2004 - 2005

ANNUAL REPORT

Planning and Institutional Improvement

COMPONENT OFFICES:

- Economic Model
- Information Management and Institutional Research
- Testing Center
- Vice Chancellor for Planning and Institutional Improvement

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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.

PLANNING AND INSTITUTIONAL IMPROVEMENT

~ 2004-05 Highlights ~

1. **Trudy Banta** was named a Senior Scholar—a career achievement award—by the American College Personnel Association.

2. **Trudy Banta** was selected for the University of Kentucky Hall of Distinguished Alumni, a distinction that only 1/10th of 1% of Kentucky alumni have received in the 40-year history of the award.

3. **Vic Borden** presented a seminar on educational quality and accountability for the South Korean President's Committee on Education Innovation.

4. **Vic Borden** collaborated with Office of Professional Development staff member Natasha Flowers and Enrollment Services staff member Pamela Brown in delivering several national workshops on diversity assessment; in addition, Borden consulted with several universities on diversity assessment.

5. **Vic Borden** delivered a featured presentation on assessing civic engagement to the Civic Engagement Conference of the American Association of State Colleges and Universities, which was hosted by IUPUI.

6. **Trudy Banta** joined Bill Plater and Greg Lindsey in a presentation on assessing civic engagement at the annual meeting of the National Association of Schools of Public Affairs and Administration, which was held at IUPUI.

7. **Vic Borden** participated in a featured panel discussion at the Black Issues Benchmark and Barriers conference.

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

9. **Howard Mzumara** coordinated the program evaluation activities in support of IUPUI's project for the Institute of Museum and Library Services on Outcomes-Based Evaluation. (www.eduscapes.com/imls/).

10. Testing Center staff continued work on four other collaborative grant projects: the CAPE project evaluation (with IMIR), the IUPUI Course Re-design and Student ePortfolio Project (with OPD), the Automated Essay Scoring Project (with Florida International University), and the new SAT Writing Validation Study (with AIR/College Board).

11. **Howard Mzumara** and **Susan Kahn** collaborated on an externally funded project designed to determine the impact of the student electronic portfolio on student learning and success. Kahn reported on the results of this study at the 2005 AIR Forum. Preliminary findings indicate that freshmen who began using the ePort in a Themed Learning Community demonstrated greater engagement in learning and better understanding of the Principles of Undergraduate Learning than their TLC counterparts who did not work on ePort.

12. **Susan Kahn** represented IUPUI in the National Coalition on Electronic Portfolio Research, which is conducting research on how electronic portfolios contribute to student learning.

13. **Susan Kahn**, who has completed training as a North Central Association Consultant/Evaluator, participated in two institutional reviews as part of the NCA Academic Quality Improvement Project.

14. PAII staff collaborated with staff in the Office of Human Resources Administration to coordinate 7 training events for faculty and staff interested in the Accelerated Improvement Process (AIP) developed at the University of Wisconsin-Madison. To date 32 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned.

15. **Karen Black** was trained as an AIP trainer and has subsequently collaborated with human resources staff to establish a users' group and to train others to use the process.

16. **Karen Black co-chaired**, and **Susan Kahn**, and **James Johnson** collaborated with other representatives of academic and administrative units as members of an ad hoc committee that produced a set of Best Practices Indicators. These indicators will enhance understanding of the Best Practices component of the IUPUI mission and serve as a resource for deans and vice chancellors as they complete their annual performance reports.

17. PAII staff provided data for the University-Wide Mission Differentiation Project and led the development of IUPUI's new mission statement.

18. **Trudy Banta**, **Vic Borden**, and **Susan Kahn** served on 3 of the 5 new councils appointed to shepherd the activities that will enable IUPUI to attain the Chancellor's doubling goals. IMIR staff produced the following special analyses for the councils: Transfer Student Analysis and Follow-Up, Fall-to-Spring Retention Analysis and Follow-Up, Understanding and Using Induced Course Load Matrices, and Transfers from Ivy Tech: Passport Report and Follow-Up.

19. Once again, the national event, the Assessment Institute in Indianapolis attracted a record number of participants (650) to the University Place Hotel and Conference Center.

20. The number of subscribers to *Assessment Update*, a bi-monthly periodical published by Jossey Bass of San Francisco and edited by PAII staff, reached a record level (1800).

21. Following up on recommendations derived from surveys of deans, department chairs, and faculty leaders conducted earlier in 2004, PAII staff made presentations designed to increase the use of PAII data in decision-making at meetings of the IUPUI Deans' Council, the Academic Policies and Procedures Committee, the Program Review and Assessment Committee, and the Enrollment Management Council.

22. **Susan Kahn** chaired the PRAC Performance Indicators subcommittee that evaluated the Teaching and Learning Performance Indicators for the 2004 IUPUI Performance Report.

23. **Susan Kahn** participated in the faculty Community of Practice on Integration and Application of Knowledge and will co-chair this community in 2005-06.

24. **Susan Kahn** will chair the assessment subcommittee of the Civic Engagement Council in 2005-06.

25. Testing Center staff administered online course evaluations for campus units, including the Schools of Nursing, Social Work, University College, and SPEA, as well as the Community Learning Network.

26. The Testing Center's development staff developed web-based applications for scheduling students' tests (http://in-paii-tcweb.ads.iu.edu/testing/scheduling/) as well as for entering students' placement test scores in the Student Information System.

27. The Testing Center increased the number of students taking Chemistry and ESL placement tests to 874 for Chemistry and 414 for ESL.

28. **James Johnson** provided preliminary economic models for Chemistry, Informatics, Labor Studies, Mathematics, and Psychology and additional program analysis for Nursing.

29. PAII websites attracted 3,233,497 hits.

30. **Trudy Banta** led the Council of Deans and the IUPUI Board of Advisors members in separate extended discussions of IUPUI's contributions to the central Indiana economic development clusters: life sciences, information technology, advanced manufacturing, arts/culture/tourism, and non-profit management.

31. IMIR staff conducted the first campus-wide recent graduate alumni and five-year undergraduate and graduate alumni surveys.

32. PAII staff embarked on an AIP application that has produced a plan for redesigning the websites of PAII offices.

33. PAII staff planned and coordinated a special administrative review of Contracts and Grants Administration and planned another such review for the Research Compliance Administration. In addition, program reviews were conducted or planned for 15 units and four follow-up meetings were conducted.

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 Vic
	III.3c.	University College assessment improved and further integrated with assessment for Student Life and Diversity.	Susan
	III.3d.	Institutional effectiveness documented via institutional portfolio and improved annual performance report.	Howard
	III.3e.	Indicators of validity for placement testing in mathematics, English and foreign languages.	
	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. IV.1b. Documented use of indicators by central senior administrators and school deans.	Vic & Trudy 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. IV.2b. Web-based service-instance form revised and implemented.	Vic & Karen Karen
IV.3. Advance institutional effectiveness collaborative initiatives.	IV.3a. Proposals developed, submitted, and funded. IV.3b. Presentations and publications related to IUPUI's institutional and student portfolios. IV.3c. Usage statistics for both portfolio and PUMA Exchange Web sites.	Susan Susan 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. V.1b. Plan in place for implementing improvements suggested by NCA reaccreditation review.	Vic & Trudy 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). V.2b. External funding received.	Karen Karen
V.3. Contribute evaluation resources for campus programs and community organizations	V.3a. Number of evaluation studies funded and conducted for campus constituents. 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.	Vic & Howard Howard

Summary of Progress on Goals and Objectives
FY2004-2005

Goal 1:	Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	
Objective:	I.1 Communicate broadly the campus mission/vision.
Timeframe:	
Actions taken to date:	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.** During the August 2004 Deans' Retreat, IUPUI academic deans and vice chancellors were involved in small group discussions about central Indiana's economic development clusters and IUPUI's role in advancing those (see Appendix A). Later in the same week, the deans who led the discussion groups at the Deans' Retreat led similar discussions at a special meeting of the IUPUI Board of Advisors (see Appendix B). The written summaries of the discussion that occurred in each of the Board of Advisors cluster groups were used subsequently as background information for the clustering of programs now being used by the IUPUI Solution Center. The IU Mission Differentiation Project (see Appendix C) required IUPUI to restate its mission. Banta led a representative group of vice chancellors, deans, and leaders of faculty, staff, and student government in developing the new mission statement; a very slightly modified version of this statement was approved by the Faculty Council will be considered by the IU Trustees in November 2005. Because the new IUPUI mission is not yet approved by the Trustees, there has been no opportunity to reconsider IUPUI's *Vision, Mission, Values, and Goals* statement. This activity is postponed until Spring or Fall 2006. I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** The 2003-2004 Annual Performance Report was published both in print and on the Web http://www.iport.iupui.edu/performance_report/ within the electronic institutional portfolio. The number of print copies published was drastically reduced, with potential readers encouraged to visit the Web site. I.1c. **Faculty/staff understanding of campus plans increased.** Participation in the university-wide mission differentiation project necessitated putting campus-level planning efforts on hold I.1d. **Participation in PAII national institute.**

