocacy, increasing the rewards and incentives for those who engage in assessment:
> > --the Grants subcommittee has worked to revise the PRAC grants structure to make it more accessible for applicants, and we now have a structure that is responsive to concerns of applicants, thanks to Erdogan Sener, chair of this subcommittee.
> > --Nancy Chism talked with us about faculty development for assessment and about rewards and recognition for faculty work on assessment. This was followed by a productive discussion based

on Chism's presentation and on information provided to the Executive Committee by Richard Turner.
--Through both of these activities, we have collected information about the rewards and incentives structure on campus and have begun to create a network of awareness not only of assessment in general but also of the work of PRAC in particular.

THEME THREE: Building a campus infrastructure to support assessment:
--We have formed closer connections between PRAC and the Faculty Council, specifically through the creation of a liaison position.
--Through presentations by IMIR and others, we have also fostered both awareness of the resources available to faculty and administrators and collaboration between academic and administrative units.
--We have established a productive connection with the Indiana Department of Education, through our hosting of Mary Wilhelmus, an aide to Superintendent of Instruction, Suellen Reed, and we have promoted coordination and collaboration that will help IUPUI take advantage of assessment work done in the K-12 sector.

THEME FOUR: Enhancement of Annual Reports

The school-wide annual reports provide an important tool for improving the assessment of student learning, and schools were given additional flexibility for providing this year's annual reports. Possible formats included completing the previously agreed upon matrix, adding a brief history of assessment to the report, or simply reporting on the impact of changes made on the basis of assessment, referring in the report to goals and strategies included in prior years' reports.

--The committee continued discussion of reporting of student learning outcomes.
--The PRAC Steering Committee reviewed the annual reports submitted and offered guidance to schools.

THEME FIVE: Identification and evaluation of performance Indicators:
--The Performance Indicators subcommittee continued the work of identifying performance indicators and using these to assess work on campus in a range of areas relating to teaching and learning. Susan Kahn provided leadership for this group.

THEME SIX: Grant Guidelines, Reports, and Awards

The Subcommittee on Grant Proposals reviews proposals and makes recommendations to the full committee and reviews the grant award process.

- -- The subcommittee undertook a major revision of the grant process.
- -- The subcommittee reviewed ten proposals.
- -- PRAC received two reports

Reports Received*:*
--Margaret Adamek (School of Social Work) "Examining the Role of Doctoral Students as Field Liaisons."
--Kate Thedwell and Maureen Minielli (Department of Communication Studies, School of Liberal Arts) "Improving Student and Instructor assessment in the R110 Gateway Course."

Grants Awarded*:*

Elaine Cooney & Kenneth Reid, Department of Electrical and Computer Engineering Technology, School of Engineering and Technology	Assessing Student Civility	$2,500
Randi L. Stocker, Connie J. Rowles and Delores J. Hoyt, IUPUI Capstone Faculty Learning Community	Content Analysis of IUPUI Capstone Courses	$2,500
Pamela R. Jeffries, Donna Boland and Sharon McAdams, Adult Health Department, School of Nursing	The Use of Simulations to Provide Experiential Learning in Nursing Education	$2,500
Charlie Feldhaus, Department of Organizational Leadership and Supervision, School of Engineering and Technology	Assessment Guidelines for OLS Adjunct Faculty	$2,500

THEME SEVEN: Disseminating Results of Assessment
--we identified and used a range of venues to disseminate information, many of which have been detailed above.
--In addition, we contributed to a series of (largely) web based reports, ranging from PRAC minutes to Institutional Portfolio reports.
--Through individual PRAC members working with their schools on Annual Reports, we have made our knowledge and skills available to the campus as a whole.

IUPUI COMMITTEE ON TEACHER EDUCATION

2003-2004

The IUPUI Committee on Teacher Education (COTE) met monthly in 2003-04, beginning in September 2003. In general, meetings were focused on (1) developments and issues within the IUPUI School of Education that were of interest to all IUPUI faculty engaged in teacher education and (2) concerns related to the implementation of the No Child Left Behind Act and its impact on colleagues in the public schools.

Discussion topics related to the set of internal issues included the following:

1. Adjustments to elementary and secondary education advising sheets.
2. New elementary/middle school program.
3. Dual licenses.
4. A proposed Center for the Assessment of Learning.
5. Developments in English as a New Language (ENL).
6. The New Urban Teacher Collaborative.
7. End-of-Course Assessments for secondary school students.
8. Professional Development Schools.
9. New licensing standards.
10. Transition to Teaching program.
11. The unit assessment system.
12. The new Indiana cultural competence law.
13. Preparing health teachers.
14. K-12 wellness initiatives.

Guests invited to join us for presentations on these issues included Marilee Updike, ESL Coordinator for the Indianapolis Public Schools, and Thom Upton, Professor of English at IUPUI, who shared their expertise on English as a new language. As a result of that discussion, Upton was asked to lead the development of a 21st Century Teacher project proposal for funding in 2004.

In connection with No Child Left Behind, we heard presentations at the September meeting from Charles Little, Executive Director of the Indiana Urban Superintendents Association and Dean Gerardo Gonzalez. On November 12, Lowell Rose, Emeritus Director of Phi Delta Kappa, offered a workshop on NCLB for COTE members as well as invited guests from the community. On March 30, Sonia Nieto, Professor of Education at the University of Massachusetts-Amherst, was guest speaker for a workshop at the Eiteljorg Museum focused on the experiences of urban teachers. Again COTE members were joined for this event by teachers and administrators from area schools as well as other community stakeholders. Group discussion at the Nieto workshop yielded a number of suggestions for action by COTE. These will be considered at the next COTE meeting on April 29, 2004 and may become items for consideration and action during fall 2004.

**PREDICTIVE VALIDITY OF PLACEMENT TEST SCORES FOR COURSE PLACEMENT
AT IUPUI: Spring, Summer, and Fall 2003 Cohorts**

Howard R. Mzumara

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June 2004

**Predictive Validity of Placement Test Scores for Course Placement
at IUPUI: Spring, Summer, and Fall 2003 Cohorts**

This report is based on placement validation data for students who took the ACT COMPASS Mathematics and Reading tests and the IUPUI English Placement Test, and enrolled in their first mathematics or writing course at IUPUI during the spring, summer, or fall of 2003. During this reporting period, there were no adjustments in the placement cutoff scores, and no changes were made in the scoring procedures for the existing placement tests. Consequently, the format and content of the placement tests have remained the same. As described later in this report, however, plans are underway to replace the IUPUI English (Writing) Placement Test with Guided Self Placement (GSP) in writing, and to discontinue administration of the COMPASS Reading test by spring of 2005.

Although the total number of students taking placement tests fluctuates from year to year, the monthly test flow pattern in the Testing Facility has not changed dramatically (although there seems to be a downward trend in the total number of students tested annually, which may partly be in response to higher admission standards for beginning students at IUPUI). As higher admission standards and more "college-ready" students are admitted to IUPUI, we have noticed some upward shifts in the placement score distributions for COMPASS Mathematics (see Figure 1). The upward shift in placement distributions for mathematics is most likely an artifact of the purposeful admission of new beginning students who are relatively more prepared for college-level education.

For the past two years, the test format, content, and scoring procedures for the existing English Placement Test have not changed. As was reported in the 2002 Placement Validity Report, however, faculty in the Department of English have adopted use of "exact" placement ratings (rather than a range of placement scores) in grading the essays, which has resulted in a more restricted placement score distribution for writing courses as compared to placement distributions for the past few years. The relatively skewed and restricted nature of the predictor measure for writing (i.e., placement ratings based on the IUPUI English Placement Test) continues to pose a serious challenge in the calculation of appropriate validity indices for English (writing) courses (see Wiseman, 1967). Figure 17 shows the skewed nature of the placement distribution for ENG writing courses based on a total pool of students who were tested between August 2002 and August 2003.

Currently, the English placement exam is a one-hour exam that asks students to write an essay that explains and supports their opinion on a current social issue. The test provides a brief explanation of the issue or the context in which the issue is posed. Students are also asked to evaluate their response and explain what changes they might make, had they the time to do so. When readers assess the English placement tests, they look for presence or absence of organization, support, development, and the student's position on the issue presented. Students who need extra help focusing their essays around a major theme, or students who need extra help understanding the relationship between assertions and support, are placed into an appropriate developmental course.

The validation process of the standard placement test battery (English, mathematics, and reading) involved students who took placement

tests from late August of 2002 through mid-August of 2003 and subsequently enrolled in a mathematics or writing course during spring, summer, or fall of 2003 for which placement was made. With a database pool comprising $\underline{N}$ = 21,992 student records for the COMPASS Mathematics Placement Test since implementation of the COMPASS Math tests in January 2000, a group of approximately 5,853 students took a math placement test during the period under study (labeled as "Period 4"). (Note that students who did not enroll in a math course following completion of the COMPASS Mathematics placement Test were excluded from the logistic regression analyses as they lacked an appropriate outcome measure.) Although some students did not comply with the recommended course placements that were based on placement test scores, every effort was made to include students that had complete data, particularly in mathematics, where in some cases, students (also referred to as "overrides") enrolled in higher-level math courses than those recommended by the placement test. In spite of students who did not enroll in a math course during the period of study, the validity study (for "period 4") employed an accessible population of students ($\underline{n}$ = 3,443) who enrolled in their first math course at IUPUI after taking a placement test at IUPUI. Data from the spring, summer, and fall of 2003 cohorts were combined and analyzed accordingly irrespective of whether or not the students were in compliance with the placement recommendation based on their respective placement test scores. Where appropriate, however, the samples for the "compliant", "noncompliant", and combined groups were analyzed separately. The overall compliance rates for mathematics courses ranged from 61.2% MATH 151 to 96.6% for MATH 001. And Table 3 shows that the success rates for "compliant groups" in mathematics courses ranged from 61.8% for MATH 153 to 79.0% for MATH M119.

The results of logistic regression analyses based on combined groups were helpful in reviewing the optimum placement cutoffs for the respective courses. The outcome measures used in the assessment of the mathematics placement tests consisted of the end of course grades in mathematics. It is noteworthy, however, that the present study did not employ any common final exam scores as criterion measures because of the inherent limitations and/or limited utility of departmental common final exam scores as proxy criterion measures for computing correlation coefficients and related indices, which are not as informative or appropriate as placement validity indices based on logistic regression procedures. Thus, it is worth mentioning that the simple correlation/regression approach has very limited utility for purposes of validating course placement criteria (see ACT's (2002a, 2002b) reference/technical manuals for the COMPASS/ESL v.3.1 placement system; Saywer, 1996). Consequently, the present validation study employed ACT's alternative methodology for evaluating course placement criteria that used placement validity indices generated from logistic regression models (e.g., see Grimm & Yarnold, 1995; Hosmer & Lemeshow, 2000; Sawyer, 1996) and distributions of placement test scores to determine placement effectiveness. The primary advantages of ACT's methodology, compared to traditional correlation methods, are that it allows the strength of the relationship between placement test scores and course grades to vary by test score (i.e., it allows for curvilinear relationships) and it predicts a student's estimated probability of success in a particular course (*ACT Reference Manual,* 2002).

As with previous validation studies, this study employed both descriptive statistics and inferential statistical procedures. And the preferred methodology for course validation purposes focused on use of logistic regression and decision theory approaches (see Glass & Hopkins,

1996; Grimm & Yarnold, 1995; Noble & Sawyer, 1997; Norusis/SPSS, 1992; Sawyer, 1996). In applying logistic regression, the probability of obtaining a particular grade was graphed as a function of what score one obtained on the placement test. To illustrate with an example, Figure 12 shows that a student who enrolls in MATH 153 with a COMPASS Algebra (MA602) placement test score of 18 has an estimated probability of .50 to obtain a grade of C- or higher in the course. For MATH 163 or MATH 221 (see Figure 14), the Trigonometry (MA604) placement score of 17 is associated with an estimated probability of success of approximately .50 for a grade of C- or higher. The rest of the figures could be interpreted in a similar manner. Overall, there was a positive monotonic relationship between the placement scores (predictor measures) and the course grades (criterion measures) for each of the courses defined by the cutoff criteria. This means that the higher the score within the placement range defined for a particular course, the greater the probability of success. Counselors could use information from the probability graphs to convey how likely it is that a student would get a grade of "C- or higher" for a particular course based on the placement test score. Also, an extension of the logistic regression and decision theory (i.e., classification) approaches were useful in estimating optimal cutoff scores (defined as the score that corresponds to a .50 probability that a student will get a grade of C- or higher in a course) and validity statistics based on accuracy rates (consisting of the percent of students appropriately placed in a course). With the additional data analysis based on classification approaches, the placement test coordinators should find the results of the classification procedures to be particularly helpful in determining the optimum placement cutoff scores and accuracy rates for the respective courses in mathematics.

Regarding course placements for ENG writing, faculty in the Department of English as well as academic advisors/counselors rarely make placements outside of those courses recommended through placement testing. Consequently, the overall compliance rate for English (writing) courses remained quite high (at approximately 91%). Student data that were included in the present study comprised extracts from the spring, summer, and fall of 2003 cohorts ($\underline{n}$ = 4,017). A distribution of placements for English (writing) courses was as follows (see also Figure 17):

- Exempt (from a writing requirement)   <1%
- ENG W140, Elementary Composition I-Honors   4.3%
- ENG W131, Elementary Composition I   78.6%
- ENG W130, Principles of Composition   16.0%

The primary outcome variable used in this study was end of semester course grades. For the IUPUI English Placement Test, it is worth mentioning that the current restriction of range problem associated with the predictor measures (i.e., the respective ratings based on the IUPUI English Placement Test) continues to pose a serious challenge with respect to data analysis for predictive validity purposes. The Placement distribution in writing shows that a vast majority (approximately 79%) of students' placement ratings on the IUPUI English Placement Test is associated with placement into ENG W131. Without much variance in the respective ratings (predictor measure), the logistic regression approach may not yield as much helpful information as is the case for mathematics placement test scores which have a wide score range (1 to 99). The existing ratings based on the IUPUI English Placement Test seem too

restricted to warrant further analysis using the logistic regression approach.

As IUPUI no longer offers remedial or developmental courses in courses, there is no formal criterion against which to evaluate the reading placement test. However, University College faculty members were interested in evaluating the efficacy and utility of the COMPASS Reading Skills Test scores as general measures for predicting student retention, end-of-semester Grade Point Averages (GPAs) and "DFW" rates were used as proxy criteria. And based recent validation studies including empirical studies that Michele Hansen (Director of Assessment, University College) conducted, we could conclude that the COMPASS Reading Test scores contribute about 1% to 2% additional variance (while controlling for student background characteristics) in the Fall Semester GPA for beginning freshmen and in courses with "high reading content" at IUPUI. (For details, see Hansen's (2004) technical report that evaluated the utility of COMPASS reading test scores in predicting students' academic performance at IUPUI).

As with previous reports, the present report underscores the need for continuous monitoring of placement cutoffs. For instance, the Department of Mathematical Sciences at IUPUI has ongoing efforts to improve the utility of the COMPASS math placement test by implementing adjustments periodically to the placement cutoff scores. As standard practice in the validation process, ongoing monitoring of the placement cutoff scores is recommended throughout 2004; and following review of empirical data, placement cutoffs may need to be tweaked accordingly.

To make substantive improvements in the validation process, use of multiple predictors for course placement is desirable (see Sawyer, 1996). Rather than use placement test scores alone, additional predictors that may be helpful in making course placement decisions may include one or more of the following variables: High School (HS) subject grades or GPA, HS percentile rank, and HS courses completed. It seems likely that the more information counselors have about a student, the better the chance of their making an appropriate placement decision. (We hope that data collection and management for research purposes will be facilitated with recent implementation of the student information system (PeopleSoft) and the Indiana University Information Environment (IUIE) database that stores a variety of predictor and outcome data in a way that is easily accessible for research.

With respect to the IUPUI English Placement Test, faculty members in the Department of English plan to adopt use of the Guided Self-Placement (GSP) model for placement into writing courses at IUPUI. Instead of using the a writing test to determine placement in ENG writing courses, the Department of English will require students to reflect on their writing experiences using structured that students will complete before they attend orientation. Upon reviewing the information about IUPUI's three first year writing courses (i.e., ENG W130, Principles of Composition; ENG W131, Elementary Composition I; and ENG W140, Elementary Composition I-Honors) and relevant writing samples, students would be asked to "self select" a writing course that they believe is appropriate for them.

In addition to conducting a pilot study on Guided Self Placement, a separate study is well underway to investigate the utility and appropriateness of the new SAT Writing Test for course placement at IUPUI.

In September, 2003, a group of 73 beginning freshmen (who were enrolled in ENG W130 and ENG W131 during fall of 2003 and had SAT test scores on record) participated in the College Board's national validation study of the new SAT Writing Test. The study was designed to investigate the appropriateness and utility of the new SAT Writing Test for admissions and course placement at IUPUI; and a report on this pilot study is expected to be available during the fall of 2004.

Tables and Figures for the 2003 Placement Validity Report

Table 1.

Overall Descriptive Statistics for Spring, Summer, and Fall 2003 Cohorts

PREDICTOR/OUTCOME MEASURE	N	MINIMUM SCORE	MAXIMUM SCORE	MEAN	STD. DEVIATION
English Placement Test (EN101)[1]	4017	8	24	14.28	3.20
COMPASS Pre-Algebra Test (MA601)	1130	17	99	45.06	17.92
COMPASS Algebra Test (MA602)	2473	15	99	41.07	13.42
COMPASS College Algebra Test (MA603)	244	16	85	48.62	12.07
COMPASS Trigonometry Test (MA604)	450	17	96	54.49	14.74

[1]**Note:** Median rating for IUPUI English Placement Test was 15.00.

Table 2. Summary of Overall Placement Domain Score Distribution and Descriptive Statistics for COMPASS Mathematics: Data for All Students Tested Between January 2000 and August 2003

Placement Test Period	COMPASS Math Domain	N	Percentage	Mean	Std. Deviation
Period 1 (Jan .– Aug 2000)	Pre-Algebra (MA601)	2374	56.4%	41.08	14.94
	Algebra (MA602)	1378	32.7%	44.3	12.22
	College Algebra (MA603)	127	3.0%	43.35	9.04
	Trigonometry (MA604)	329	7.8%	49.12	18.39
	Sub-total (N):	**4208**			
Period 2 (Aug. 2000 – Aug. 2001)	Pre-Algebra (MA601)	2715	52.4%	42.38	16.05
	Algebra (MA602)	1808	34.9%	44.25	12.64
	College Algebra (MA603)	163	3.1%	41.61	6.43
	Trigonometry (MA604)	497	9.6%	49.14	20.44
	Sub-total (N):	**5183**			
Period 3 (Aug. 2001 – Aug. 2002)	Pre-Algebra (MA601)	2103	40.2%	44.08	17.74
	Algebra (MA602)	2450	46.8%	41.74	14.21
	College Algebra (MA603)	238	4.5%	47.45	13.15
	Trigonometry (MA604)	445	8.5%	52.06	18.48
	Sub-Total (N):	**5236**			
Period 4 (Aug. 2002- Aug,2003)	Pre-Algebra (MA601)	1602	27.4%	43.96	18.18
	Algebra (MA602)	3351	57.3%	40.42	13.44
	College Algebra(MA603)	319	5.5%	49.63	12.60
	Trigonometry (MA604)	581	9.9%	54.29	14.47
	Sub-Total (N):	**5853**			

English Placement at IUPUI

The English Placement Process

Instead of using a writing test to determine where you should start, the English department requires you to reflect on your writing experiences using structured materials before you attend orientation. After you have reviewed information about IUPUI's three first-year writing courses, answered questions the Writing Program provides, and looked at writing samples to see what college writing really looks like, you will be able to select the writing course that's right for you. This process, called *guided self-placement*, is fully described at http://english.uc.iupui.edu. You should follow the steps on the website before coming to orientation.

Who Needs to Complete the English Placement Process?

You don't need to take English W131 if:

- You have credit for English W131 (either because you have taken W131, or because you have transfer credit for English W131 noted on your transfer credit transcript)
- You have credit for another Indiana University course that satisfied the first-semester writing requirement (such as English W110 at IU Bloomington; see http://writing.iupui.edu/transfer.htm for more information)
- You scored 4 or 5 on the Advanced Placement (AP) exam in English Language and Composition (and thus were awarded credit for English W131). Consult your advisor about what additional writing course(s) may be required for your degree program.

You should contact the Writing Program for advising if you are a transfer student in one of the following situations:

- You took a composition course at another institution, and that course did not transfer as English W131.
- You were not required to take an introductory composition course at your previous university, and have more than 15 credits.
- You had credit for an introductory composition course at your previous institution, granted because of your SAT/ACT scores, and this credit did not transfer to IUPUI.
- You have transfer credit for a second writing course (most often English W132 or W231) and not English W131.

Information for Transfer Students

Please change the link to http://writing.iupui.edu/transfer.htm

The English Department Writing Program welcomes you to IUPUI! We're glad you're joining our campus community, and we look forward to helping you grow as a writer. Through courses and the University Writing Center, the Writing Program will help you become a successful college writer. Our courses are designed for native speakers of English; the English as a Second Language Program handles courses for non-native speakers, and IUPUI requires all non-native speakers of English (including U.S. high school graduates) to take the ESL Placement Test before starting their courses.

Being successful involves starting off in the right course, one that will support and challenge you. Instead of using a writing test to determine where you should start, we invite you to reflect on your experiences using materials we have prepared. After you have learned about IUPUI's three first-year writing courses, thought about questions we have prepared, and looked at writing samples to see what college writing really looks like, you will be able to choose the course that's right for you. This process is called Guided Self-Placement.

Guided-Self Placement has three steps. Complete all three before coming to orientation.

Step 1, Reflection: Use our structured questions to reflect on your writing and the way IUPUI's writing courses can help you.

Step 2, Course Information: Look at descriptions of the courses and writing samples to see what college writing requires.

Step 3, Course Selection: Indicate which course you'd like to take. Note that you must have your IUPUI e-mail account activated before you can complete Step 3. If you need help with this, contact: support@iupui.edu

Step 1 | Step 2 | Step 3 | Help

http://english.uc.iupui.edu/home.asp

Guided Self Placement

Step 1
Reflection / Step 2
Course Info / Step 3
Course Selection / Need
Help?

Step 1: Reflection

This page contains important information about reflecting on your experiences and the courses IUPUI offers to help you grow as a writer. It explains

- your first steps in selecting a course
- why writing is so important in college
- how to use the checklist below to determine which course is right for you.

Your first step in building your college writing skills is to select the writing course you'll start in. You'll need to select a course that fits your experience, your personality, and your needs. This document explains the choices available to native speakers of English and offers some guidance as to making your selection. We hope you'll talk about your choice with people who know you and your writing well: your parents, spouse, or partner; your English teacher; your friends.

Why Writing is So Important at College
One of IUPUI's most important priorities for your education is that it enhance your writing abilities. In your working life, in your family life, and in your school life, writing plays an important role, and your courses here will introduce you to the communications skills you'll need for whatever future you envision.

As an IUPUI student, you'll find yourself required to read and write in almost all your classes. Some of that writing will be informal, other writing will be formal; some will require research, some will not. In some classes, you'll have a heavy reading load along with writing assignments. Your introduction to college writing will begin in a first-year course, and for most students, it continues in a second writing course taken by the mid-point of your degree plan. This course sequence will prepare you for the variety of writing and reading you'll encounter at IUPUI. Your other courses will rely on and extend the writing skills highlighted in those earlier courses.

The courses available
Native speakers of English have a choice of three writing classes as a starting point: English W130, Principles of Composition; English W131, Elementary Composition I, and English W140, Elementary Composition I—Honors. Most degree programs require students to pass English W131 or W140 with a grade of C or better. If you choose to

start in English W130, you'll move to W131 (or W140) in the next semester. If you are a non-native speaker of English, IUPUI requires that you take the ESL Placement Test. Results from that test will determine which writing course is best for you. Follow this link to the ESL site for more information about that test.

- **W130/W131**, the Stretch Program, stretches introductory composition over two semesters for students who would like more time to develop the reading and writing skills they will need to succeed in college. The course helps students read college-level materials more effectively, to select topics for essays, and to focus, develop, and revise their writing. W130/W131 allows teachers and classmates to work together for two semesters.

- **W131** is a one-semester first-year composition course that introduces students to the demands of college reading and writing. The course helps students read college-level materials more effectively, to select topics of essays, and to focus, develop, and revise their writing the kinds of reading and thinking skills necessary for effective college writing. Students are asked to read and respond to a non-fiction book early in the course. W131 prepares students to move to a research-based second writing course, required by most programs.

- **W140** is a one-semester first-year honors composition course designed for advanced writers. Requirements are similar to W131. However, W140 offers more in-depth analysis of readings, more extensive discussion, and more exploration or writing styles and techniques. W140 prepares students to move to a research-based second writing course, required by most programs.

Use the information and the descriptions that follow to help you identify the course that seems best suited to you. Be sure to think about the writing you have done in classes, in the workplace, and in other parts of your life as well as the feedback you have received about that work. Before you make a choice, talk to people who know your writing and who know you well. Though you may discover characteristics that you possess in more than one list of descriptors, choose the course that aligns most closely with what you know about yourself and your writing.

A Checklist to Determine Which Course is Right for You

Should I take W130/131?
If you want some extra time to learn about the demands of college writing and reading, consider taking English W130/ W131. In this sequence, you'll do more writing than in W131 alone; you'll keep the same classmates for a year, and you'll spend more time on reading strategies. Here is a checklist of characteristics that should help you decide if W130/W131 is for you (remember if you are a non-native speaker you need to take the ESL writing placement test):

- I'd like to increase my confidence about writing.
- I want to enhance my reading skills.
- Teachers or co-workers have suggested that I need to improve my writing.
- Generally, I read only when I have to.
- I learn well when I can work with the same people for an extended period of time.
- I like to take my time learning new things.

Should I take W131?

If you are fairly proficient doing school writing, you may be able to move into English W131. Here is a checklist of characteristics that should help you decide if W131 is for you (remember if you are a non-native speaker you need to take the ESL writing placement test):

- I write well enough to get by or get the job done.
- My reading skills are adequate for my needs.
- Teachers or co-workers generally consider my writing acceptable.
- I sometimes read for my own enjoyment and to find out about things that interest me.
- I know I should revise my writing, but I don't take the time or don't know how.
- If I'm pushed to get something done, I usually meet the challenge.

Should I take W140?

W140 is a good choice if you're fairly proficient developing thesis-based essays and want to work more on style and research issues; W140 provides an enriched W131 experience. Here is a checklist of general characteristics that should help you decide if W140 is for you (remember if you are a non-native speaker you need to take the ESL writing placement test):

- I consider myself a relatively experienced writer.
- I read widely for enjoyment and/or to find out about things that interest me.
- Teachers or co-workers have often praised my writing.
- My classmates or co-workers often ask for my advice about their writing.
- I can produce good writing in a short period of time.

Still unsure? If you are still unsure about which English course to take, talk with a peer advisor in the University Writing Center at orientation (or call the Writing Program office in advance: 274-3842). We will be happy to help with your decision.

Section 10. Campus Climate for Diversity

For the purposes of this survey, "diversity" and "backgrounds" refers to differences among people in at least gender, race/ethnicity, sexual orientation, religious beliefs, socio-economic class, age, learning style, and disabilities.

Based on your experiences at IUPUI, please indicate whether you Strongly Agree (**SA**), Agree (**A**), are Neutral (**N**), Disagree (**D**), or Strongly Disagree (**SD**), with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel a sense of belonging at IUPUI	SA	A	N	D	SD
2. IUPUI management is committed to helping me achieve my career goals	SA	A	N	D	SD
3. IUPUI management is committed to promoting an environment that respects and celebrates diversity	SA	A	N	D	SD
4. The diversity of IUPUI was one of the reasons I chose to work here	SA	A	N	D	SD
5. My work experiences have contributed to my appreciation of multiculturalism and diversity	SA	A	N	D	SD
6. Co-workers in my unit treat all individuals with respect, regardless of their ethnicity, cultural background or sexual orientation	SA	A	N	D	SD

Please indicate how often you have experienced each of the following as an employee at IUPUI using the scale Never (**NV**), Rarely (**RA**), Sometimes (**ST**), Often (**OF**), or Very Often **(VO).**

	Never	Rarely	Sometime	Often	Very Often
1. Socialized with co-workers, faculty, or students from backgrounds different than your own	NV	RA	ST	OF	VO
2. Attended workshops, events, or activities that increased your understanding of multiculturalism and diversity	NV	RA	ST	OF	VO
3. Noticed the influence of multicultural and diverse perspectives in campus artwork, sculpture, or décor	NV	RA	ST	OF	VO
4. Seen or read racist, antigay/lesbian, or sexist material (including graffiti) on campus	NV	RA	ST	OF	VO
5. Felt a sense of negative conflict between diverse groups on campus	NV	RA	ST	OF	VO

Please place a check in the appropriate boxes below to indicate if you have had any of the listed experiences at work because of the personal characteristics listed in the columns. For example, if you have experienced negative or insulting comments because of your gender, you would place a check in the "Gender" column. Check all that apply. If you feel as though you have not experienced <u>any</u> of the listed experiences, please leave the entire row blank.