	The Assessment Institute in Indianapolis (see Appendix D) continues to draw record attendance and more proposals to make presentations were submitted than ever before. I.1e. **Number of national and international invitations**. PAII staff received invitations to make presentations or to consult with international and national organizations, but were unable to accept all of these. I.1f. **Number of external information requests**. PAII staff continue to respond to hundreds (144 in 2004-2005) of information requests from external constituents. I.1g. **Usage statistics for PAII Web sites.** Continued to compile a Web Usage Statistics Report for PAII Web sites.
	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.** I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** Entire portfolio Web site is scheduled to be revamped this year, as part of the revision of the PAII Web portal. The content of the Civic Engagement portion of the site is to be improved significantly. Working with the Center for Service and Learning on the Carnegie Civic Engagement Project, which is examining ways of documenting community engagement for the new Carnegie classification scheme, we will use the iPort as the medium for documentation. I.1c. **Faculty/staff understanding of campus plans increased**. Need to consider new way of assessing this. Faculty survey item about clarity of campus plans and objectives was rejected by advisors (especially in Medicine) as not pertinent to school faculty, who focus on department and school plans. I.1d. **Participation in PAII national institute.** In 2006 additional tracks will be added and national experts in these tracks will be invited to participate. To accommodate the anticipated increased attendance, the institute will be moved to the Westin Hotel. 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 Web sites.** Continue to monitor the collection of Web logs that facilitate generation of Web Usage Statistics Report.

Indicators of Progress:	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*.** Chancellor's doubling goals were not incorporated in IUPUI's *Vision, Mission, Values, and Goals* due to the late consideration of the new IUPUI mission by the IU Trustees. I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** Updated information incorporated in electronic institutional portfolio. Online annual Performance Report included in portfolio for the second time. I.1c. **Faculty/staff understanding of campus plans increased.** No new data available regarding campus level plans: item was removed from 2005 faculty survey and replaced with items regarding clarity of plans in department and school. There were comparable items regarding faculty satisfaction with the clarity of goals and objectives within the department and school. Satisfaction declined between 2002 and 2005, with the number of faculty responding satisfied or very satisfied going from 54% to 52%. I.1d. **Participation in PAII national institute.** The Assessment Institute in Indianapolis drew more than 650 participants from 275 different colleges and universities, 17 corporations, 44 States and the District of Columbia, Puerto Rico and Guam and 5 foreign countries (Canada, Malaysia, New Zealand, Australia, and the United Kingdom). I.1e. **Number of national and international invitations.** PAII staff received 102 invitations to make presentations or to consult with international and national organizations, but were unable to accept 37 of these. 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 Web sites.** **PAII** (www.planning.iupui.edu): Number of Hits: 828,099; Average Number of Visitors per Day: 281; Total #Pages Viewed: 459,347 **IMIR** (www.imir.iupui.edu/): Number of Hits: 923,975; Average Number of Visitors per Day: 117; Total #Pages Viewed: 341,795 Breakdown: Office Site (IMIR): www.imir.iupui.edu/imir: Total Hits: 52,935; Total Page Views: 35,441; % of Total Page Views: 10.4 National Portfolio Project www.imir.iupui.edu/portfolio: Total Hits: 23,549; Total Page Views: 11,052; % of Total Page Views: 3.2 Urban Data Exchange (PUMA) www.imir.iupui.edu/urban: Total Hits: 1,292; Total Page Views: 969; % of Total Page

	Views: 0.3 **IUPUI Institutional Portfolio** www.iport.iupui.edu: Total Number of Hits: 769,208; Average Number of Visitors per Day: 192; Total #Pages Viewed: 352,570 **Testing Center** (http://tc.iupui.edu) Number of Hits: 712,215; Average Number of Visitors per Day: 28; Total #Pages Viewed: 310,954 Breakdown: Office site (Testing Center): tc.iupui.edu/ Views: 196,292; % of Total: 63.1 Student Evaluation of Teaching: set.tc.iupui.edu/ Views: 114,662; % of Total: 36.9 **Economic Model** (www.iupui.edu/~abcmodel/intro-page.html): (not enough data available)

Campus Planning Theme:	
Objective:	I.2 Develop a short list of campus priorities for strategic investment.
Timeframe:	
Actions taken to date:	I.2a. **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.** Specific numerical goals were established for each of the Chancellor's doubling goals (see Appendix A). However, no work was done on developing a short list of campus priorities for strategic investment. This work is planned for the August 2005 Deans' Retreat. Trudy Banta led the Council of Deans and the IUPUI Board of Advisors members in separate extended discussions of IUPUI's contributions to the central Indiana economic development clusters: life sciences, information technology, advanced manufacturing, arts/culture/tourism, and non-profit management.
Activities planned:	I.2a. **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.** Work with the Chancellor's staff and deans is planned for 2006.
Indicators of Progress:	I.2a. **A short list of priority strategies associated with the doubling goals becomes a guide for action and investment at IUPUI.** Not achieved.

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 (see Appendix E).
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 will continue to orient 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, maintaining or increasing the number of units served
Indicators of Progress:	II.1a. **Number of units assisted with planning.** PAII staff assisted 33 IUPUI units with planning this year, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02. II.1b. **Number of planning consultations/projects.** PAII staff participated in 66 consultations/projects this year, 34 in 2003-04, 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.** Focus of attention was on special reports and analyses needed to support the Enrollment Management Council (EMC). By the end of the fiscal year, we had initiated preparations for the next stage of developing enrollment targets by program. Introduced EMC to induced course load matrices. II.2b. **Preparation level of students.** University College Admissions Committee examined latest data on student preparation levels and decided to hold off on further increases in selectivity due to soft enrollments. II.2c. **Expanded use of on-line enrollment trend database by deans and directors (see Appendix F).** Continued to monitor hits on the website.
Activities planned:	II.2a. **Expanded information infrastructure for campus enrollment planning.** IMIR will provide extensive support to enable deans to develop enrollment targets, by program, for Fall 2006. II.2b. **Preparation level of students.** Continued analysis of student progress based on academic background. II.2c. **Expanded use of on-line enrollment trend database by deans and directors.** Continue to monitor hits on website.
Indicators of	II.2a. **Expanded information infrastructure for campus enrollment**

Progress:	**planning.** Four special reports produced for Enrollment Management Council: Analysis of phone survey of late- and non-enrollers; Transfer student study and follow-up; Induced Course Load Matrices; and Fall to Spring Retention analysis. II.2b. **Preparation level of students.** After a one-year decline in student qualification levels, Fall 2005 entering class appears to be the strongest ever. II.2c. **Expanded use of on-line enrollment trend database by deans and directors.** The number of page views for the on-line database declined from 17,042 last year to 9,097 for 2004-05. Although we suspect that the reduction is related to familiarization (fewer faculty/staff exploring) with the sites and inflated 2003-04 figures due to site development, we will need to monitor usage closely to determine the usefulness of the sites. Use of the point-in-cycle site increased this year to 15,942 page views, up from an estimated figure (accurate figures unavailable due to extensive testing of the site) of 12,000 to 14,000 hits last year.
Goal 3:	Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Campus Planning Theme:	
Objective:	III.1. Continuously improve information support for the campus assessment process.
Timeframe:	
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.** Held workshops for two groups of deans and associate deans; 15 academic units represented. III.1c. **Use of Civic Engagement Inventory.** Civic Engagement Inventory is being redesigned to support Civic Engagement Council efforts as informed by the Carnegie Community Engagement Classification project.