I have experienced….	Because of my…						
	Gender	Race/ Ethnicity	Sexual Orientation	Age	Dis- abilities	Religious Beliefs	Socio- economic Class
Negative or insulting comments							
Harassment							
Discrimination							
Feeling isolated or unwelcome							
Offensive language or humor							
Not being taken seriously							
Discouragement in pursuing my career goals							
Encouragement in pursuing my career goals							
Feeling connected to others on campus							
Joining a group or organized activity that promotes my interests							

NSSE 2004 Means Summary School Report
Indiana University-Purdue University Indianapolis

	Variable	BUSINESS Mean	All Other IUPUI Schools			Business compared with:								
						Urban			Doc-Int			NSSE 2004		
			Other Schools' Mean	Sig [a]	Effect Size [b]	Urban Mean	Sig [a]	Effect Size [b]	Doc-Int Mean	Sig [a]	Effect Size [b]	NSSE 2004 Mean	Sig [a]	Effect Size [b]
1. Academic and Intellectual Experiences			*1=never, 2=sometimes, 3=often, 4=very often*											
a. Asked questions in class or contributed to class discussions	CLQUEST	2.97	3.12		-.17	2.99		-.03	3.03		-.08	3.16	**	-.23
b. Made a class presentation	CLPRESEN	3.03	2.71	***	.35	2.61	***	.48	2.78	***	.28	2.86	*	.20
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	2.53	2.64		-.11	2.46		.07	2.48		.05	2.51		.02
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	3.44	3.31		.16	3.23	**	.28	3.29	*	.21	3.35		.12
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.	DIVCLASS	2.64	2.79		-.16	2.69		-.06	2.71		-.07	2.81	*	-.18
f. Came to class without completing readings or assignments	CLUNPREP	2.25	2.07	**	.25	2.09	*	.22	2.09	*	.21	2.07	**	.24
g. Worked with other students on projects during class	CLASSGRP	2.42	2.62	*	-.22	2.35		.08	2.44		-.02	2.44		-.02
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	3.15	2.47	***	.75	2.51	***	.71	2.74	***	.46	2.73	***	.48
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	2.98	2.85		.15	2.78	**	.25	2.83	*	.18	2.86		.15
j. Tutored or taught other students (paid or voluntary)	TUTOR	1.63	1.85	**	-.23	1.71		-.09	1.83	**	-.22	1.91	***	-.28
k. Participated in a community-based project as a part of a regular course	COMMPROJ	1.43	1.61	*	-.21	1.57		-.15	1.67	**	-.26	1.74	***	-.33

[a] * p<.05   ** p<.01   ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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NSSE 2004 Means Summary School Report
Indiana University-Purdue University Indianapolis

		BUSINESS	All Other IUPUI Schools			Business compared with: Urban			Doc-Int			NSSE 2004		
	Variable	Mean	Other Schools' Mean	Sig [a]	Effect Size [b]	Urban Mean	Sig [a]	Effect Size [b]	Doc-Int Mean	Sig [a]	Effect Size [b]	NSSE 2004 Mean	Sig [a]	Effect Size [b]

1. Academic and Intellectual Experiences (continued) — *1=never, 2=sometimes, 3=often, 4=very often*

		BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment — ITACADEM	3.00	3.01		-.01	2.67	***	.31	2.83	*	.17	2.78	**	.21
m.	Used email to communicate with an instructor — EMAIL	3.39	3.37		.02	3.15	***	.30	3.26	*	.16	4.00	*	-.74
n.	Discussed grades or assignments with an instructor — FACGRADE	2.64	2.82	*	-.20	2.63		.01	2.78		-.16	2.84	**	-.24
o.	Talked about career plans with a faculty member or advisor — FACPLANS	2.14	2.16		-.02	2.12		.02	2.30	*	-.16	2.50	***	-.36
p.	Discussed ideas from your reading or classes with faculty members outside of class — FACIDEAS	1.81	1.95		-.17	1.85		-.06	1.97	*	-.19	2.11	***	-.34
q.	Received prompt feedback from faculty on your academic performance (written or oral) — FACFEED	2.61	2.75		-.17	2.68		-.08	2.75	*	-.17	2.85	***	-.29
r.	Worked harder than you thought you could to meet an instructor's standards or expectations. — WORKHARD	2.57	2.65		-.09	2.64		-.08	2.68		-.12	2.72	*	-.18
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) — FACOTHER	1.50	1.64		-.15	1.61		-.12	1.75	**	-.26	1.90	***	-.41
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) — OOCIDEAS	2.84	2.87		-.04	2.78		.08	2.82		.02	2.90		-.07
u.	Had serious conversations with students of a different race or ethnicity than your own — DIVRSTUD	2.64	2.70		-.06	2.61		.04	2.64		.01	2.62		.03
v.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values — DIFFSTU2	2.56	2.75	*	-.19	2.60		-.04	2.70		-.15	2.72	*	-.16

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[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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National Survey of Student Engagement
The College Student Report

NSSE 2004 Means Summary School Report
Indiana University-Purdue University Indianapolis

	Variable	BUSINESS Mean	All Other IUPUI Schools — Other Schools' Mean	Sig [a]	Effect Size [b]	Urban Mean	Sig [a]	Effect Size [b]	Doc-Int Mean	Sig [a]	Effect Size [b]	NSSE 2004 Mean	Sig [a]	Effect Size [b]
2.	**Mental Activities**		*1=very little, 2=some, 3=quite a bit, 4=very much*											
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form — MEMORIZE	2.87	2.68	*	.20	2.81		.07	2.79		.08	2.74		.14
b.	Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components — ANALYZE	3.32	3.31		.02	3.24		.12	3.29		.04	3.30		.03
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships — SYNTHESZ	2.98	3.15	*	-.21	3.01		-.03	3.04		-.07	3.09		-.13
d.	Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions — EVALUATE	2.91	2.99		-.09	2.93		-.02	2.95		-.05	2.99		-.10
e.	Applying theories or concepts to practical problems or in new situations — APPLYING	3.16	3.24		-.10	3.20		-.05	3.22		-.08	3.23		-.09
3.	**Reading and Writing**		*1=none, 2= between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20*											
a.	Number of assigned textbooks, books, or book-length packs of course readings — READASGN	2.99	3.14		-.14	3.14		-.14	3.17	*	-.18	3.32	***	-.32
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment — READOWN	1.93	2.21	**	-.28	2.20	**	-.25	2.16	**	-.24	2.21	***	-.28
c.	Number of written papers or reports of 20 pages or more — WRITEMOR	1.69	1.55	*	.18	1.59		.13	1.64		.06	1.66		.04
d.	Number of written papers or reports between 5 and 19 pages — WRITEMID	2.43	2.45		-.02	2.56		-.12	2.56		-.14	2.66	**	-.24
e.	Number of written papers or reports of fewer than 5 pages — WRITESML	2.95	2.84		.10	2.89		.05	2.99		-.03	3.11		-.13

[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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NSSE 2004 Means Summary School Report
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	Variable	BUSINESS Mean	All Other IUPUI Schools			Business compared with:							
						Urban			Doc-Int			NSSE 2004		
			Other Schools' Mean	Sig[a]	Effect Size[b]	Urban Mean	Sig[a]	Effect Size[b]	Doc-Int Mean	Sig[a]	Effect Size[b]	NSSE 2004 Mean	Sig[a]	Effect Size[b]

4. Challenge of Examinations — *1=very little to 7=very much*

	Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
To what extent did your exams during the current school year challenge you to do your best work?	EXAMS	5.39	5.37		.02	5.38		.00	5.44		-.04	5.48		-.08

5. Quality of Advising — *1=poor, 2=fair, 3=good, 4=excellent*

	Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	2.82	2.63	*	.20	2.67		.16	2.77		.06	2.95		-.14

6. Enriching Educational Experiences

Which of the following have you done or do you plan to do before you graduate from your institution?
0=No, 1=Yes (undecided=missing) Means are the proportion of students responding "Yes."

		Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	0.33	.37		-.08	.46	**	-.26	.52	***	-.38	.56	***	-.46
b.	Community service or volunteer work	VOLUNTER	0.40	.43		-.07	.44		-.08	.54	***	-.29	.60	***	-.42
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	0.42	.23	***	.44	.16	***	.69	.22	***	.49	.23	***	.46
d.	Work on a research project with a faculty member outside of course or program requirements	RESEARCH	0.08	.12		-.13	.13		-.15	.18	**	-.25	.20	***	-.30
e.	Foreign language coursework	FORLANG	0.23	.39	***	-.32	.31		-.17	.34	**	-.24	.43	***	-.41
f.	Study abroad	STUDYABR	0.05	.06		-.07	.06		-.05	.10	*	-.18	.17	***	-.32
g.	Independent study or self-designed major	INDSTUDY	0.04	.12	**	-.25	.13	**	-.27	.17	***	-.34	.23	***	-.46
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	0.11	.25	***	-.31	.19	*	-.20	.28	***	-.37	.35	***	-.49

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[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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		BUSINESS	All Other IUPUI Schools			Business compared with: Urban			Doc-Int			NSSE 2004		
	Variable	Mean	Other Schools' Mean	Sig[a]	Effect Size[b]	Urban Mean	Sig[a]	Effect Size[b]	Doc-Int Mean	Sig[a]	Effect Size[b]	NSSE 2004 Mean	Sig[a]	Effect Size[b]

1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

7. Time Usage

		BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
a.	Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program) — ACADPR01	3.40	3.84	**	-.26	3.95	***	-.41	3.94	***	-.31	4.08	***	-.38
b.	Working for pay on campus — WORKON01	1.45	1.81	*	-.20	1.60		-.12	1.83	**	-.24	1.92	***	-.30
c.	Working for pay off campus — WORKOF01	5.55	4.54	***	.36	4.82	***	.44	3.87	***	.61	3.53	***	.74
d.	Participating in co-curricular activities (organizations, campus publications, student government, etc.) — COCURR01	1.73	1.46	**	.29	1.62		.06	1.95		-.15	2.14	**	-.27
e.	Relaxing and socializing (watching TV, partying, exercising, etc.) — SOCIAL01	3.27	3.34		-.04	3.56	*	-.19	3.55	*	-.18	3.54	*	-.17
f.	Providing care for dependents living with you (parents, children, spouse, etc.) — CAREDE01	2.59	3.24	**	-.24	2.62		-.01	2.40		.08	2.25		.15
g.	Commuting to class — COMMUTE	2.47	2.54		-.07	2.46		.01	2.41		.06	2.30	*	.17

8. Educational and Personal Growth

1=very little, 2=some, 3=quite a bit, 4=very much

		BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
a.	Acquiring a broad general education — GNGENLED	3.28	3.16		.15	3.11		.11	3.20		.10	3.32		-.06
b.	Acquiring job or work-related knowledge and skills — GNWORK	3.14	2.97	*	.19	2.89		.10	3.02		.14	3.02		.13
c.	Writing clearly and effectively — GNWRITE	3.14	3.08		.07	2.94	*	.21	3.00		.16	3.12		.03
d.	Speaking clearly and effectively — GNSPEAK	3.15	2.92	**	.26	2.77	***	.48	2.90	***	.28	3.01	*	.17

[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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	Variable	BUSINESS Mean	Other Schools' Mean	Sig [a]	Effect Size [b]	Urban Mean	Sig [a]	Effect Size [b]	Doc-Int Mean	Sig [a]	Effect Size [b]	NSSE 2004 Mean	Sig [a]	Effect Size [b]
			All Other IUPUI Schools			**Urban**			**Doc-Int**			**NSSE 2004**		

8. Educational and Personal Growth (continued) — *1=very little, 2=some, 3=quite a bit, 4=very much*

		BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
a.	Thinking critically and analytically (GNANALY)	3.33	3.33		.00	3.22		.13	3.30		.03	3.37		-.05
b.	Analyzing quantitative problems (GNQUANT)	3.01	2.89		.13	2.86		.16	2.90		.12	2.87		.15
c.	Using computing and information technology (GNCMPTS)	3.41	3.30		.13	3.10	***	.37	3.21	**	.24	3.12	***	.33
d.	Working effectively with others (GNOTHERS)	3.32	3.02	***	.34	2.89	***	.51	3.07	***	.29	3.14	*	.21
e.	Voting in local, state, or national elections (GNCITIZN)	1.49	1.58		-.11	1.67	*	-.21	1.68	**	-.22	1.84	***	-.37
f.	Learning effectively on your own (GNINQ)	2.95	3.02		-.07	2.93		.03	3.00		-.05	3.09	*	-.17
g.	Understanding yourself (GNSELF)	2.67	2.67		.00	2.59		.10	2.69		-.02	2.88	*	-.21
h.	Understanding people of other racial and ethnic backgrounds (GNDIVERS)	2.49	2.50		-.01	2.49		.00	2.52		-.03	2.58		-.08
i.	Solving complex real-world problems (GNPROBSV)	2.71	2.57		.14	2.57		.15	2.66		.05	2.69		.02
j.	Developing a personal code of values and ethics (GNETHICS)	2.47	2.40		.07	2.38		.09	2.53		-.06	2.72	**	-.25
k.	Contributing to the welfare of your community (GNCOMMUN)	2.11	2.13		-.02	2.08		.04	2.25		-.14	2.43	***	-.31
l.	Developing a deepened sense of spirituality (GNSPIRIT)	1.48	1.53		-.06	1.58		-.11	1.75	**	-.27	2.00	***	-.47

[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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| | | **BUSINESS** | **All Other IUPUI Schools** | | | **Business compared with:** | | | | | | | | |
| | | | | | | **Urban** | | | **Doc-Int** | | | **NSSE 2004** | | |
	Variable	Mean	Other Schools' Mean	Sig [a]	Effect Size [b]	Urban Mean	Sig [a]	Effect Size [b]	Doc-Int Mean	Sig [a]	Effect Size [b]	NSSE 2004 Mean	Sig [a]	Effect Size [b]
9.	**Institutional Environment**					*1=very little, 2=some, 3=quite a bit, 4=very much*								
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	3.13	3.13		.00	3.05		.10	3.09		.05	3.14		-.01
b.	Providing the support you need to help you succeed academically	ENVSUPRT	2.97	2.78	*	.23	2.68	***	.32	2.81	*	.20	2.97		.01
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	2.46	2.33		.13	2.22	**	.30	2.36		.10	2.41		.05
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1.77	1.74		.03	1.67		.10	1.78		-.01	1.92	*	-.17
e.	Providing the support you need to thrive socially	ENVSOCAL	1.84	1.82		.02	1.85		-.01	1.99	*	-.18	2.12	***	-.31
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	2.14	2.10		.05	2.22		-.09	2.41	***	-.29	2.59	***	-.47
g	Using computers in academic work	ENVCOMPT	3.62	3.57		.08	3.41		.24	3.50		.10	3.45	***	.14
10.	**Quality of Relationships**					*Mark the box that best represents the quality of your relationships with people at your institution.* *1= unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging*								
a.	Relationships with other students	ENVSTU	5.51	5.47		.03	5.44		.07	5.65		-.11	5.76	*	-.20
				1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic											
b.	Relationships with faculty members	ENVFAC	5.34	5.48		-.10	5.35		.00	5.48		-.11	5.73	***	-.32
				1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible											
c.	Relationships with administrative personnel and offices	ENVADM	4.91	4.61	*	.18	4.54	***	.37	4.62	*	.18	4.82		.06