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.** Approach needs to be re-evaluated as planning system evolves. III.1c. **Use of Civic Engagement Inventory.** Re-design of Civic Engagement Inventory will be completed.
Indicators of Progress:	III.1a. **Information resources available to support assessment.** The Testing Center continues to seek out individuals to partner and/or co-sponsor the evaluation resources segment of the division website. A study was completed on the use and utility of information resources available to campus deans (see Appendix G). Continuous improvement efforts will be guided by the information received. PAII websites provide access to annual assessment and planning reports. 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. All offices of PAII have engaged in a process to improve their websites to provide timely and useful information. III.1b. **Deans' ratings of accessibility of planning reports through the Web.** System will be used for fifth consecutive year. Very few changes were made, so training needs will be minimal. III.1c. **Use of Civic Engagement Inventory.** Use will be monitored once redesign is completed.
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. **Program review introduced to new deans and the eight-year schedule for review of units completed.** Banta presented an overview of PAII services and information sources, including program review, during a series of orientation sessions designed for new deans and conducted during September 2004. Substantial progress was made in establishing a date for

	every academic unit to undergo program review during the next eight years, but a few units remain unscheduled. Seven program reviews (History, Biology, Education, Biomedical Engineering, Mechanical Engineering, and Electrical and Computer Engineering) were planned, six reviews (Music, General Studies, Contracts and Grants, Mathematical Sciences, Psychology, and the Bepko Learning Center) were conducted, five follow-up sessions (Economics, Political Science, Contracts and Grants, General Studies, and student health services that included the departments of Student Health Services and Counseling and Psychological Services) were conducted, and six department heads reported on progress in implementing the reviewers' recommendations to PRAC (Computer and Information Technology, Geology, Sociology, Philosophy, General Studies and Physical Education). In addition, staff in PAII consulted with the Indiana Center for Intercultural Communication as this unit conducted an internal review. The program review sub-committee of PRAC considered a proposal to offer an alternative type of program review. Although it was not recommended, the committee did recognize the need to look at how to make the process more flexible. III.2b. **Reviewers' ratings monitored for suggested improvements (see Appendix H).** 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.** The departments of Psychology and Chemistry used the financial data in the self studies for their program reviews.
Activities planned:	III.2a. **Program review introduced to new deans and the eight-year schedule for review of units completed.** Nine reviews (the Chancellor's administrative management team, Physics, Social Work, History, Biology, Education, Biomedical Engineering, Mechanical Engineering, and Electrical and Computer Engineering) will be 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**. Financial assessment support for departmental self studies will be extended to the reviews scheduled for 2005-06.
Indicators of Progress:	III.2a. **Program review introduced to new deans and the eight-year schedule for review of units completed.** Seven program reviews were planned, six reviews were conducted, five follow-up sessions were conducted and seven department heads reported progress on reviewers' recommendations to PRAC. In addition, staff in PAII consulted with the Indiana Center for

	Intercultural Communication as this unit conducted an internal review. III.2b. **Reviewers' ratings monitored for suggested improvements.** Reviewers' ratings were monitored. III.2c. **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.** Departments conducting one completed and one in-progress program review (Psychology and Chemistry) utilized financial assessment data in ways beyond the self-study.
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** (see Appendix E)**.** Units were assisted with assessment activities. 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.** Integration further assisted by IMIR staff team approach. By the end of the year, Student Life and Diversity had agreed to hire Katie Busby (Morrow) full-time as Director of Planning and Assessment. Busby and UC Assessment Director, Michele Hansen meet regularly to optimize integration. III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.** 2003-2004 Annual Performance Report was published both in print and on the Web within the electronic institutional portfolio. The number of print copies published was drastically reduced, with potential readers encouraged to visit the Web site. Also, progress was made on evaluating and developing the performance indicators section of the Performance Report and the Institutional portfolio. Data were assembled and groups convened to evaluate several more indicators, leaving fewer "blank" indicators than we had previously. In addition, a working group developed a set of goals and indicators for Best Practices. III.3e. **Indicators of validity for placement testing in mathematics, English and foreign languages.** Increased number of beginning students placed in college-level mathematics courses (i.e., courses above MATH 110/MATH 111). Maintained relatively high compliance rates for placement in mathematics courses. III.3f. **Program Evaluation Resource Site funded, developed, and**

	implemented. See Indicators of Progress III.3g. **Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.** See Indicators of Progress
Activities planned:	III.3a. **Number of units assisted with assessment.** PAII staff will convene a group of assessment professionals in other units to begin a series of discussions aimed at improving assessment activities and the professional development of staff and faculty. PAII staff will continue to respond to requests for assessment assistance. III.3b. **Number of assessment consultations/projects.** PAII staff will continue to consult with other units on assessment projects. III.3c. **University College assessment improved and further integrated with assessment for Student Life and Diversity.** Hansen and Busby will continue to develop collaborative efforts in team meetings with other relevant staff and faculty. New collaboration planned with Enrollment Services. III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.** Kahn will evaluate of all of the Performance Indicators. Through Institutional Effectiveness staff work with the Center for Service and Learning on the Carnegie Project, more solid data will be compiled to back up the evaluation of performance on the civic engagement indicators. Kahn will begin to evaluate the Research, Scholarship, and Creative Activity indicators; there are indicators, but no evaluation of them (or traffic light colors). The Best Practices Working Group will evaluate the Best Practices indicators. 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. Mzumara will work with Susanmarie Harrington (Director, Writing Program) and Kathy Burton (Director, IMIR) to conduct validation studies of Guided Self-Placement for ENG Writing courses when we obtain a semester of data on course performance and enrollment. III.3f. **Program Evaluation Resource Site funded, developed, and implemented.** Incorporate the functionality and features of the program evaluation resource into the redesigned PAII Web site, which is under development as part of the Accelerated Improvement Process (AIP) initiative.

	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 to identify new online placement tests for Latin and Japanese. Testing Center staff will continue to collaborate with Larry Hill (Academic Advisor/Member, PeopleSoft Academic Advising Team) to monitor and refine the automated batch upload of students' placement test scores into the Student Information System (SIS). Testing Center staff will continue to provide evaluation consulting services in support of development, implementation, and use of student ePortfolios at IUPUI. Testing Center staff will collaborate with Enrollment Center and launch pilot placement testing outreach and distance testing activities at selected IU Campuses or feeder high schools. Mzumara will collaborate with faculty in Department of English and University College and develop a placement validation plan for assessing effectiveness and utility of the Guided Self-Placement model for English writing courses. Testing Center staff will continue to collaborate with OPD staff in developing appropriate survey tools for evaluating online courses at IUPUI. Testing Center staff plan to extend the use of online course evaluation services to new clients and in support of course/instructor evaluation and research projects.
Indicators of Progress:	III.3a. **Number of units assisted with assessment.** PAII staff responded to 55 IUPUI unit requests for assistance with assessment. 34 units in 2003-04, 34 units in 2002-03, and 75 units in 2001-02. III.3b. **Number of assessment consultations/projects.** PAII staff fulfilled 202 requests for assistance with assessment. 90 requests in 2003-04, 173 requests in 2002-03, and 189 requests in 2001-02. III.3c. **University College assessment improved and further integrated with assessment for Student Life and Diversity.** Assessment directors for both units now employed full-time by each unit but participate together as part of IMIR team, ensuring that the work of both remain aligned. III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.**

	See I.1b above. Also, several additional Performance Indicators were evaluated for this year's Performance Report and a first ever set of indicators for Best Practices was developed. III.3e. **Indicators of validity for placement testing in mathematics, English and foreign languages.** Testing Center staff continued to offer forms design/development of survey tools for data collection and optical (OMR) scanning services to campus and off-campus clients. Testing Center staff conducted an evaluation of the national Assessment Institute in Indianapolis. Overall, students who comply with the Math Placement Test recommendation do better in their math classes than students who do not comply with the placement test recommendation. Anecdotal evidence suggests that faculty in Mathematical Sciences and World Languages are satisfied with the placement criteria for mathematics and world language courses, respectively. Testing Center staff continued work on four collaborative grant projects: CAPE Project Evaluation (with IMIR), IUPUI Course Redesign and student ePortfolio Project (with OPD), Automated Essay Scoring project (with Florida International University), and the new SAT Writing Validation Study (with AIR/College Board). III.3f. **Program Evaluation Resource Site funded, developed, and implemented.** Testing Center staff continued to administer Web-based exit or client satisfaction surveys for placement testing, national testing, and scanning services. Some progress has been made in implementing plans to integrate the functionality of the evaluation resource site into the redesigned PAII Website. III.3g. **Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.** Validation process for course placement continued to incorporate placement distributions, probability graphs based on logistic regression and decision theory (or classification) approaches, and calculation of success rates and/or "DFW" rates. Maintained four online placement tests for the Department of World Languages and Cultures (i.e., French (n = 68 students tested), German (n = 41 students), Japanese (n = 3), & Spanish (n = 425)) (Total number of students tested: 537). Testing Center staff administered online course evaluations for 5