[a] * p<.05   ** p<.01   ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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	Variable	BUSINESS Mean	All Other IUPUI Schools Other Schools' Mean	Sig[a]	Effect Size[b]	Business compared with: Urban Urban Mean	Sig[a]	Effect Size[b]	Doc-Int Doc-Int Mean	Sig[a]	Effect Size[b]	NSSE 2004 NSSE 2004 Mean	Sig[a]	Effect Size[b]
Satisfaction			*1=poor, 2=fair, 3=good, 4=excellent*											
11. How would you evaluate your entire educational experience at this institution?	ENTIREXP	3.21	3.05	**	.23	2.97	**	.25	3.12		.13	3.25		-.06
			1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes											
12. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	3.16	3.01		.17	2.93	*	.22	3.07		.10	3.18		-.03
Problem Sets			*1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6*											
Number of *problem sets* that take you more than an hour to complete	PROBSETA	2.43	2.51		-.07	2.62	*	-.20	2.55		-.11	2.49		-.06
			1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes											
Number of *problem sets* that take you less than an hour to complete	PROBSETB	2.15	2.13		.01	2.32	*	-.19	2.32		-.15	2.29		-.12
Additional Collegiate Experiences			*In your experience at this institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*											
Attended an art exhibit, gallery, play, dance, or other theatre performance	ATTDARTS	1.55	1.77	**	-.25	1.76	**	-.23	1.86	***	-.36	2.03	***	-.53
Exercised or participated in physical fitness activities	EXERCISE	2.23	2.12		.11	2.23		.00	2.45	*	-.20	2.57	***	-.30
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc,)	WORSHIP	1.99	1.98		.00	1.86		.15	1.95		.04	2.07		-.08

[a] * p<.05   ** p<.01   ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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	BUSINESS	All Other IUPUI Schools			Business compared with: Urban			Doc-Int			NSSE 2004		
Variable	Mean	Other Schools' Mean	Sig[a]	Effect Size[b]	Urban Mean	Sig[a]	Effect Size[b]	Doc-Int Mean	Sig[a]	Effect Size[b]	NSSE 2004 Mean	Sig[a]	Effect Size[b]

Benchmark Items

1. Level of Academic Challenge

1=never, 2=sometimes, 3=often, 4=very often

Item	Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	3.40	3.84	**	-0.26	3.95	***	-.41	3.94	***	-.31	4.08	***	-.38

1=none, 2= between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

Item	Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Number of assigned textbooks, books, or book-length packs of course readings	READASGN	2.99	3.14		-0.14	3.14		-.14	3.17	*	-.18	3.32	***	-.32
Number of written papers or reports of 20 pages or more	WRITEMOR	1.69	1.55	*	0.18	1.59		.13	1.64		.06	1.66		.04
Number of written papers or reports between 5 and 19 pages	WRITEMID	2.43	2.45		-0.02	2.56		-.12	2.56		-.14	2.66	**	-.24
Number of written papers or reports of fewer than 5 pages	WRITESML	2.95	2.84		0.10	2.89		.05	2.99		-.03	3.11		-.13

1=very little, 2=some, 3=quite a bit, 4=very much

Item	Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	3.32	3.31		0.02	3.24		.12	3.29		.04	3.30		.03
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	2.98	3.15	*	-0.21	3.01		-.03	3.04		-.07	3.09		-.13
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	2.91	2.99		-0.09	2.93		-.02	2.95		-.05	2.99		-.10
Applying theories or concepts to practical problems or in new situations	APPLYING	3.16	3.24		-0.10	3.20		-.05	3.22		-.08	3.23		-.09

[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

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	BUSINESS	All Other IUPUI Schools			Business compared with: Urban			Doc-Int			NSSE 2004		
Variable	Mean	Other Schools' Mean	Sig [a]	Effect Size [b]	Urban Mean	Sig [a]	Effect Size [b]	Doc-Int Mean	Sig [a]	Effect Size [b]	NSSE 2004 Mean	Sig [a]	Effect Size [b]

2. Active and Collaborative Learning

1=never, 2=sometimes, 3=often, 4=very often

Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Asked questions in class or contributed to class discussions — CLQUEST	2.97	3.12		-0.17	2.99		-.03	3.03		-.08	3.16	**	-.23
Made a class presentation — CLPRESEN	3.03	2.71	***	0.35	2.61	***	.48	2.78	***	.28	2.86	*	.20
Worked with other students on projects during class — CLASSGRP	2.42	2.62	*	-0.22	2.35		.08	2.44		-.02	2.44		-.02
Worked with classmates outside of class to prepare class assignments — OCCGRP	3.15	2.47	***	0.75	2.51	***	.71	2.74	***	.46	2.73	***	.48
Tutored or taught other students (paid or voluntary) — TUTOR	1.63	1.85	**	-0.23	1.71		-.09	1.83	**	-.22	1.91	***	-.28
Participated in a community-based project as a part of a regular course — COMMPROJ	1.43	1.61	*	-0.21	1.57		-.15	1.67	**	-.26	1.74	***	-.33
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) — OCCIDEAS	2.84	2.87		-0.04	2.78		.08	2.82		.02	2.90		-.07

3. Student-Faculty Interactions

1=never, 2=sometimes, 3=often, 4=very often

Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Discussed grades or assignments with an instructor — FACGRADE	2.64	2.82	*	-0.20	2.63		.01	2.78		-.16	2.84	**	-.24
Talked about career plans with a faculty member or advisor — FACPLANS	2.14	2.16		-0.02	2.12		.02	2.30	*	-.16	2.50	***	-.36
Discussed ideas from your reading or classes with faculty members outside of class — FACIDEAS	1.81	1.95		-0.17	1.85		-.06	1.97	*	-.19	2.11	***	-.34
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) — FACOTHER	1.50	1.64		-0.15	1.61		-.12	1.75	**	-.26	1.90	***	-.41
Received prompt feedback from faculty on your academic performance (written or oral) — FACFEED	2.61	2.75		-0.17	2.68		-.08	2.75	*	-.17	2.85	***	-.29

Which of the following have you done or do you plan to do before you graduate from your institution?
0=No, 1=Yes (undecided=missing) Means are the proportion of students responding "Yes."

Variable	BUSINESS Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Work on a research project with a faculty member outside of course or program — RESEARCH	0.08	0.12		-0.13	.13		-.15	.18	**	-.25	.20	***	-.30

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[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.

[b] Effect size=mean difference divided by comparison group standard deviation.

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	BUSINESS	All Other IUPUI Schools			Business compared with: Urban			Doc-Int			NSSE 2004		
Variable	Mean	Other Schools' Mean	Sig[a]	Effect Size[b]	Urban Mean	Sig[a]	Effect Size[b]	Doc-Int Mean	Sig[a]	Effect Size[b]	NSSE 2004 Mean	Sig[a]	Effect Size[b]

4. Enriching Educational Experiences

1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Variable	Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Participating in co-curricular activities (organizations, campus publications, student government, etc.) COCURR01	1.73	1.46		0.29	1.62		.06	1.95		-.15	2.14	**	-.27

Which of the following have you done or do you plan to do before you graduate from your institution?
0=No, 1=Yes (undecided=missing) Means are the proportion of students responding "Yes."

Variable	Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Practicum, internship, field experience, co-op experience, or clinical assignment INTERN	0.33	0.37		-0.08	.46	**	-.26	.52	***	-.38	.56	***	-.46
Community service or volunteer work VOLUNTER	0.40	0.43		-0.07	.44		-.08	.54	***	-.29	.60	***	-.42
Foreign language coursework FORLANG	0.23	0.39	***	-0.32	.31		-.17	.34	**	-.24	.43	***	-.41
Study abroad STUDYABR	0.05	0.06		-0.07	.06		-.05	.10	*	-.18	.17	***	-.32
Independent study or self-designed major INDSTUDY	0.04	0.12	**	-0.25	.13	**	-.27	.17	***	-.34	.23	***	-.46
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) SENIORX	0.11	0.25	***	-0.31	.19	*	-.20	.28	***	-.37	.35	***	-.49

1=never, 2=sometimes, 3=often, 4=very often

Variable	Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Had serious conversations with students of a different race or ethnicity than your own DIVRSTUD	2.64	2.70		-0.06	2.61		.04	2.64		.01	2.62		.03
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values DIFFSTU2	2.56	2.75	*	-0.19	2.60		-.04	2.70		-.15	2.72	*	-.16
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ITACADEM	3.00	3.01		-0.01	2.67	***	.31	2.83	*	.17	2.78	**	.21

1=very little, 2=some, 3=quite a bit, 4=very much

Variable	Mean	Other Schools' Mean	Sig	Effect Size	Urban Mean	Sig	Effect Size	Doc-Int Mean	Sig	Effect Size	NSSE 2004 Mean	Sig	Effect Size
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds ENVDIVRS	2.46	2.33		0.13	2.22	**	.30	2.36		.10	2.41		.05

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[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

NSSE 2004 Means Summary School Report
Indiana University-Purdue University Indianapolis

| | | **BUSINESS** | **All Other IUPUI Schools** | | | **Business compared with:** | | | | | | | | |
| | | | | | | **Urban** | | | **Doc-Int** | | | **NSSE 2004** | | |
	Variable	Mean	Other Schools' Mean	Sig[a]	Effect Size[b]	Urban Mean	Sig[a]	Effect Size[b]	Doc-Int Mean	Sig[a]	Effect Size[b]	NSSE 2004 Mean	Sig[a]	Effect Size[b]
5. Supportive Campus Environment			*1=very little, 2=some, 3=quite a bit, 4=very much*											
Providing the support you need to help you succeed academically	ENVSUPRT	2.97	2.78	*	0.23	2.68	***	.32	2.81	*	.20	2.97		.01
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1.77	1.74		0.03	1.67		.10	1.78		-.01	1.92	*	-.17
Providing the support you need to thrive socially	ENVSOCAL	1.84	1.82		0.02	1.85		-.01	1.99	*	-.18	2.12	***	-.31
			1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging											
Relationships with other students	ENVSTU	5.51	5.47		0.03	5.44		.07	5.65		-.11	5.76	*	-.20
			1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic											
Relationships with faculty members	ENVFAC	5.34	5.48		-0.10	5.35		.00	5.48		-.11	5.73	***	-.32
			1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible											
Relationships with administrative personnel and offices	ENVADM	4.91	4.61	*	0.18	4.54	***	.37	4.62	*	.18	4.82		.06

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[a] * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 10-15.
[b] Effect size=mean difference divided by comparison group standard deviation.

12

INDIANA UNIVERSITY SCHOOL OF DENTISTRY

SURVEY OF RECENT DDS GRADUATES

DO NOT PLACE YOUR NAME ON THIS SURVEY

ALL ANSWERS ARE GUARANTEED TO BE CONFIDENTIAL and ANONYMOUS. We do use a number that appears on the mailing envelopes that lets us know when you have responded, so we will not bother you with additional mailings. When your questionnaire arrives, we remove it from the envelope and remove your name from the mailing list eliminating any connection between your name and the data. **No information** will be reported to the Dental School at the individual level.

If you have any questions about the administration of this survey, do not hesitate to call us at **317-278-2282**.

Please use the enclosed postage paid return address envelope to return the questionnaire to us. The survey will be delivered to:

School of Dentistry Survey Project
Union Building Room G003
IUPUI

Thank you in advance for your participation.

The information you provide here will help the School of Dentistry make decisions about a broad range of processes that will enable the School to become a stronger and more responsive institution. Please indicate your responses to the following questions by putting a check mark in the accompanying boxes.

Section 1 - Career

1-1. In what career activity did you engage <u>immediately following</u> dental school?

> (**Select one best response**)
> ❑ Solo General Practitioner
> ❑ Solo Specialist
> ❑ Group General Practitioner
> ❑ Group Specialist
> ❑ General Practitioner Associate
> ❑ Specialist Associate
> ❑ Military Dentist or Military Program
> ❑ Graduate/Residency Program
> ❑ Dental School Faculty
>   Please indicate your rank when you took this position _____
> ❑ Public Health
> ❑ Industry
> ❑ Other (please specify) _____

1-2. How long have you spent in this activity? _____ years/months

1-3. If you are now engaged in a <u>different type of career activity</u> from the activity listed above, how do you <u>currently</u> spend the majority of your work week? ***If you are still engaged in the same activity you began after graduating with your DDS, please skip to question 1-5.***

> (**Select one best response**)
> ❑ Solo General Practitioner
> ❑ Solo Specialist
> ❑ Group General Practitioner
> ❑ Group Specialist
> ❑ General Practitioner Associate
> ❑ Specialist Associate
> ❑ Military Dentist or Military Program
> ❑ Graduate/Residency Program
> ❑ Dental School Faculty
>   Rank _____
> ❑ Public Health
> ❑ Industry
> ❑ Other (please specify) _____

1- 4. How long have you spent in this activity? _____ years/months

Section 1 – Career contd.

1-5. What is the location of your current practice or place of employment (select one)?

     ❑ Metropolitan area – population greater than 100,000
     ❑ Metropolitan area – population 50,000 to 99,999
     ❑ Urban/Suburban area – population 25,000 to 49,999
     ❑ Urban/Suburban area – population 10,000 to 24, 999
     ❑ Urban/Rural area – population less than 10,000

1-6. Are you located in an area that is considered to be underserved for dental care?

     ❑ Yes   ❑ No

Section 2 - The Dental Program: Please respond to the following statements describing characteristics of an oral health provider by indicating the degree to which you agree or disagree that the dental education you received contributed to these characteristics.

	Strongly Agree ▼	Agree ▼	Undecided ▼	Disagree ▼	Strongly Disagree ▼
I am able to deliver dental care that is state of the art and patient centered.	❑	❑	❑	❑	❑
I am a life-long, self-directed learner.	❑	❑	❑	❑	❑
I can confront problems and seek solutions.	❑	❑	❑	❑	❑
I understand the biological basis of human health and disease.	❑	❑	❑	❑	❑
I can apply basic science principles to clinical practice.	❑	❑	❑	❑	❑
I have a deep appreciation for the contribution of research to clinical practice.	❑	❑	❑	❑	❑
I am an effective communicator.	❑	❑	❑	❑	❑
I have a community perspective relative to dental care.	❑	❑	❑	❑	❑
I am aware of my personal qualities as they affect my professional behavior.	❑	❑	❑	❑	❑
I am able to self-evaluate and take part in responsible peer evaluation.	❑	❑	❑	❑	❑
I can contribute to the solution of health care problems through innovative and fresh approaches.	❑	❑	❑	❑	❑

Section 3 – **Educational Competencies:** Reflecting back on it, how prepared were you **upon graduating** from the Dental School in each of the following areas?