	units, including the Schools of Nursing, Social Work, Herron School of Art & Design, SPEA, University College, and the Community Learning Network. In addition, Testing Center staff administered online evaluations in support of AASHTO conference evaluation and School of Nursing's FIPSE Project. (Total number of online surveys administered: 764; Total number of respondents: 6,274). Testing Center's scanning services staff designed 10 new scanner-ready forms for the following academic units: University College, Campus & Community Life (CCL), IUPU Columbus, Anesthesia and Virtual Meeting Strategies (VMS, Medical). (Total number of survey forms produced: 30,000).
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.** Faculty, continuing student, and alumni surveys were revised to include common items related to Civic Engagement, Diversity, and the goals of the Solution Center. New surveys of one-year-out master's degree recipients, and both five-year-out undergraduate and five-year-out master's degree recipients were developed and administered. III.4b. **Response rates on student surveys.** Because of budget constraints, more surveys moved to Web platform. Although this reduces the final response rate, it makes it possible to survey a larger group. III.4c. **Use of surveys by campus units.** Survey results were featured at meetings with key campus groups, including PRAC, Graduation and Retention Council, Enrollment Management Council, and Civic Engagement Council. Programs undergoing review and accreditation requested client surveys, including Law, Dentistry, and Chemistry. Summary of alumni survey results were presented at a Chancellor's Staff meeting.
Activities planned:	III.4a. **Survey items aligned with campus priorities.** IMIR staff will conduct both the National Survey of Student Engagement and Faculty Survey of Student Engagement in Spring 2006. Survey results will be used to support assessment of several Commitment to Excellence Projects, including the Student Work/Retention project and Civic Engagement efforts. III.4b. **Response rates on student surveys.** New plan is being developed to alternate items over years to reduce length of surveys and thus improve response rates. III.4c. **Use of surveys by campus units.**

<table>
<tr><td></td><td>Continue to feature survey results for PRAC, the planning councils, CTE projects, and for programs undergoing review.</td></tr>
<tr><td>Indicators of Progress:</td><td>III.4a. Survey items aligned with campus priorities.
Performance indicators feature many survey items; Medical School seeks customization of faculty survey to meet their internal needs. New Civic Engagement items featured in Carnegie Commission pilot Community Engagement classification project.
III.4b. Response rates on student surveys.
Response rates on campus surveys.
<table>
<tr><th>Survey</th><th>Earlier</th><th>Prior</th><th>Most recent</th></tr>
<tr><td>Continuing Students</td><td>40% (web & paper)</td><td>42% (web & paper)</td><td>26% ↓ (web only)</td></tr>
<tr><td>Alumni</td><td>38%</td><td>39%</td><td>30% ↓</td></tr>
<tr><td>Faculty</td><td>52%</td><td>48%</td><td>55% ↑</td></tr>
</table>
III.4c. Use of surveys by campus units.
Demand for client surveys remains strong. Survey results are being incorporated into work of planning councils.</td></tr>
<tr><td>Campus Planning Theme:</td><td>Teaching & Learning</td></tr>
<tr><td>Objective:</td><td>III.5. Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.</td></tr>
<tr><td>Timeframe:</td><td>On-going</td></tr>
<tr><td>Actions taken to date:</td><td>III.5a. Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).
Testing Center staff continued to administer the ESL and Chemistry Placement Tests on behalf of the ESL Program and Department of Chemistry, respectively. (Number of students tested: 874 for Chemistry and 414 for ESL.)

Testing Center staff administered "special" group test sessions for University College's Upward Bound Program that involved a total group of 84 students (i.e., 25 students at IUPUI and 59 students at IU Bloomington campus).

Number of students taking non-IU examinations at the Testing Facility increased by 13.4% (from 97 students in 2003-04 to 110 students in 2004-05).

Testing Center staff administered 65 individual "Course Test Out" sessions for the Department of Computer and Information</td></tr>
</table>

	Technology: 44 students for *CIT 106* and 21 students for *CIT 115*. Mzumara worked with faculty in the ESL Program on a validity study of the ESL test battery. Testing Center continued to offer ad-hoc proctoring services for online/computerized placement tests (e.g., ACCUPLACER) and national examinations for non-IU students. Testing Center staff collaborated with staff at the IUPUI Glendale Center and installed the Internet Version of COMPASS/ESL Placement System as part of establishing an outreach pilot program to offer COMPASS Mathematics placement testing at off-campus test sites. Testing Center's scanning services staff designed 10 new scanner-ready forms for the following academic units: University College, Campus & Community Life (CCL0, IUPU Columbus, Anesthesia and Virtual Meeting Strategies (VMS, Medical). (Total number of forms produced: 30,000). Testing Center staff continued to offer forms design/development of survey tools for data collection, and 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 Web-based 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.** Validation process for course placement continued to incorporate placement distributions, probability graphs based on logistic regression and decision theory (or classification) approaches, and calculation of success rates and/or "DFW" rates.

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).** Testing Center staff plan to collaborate with Enrollment Center staff in conducting pilot outreach activities for remote placement testing at regional campuses and other off-campus test sites. III.5b. **Satisfaction with Testing Center services.** Testing Center will continue to administer and monitor placement testing exit survey and client satisfaction surveys for national testing program and scanning services. Provide ongoing customer service training for student workers at Testing Center. 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 as well as conduct subgroup analyses that examine fairness and equity aspects of the Guided Self-Placement (GSP) process for placement into ENG writing courses.
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).** Testing Center staff administered "special" group test sessions for University College's Upward Bound Program. (Total number of students tested: 84 -- 25 students at IUPUI and 59 students at IU Bloomington.) Mzumara and Asha Kamath (graduate research assistant) worked with OPD and PAII staff conducting data collection and analysis in support of ePort Pilot study to evaluate the effectiveness of student ePortfolios as tools for enhancing teaching and learning. Mzumara coordinated the project evaluation activities in support of IMLS/IUPUI Project on Outcomes Based Evaluation (OBE). (Information about the OBE Project is available at www.eduscapes.com/imls/.) Testing Center's scanning services staff designed 10 new scanner-

	ready forms for the following academic units: University College, Campus & Community Life (CCL), IUPU Columbus, Anesthesia and Virtual Meeting Strategies (VMS, Medical). (Total number of forms produced: 30,000) Mzumara served as chair of the Professional Development Committee and co-chair of the Pipeline Task Force of the American Evaluation Association (www.eval.org). III.5b. **Satisfaction with Testing Center services.** **Placement Testing:** 95% of students are "satisfied" or "completely satisfied" with information received from TC staff; 95% of students "satisfied" or "completely satisfied" with courtesy displayed by proctors; 94% "satisfied" or "completely satisfied" with helpfulness displayed by proctors. Students' perception of accuracy of placement tests in measuring present skills in Mathematics: about 57% "agreed" or "strongly agreed" that COMPASS Math Placement Test is an accurate measure of present math skills. The above ratings are almost identical to the ratings reported in the 2003-04 Annual Report. **National Testing program:** Of the 388 respondents who completed the national testing exit survey, approximately 98% "agreed" or "strongly agreed" that they were satisfied with the service provided by test proctors; 95% of respondents indicated that proctors presented the instructions in a clear manner; 96% of the examinees reported that they were received in a courteous manner when they entered the testing room; but only 89% 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 27 respondents indicated that 96% rated the overall quality of services/products as "very good' or "excellent"; 92% (or 22 out of 24 respondents) were "very satisfied" with the level of courtesy displayed by staff; 92% (22 out of 24 respondents) were either "satisfied" or "very satisfied" with the level of helpfulness displayed by staff; and 92% of respondents were "satisfied or very satisfied" with timeliness of reports/results. Overall, these results are less favorable in comparison with the 100% ratings reported in the 2003-04 annual report. III.5c. **Information derived from the placement testing and validation processes enhanced.** Preliminary validation plan for Guided Self-Placement will employ multiple measures including direct measures of academic preparation, indirect measures of students' self-perceptions, direct outcome measures (such as first writing course grade, retention to next semester, etc.), and indirect outcome measures (such as ratings from end-of-semester course evaluations).
Campus Planning	Best Practices

Theme:	
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.** See Indicators of Progress III.6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting**. See Indicators of Progress
Activities planned:	III.6a. **Number of units for which economic models (activity-based costing/management) have been developed.** The Schools of Informatics and Nursing as well as the departments of Mathematics and Psychology have had economic models developed or refined this year. III.6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** EMOD staff expanded the economic model consulting capacity by training a business officer who has the ability and interest to support campus efforts.
Indicators of Progress:	III.6a. **Number of units for which economic models (activity-based costing/management) have been developed.** Johnson provided preliminary economic models for Chemistry, Informatics, Labor Studies, Mathematics, and Psychology (see Appendix I). III.6b. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** Additional program analysis for Nursing was conducted.
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, Level of Student Engagement (see Appendix J), was added to the online database website. IMIR staff met with staff in International Affairs to discuss needs and design a report on International Students for the point-in-cycle website. III.7b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** No action was taken this year given the extensive evaluation performed last year. III.7c. **IMIR data and Fact Card integrated.** Completed statistical portrait for IUPUI and linked site to About IUPUI page.
Activities planned:	II.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.** International Student report will be added to the point-in-cycle website. III.7b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** Requests will be made for feedback on reports provided for academic program review and reports improved as needed. III.7c. **IMIR data and Fact Card integrated.** Work with the Director of Institutional Effectiveness to integrate the Portfolio with the About IUPUI page.
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.** One report, Level of Student Engagement (see Appendix J), was added to the online database website. III.7b. **Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** No action was taken this year given the extensive evaluation performed last year. III.7c. **IMIR data and Fact Card integrated.** Completed statistical portrait for IUPUI and linked site to About IUPUI page.
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.** Review processes for Teaching and Learning and Diversity Indicators were institutionalized. New information sources were developed to bolster Graduate Program and Civic Engagement Indicators. Appropriate constituent groups were identified to shepherd each section of performance indicators (PIs) associated with IUPUI's Mission and Goals. Important work was undertaken by each of these groups to improve the micro-indicators underlying the campus performance indicators. Nevertheless, the activity required to complete the task of assigning "traffic lights" to every PI will not be concluded until Fall 2005. Black, Kahn, and Johnson provided leadership for a group that identified best practices goals for the first time and linked them with potential sources of data. IV.1b. **Documented use of indicators by central senior administrators and school deans.** Indicators featured in Annual Performance Report and Institutional Portfolio. The Chancellor's doubling goals are defined by a number of specific measures, or performance indicators, and these are being used to guide the work of five councils (Enrollment Management Council, Retention and Graduation Council, Research Council, Civic Engagement Council, and the Diversity Cabinet). Nevertheless, the use of new campus performance indicators developed to match the goals and objectives in a revised *Vision, Mission, Values, and Goals* statement for IUPUI will have to await the revision of that document.
Activities planned:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Although information is now available for all indicator sections, it may not be feasible to evaluate all of them in the Fall 2005 semester. This should be possible by Spring 2006. IV.1b. **Documented use of indicators by central senior administrators and school deans.** Review Chancellor's speeches and reports and deans' annual reports for references to indicators.
Indicators of Progress:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Diversity indicators were featured for the second year in the State of Diversity Address (by two different Chancellors). Results of mission differentiation effort should not require much change in indicators.

	IV.1b. **Documented use of indicators by central senior administrators and school deans.** Nothing concrete.
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.** Move to common web Portal should provide a basis for more consistent measures of web access. IV.2b. **Web-based service-instance form revised and implemented.** IMIR continues to use the Web-based service instance form. Other units use non-web-based collection methods.
Activities planned:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** Consider revisiting common information request form development. IV.2b. **Web-based service-instance form revised and implemented.** This indicator is eliminated for 2005-06.
Indicators of Progress:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** We continue to monitor the existing indicators. IV.2b. **Web-based service-instance form revised and implemented.** Information requests will continue to be counted in ways unique to individual offices.
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.** In collaboration with the ICHE, Susan Kahn wrote and submitted a pre-proposal for a state-wide e-portfolio project to the FIPSE Comprehensive Program. Following the pre-proposal deadline and peer review, the entire competition was canceled for the year, and the pre-proposal did not progress any farther. Mzumara and Kahn assisted in the writing of a successful proposal for a small grant from PRAC to identify best practices in integrating ePort into course syllabi and assignments. IV.3b. **Presentations and publications related to IUPUI's institutional portfolio.** Kahn made two presentations on the iPort and seven on the ePort.

	IV.3c. **Usage statistics for both portfolio and PUMA Exchange Web sites.** IMIR and TC staff compiled Web Usage Statistics Report for both portfolio and PUMA Exchange Web sites.
Activities planned:	IV.3a. **Proposals developed, submitted, and funded.** The external funding picture is generally bleak and the feeling right now is that the campus e-portfolio initiative needs to mature before we have sufficient data to convince a funding agency that this project is worth supporting. But Kahn will continue to seek opportunities and track RFPs. The National Coalition for Electronic Portfolio Research, in which Kahn serves as an IUPUI representative, may present some opportunities. In addition, we may seek an alternative funding source for the ICHE project. IV.3b. **Presentations and publications related to IUPUI's institutional portfolio.** Kahn has several presentations planned this fall on ePort and is organizing and co-presenting a pre-conference workshop on iPort this fall. She plans to become more active in presenting and publishing on iPort again; the Carnegie project may offer some opportunities for this. Also, Portland State, one of our collaborators on the UUPP, is undergoing its accreditation review in October and is using its electronic institutional portfolio as the platform for its self-study. The institutional portfolio director at PSU and Kahn hope to make some presentations on the respective accreditation experiences with institutional portfolios. IV.3c. **Usage statistics for both portfolio and PUMA Exchange Web sites.** IMIR and Testing Center staff will continue to collect Web logs and compile Web statistics for the portfolio sites.
Indicators of Progress:	IV.3a. **Proposals developed, submitted, and funded.** FIPSE pre-proposal developed and submitted; competition was subsequently canceled. Internal proposal submitted and funded. IV.3b. **Presentations and publications related to IUPUI's institutional portfolio.** Two presentations on iPort and seven on ePort. IV.3c. **Usage statistics for both portfolio and PUMA Exchange Web sites.** **IUPUI Institutional Portfolio**: www.iport.iupui.edu Total Number of Hits: 769,208; Total Number of Pages Viewed: 352,570; Average Number of Visitors: 192 **National Portfolio Project (UUPP)**: Total Number of Hits: 23,549; Total Number of Pages Viewed: 11,052 **Urban Data Exchange (PUMA)** www.imir.iupui.edu/urban Total Number of Hits: 1292; Total Number of Pages Viewed: 969
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. **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.** PAII Information Study presented at ASHE. Each of the doubling task forces reported that this year was an organizational year (see Appendix K). In the coming year the task force reports suggest that they will use considerable data to inform their decisions and to evaluate the actions taken. Borden article in New Directions for Institutional Research features use of Alumni Survey results in campus improvement efforts. Students in Drew Appleby's Psychology B454 Capstone Seminar in Psychology evaluated the School of Science Senior Assessment Packets from 2003 and 2004 IUPUI psychology alumni. A significant number of items on these surveys are common with the IMIR student alumni surveys. As a result of this class analysis, many suggestions for improvements were made to the department. Faculty in Anthropology reported analyzing student survey data provided by IMIR to assess student learning and program outcomes. Faculty in English use data from IMIR on enrollment and graduation rates as well as contextual data to help understand these rates. They are also using them to assess students' progress and the obstacles that they face in completing the English major. Faculty in Bachelor of Social Work program report using the *IUPUI Continuing Student Satisfaction and Priorities Survey* (IUPUI-CSS) and *Alumni Surveys* developed and administered by (IMIR). They also report that these two surveys assisted them in understanding the BSW students' satisfaction and priorities related to both the campus and their program, the graduates' perspectives on their experience at IUPUI and the school, and information about BSW graduates. They have come to rely on these two surveys as an ongoing source of information for program assessment. PAII staff collaborated with staff in the Office of Human Resources Administration to coordinate 7 training events for faculty and staff