	Very well prepared ▼	Somewhat prepared ▼	Undecided ▼	Somewhat unprepared ▼	Very unprepared ▼
a. Patient assessment and diagnosis	❑	❑	❑	❑	❑
b. Treatment planning and case presentation	❑	❑	❑	❑	❑
c. Patient education and disease prevention	❑	❑	❑	❑	❑
d. Pain/anxiety control	❑	❑	❑	❑	❑
e. Pharmacotherapeutics	❑	❑	❑	❑	❑
f. Prevention and management of dental and medical emergencies	❑	❑	❑	❑	❑
g. Diagnosis/restoration of missing/defective teeth to form, function and esthetics in children	❑	❑	❑	❑	❑
h. Diagnosis/restoration of missing/defective teeth to form, function and esthetics in adolescent, adult and geriatric patients	❑	❑	❑	❑	❑
i. Diagnosis and management of periodontal disorders	❑	❑	❑	❑	❑
j. Prevention, diagnosis and management of pulpal and periradicular diseases	❑	❑	❑	❑	❑
k. Diagnosis and management of oral mucosal disorders	❑	❑	❑	❑	❑
l. Diagnosis and management of uncomplicated oral surgical problems	❑	❑	❑	❑	❑
m. Diagnosis and management of uncomplicated orthodontic problems	❑	❑	❑	❑	❑
n. Recognition and management of ethical issues and problems in dental practice	❑	❑	❑	❑	❑
o. Codes, rules and regulations governing dental practice	❑	❑	❑	❑	❑
p. Interpersonal skills and management of patient behavior	❑	❑	❑	❑	❑
q. Management of a dental practice	❑	❑	❑	❑	❑
r. Infection control standards and procedures	❑	❑	❑	❑	❑
s. Critical evaluation of new dental procedures and therapies	❑	❑	❑	❑	❑
t. Incorporation of new dental procedures and therapies that are scientifically efficacious	❑	❑	❑	❑	❑
u. Life-long learning and self-assessment to maintain competency	❑	❑	❑	❑	❑
v. Information technology resources	❑	❑	❑	❑	❑
w. Detection, diagnosis, risk assessment, prevention and management of dental caries	❑	❑	❑	❑	❑

3-2. Please list the three competencies from the items in Section 3 that you find to be <u>most important</u> to your practice of dentistry (write out the item or indicate the item's letter code).

1. _____

2. _____

3. _____

3-3. Please list the three competencies from the items in Section 3 that you find to be <u>least important</u> to your practice of dentistry (write out the item or indicate the item's letter code).

1. _____

2. _____

3. _____

3-4. How often do you use information from the current literature in your practice or career?

❑ Never
❑ Rarely
❑ Sometimes
❑ Often
❑ Very Often

Section 4 - Demographics

4-1. What is your gender?

❑ Male
❑ Female

4-2. In what year did you graduate with your DDS? _____

4-3. What is your state or country of residence? _____

Section 5 – Community Involvement and Service

5-1. In the <u>past year</u>, how often did you participate in community service that related to educating the public about oral health?

❑ Never (0)
❑ Once or twice (1-2)
❑ Three to five times (3-5)
❑ Six or more times (6+)

5-2. In the <u>past year</u>, how many times did you participate in community service that provided dental care to underserved patients?

❑ Never (0)

❑ Once or twice (1-2)

❑ Three to five times (3-5)

❑ Six or more times (6+)

5-3. To which professional organizations do you currently belong (**check all that apply**)?

❑ American Dental Association

❑ State dental association

❑ Local/regional dental association

❑ American Dental Education Association

❑ American College of Dentistry

❑ National discipline/specialty academy

❑ Local/regional discipline/specialty organization

❑ Local/regional study club or service organization

❑ Other (please specify) _____

5-4. During the <u>past year</u>, how active have you been in any of the above groups?

❑ Very active (office holder, diligent attendance)

❑ Active (frequent attendance, committee membership)

❑ Interested (periodic or sporadic participation or attendance)

❑ Inactive (rarely or never participate)

❑ Did not belong to these groups

Comments - If you have any comments or suggestions for improving the DDS program at the Indiana University School of Dentistry, please make them here.

Please return this questionnaire in the enclosed postage paid reply envelope - Thank you!

Enhancing Student Success Through Electronic Portfolios

Grant Amount Requested: $30,000

Principal Investigator:
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Indiana University-Purdue University Indianapolis
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Phone: 317.278.1846 Fax: 317.278.3602
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Authorized Institutional Representative
Pamela M. McKeough
Director, Sponsored Program Administration
Indiana University-Purdue University Indianapolis
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Indianapolis, IN 46202
Phone: 317.274.8285 Fax: 317.274.8744.
E-mail: pmckeoug@iupui.edu

Principal Investigator

Authorized Institutional Representative

Other PI

Project Summary

This proposed project will address two issues:

1. What is the impact of electronic student portfolios on the success of first-year students, as measured by grades, other assessment findings, self-reports, and retention?

2. How can the large amounts of assessment data generated by electronic student portfolios be effectively managed, so that these data are truly useful for improvement?

Research on the first question will be situated in IUPUI's freshman Learning Communities. Each semester during 2004-2005, 10 of these Learning Communities will pilot IUPUI's new student electronic portfolio (ePort). For comparison, 10 non-pilot Learning Communities will be selected each semester to serve as the control group. Several outcomes for the two groups will be compared, including grades, assessment findings, student self-reports on learning, and retention to the following semester.

To address the second question, several assessment methods will be tested, including automated essay scoring, computerized content analysis, and sampling. The PIs are especially interested in experimenting with the Intellimetric program, which is designed specifically to score the kinds of student work that typically are included in student portfolios.

Two faculty groups will assist with the project. The first, a working group of 10 faculty involved in the ePort pilot, will act as an advisory group to this project and the ePort pilot as a whole. The second group, several faculty "Communities of Practice" focused on IUPUI's Principles of Undergraduate Learning, will carry out the actual assessment of student work. In addition, a student focus group will provide a student perspective on the ePort pilot, while a student task force will serve in a more formal advisory capacity—for example, developing the rubrics for "experiential" learning of the Principles of the Undergraduate Learning.

South Central Indiana CAPE Project

August 2004

Report Prepared by: Victor Borden, Katie Morrow and Jessica Jacot

Overview

The third teacher and principal survey provides evidence of the impact of the South Central Indiana CAPE Project School Improvement, K-12 Professional Development, and Higher Student Achievement efforts on the participating schools. The second survey, administered in Spring 2003 provided ample evidence that teachers across the board had increased their efforts to align curricula, improve teaching strategies, and utilize information sources more effectively. However, results of the second survey also showed some unevenness in these developments across school levels, with elementary school teachers showing the highest level of engagement and high school teachers the least. Results of the third survey, administered in Spring 2004, shows that most of the improvements noted last year continue. Improvements continued in several notable ways, especially in the high schools, where teachers appeared to pay more attention to state standards. Several results of this year's survey suggest that the state-level efforts to standardize curricula may be reducing the need for teachers to align with each other, since aligning to the same set of standards should accomplish the same end, albeit with less school-level control.

Purpose

A third and final survey was conducted in May 2004 to assess the behaviors and attitudes of teachers and principals at schools participating in the K-12 component of the South Central Indiana Community Alliance to Promote Education and compare the results to previous surveys conducted in May 2002 and May 2003. The survey included questions related to overall school improvement efforts, to perceptions about student motivation and achievement, and to the kinds of activities that will most likely be impacted by school-based initiatives and activities that are generated through project participation: curricular alignment; professional development; instructional strategies; and information utilization and usefulness.

Information Sources Survey

initiated by
Planning and Institutional Improvement (PAII)

Thank you for participating in this survey. Parts I and II of the questionnaire ask you to respond to items regarding the utilization and usefulness of information sources. Following Part II you will find a Reference List that simply identifies the information sources, products, and services that we provide for the campus.

Part I. For each of the following items listed in the document sent to you by Chancellor Bantz earlier this fall entitled *Program Characteristics,* please indicate the AVAILABILITY of the information you and your colleagues are using in your decision-making process by placing a check in the appropriate column. As you respond, please consider information **from any source**.

	Information Readily Available	Information Available with Some Effort	Information Not Available
External support (contracts/grants/gifts)			
Opportunities for growth			
Faculty engagement in decision-making			
Reputation among students for teaching effectiveness			
Record of attracting well-prepared students over time			
Internal demand for courses, majors			
Student retention and completion rates			
Scholarly productivity			
External demand (applicant pool, job placement rate, employer demand for graduates)			
Involvement in the community			
Financial position			

Part II. Some of the information sources related to the *Program Characteristics* listed on the previous page are provided by PAII. These sources, along with several of our products and services, are listed below. For each item listed, please respond to the questions regarding AVAILABILITY, UTILIZATION, AND USEFULNESS by placing a check in the appropriate column. Your candid responses will be very helpful to us.

Information Sources, Products and Services	Did you know this was available?		Have you used this?		How useful was this?		
	Yes	No	Yes	No	Very Useful	Somewhat Useful	Not useful
Information Sources							
5-year enrollment and degree trends http://www.imir.iupui.edu/infore/infore_fiveyeartrend.asp							
Point-in-cycle enrollment monitoring system http://www.imir.iupui.edu/point_in_cycle/index.asp							
Civic Engagement Inventory http://www.imir.iupui.edu/ceinv/							
Campus performance indicators http://www.iport.iupui.edu/performance/							
Data from peer institutions http://www.imir.iupui.edu/infore/							
Online Management Indicators (school-level trends of enrollment, student progress, faculty/staff, and finance) http://www.imir.iupui.edu/odb/							
Faculty and staff surveys http://www.imir.iupui.edu/infore/infore_facultystaff.asp							
Student surveys http://www.imir.iupui.edu/infore/infore_studentsurveys.asp							
Alumni surveys http://www.imir.iupui.edu/infore/infore_recentalumni.asp							
Fall Enrollment Analysis http://www.imir.iupui.edu/infore/infore_studentenroll.asp							
Annual Degree Analysis http://www.imir.iupui.edu/infore/infore_degreesconfer.asp							
Student Progress Analysis http://www.imir.iupui.edu/infore/infore_studentprogressperf.asp							
Products							
Program reviews http://www.planning.iupui.edu/programreview/iupuiprogramreview.html							
PRAC annual reports http://www.planning.iupui.edu/prac/prac.html#School%20Assessment%20Reports							
Placement testing reports http://tc.iupui.edu/report/report.asp							
Annual campus *Performance Report* *http://www.planning.iupui.edu/mission/mission.html#IUPUI%20Performance%20Reports*							
Electronic institutional portfolio http://www.iport.iupui.edu/							

Information Sources, Products and Services	Did you know this was available?		Have you used this?		How useful was this?		
	Yes	No	Yes	No	Very Useful	Somewhat Useful	Not useful
Services							
Cost/revenue analyses from Economic Model Office http://www.emo.iupui.edu/							
Activity analyses (Economic Model Office) http://www.emo.iupui.edu/							
Information requests and analyses (IMIR) http://www.imir.iupui.edu/imir/reqinfo.asp							
Course evaluations (Testing Center) http://tc.iupui.edu/Testing/MissionStuff.asp							
National or state testing http://tc.iupui.edu/external/external.asp							
Scanning services http://tc.iupui.edu/testing/scancosts.asp							
Assistance with outcomes assessment http://www.planning.iupui.edu/							
Assistance with strategic or long-range planning http://www.planning.iupui.edu/							

Print & Save for Future Reference

Reference List. This table includes a list of some of the information resources, products and services PAII provides. Each item is accompanied by a brief description and the *Program Characteristic(s)* to which it is most closely related.

Information Sources, Products and Services	External Support	Opportunities for Growth	F/S engagement in Decision Making	Program Effectiveness	Record of Attracting Well-Prepared Students	Demand for Courses	Student Retention and Completion Rates	Scholarly Productivity	External Demand	Involvement in the Community	Financial Position
5-year enrollment and degree trends Trend reports for headcount, credit hours, and degrees conferred http://www.imir.iupui.edu/infore/infore_fiveyeartrend.asp		X				X					
Point-in-cycle enrollment monitoring system The *IUPUI Point-in-Cycle Enrollment Management Reports* website contains a series of reports that track the status of IUPUI admissions and enrollment for upcoming semesters. Registration reports include headcount and credit hours. Reports on admissions include number of applicants and admits, indicators of quality for the undergraduate pool, and demographics. http://www.imir.iupui.edu/point_in_cycle/index.asp					X	X			X		
Civic Engagement Inventory Searchable online database of major civic engagement initiatives organized by category (culture, health, economic development, etc.) http:// www.imir.iupui.edu/ceinv/				X					X	X	
Campus performance indicators Ratings and evidence of effectiveness on indicators related to mission-critical objectives including indicators for Teaching and Learning; Civic Engagement; Research, Scholarship, and Creative Activity; Diversity; and Best Practices. www.iport.iupui.edu/performance/	X		X	X	X		X	X		X	X
Data from peer institutions Comparative institutional data, available on request, comparing IUPUI to peer urban universities or other select groups of institutions		X		X	X		X				

Information Sources, Products and Services	External Support	Opportunities for Growth	F/S engagement in Decision Making	Program Effectiveness	Record of Attracting Well-Prepared Students	Demand for Courses	Student Retention and Completion Rates	Scholarly Productivity	External Demand	Involvement in the Community	Financial Position
Online Management Indicators A variety of reports on enrollments, student progress and outcomes, faculty and staff, and financials http://www.imir.iupui.edu/odb/	X		X	X		X	X	X	X		X
Faculty and staff surveys The faculty survey conducted by IMIR contains information about faculty opinions about: the quality of IUPUI, the campus environment, the faculty work environment, student welfare, campus services, campus technology support; and the use of instructional methods. The staff survey collects staff opinions and perceptions about IUPUI in general and about important aspects of the work environment, including work climate, communications among staff, leadership, rewards and recognition, and job satisfaction. http://www.imir.iupui.edu/infore/infore_facultystaff.asp			X	X				X			
Student surveys The *Continuing Student Satisfaction and Priorities Survey* conducted by IMIR contains information on student (undergraduate) satisfaction with and the importance of aspects of the physical, academic, and student support environment. Additional items concern student involvement in learning, attitudes, growth and emphasis relative to the principles of undergraduate learning and students' family and work background. http://www.imir.iupui.edu/infore/infore_studentsatis.asp				X							
Alumni surveys *Recent Alumni Survey* (undergraduates) conducted by IMIR contains information about current employment and education status, satisfaction with and importance of the IUPUI experience and the impact of IUPUI on student learning. http://www.imir.iupui.edu/infore/infore_recentalumni.asp				X					X		

Information Sources, Products and Services	External Support	Opportunities for Growth	F/S engagement in Decision Making	Program Effectiveness	Record of Attracting Well-Prepared Students	Demand for Courses	Student Retention and Completion Rates	Scholarly Productivity	External Demand	Involvement in the Community	Financial Position
Fall Enrollment Analysis In-depth analysis of current enrollments and recent trends http://www.imir.iupui.edu/infore/infore_studentenroll.asp					X	X	X				
Annual Degree Analysis In-depth analysis of recent trends in degrees conferred http://www.imir.iupui.edu/infore/infore_degreesconfer.asp		X					X				
Student Progress Analysis Periodic analyses of student retention and graduation rates, as well as student performance in introductory courses with a variety of reports on student progress, retention, and graduation rates http://www.imir.iupui.edu/infore/infore_studentprogressperf.asp				X	X		X				
Program reviews				X	X	X	X				
PRAC annual reports				X							
Placement testing reports Includes Annual Placement Validity Reports, Course Placement or FOCUS query reports for class rosters/audit reports for ENG Writing and Math courses, ACT COMPASS/ESL Standard Individual Reports, Ad-hoc requests for placement test data			X	X	X	X		X			
Annual campus *Performance Report* Report on annual highlights organized around key mission elements and distributed to internal and external stakeholders. Currently published in print; starting with 2002-2003 report, will be published both in print and online (at www.iport.iupui.edu).	X	X	X	X	X		X	X		X	X
Electronic institutional portfolio (www.iport.iupui.edu) Online report on IUPUI's effectiveness in key mission areas; used as platform for 2002 accreditation self-study. Includes evidence and examples, in multiple media, that demonstrate effectiveness.	X		X	X	X		X	X		X	X

Information Sources, Products and Services	External Support	Opportunities for Growth	F/S engagement in Decision Making	Program Effectiveness	Record of Attracting Well-Prepared Students	Demand for Courses	Student Retention and Completion Rates	Scholarly Productivity	External Demand	Involvement in the Community	Financial Position
Cost/revenue analyses of mission areas, programs and/or school (Economic Model Office)											X
Activity analyses of mission area processes for school and programs (Economic Model Office)		X				X		X	X		X
Information requests analyses (IMIR) Special analyses performed by staff in IMIR in response to requests from administrators, faculty, or staff.		X		X	X	X	X		X		
Course evaluations (Testing Center) Administration of mid-semester and/or end-of-semester course/instructor surveys (Student Evaluation of Teaching)		X	X	X		X		X		X	
National or state testing Includes administration of commercially available national/state tests like ACT, CLEP, SAT, DANTES, Miller Analogies Test (MAT), PRAXIS-Professional Assessments for Beginning Teachers, Law School Admission Tests (LSAT), Strong Interest Inventory (SII), Myers-Briggs Type Indicator (MBTI)	X	X	X			X				X	
Scanning services Includes optical and image scanning, test scoring, document/survey design, data extraction & image archiving, images to CD-ROM, data analysis and reporting	X	X	X					X		X	
Assistance with outcomes assessment Includes psychometric/evaluation/assessment consulting services provided by Testing Center staff, facilitating assessment-related workshops on test construction and/or on developing effective exams, marking & grading, methods for detecting and preventing student plagiarism, use of item analysis to improve test items, etc.	X	X	X	X				X		X	
Assistance with strategic or long-range planning Includes consulting on program evaluation		X						X		X	

Information Sources Survey
Report of Results for Deans

The Information Sources Survey was administered in December 2003 to academic deans with 20 of the 20 (100%) survey recipients responding.