	interested in the Accelerated Improvement Process (AIP) developed at the University of Wisconsin-Madison. To date 32 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned. Black was trained as an AIP trainer and has subsequently collaborated with Human Resources staff to establish a users' group and to train others to use the process. A formal reporting mechanism has been developed to record improvements made by the AIP. V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.** Banta and Kahn have worked through PRAC to follow some of the advice given by the NCA review team. In addition, Kahn spent a great deal of time on specific initiatives that NCA encouraged us to pursue. For example, the team urged IUPUI to move forward with improving assessment of the PULs through the ePort. Kahn devoted a great deal of time this year to the campus ePort initiative, directing a funded research project, coordinating the first- and second-semester pilots, assisting with faculty development, writing and editing articles for the ePort Knowledge Base, and serving on the ePort Core Committee, the ePort Implementation Committee, and the ePort Assessment Committee. Kahn is also working with the Center for Service and Learning and as a member of the Council on Civic Engagement and its Assessment Subcommittee on improving documentation and assessment of civic engagement, as we were urged to do by the team. And she is supporting work on retention through her work on the Council on Retention and Graduation.
Activities planned:	V.1a. **List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.** Consider including in Institutional Portfolio documentation of improvements. Accelerated Improvement Process efforts will be documented and reported to the campus. V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.** Kahn plans to continue working on all of the above initiatives with increased involvement in the assessment of Civic Engagement through the Carnegie project and closer involvement with the CE performance indicators. The recommendations of the NCA team are being pursued through a variety of campus initiatives and the need for a focused plan in this area has passed.
Indicators of Progress:	V.1a. **List of significant improvements furthered by PAII information and evaluation resources extended and**

	disseminated widely. PRAC reports include annual reporting of improvements based on assessment results (http://www.planning.iupui.edu/prac/prac.html). 32 AIP efforts have been documented. By way of example, participants have reported that these efforts have increased the effectiveness of meetings, the efficiency of conducting background checks, and conducting student orientation. V.1b. **Plan in place for implementing improvements suggested by NCA reaccreditation review.** NCA advice has been pursued through PRAC. The Office of Institutional Effectiveness also contributed to carrying out specific recommendations by providing substantial assistance to the ePort initiative, contributing to improved assessment of civic engagement, and supporting campus retention efforts.
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 of Progress V.2b. **External funding received.** See Indicators of Progress
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).** PAII staff provided 281 consultations for planning, evaluation, and improvement purposes. V.2b. **External funding received.** External funding of $180,408 was received for evaluation projects. Banta received a $5,000 grant from the Randall L. Tobias Center for

	Leadership to conduct research on leadership for outcomes assessment. Kahn received a $30,000 grant from the Association for Institutional Research and the National Postsecondary Education Cooperative for: "Enhancing Student Success Through Electronic Portfolios." The Testing Center and Information Management and Institutional Research are in the third year of the Community Alliance for Process in Education (CAPE) project evaluation: School improvement, K-12 professional development, and higher student achievement (see Appendix L) contract with Phi Delta Kappa, International, fiscal agent for The Lilly Endowment, Inc. Third year of three-year contract for $214,951. Fiscal year 2004-05 expenditures: IMIR - $41,175; TC - $18,636; Total - $59,811. The Testing Center was funded for a Commitment to Excellence Project entitled *Infrastructure for Course and Program Innovation (including the IU Student e-Portfolios)*. Funded by the IUPUI Dedicated Tuition Funds – Total Amount of Award: approximately $1,000,000 shared among eight offices/units at IUPUI. (Year 2 Budget outlay to Testing Center: $17,661.00; *FTE service commitment to the project:* 5% FTE as member of Project Assessment Team.). Mzumara is the principal evaluator for project granted by the Institute for Museum and Library Studies "Developing and Evaluating Instructor-Mediated Online Courses in Outcomes Based Planning and Evaluation" awarded to the IUPUI School of Liberal Arts (Museum Studies). (Three-year grant awarded to SLA/SLIS for a total award amount of $918,261 Testing Center award $14,320). Mzumara also is evaluating Online Critical Care Courses. (Testing Center contract - $1,830- with IU School of Nursing). Longitudinal Study of Online Critical Care Courses. (Internal contract project with IU School of Nursing. Project funded by FIPSE). IMIR is in the sixth year of the Nina Mason Pulliam Trust project: Nina Mason Pulliam Scholars Program multi-program longitudinal evaluation. Six-year contract for $593,376. Subcontract with Arizona State University of IUPUI Portion for $336,211. Fiscal year 2004-05 expenditures: $51,786.
Campus Planning Theme:	Best Practices
Objective:	V.3. Contribute evaluation resources for community activities and programs
Timeframe:	
Actions taken to date:	V.3a. **Number of evaluation studies funded and conducted for**

	campus constituents. Third and final year of South Central Indiana CAPE Project; Fourth of six funded years of Nina Mason Pulliam Scholarship evaluation project. Borden and Mzumara continued to serve as co-evaluators of the CAPE Project and completed the third and final year of the evaluation project with support of grant funds received from PDK International. Mzumara served as external evaluator for the FIPSE-funded project on "Automated Essay Grading of Electronic Portfolio Documents" (and completed the three-year FIPSE grant) based at Florida International University. Mzumara and Kahn collaborated with Mark Shermis (FIU) in conducting a small pilot study on the uses of automated essay scoring technology (i.e., IntelliMetric scoring engine) for grading students' ePortfolio documents. 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.** Testing Center staff held initial planning meetings with staff at IUPUI Glendale and Carmel Centers regarding implementation of pilot placement testing outreach at off-campus sites. Testing Center staff administered "special" group test sessions for students in the Upward Bound Program for University College. (Total number of students tested: 84 -- 25 students at IUPUI and 59 students at IU Bloomington.)
Activities planned:	V.3a. **Number of evaluation studies funded and conducted for campus constituents.** New projects, supported with internal CTE funding, will be undertaken to support evaluation of Student Work-Retention project and Civic Engagement Inventory re-development. Testing Center staff will continue to assist campus constituents by collaborating on research projects and offering measurement/evaluation expertise to interested faculty and staff. 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.** Testing Center and Enrollment Center staff will collaborate in setting up additional pilot sites for outreach placement testing activities at selected locations in Northwest Indiana, Fort Wayne, and southern Indiana. Testing Center staff also plan to implement a pre-requisite as well as prior chemistry course credit checking process for the Chemistry

	Placement Test.
Indicators of Progress:	V.3a. **Number of evaluation studies funded and conducted for campus constituents.** External funding of $180,408 for evaluation projects. Mzumara coordinated the project evaluation activities in support of the IMLS/IUPUI Outcomes Based Evaluation (OBE) grant project based in the School of Liberal Arts at IUPUI (www.eduscapes.com/imls/). Testing Center staff provided evaluation consulting services to several IUPUI faculty members in support of two grant projects based in the IU Schools of Nursing and Medicine. Mzumara co-authored a conference presentation with faculty in the IU School of Nursing. 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.** A Testing Center representative served as a member of the COMPASS/ESL Advisory Panel that is developing a High School Outreach Program using ACT's Internet Version of the COMPASS/ESL system.

FY2005-2006 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 thinking and communicating about the campus mission.	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.	Karen & Kathy
	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. Improved PAII website	Amol
	I.1h. Usage statistics for PAII Web sites.	Howard & Amol
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.	Kathy
	II.2b. 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.	Kathy
	III.1c. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.	Susan
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

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
		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.	Cadre of campus assessment professionals developed and supported.	Trudy, Karen, & Kathy
		III.3d.	Institutional effectiveness documented via institutional portfolio and improved annual performance report.	Susan
		III.3e.	Indicators of validity for placement testing in, chemistry, English, English as a Second Language, mathematics, and world languages.	Howard
		III.3f.	New website including program evaluation resources designed and deployed.	Howard
		III.3g.	Improved strategy for assessing civic engagement.	Susan
		III.3h.	Number of units assisted in creating Web-based assessment techniques, e.g., on-line placement testing and on-line course evaluations.	Howard
		III.3i.	Development, implementation, evaluation, and adoption of student electronic portfolio.	Susan & Howard
III.4.	Continuously improve survey programs.	III.4a.	Survey items aligned with campus priorities.	Kathy
		III.4b.	Response rates on student surveys.	Kathy
		III.4c.	Use of survey findings by campus units.	Kathy
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 consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation.	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
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.	Susan & Trudy
	IV.1b. Documented use of indicators by central senior administrators and school deans.	Karen & Susan
IV.2. Continuously refine PAII indicators of quality in daily work.	IV.2a. Increasingly useful set of indicators for monitoring PAII performance in use.	Kathy & Karen
IV.3. Advance institutional effectiveness collaborative initiatives.	IV.3a. Staff participation in Institutional Effectiveness activities.	Susan
	IV.3b. Proposals developed, submitted, and funded.	Susan
	IV.3c. Presentations and publications related to IUPUI's institutional portfolio.	Susan
	IV.3d Number of Accelerated Improvement Processes completed and instances of improvements documented.	Karen
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.	Karen & Trudy
	V.1b. Implementing improvements suggested by NCA reaccreditation review.	Susan & Karen
V.2 Continuously improve the professional development of PAII staff.	V.2a. Professional development plans implemented and deployed.	Karen, Howard, & Kathy
V.3. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	V.3a. Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).	Karen
	V.3b. External funding received	Karen
V.4. Contribute evaluation resources for campus programs and community organizations	V.4a. Number of evaluation studies funded and conducted for campus constituents.	Howard

Implementation Strategies	Performance Indicators/Milestones		Person(s) Responsible
	V.4b.	Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.	Howard

2004-2005 Teaching, Research and Service Report for
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

Banta, T. W. (Summer I, 2005) EDUC C750. Assessment in Higher Education. (3 cr., 15 students)

Borden, V. M. H. (Fall 2004). EDUC U550 (Three 1 credit web modules for Post-Master's Certificate in Institutional Research) Desktop Technologies for IR, Information Architecture for Web Applications, Data Administration, Warehousing, and Mining (3cr – 7 students)

Borden, V. M. H. (Fall 2004). 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) Basic Statistical Applications in IR; Survey Research Applications in IR; Intermediate Statistical Applications in IR (3cr – 5 students)

Johnson, J. N. 041V34A08 (September 10, 2004) Managing Short-Term Projects at CLN Glendale Center

Johnson, J. N. (February 25, 2005). Guest lecture *Resource Allocation at IUPUI: RCM and Economic Modeling* for LEADERSHIP in Dynamic Organizations Series course, Organizational Leadership Studies Program.

Kahn, S. (Spring 2004) ENG E450 English Capstone seminar (3cr – 23 students)

Kahn, S. (Summer I, 2005) Assisted Banta with developing the syllabus and taught two modules for her HESA Assessment in Higher Education course

Mzumara, H. R. (Summer I, 2005). EDUC Y520 Section 6675, Strategies for Educational Inquiry (3 cr. – 30 students)

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. Guest lecturer, Leadership in Dynamic Organizations, Department of Organizational Leadership & Supervision

Other Courses

Borden, V. M. H. (Summer, 2004). Guest Lecturer, Florida State University Graduate Certificate in Institutional Research, Tallahassee, Florida (July 27, 2004).

Graduate Student Program Committees

Banta, T. W. Andrew Jones, Ph.D. in Higher Education

Graduate Assistants Mentored

Banta, T. W. Ann McCann, Ph.D. in Educational Leadership, University of Nebraska

Borden, V. M. H., Amy Garver, Ph.D. Higher Education and Student Affairs

Mzumara, H. R., Stephanie Houp, M.S., Department of Psychology, I/O Program

Mzumara, H. R., Jessica Jacot, M.A., School of Social Work

Mzumara, H. R., Asha Kamath, M.Ed., School of Education

Mzumara, H. R., Tasnim A. Morbiwala, M.S., Department of Electrical Engineering

Mzumara, H. R., Nathan K. Studebaker, M.S., I/O Psychology

Kahn, S., Amy Garver, HESA doctoral student

Wince, M., Jennifer Banner, M.S. Industrial/Organizational Psychology

Wince, M., Stoiber, Katie, M.S. Industrial/Organizational Psychology

Thesis/Dissertation Committees

Banta, T. W. (Director) Deanna Timmons

Banta, T. W. (Member) Lana Al Shawwa

Banta, T. W. (Member) Karen Black

Banta, T. W. (Member) Robert Gonyea

Borden, V. M. H., (director) Mary Harnishfeger, dissertation committee, Instructional Systems and Technologies, Dissertation director

Borden, V. M. H., (member) Keith Howard, dissertation committee, Higher Education and Student Affairs

Borden, V. M. H., (member) Tina Tuttle, dissertation committee, Higher Education and Student Affairs

Mzumara, H. R., Dissertation Committee Member - Stephen Irish, Ed.D., Higher Education.

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

Letters of Support for Colleagues Seeking Promotion or Recognition

Banta, T. W. - 9 letters

Mzumara, H. R. – 2 letters

Kahn, S. - 1 letter

Awards/Recognition

Banta, T. W. Named a Senior Scholar—a career achievement award—by the American College Personnel Association.

Banta, T. W. Selected for the University of Kentucky Hall of Distinguished Alumni, a distinction that only 1/10th of 1% of Kentucky alumni have received in the 40-year history of the award.

Dobbs, **B.** Recipient of the 2004 Glenn W. Irwin, Jr. M.D. Experience Excellence Recognition award.

Publications

Refereed Articles

Banta, T. W., Morrow, A. K., Kahn, S., Black, K. E., Johnson, J. N. (2004, November). (ASHE, Kansas City, Missouri). Does information influence academic decision-making? Annual meeting of the Association for the Study of Higher Education.

Other Published Articles

Banta, T. W., & **Mzumara, H. R.** (2004, September-October). Assessing information literacy and technological competence. Assessment Update: Progress, Trends, and Practices in Higher Education, 16(5), 3, 6, 14.

Borden, V. M. H. & Brown, P. C. (2004). The top 100: Interpreting the data, part 2 (graduate and professional degrees). *Black Issues in Higher Education*, 21(12), July 29, 2004, 33+.

Borden, V. M. H. (2004).On the up and up. *Community College Week, 17*(9), December 6, 6-9.

Borden, V. M. H,. Brown, P. C., & Garver, A. (2005). Top 100 associate degree producers: Inside the numbers. *Community College Week, 17*(23), June 20. 6-7, 10+.

Borden, V. M. H., Brown, P. C., & Garver, A. (2005). The bigger picture: Trends in the 'Top 100.' *Community College Week, 17*(23), June 20. 8-9.

Borden, V. M. H., Brown, P. C., & Garver, A. (2005). The top 100: Interpreting the data, part 1 (undergraduate degrees). *Black Issues in Higher Education, 22*(8), June 2, 2004, 36-80.

Kahn, S. Served as book review editor and published two book reviews in *Assessment Update*.

Mzumara, H. R. (2005, Spring). Psychometric services in support of Lawyer Specialty Certification in Indiana. Certification Link (Your ABA Specialization Connection), pp. 1-2, 4.

Books and Book Chapters

Banta, T.W., Black, K.E., Kahn, S., & Jackson, J.E. (2004). A perspective on good practice in community college assessment. In *Developing and implementing assessment of student learning outcomes*. New Directions for Community Colleges (Number 126). San Francisco: Jossey-Bass.

Borden, V. M. H. (2005). Identifying and analyzing group differences. In M. A. Coughlin (Ed.), *Intermediate/advanced statistical applications in institutional research*. Resources for Institutional Research, No. 16. Tallahassee, FL: Association for Institutional Research.

Borden, V. M. H. (2005). Using alumni research to align program improvement with institutional accountability. In D. J. Weertz & J. Vidal (Eds.) Enhancing alumni research: European and American perspectives. *New Directions for Institutional Research, 126*. San Francisco: Jossey-Bass.

Commissioned Papers

Banta, T. W. and Donald, J. (2004, September) A Review of Program Review at the University of Saskatchewan (Commissioned report)

Banta, T. W. (2005, January) Assessment of SUNY's General Education Initiative. Albany and Trustees of the State University of New York.

Borden, V. M. H., & Mzumara, H. R. (2004, 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. (2004, 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. (2005, 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. (2005, May). CAPE Evaluation Project: School Improvement, K-12 Professional Development, and Higher Student Achievement (Quarterly Activity Report). Indianapolis, IN.

Mzumara, H. R. (2004, December). Validation of COMPASS Mathematics Placement Scores for Course Placement at IUPUI: 2000-2003. Indianapolis, IN: IUPUI Testing Center.