Part I: Information Availability

Given the 11 Program Characteristics distributed by Chancellor Bantz, the respondents reported that information about Student Retention and Completion was the most available while information about External Demand was the least available.

Program Characteristics	Mean	Std. Deviation	N
Student retention and completion rates	2.85	0.49	20
Financial position	2.85	0.37	20
External support	2.75	0.44	20
Reputation among students for teaching effectiveness	2.65	0.59	20
Faculty engagement in decision-making	2.60	0.60	20
Scholarly productivity	2.55	0.51	20
Internal demand for courses, majors	2.45	0.69	20
Involvement in the community	2.40	0.68	20
Opportunities for growth	2.40	0.60	20
Record of attracting well-prepared students	2.35	0.81	20
External demand	2.00	0.46	20

1= information not available 2= information available with some effort 3= information readily available

Results of Part II: Information Availability, Usage, and Utilization

All of the survey respondents were familiar with Point-in-Cycle System, Program Reviews, and the Annual Campus Performance Report. Campus Performance Indicators and Faculty, Staff, and Student Surveys were also well known among the respondents. Participants were least familiar with National or State Testing.

Did you know this was available?	Percent responding "yes"	Number responding "yes"	Total number of responses
Point-in-cycle enrollment monitoring system	100	20	20
Program reviews	100	20	20
Annual campus Performance Report	100	20	20
Campus performance indicators	95	19	20
Faculty and staff surveys	90	18	20
Student surveys	90	18	20
PRAC annual reports	90	18	20
Online Management Indicators	85	17	20
Fall Enrollment Analysis	85	17	20
Cost/revenue analyses	85	17	20
5-year enrollment and degree trends	80	16	20
Alumni surveys	80	16	20
Electronic institutional portfolio	80	16	20
Course evaluations	80	16	20
Information requests and analyses	75	15	20
Civic Engagement Inventory	70	14	20
Annual Degree Analysis	65	13	20
Activity analyses	65	13	20
Assistance with strategic or long-range planning	60	12	20
Student Progress Analysis	53	10	19
Scanning services	50	10	20
Data from peer institutions	45	9	20
Assistance with outcomes assessment	45	9	20
Placement testing reports	42	8	19
National or state testing	20	4	20

All of the respondents reported using Faculty and Staff Surveys. Many of the survey respondents reported using the Point-in-Cycle System, Campus Performance Indicators, Student Surveys, and Fall Enrollment Analysis. Only one of the respondents reported using National or State Testing.

Have you used this?	Percent responding "yes"	Number responding "yes"	Total number of responses	Usefulness of Information
Faculty and staff surveys	100	18	18	2.29
Point-in-cycle enrollment monitoring system	95	18	19	2.60
Campus performance indicators	94	17	18	2.53
Student surveys	94	17	18	2.33
Fall Enrollment Analysis	94	16	17	2.53
Online Management Indicators	94	15	16	2.72
5-year enrollment and degree trends	88	14	16	2.56
Annual campus Performance Report	84	16	19	2.47
Alumni surveys	82	14	17	2.40
Program reviews	70	14	20	2.67
Annual Degree Analysis	69	11	16	2.46
Electronic institutional portfolio	63	10	16	2.27
Student Progress Analysis	62	8	13	2.30
Course evaluations	61	11	18	2.75
PRAC annual reports	53	10	19	2.17
Civic Engagement Inventory	50	9	18	2.33
Information requests and analyses	50	9	18	2.50
Cost/revenue analyses	47	9	19	2.56
Data from peer institutions	40	6	15	2.33
Scanning services	38	6	16	2.20
Placement testing reports	36	5	14	2.00
Assistance with outcomes assessment	33	5	15	2.50
Assistance with strategic or long-range planning	31	5	16	2.43
Activity analyses	24	4	17	2.40
National or state testing	7	1	14	1.75

1= not useful 2=somewhat useful 3= very useful

Course Evaluations and Online Management Indicators were reported to be the most useful sources of information while National or State Testing was the least useful source of information.

Information Sources Survey
Report of Results from Associate Deans and Department Chairs

The Information Sources Survey was administered in April 2004 to department chairs, assistant and associate deans, PRAC members, and other faculty who were recommended by the deans. Overall, 148 were distributed and 89 were returned for a response rate of 60%. A breakdown of the respondents by primary role is shown in Figure 1.
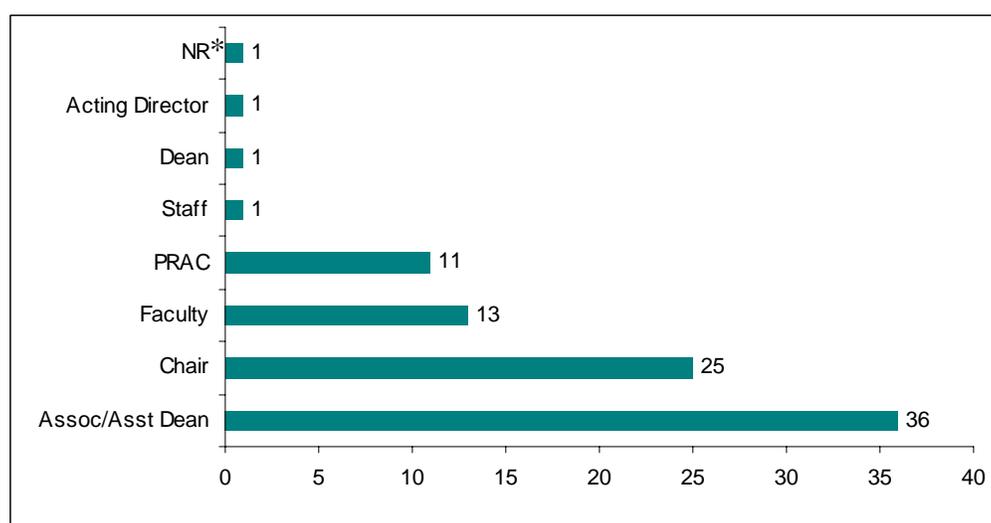
* NR = No Response

Figure 1. Information Sources Survey: Number of respondents identified by primary role

The information sources survey administered to the associate deans and department chairs was modified slightly from the one administered to the deans. The survey for the deans contained 2 parts with 36 total items. The survey administered to the associate deans and department chairs was comprised of only one part with 25 items and two demographic questions. A modified survey for the associate deans and department chairs was appropriate because their decision-making role differs from that of a dean. The deans were grappling with the 10-year financial projection scenarios at the time they responded to the survey and one part of that questionnaire asked them to respond items that were related to the scenarios. The associate deans and department chairs were not faced with the same task and therefore that portion of the survey was not administered to them.

Results: Information Sources, Products, and Services

Table 1. Number and percent reporting their knowledge of product, service, and information availability

Did you know this was available?	Percentages			Number		
	Yes	No	NR*	Yes	No	NR
Annual campus Performance Report	69%	29%	2%	61	26	2
5-year enrollment and degree trends	67%	30%	2%	60	27	2
Student surveys	67%	30%	2%	60	27	2
Course evaluations	64%	33%	3%	57	29	3
Program reviews	63%	34%	3%	56	30	3
Fall Enrollment Analysis	63%	34%	3%	56	30	3
Campus performance indicators	62%	35%	3%	55	31	3
Alumni surveys	61%	35%	4%	54	31	4
Faculty and staff surveys	61%	35%	4%	54	31	4
Electronic institutional portfolio	55%	43%	2%	49	38	2
PRAC annual reports	54%	43%	3%	48	38	3
Scanning services	53%	44%	3%	47	39	3
Assistance with outcomes assessment	48%	49%	2%	43	44	2
Civic Engagement Inventory	47%	51%	2%	42	45	2
Annual Degree Analysis	46%	49%	4%	41	44	4
Online Management Indicators	45%	51%	4%	40	45	4
Information requests and analyses	40%	55%	4%	36	49	4
Data from peer institutions	40%	55%	4%	36	49	4
Cost/revenue analyses	38%	58%	3%	34	52	3
Point-in-cycle enrollment monitoring system	36%	61%	3%	32	54	3
Assistance with strategic or long-range planning	35%	62%	3%	31	55	3
Student Progress Analysis	30%	65%	4%	27	58	4
Activity analyses	27%	70%	3%	24	62	3
Placement testing reports	26%	70%	4%	23	62	4
National or state testing	17%	79%	4%	15	70	4

* NR = No Response

The most well known service provided by PAII is the Annual Campus Performance Report (69% reported knowing it is available). The 5-year enrollment and degree trends and the student surveys are also well know among those surveyed with 67% reporting that they know these information sources are available. The national or state testing is the least known of the services with only 17% reporting they are aware if its availability. Placement testing reports and activity analyses are not well known with only 26% and 27%, respectively, reporting that they know these information sources are available. Discussion among the PAII staff may be necessary to determine possible reasons why some sources are better known than others.

It may be worthwhile to examine the differences between the number of respondents who replied knowing a service or product is available and subsequently reporting that they used the product or service. For example, only 33% of those who knew national and state testing is available reported using this service. The same percentage reported knowing about and using assistance with outcomes assessment. Only 36% of respondents said they knew the point-in-cycle enrollment monitoring system was available, but of those, 75% reported using it.

Table 2. Number and Percentage of respondents who used services and their perceived usefulness of those services.

Have you used this?	Percentage			Number			Usefulness
	Yes	No	NR*	Yes	No	NR	
Student surveys	48%	34%	18%	43	30	16	2.52
Annual campus *Performance Report*	46%	38%	16%	41	34	14	2.31
Course evaluations	44%	36%	20%	39	32	18	2.5
Fall Enrollment Analysis	44%	39%	17%	39	35	15	2.58
5-year enrollment and degree trends	43%	42%	16%	38	37	14	2.48
Alumni surveys	42%	40%	18%	37	36	16	2.44
Program reviews	40%	42%	18%	36	37	16	2.46
Faculty and staff surveys	38%	43%	19%	34	38	17	2.29
Campus performance indicators	36%	45%	19%	32	40	17	2.35
PRAC annual reports	34%	43%	24%	30	38	21	2.31
Scanning services	31%	44%	25%	28	39	22	2.59
Online Management Indicators	28%	47%	25%	25	42	22	2.41
Information requests and analyses	28%	43%	29%	25	38	26	2.76
Point-in-cycle enrollment monitoring system	27%	43%	30%	24	38	27	2.39
Civic Engagement Inventory	24%	51%	26%	21	45	23	1.91
Electronic institutional portfolio	24%	56%	20%	21	50	18	2.42
Student Progress Analysis	20%	49%	30%	18	44	27	2.18
Cost/revenue analyses	19%	46%	35%	17	41	31	2.32
Annual Degree Analysis	17%	60%	24%	15	53	21	2.24
Assistance with strategic or long-range planning	17%	49%	34%	15	44	30	2.57
Assistance with outcomes assessment	16%	58%	26%	14	52	23	2.25
Data from peer institutions	15%	55%	30%	13	49	27	2.15
Activity analyses	15%	45%	40%	13	40	36	2.21
Placement testing reports	11%	52%	37%	10	46	33	1.94
National or state testing	6%	56%	38%	5	50	34	2

* NR = No Response

1= Not useful   2= Somewhat Useful   3= Very Useful

The higher non-response rates on the use and usefulness sections may be attributed to the fact that those respondents who were not aware that a particular service or information source is available often did not respond to the use or usefulness of that service. Student surveys were the most frequently used information source with 48% reporting that they used this information followed by the Annual campus Performance Report (46% reported that they had used it). National and state testing and placement testing results has the lowest percentage of respondents reporting they used these services (6% and 11% respectively).

The highest rated service in terms of usefulness is Information requests and analyses ($\mu = 2.76$). It is quite possible that because these requests are specific and responses are designed to meet the exact needs of the requestor these services are seen as most useful. Scanning services, fall enrollment analysis, assistance with strategic or long-term planning, and student surveys are also considered quite useful with all categories receiving an average rating above 2.50.

EQUIVALENT INFORMATION TECHNOLOGY COURSES

For CIT106 – *Using a Personal Computer*, students might substitute:
    K201 IF the student was not previously a CIT major
    N100 IF the student was not previously a CIT major

For W201 – *Using Computers in Education*, students might substitute:
    CIT106
    K201
    J100
    V261
    P200

For P200 – *Microcomputer Applications in Physical Education*
    CIT106
    K201
    J100
    V261
    TCEM251

For K201 – *The Computer in Business*, students might substitute:
    CIT106 and CIT115
    V261

For J100 – *Computer Methods for Journalism*, students might substitute:
    K201
    V261
    P200 (?)

For V261 – *Computers in Public Affairs*, students might substitute:
    K201

For N100 – *Introduction to Computers*, students might substitute:
    CIT106
    K201

2003-2004 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS
Economics, Orientation Services, Political Science, Student Health Service and CAPS

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Orientation Meeting	7	3	1		
Tour of Department and Special Facilities	13	4			
Descriptive Overview of Department & Academic Programs	13	4			
Meeting with University Support Representatives		2	1		
Faculty Interviews	8	3			
Student and Alumni Interviews	10	1			
Meeting with School Dean	8	2			
Meeting with Entry Support Directors	5	2	2		
Related Department Representatives Meeting	6	1	2	1	1
Meeting with Graduate Students	5			1	
Meeting with Economic Chair from Bloomington	6				
Meeting with Researchers of Program Review for Orientation Services	3				
Concluding Discussion	8	1		1	1

Please take a moment to assist us in improving future program reviews.

1. **Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?**
    Yes. Previous review team's report. Appendices in hard copy of self-study materials. Yes, for the most part. Student work, syllabi. Could use dept. budget data and student outcomes measures. Course syllabi and assignments. I would have liked to se more examples of student work. Medical chart review, review of policies & procedures, copy of web pages, strategic plan blueprint of facility. Yes. An evidence file containing materials that provide proof of activities completed: yearly goals & objectives, surveys, reports, performance reviews, peer reviews, logs, continuing education etc. The self-study was hugely beneficial and allowed for optimal preparation. Excellent materials.

2. Please rate the sections of the self study:

Sections	Excellent	Above Avg	Average	Below Avg	Poor	N/A
Mission & Goals	10	6				2
Programs & Curricula	9	6	2	1		
Student Outcomes	8	3	2	5		
Resources	9	4	3	1	1	
Questions to Guide Team	4	8	4	1		1

3. **Did you have the necessary office equipment to complete your work efficiently?**
    N/A-brought our own laptops. Access to computer would have been helpful, although we really did not have time to write a report. Yes**.** Another laptop or two would have been useful. Laptops would have been useful for the whole team. For outsiders, e-mail access may be important. Having Kathy Johnson on the team was great as she took careful notes on her laptop and distributed them to us.

4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
    The team would have benefited greatly from 5 minute "touch down" or discussion sessions between each meeting to target specific areas to focus or concentrate. Would have liked more time with students – not just the orientation team but others as well. Yes, very appropriate. I wouldn't change much, shorten the session with University College. Faculty sessions could be shortened with have more than two in a group. First breakfast was a waste of time. About right. We might have been able to meet with faculty in groups. We meet with everyone individually. None. 2 ½ days plenty of time. Yes, but needed more time with students and less with peripheral colleagues and clerical staff. The first day was exhausting, needed breaks at least at lunch and dinner. For the type of review, yes, adequate time was provided. O.K.

5. **Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)**
    Possibly too many faculty. No real variety or diversity in offered perspectives on orientation. Yes. We

met with main stakeholders. Only 1 emergency kept us form meeting with 1 department. Yes, but would have liked to meet with more administrators and student affairs colleagues and wellness leaders. Yes. Representation from the School of Nursing, and those persons involved in any type of wellness activities from the Department of Physical Education (or other departments). It would have been helpful to meet with a group of alumni. Yes, chairs' input should be added. Would have liked to have met with community members and alumni but none were available. No, should have met with chairs/deans in cognate fields. I would have liked to meet with more alumni and faculty from other departments. In general excellent – might have been beneficial to meet directly with someone from the Philanthropy Center. Yes. Yes, but sessions could have split undergrads and grad students.

6. **Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).**
Fulfilled the charge that was assigned to the team. Strong array of diverse perspective for maximum Professional collaboration. Wonderful! It was excellent. The addition of the community person really reflected a commitment to the mission. Seemed an excellent and dedicated team. The team was excellent. It is not clear how useful a business person is, but given the community outreach mission, perhaps this is o.k. Good composition. Disciplinary specialists were GREAT, community representative very valuable. Good balance. Excellent team – many high quality external members. Good representation. The six person team was superb. All worked hard and contributed. Nice mix. I thought the team's composition was fine. Feel make-up of the team was excellent. I would have liked another psychologist to discuss issues with. I thought the chair, Dr. Grace, was excellent; his previous experience with reviews very helpful. An additional team member (from another institution) was needed for CAPS review. The two disciplinary specialists for SHS represented schools that differ dramatically in SHS as compared to IUPUI (i.e. budget, staff). Perhaps one physician should be from a school more comparable to IUPUI.

7. **What general suggestions would you offer to improve future reviews?**
More time between sessions devoted to assessing what we've learned and heard from faculty, staff, students and administrators. You've done a great job – keep it up! Allow more free time and schedule fewer/shorter interviews. No time to follow-up on problems uncovered, and older members of review team found the long lst day to be grueling. Eliminate student and employee user interviews. Health services review team should be included in meetings with housing, residence life, student life, security. Also, more time in the SHS center for review of documents, equipment, space needs, etc. My biggest problem was the hotel had no high speed internet access. I needed to do a multitude of things in the evening after the sessions & couldn't – got way behind at my own institution. Also there were no _____ in the sessions and the room was beastly hot and no coffee or drinks, except at lunch and dinner. Sorry to be whiny. The review might be shortened. We had more time than we may have needed. More objective evidence of student learning would help. A bit more direction in guide questions. None. The questions for reviewers were not designed for outsiders.

8. **Please rate the overall process of the program review**.

Poor = 0   Fair= 0   Good= 6   Excellent= 11

Assessing General Education Outcomes in the Disciplines

IUPUI Response to ICHE Goal 6

July 2004

Development of Learning Goals at IUPUI
        (Addresses IU Principles 1, 2)

Prior to 1990, general education at IUPUI was the responsibility of each school and may be characterized generally as a distributive model wherein faculty in each school defined required areas, such as humanities, social sciences, and natural sciences, then specified required and elective courses within each of those areas. In 1991, a Commission on General Education began work on development of a centrally coordinated approach to general education for IUPUI undergraduates. In 1992, the NCA visiting team noted the work of the Commission and encouraged the campus community to identify "desired outcomes for general education…amenable to meaningful assessment."

Over the next several years, general education was discussed in a series of multi-disciplinary committees, day-long retreats, consultant-led workshops, and town hall meetings. This process culminated in the adoption by the IUPUI Faculty Council in 1998 of six Principles of Undergraduate Learning (PULs). These principles, which constitute campus-wide student learning outcomes, are:

1. **Core Communication and Quantitative Skills** - the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology.
2. **Critical Thinking** - the ability of students to analyze carefully and logically information and ideas from multiple perspectives.
3. **Integration and Application of Knowledge -** the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
4. **Intellectual Depth, Breadth, and Adaptiveness -** the ability of students to examine and organize discipline-specific ways of knowing and apply them to specific issues and problems.
5. **Understanding Society and Culture** - the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.
6. **Values and Ethics** - the ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

The Principles of Undergraduate Learning underlie a "process approach" to general education at IUPUI that is intended to permeate the entire undergraduate curriculum, rather than being a set of courses or skills developed in specified courses during a student's first two years of college. The PULs constitute a set of common

learning outcomes that provide a shared intellectual foundation across disciplines. Students are expected to improve their levels of competence in these outcomes not only during their first and second years, but throughout the undergraduate curriculum in their respective majors.

In 1992, the position of vice chancellor for planning and institutional improvement (**PAII**) was established to coordinate approaches to outcomes assessment and program evaluation at IUPUI. In 1993, the Program Review and Assessment Committee (**PRAC**) was initiated to advise the vice chancellor and provide faculty leadership for assessment. Initially, this group was composed of two faculty representatives from each school enrolling undergraduates; in subsequent years, representatives from the University Library and the division of Student Life and Diversity were added. From 1993 to 1998, PRAC representatives worked within their respective schools to develop explicit statements of student learning outcomes for each major. It was anticipated that faculty then would identify related learning outcomes for each course to ensure that every student had the opportunity to develop the learning outcomes identified for the major. With the adoption of the PULs by the Faculty Council in 1998, PRAC members were charged with the responsibility of leading the process in their schools of integrating the PULs into the learning outcomes for majors and for courses within majors.

Since its founding in 1998, University College has played an essential role in introducing beginning students to the PULs and to the expectation that assessment of learning will be an important component of their education at IUPUI. In 1999, two representatives of University College were added to the PRAC membership.

Ensuring Engaging Learning Opportunities for Students
(Addresses IU Principles 3, 4, 5, 6, 8)

IUPUI faculty and staff have undertaken a range of initiatives to provide all students with opportunities to participate in engaging learning experiences that are aligned with expected learning outcomes. To ensure and document these opportunities, PRAC members developed a template for initiating and guiding assessment in academic units. Now in use for almost a decade, this template is included in each unit's annual assessment report and includes the following contents:

What general outcome do we seek?	How will we know this outcome when we see it? That is, what will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do? That is, how can we assess student learning?	What are the assessment findings?	What improvements have been made based on assessment findings?

Units record active learning experiences aligned with desired learning outcomes in the third box shown on the template (i.e., "How will students learn these things, in or out of class?").

A variety of resources exist to develop the skills of individual faculty members and groups of faculty and staff in using engaging learning techniques and assessing student learning. The Office for Professional Development (**OPD**) at IUPUI represents one of the most important of these resources, offering workshops and individual consultations with faculty, and collaborating with other campus units on various initiatives focused on engaging students in learning. For example, in 2000, OPD partnered with University College in launching the Gateway Program, which aimed to improve student learning, success, and retention in large introductory courses. The program combines development experiences for faculty with peer mentoring and small-group work for students to expand the use of active learning in these courses and provide students with individualized attention. It has resulted in substantial retention increases for these courses, as well as for the campus as a whole. As a result of these accomplishments, the Gateway Program was awarded an Honorable Mention in 2001 in the annual competition for the Hesburgh Award, which recognizes faculty development efforts that have transformative effects on their institutions.

Efforts to engage IUPUI students actively in learning begin in the freshman learning communities. These communities are explicitly designed to include the use of various active learning pedagogies, to introduce students to the PULs, and, in particular, to encourage the development of critical thinking skills. This fall, IUPUI is introducing Thematic Learning Communities (TLCs), in which cohorts of students will join together in blocks of several courses organized around an interdisciplinary theme, such as the environment, multiculturalism, or career perspectives. These TLCs will include discussions and assignments intended to encourage students to integrate perspectives from several disciplines and courses; as such, they represent yet another attempt to engage students more deeply in learning.

IUPUI's nationally recognized Office of Service Learning (OSL) provides additional opportunities for student engagement in learning through community service related to their studies. Service learning allows students to apply theory to practice, to analyze and help solve real-world problems, and to contribute to the quality of life in community. In addition, OSL offers faculty development programs that help faculty to incorporate service learning into courses across a wide range of disciplines.

Finally, PAII, through its Testing Center, offers the service of assessing prior learning for placement and credit in various disciplines, and through its office of Information Management and Institutional Research, provides annual surveys of enrolled students. These include the National Survey of Student Engagement (NSSE), as well as a a locally designed student satisfaction survey, and an alumni survey. These surveys constitute important indirect measures of learning.

Through the combined efforts of PRAC, PAII, University College, OSL, and OPD, as well as faculty and staff in each school, all IUPUI students should experience each of the following:

1. Prior learning is assessed in writing AND mathematics, and selectively in foreign languages, chemistry and other disciplines upon matriculation and students are placed in courses appropriate to their levels of achievement. End-of-course assessments administered in Indiana high schools will be considered in this process as appropriate.
2. Students are introduced to the PULs in their freshman Learning Communities through active learning pedagogies and begin immediately to reflect on their learning of the PULs in their other courses.
3. Students continue to develop their PUL-related knowledge and skills in coursework, particularly in Gateway courses—whose instructors have participated in intensive faculty development experiences related to engaging students in learning and where students work actively and collaboratively with one another in small group settings.
4. Students' PUL-related knowledge and skills are assessed in the courses in which these concepts are taught, with baccalaureate-level skills assessed in capstone courses or in association with other culminating experiences such as design projects or professional licensure exams.
5. Faculty and professional staff use both direct and indirect measures of student learning to provide direction for action designed to improve curriculum, instructional approaches, and the process of assessment itself.

Providing Administrative Structures and Practices to Promote Learning
(Addresses IU Principles 7, 8)

Various mechanisms have been established to ensure that the five processes related to general education at IUPUI are occurring. First, the PRAC members representing each academic unit prepare an annual report using the template illustrated above (i.e., What general outcome do we seek? How will we know it/assess it, etc.?), and this report is posted on a Web site (www.planning.iupui.edu). Each year the content of these annual reports is reviewed by a subcommittee of PRAC members and suggestions for improvement of assessment methods or use of findings are offered. Often these suggestions include recommendations for specific developmental experiences, in which case consultation with OPD staff or an external consultant may be arranged for all PRAC members or for a specific group.

Comprehensive academic program review provides a second mechanism for ensuring that general education instruction and assessment are occurring according to plan. Peer review of all academic units (and many administrative units) is conducted every seven years on a schedule planned well in advance of the beginning of each review cycle. Attention to including the PULs in instruction as well as to assessing student achievement of the PULs is strongly encouraged in the guidelines for self-study. PAII staff assist units in developing their self-studies by providing data on student progress

and student and alumni satisfaction. Members of external review teams, who come from institutions outside Indiana, from the Indianapolis community, and from other IUPUI departments, are asked specifically to study and comment upon the development and assessment of student learning. Program reviews are used and followed up in extensive and important ways at IUPUI, including a mid-term review of the departmental or school response to the program review, conducted by PRAC members four years after the review. This mid-term review provides an occasion for PRAC members to ask the department chair how student learning of the PULs is being furthered through instruction and assessment and improved continuously.

A third mechanism for ensuring that instruction and assessment related to the PULs is occurring is the appointment of individuals charged specifically with responsibility for assessment. At IUPUI, assessment specialists have been appointed by University College and the Division of Student Life and Diversity, and the search for a similarly qualified individual is underway in the Center on Service and Learning. Two academic deans have appointed associate deans whose titles include assessment. The job descriptions of most other associate deans for academic affairs or undergraduate learning include a specific reference to assessment. Obviously, those charged with the responsibility of advancing assessment are likely to pay more attention to it and work harder to achieve demonstrable outcomes than those who merely are asked to add assessment to an already overloaded list of expectations.

Since 2000, PAII staff have been working to develop performance indicators to track progress on ten goals connected to IUPUI's three mission themes of teaching and learning, research and scholarship, and civic engagement. Several of these indicators are related to accomplishment of generic outcomes, including "student academic progress and achievement," "demonstration of students' general education– and major–specific learning outcomes," and "use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes." Underlying each of these macro-indicators is a rich set of sub-indicators. Annually, a subcommittee of PRAC members is convened to review all the assembled data related to these performance indicators and render judgments on the level of progress the campus has achieved with respect to each. Does the indicator warrant a green light (acceptable level or, at least, headed in the right direction), yellow light (not at an acceptable level, but not declining rapidly; needing remedial action), or red light (current status or direction of change unacceptable; requiring immediate action aimed at improvement)? IUPUI's performance indicators have attracted national attention as well as notice by community stakeholders in Indiana. Continuing review of campus status and progress on these indicators constitutes a fifth mechanism for ensuring that instruction and assessment related to the PULs are occurring according to plan and that warranted improvement actions are being taken.

In connection with the institutional self-study carried out in preparation for IUPUI's decennial NCA review in 2002, a study focused on campus-wide implementation of the PULs was undertaken in 2000. Four senior faculty members were appointed by the Dean of the Faculties to confer with faculty, review syllabi, and

interview deans and/or associate deans in each school to ascertain the extent to which the PULs were being integrated into curricula and assessment activities. The results were quite uneven, ranging from no explicit attention to the PULs in some schools to full integration of the PULs in coursework, curricula, and outcomes assessment in others. Apparently, additional mechanisms were needed to ensure that the process approach to integrating instruction and assessment of general education outcomes in every major was being enacted at IUPUI. Campus leaders decided to develop a system that would provide direct and authentic evidence of achievement and improvement in learning of the PULs in relation to learning in the major. This system has taken the form of an electronic student portfolio.

Development of the Student Electronic Portfolio
(Addresses IU Principle 6)

Led by the director of the Center on Integrating Learning, a unit within OPD, the IUPUI student electronic portfolio (ePort) is designed to provide evidence of both improvement and achievement in each of the Principles of Undergraduate Learning as students progress through the curriculum and their particular major. Authentic evidence of individual student learning, as well as aggregated information of learning at the course, department, program, and campus level will be increasingly available, as the ePort moves from pilot to full implementation over the next four to five years.

Diagram of the ePort Assessment of Learning Model

Electronic Portfolios: The triple helix of learning, assessment and pedagogy   ©2003 The Trustees of Indiana University
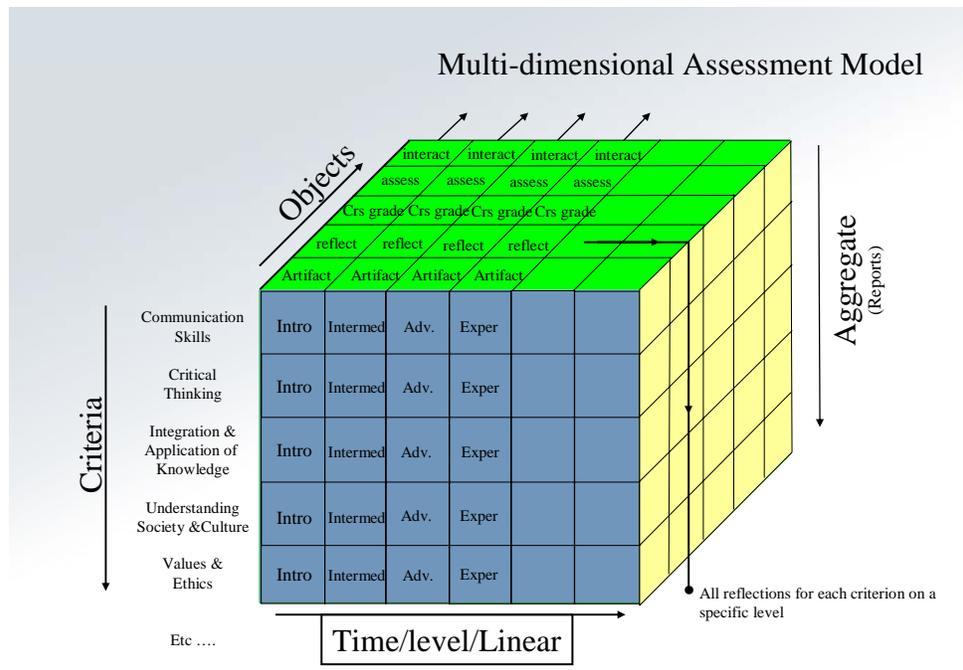
The diagram above represents how the electronic student portfolio will provide aggregated information about student learning at the individual, course, program, and campus-wide levels.

Every student will have opportunities to provide evidence of learning in each of the Principles of Undergraduate Learning at the Introductory (first 26 credit hours), Intermediate (first 56 credit hours), and Advanced (junior and senior) levels. Additionally, throughout their undergraduate careers, students will be able to upload examples of co-curricular and extra-curricular learning in relation to the Principles of Undergraduate Learning.

Across the top of the cube in the diagram are the possible objects for which aggregated information will be available in relation to each of the Principles at each level. Listed are objects such as artifacts (the actual student work), reflections, course grades, interactions between faculty and students, or advisors and students, or students with clients (depending upon how each program customizes the objects for assessment). However, the basic available documentation of learning for assessment purposes will be artifacts (actual student work, already graded within the academic program) and student reflections on that work in relation to the Principles of Undergraduate Learning, at each of three levels - introductory, intermediate, and advanced.

The learning matrix for each individual student that is illustrated below provides the basis for the aggregated information described above:

Each student uploads artifacts from course work (or from co-curricular and extra-curricular learning in the "experiential" cells) into the appropriate cell (each square of the

matrix is a cell). When the student has met the campus- or department-determined expectations for learning in each of the cells, he or she writes a reflection, showing how understanding of the Principle has been demonstrated and enhanced by the creation of these artifacts of learning. There are three parts to these reflections: evidence of learning; connection of the evidence to campus/department learning outcomes; and intellectual growth (the articulation of increased understanding).

These reflections are read and assessed by trained readers (initially retired faculty who are members of the Senior Academy) who provide written responses to each student. Readers rate the student's artifacts and reflections on a scale from 1 to 3 and these numbers are aggregated for instantly available assessment information. A 3 indicates that the student has exceeded campus expectations; a 2 indicates that the student has met campus expectations; and a 1 indicates that the student has made a start at meeting campus expectations. While each individual student will receive written comments, these numbered equivalents will be accessible only on an anonymous, aggregated basis.

These student learning outcomes may be aggregated according to any demographic or programmatic variables required, so that, for example, one could learn how conditionally admitted students are performing in relation to quantitative reasoning, or values and ethics. Similarly, one could compare how majors in biology are achieving in "Understanding society and culture" in comparison to philosophy majors. The ability to gather meaningful assessment data on student learning of the Principles of Undergraduate Learning will meet academic and administrative needs and will provide useful information to improve curriculum and pedagogy at IUPUI.

Planning for Improvement
(Addresses IU Principle 8)

The combined efforts of PRAC, PAII, OPD, and University College, as well as faculty and staff in each school have not yet achieved the goal of providing for every IUPUI student the five experiences described on page 4. In particular, we need to determine how to assess the knowledge and skills of our transfer students and to introduce them to the PULs and the ePort. Plans are underway to align the approaches to general education and assessment of related learning undertaken by faculty at IUPUI and at Ivy Tech State College, IUPUI's most important source of transfer students.

Much work remains to be done to implement the technological requirements of the ePort, to pilot-test it with students and faculty, to put in place manageable means of evaluating student work in the portfolios, and then to institutionalize the ePort as a principal means of evaluating student achievement and progress in general education in all majors. Currently, there is no requirement that students in every discipline use the electronic portfolio and no expectation that faculty in every program will make the ePort a requirement for their students. If the students and faculty who try out this new technology succeed, and if their experience is favorable, IUPUI administrators anticipate that acceptance of the ePort as a primary assessment tool will spread throughout the

institution. Our goal is to make completion of an ePort a requirement for every undergraduate by 2010.

Currently, the responsibility for teaching and assessing achievement related to the PULs rests with faculty in schools and departments. To assess the current level of integration of PULs in learning outcomes for the major, as well as the extent to which faculty are using assessment of student learning to improve the learning environment, PRAC members were asked to contribute information for Table 1. While it is clear that faculty in the majority of disciplines at IUPUI have integrated the PULs into learning outcomes for the major, have developed strategies for assessing student learning of the PULs, and are using the results of assessment to improve curriculum, instruction, and the broader student experience, some units have just begun to think about these matters. In the years ahead, faculty in all disciplines must be encouraged to complete their cells in the matrix represented in Table 1.

TABLE I

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Allied Health (now Health Professions)	Yes	1. Clinical experience evaluations 2. Final practical exams 3. National certification exams 4. Employer surveys	Yes All benchmarks for student achievement were met in 2003-04.
Business	Under discussion	1. Exit surveys of graduates (No direct measures of student learning are yet being reviewed by KSB faculty for purposes of assessing and improving curricula and instruction.)	
IUPU Columbus	Under consideration	Assessment planning will begin in Fall 2004.	
Dentistry • Dental Hygiene	Yes	1. National Board Exam 2. State and regional licensing exams 3. Student focus groups 4. Student exit surveys 5. Alumni surveys	Yes
Education	Yes	1. National PRAXIS exams 2. Locally-developed performance assessments based on national standards 3. Several student surveys 4. Employer survey	Yes In 2004 orientation has been redesigned and follow-up surveys for students who have conferred with advisors have been instituted.
Engineering and Technology • 7 Departments	Yes	1. Assignments, lab reports, project reports and presentations, final exams in courses 2. Course learning outcome surveys 3. Capstone project reports 4. Student satisfaction surveys and focus groups 5. Student exit surveys 6. Alumni surveys 7. Employer surveys 8. Industrial Advisory Board appraisals	Every course has specified outcomes that are mapped to program outcomes. PULs are emphasized. These desired outcomes are shared with students in syllabi and in explicit references in class. Each department sets expectations for percentages of students reaching and exceeding target performances. Data from each student in each course are entered in spreadsheets and faculty spend time studying student strengths and weaknesses within individual courses and across courses in each major. Changes in curricula and instruction are undertaken as warranted.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Herron • Visual Communications is leading the way for other Herron departments.	Yes	1. Assignments, projects, exams in courses 2. Sophomore advancement reviews 3. Artist's statements at sophomore and senior levels 4. Capstone courses and portfolio reviews 5. Student surveys 6. Alumni surveys 7. Internship supervisors' reviews	Yes Numerous changes have been undertaken to ensure that students understand performance expectations and can attain those.
Informatics a. Health Information Administration	Yes	1. National certification exam 2. Student surveys 3. Alumni surveys	Yes
b. Informatics	PULs stated in syllabi but not yet explicitly integrated with learning outcomes in the major.	1. Course assignments, projects, final exams 2. Student surveys 3. Alumni surveys 4. Advisory board appraisals 5. A student portfolio is being developed.	Collective evidence of student achievement is not yet collected for faculty analysis in all cases.
c. New Media	PULs stated in syllabi but not yet explicitly integrated with learning outcomes in the major.	1. Course assignments, projects, final exams 2. Capstone project and student portfolio 3. Student surveys 4. Alumni surveys 5. Advisory board appraisals	Collective evidence of student achievement is not yet available for faculty analysis in all cases.
Journalism	Yes	Faculty use rubrics to assess student performance on course assignments including investigative stories, community surveys, and photo essays.	Data across students in a course or across courses have not been studied by faculty collectively to determine warranted improvement actions.
Liberal Arts	Yes	1. Several departments are pilot-testing the student ePortfolio 2. All graduating seniors take a survey that includes an essay on each PUL.	Two years of data on the survey for graduating seniors are being analyzed.
a. Anthropology	Yes	1. Assignments, exams, reflective journals, projects 2. Course learning outcome surveys 3. Senior exit interviews	Yes Major revised to include core courses and capstone course developed.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
b. Communication Studies	Yes	1. Course assignments, exams, projects 2. Student surveys 3. Alumni surveys	Yes Changes made in curriculum and instruction, including more use of technology, are being tracked. In 2003-04 students are better equipped to conduct research as a result of a new requirement for experience in research methods.
c. Economics	Yes	1. Common final exams in multi-section courses 2. Senior seminar reflection assignment 3. Alumni survey	Yes Inspection of common final scores has been used in evaluating faculty and in replacing some part-time faculty. Now fewer sections have scores well below the department mean.
d. English	Yes	1. Written assignments, research projects, poster demonstrations, analytical essays, oral presentations, portfolios 2. Capstone course	Yes A new curriculum was instituted in 2002 and an assessment committee is analyzing capstone course performance to determine strengths and weaknesses of the new curriculum.
e. Geography	Yes	1. Course assignments, tests, projects, oral presentations	Yes. More use of spatial analysis tools in classes is making students more employable. Increasing active learning in classes is helping to increase persistence.
f. History	Yes	1. Course assignments, tests, projects 2. Student exit survey 3. Alumni surveys	No report for 2003-04 filed yet.
g. Philosophy	Yes	1. Course assignments, tests, papers	No assessment-related changes are documented in 2003-04.
h. Political Science	Yes	1. Course exams, papers, critical analyses 2. Capstone course 3. Senior seminar exit interview	No assessment-related changes are documented in 2003-04.
i. Religious Studies	Yes	1. Course exams, projects, essays 2. Capstone course	No assessment-related changes are documented in 2003-04.
j. Sociology	Yes	1. Course exams, essays, projects, oral presentations 2. Capstone experience 3. Survey of graduating seniors	Yes. Instituted a capstone seminar to provide closer supervision of capstone students.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
k. World Languages	Yes	1. Nationally developed oral proficiency interview 2. Class assignments and exams 3. Portfolios and capstone courses	Yes. Special purpose language and translation courses introduced in all programs, immersion-based teaching internships introduced in Spanish, supervision of capstones increased.
Nursing	Yes	1. National licensure exam 2. Clinical performance 3. Capstone evaluation 4. Exit surveys 5. Alumni survey	Yes Numerous responsive changes in curriculum and instruction undertaken. One result is an increase in the performance of students on the national licensure exam.
Science	Yes	1. Senior Reflection Project – graduating seniors write about their experiences with the PULs. Members of the Teaching and Learning Committee apply an assessment rubric to these reflections. 2. Common rubric for evaluating student performance in capstone experiences 3. Graduating senior surveys Each department uses a variety of assessment techniques.	Yes. Changes have been made by the Geology and Mathematics faculty and current assessment findings are being considered by faculty in other departments.
Social Work	Yes	1. Course assignments, reports, papers, videotaped or simulated interviews 2. Peer reviews of students 3. Course learning outcome surveys 4. Student exit survey 5. Alumni survey 6. Employer survey	Yes. Online courses are being created, class sizes have been reduced, more active learning strategies are being used, and assessment processes are being enhanced.
Physical Education and Tourism Management a. Physical Education	Not evident in 2002-03 report	_____	No report for 2003-04 filed yet.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
b. Tourism, Conventions, and Event Management	Explicit references to PULs not evident in student learning outcomes for the major	1. Course assignments, case studies, role playing, forecast analysis, group presentations, cost analyses 2. Capstone experience	More online courses are being offered to meet needs of location-bound students, to decrease class size, to enhance active learning. New courses have been created to meet changing industry needs. Now the placement rate for graduates in jobs related to tourism is increasing.
Public and Environmental Affairs	Yes - though these are not yet available on the PRAC Website.	1. Capstone course with exams, papers, group projects, debates, oral presentations 2. Focus groups 3. Employer evaluation of internships 4. Practicum report writing 5. Student surveys 6. Employer surveys 7. Alumni surveys	Collective evidence of student achievement is not yet available for faculty analysis.
University College	Yes	1. PULs are introduced in First Year Seminars and students in Fall 2004 will enter information about their proficiency on PULs in the ePort. 2. National Survey of Student Engagement (NSSE) for first-year students	Yes. Faculty and administrators use assessment findings continuously to improve programs and services for students. Programs that evaluation methods demonstrate are most effective are extended to additional students.

Appendix U

2003 – 2004 Performance Report
Looking Back, Looking Forward
Indiana University – Purdue University Indianapolis

The 2003 Performance Report is not available online. Please contact the Office of Planning and Institutional Improvement for a copy at 4-1881.