Mzumara, H.R., Houp, S., Kamath, A., & Ryan, D.M. (2004, December). *Evaluation report of 2004 Assessment Institute*. Indianapolis, IN: IUPUI Testing Center.

Presentations

Keynote Addresses-International

Borden. V. M. H. (2004, December). Quality higher education: Aligning program, institutional, and national models of higher education quality and effectiveness. Plenary address to the Presidential Committee on Education Innovation, Seoul, Republic of Korea.

Keynote Addresses-U.S.

Banta, T. W. (2004, August). Using the results of community college assessment. Keynote address presented at annual conference at Columbus State Community College (Ohio).

Banta, T. W. (2004, October). That elusive culture of evidence-can we achieve it? Keynote address presented at the Impact and Innovation Assessment Conference of the Council for Christian Colleges and Universities at Grand Rapids Christian College.

Banta, T. W. (2005, March). Assessing student outcomes. Academic Affairs keynote presentation at the annual meeting of the Association of American Veterinary Medical Colleges in Washington DC.

Borden, V. M. H. (2005, February). What if? (Scenarios in the Spreadsheet of my heart). Keynote address presented at the 2005 Texas Association for Institutional Research Annual Conference. Arlington, TX.

Borden. V. M. H. (2004, November). Institutional research as collaborative organizational learning. Keynote address presented at the 2004 Annual Conference of the Kentucky Association for Institutional Research, Louisville, KY.

Borden. V. M. H. (2004, November). Institutional research as collaborative organizational learning. Keynote address presented at the 34th Annual Conference of the Illinois Association for Institutional Research, Oak Brook, IL.

Borden. V. M. H. (2004, August). Institutional research as collaborative organizational learning. Keynote address presented at the 2004 Annual Conference of the Tennessee Association for Institutional Research, Brentwood, TN.
Cabrero, A., Gonzales, G., & **Borden, V. M. H**. (2004, October). Success and campus climate. Keynote panel at the Indiana Pathways to College Network 2004 Annual Conference, Indianapolis, IN.

Hamilton, S. & **Kahn, S.** (2005, June). *Using Electronic Portfolios to Promote Learning*. Keynote workshop for Summer Institute sponsored by Passaic Community College, Montclair Community College, and New Jersey City University, Paterson, New Jersey.

Peer Reviewed Papers/Presentations-International

Banta, T.W., Kahn, S., Ketcheson, K., & Rhodes, T**.** (2004, September). *New Directions in U.S. Quality Assurance: Accreditation, Quality Improvement, and the Web.* Paper presented at the 2004 European Association for Institutional Research Conference, Barcelona, Spain.

Borden, V. M. H., Bringle, R., and Evenbeck, S. E. (2004, September). The university as a collaborative partner in regional development. Paper presented at the 2004 European Association for Institutional Research, Barcelona Spain.

Hundley, S.P. and **Black, K.E.** (2004). Institutional Portfolios: Their Use as a Teaching and Learning Tool in Case Study Classes. Peer-reviewed Invited Presentation for the World Association for Case Study Research and Application, July 3-7, 2004, Buenos Aires, Argentina.

Mzumara, H. R. (2004, 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, Atlanta, GA.

Peer Reviewed Papers/Presentations-National

Banta, T. W. (2004, September). (Barcelona, EAIR). New directions in U.S. quality assurance: Accreditation, quality improvement, and the web.

Banta, T. W. & Lindsey, G. (2004, October). (NASPAA, University Place Conference Center). Building a culture of civic engagement. NASPAA Panel Discussion

Banta, T. W. & Chism, N. (2004, October). (SoTL Bloomington). Assessment and the scholarship of teaching and learning: An integral relationship. Inaugural meeting of the International Society for the Scholarship of Teaching and Learning.

Banta, T.W., Eder, D., **& Kahn, S.** (2004, November). *Building a Scholarship of Assessment Through Electronic Portfolios.* Presentation given at the Assessment Institute in Indianapolis, Indianapolis, IN.

Billings, D. M., Jeffries, P. R., & **Mzumara, H. R.** (2005, April). *Predictors of professional socialization in online courses to prepare nurses for employment in critical care*. Presentation given at the annual conference of the Midwest Nursing Research Society (MNRS), Cincinnati, OH.

Hamilton, S., & **Kahn, S.** (2005, June). *Lessons Learned from a Year's Experience with the Open Source Portfolio.* Presentation given at the Open Source Portfolio Initiative Conference, Baltimore, MD.

Mzumara, H. R. (2004, November). *Assessing student learning outcomes using electronic portfolios*. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA.

Mzumara, H. R. (2005, April). *Alternative methods for validating course placement criteria*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

Mzumara, H. R. (2005, June). *Evaluating the efficacy of automated essay grading technology in assessing writing skills.* Paper presented at the 45th annual forum of the Association for Institutional Research, San Diego, CA.

St. John, E. P., Musoba, G. D., Braxton, J. M., **Borden, V. M. H.**., Hossler, D. R., & McKinney, J. S. (2005, May). An action inquiry approach to institutional research for student retention and institutional change. Panel Presented at the 2005 Association for Institutional Research Annual Forum. San Diego, CA.

Peer Reviewed Papers-Regional/Local

Hamilton, S., **Kahn, S.,** McGown, S., & Schwarz, D. (2005, February). *Student perspectives on ePort: Putting student learning first.* Presentation given at the Edward C. Moore Symposium, Indianapolis, IN: IUPUI.

Mzumara, H. R., & Kamath, A. (2005, February). *Validity evidence for using ePortfolios as tools for assessing student progress*. Presentation given at the Edward C. Moore Symposium at IUPUI, Indianapolis, IN.

Invited Presentations – National, Regional and Local

Banta, T. W. (2004, October). Advancing learning through reflection and peer review ~ Some trends in assessment in higher education~. Presentation and the University of Saskatchewan.

Banta, T. W. (2004, November). A principle-based approach to general education. Presentation at a conference of the Association of American Colleges and Universities in Philadelphia, Pennsylvania.

Banta, T. W. (2005, January). Meeting of the Academic Standards Committee of the Trustees of the State University of New York, SUNY.

Banta, T. W. and Hamilton, S. J. (2005, February) Options for Assessing General Education. Presentation in Atlanta, Georgia

Banta, T. W., Black, K. E., & Busby, A. K. (May 2005). Presentation on approaches to assessment in general education for a faculty committee at the University of Kentucky.

Borden, V. M. H. (2005, June). Building effective student retention programs: A collaborative learning approach. Presented at the Second Academic Impressions' Data Driven Strategic Enrollment Management Conference, Vail, CO.

Borden, V. M. H., Brown II, M. C., Bullock, D. J., & Bolden, V. (2005, May). Closing the achievement gap. Panel presented at the Second Annual Black Issues in Higher Education Benchmarks & Barriers Conference. Arlington, VA.

Borden, V. M. H. (2005, March). Integrating P-16 education through collaborative research. Lecture delivered to the forum, "Creating Seamless P-16 Education in Wisconsin. Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), Madison, WI.

Borden, V. M. H. (2005, March). Learning to do better: Improving the campus climate for diversity through collaborative inquiry. Town forum at Western Michigan University, co-sponsored by the Office of Institutional Effectiveness and the Division of Multicultural Affairs.

Borden, V. M. H. (2005, March). Institutional research and civic engagement: Analysis, evaluation and performance indicators to promote institutionally effective civic engagement. Presented at the American Associate for State Colleges and Universities (AASCU)/IUPUI Civic Engagement Institute. Indianapolis, IN.

Cerbin, W., Ciccone, A., Ewens, J., Hoff, P., **Kahn, S.,** & Kornetsky, L. (2005, April). *Twenty Years of Faculty Development.* Panel presentation for the Office of Professional and Instructional Development, University of Wisconsin System, Madison, WI.

Hamilton, S., & **Kahn, S.** (2005, May). *Enhancing Student Success Through Electronic Portfolios: AIR/NPEC Grant Report.* Presentation given at AIR Forum, San Diego, CA.

Johnson, J. N. *A Primer on Responsibility Center Budgeting and Planning Within Its Framework*, College of Public Health and Health Professions, University of Florida, Gainesville, Florida, July 15, 2004.

Johnson, J. N., facilitator and project team member for IUPUI partnership with NCAA's Ethnic Minority Males Leadership Conference, *Finance and Fundraising* seminars, October 29 – October 31, 2004, Indianapolis, Indiana.

Mac Kinnon, J, & **Johnson, J. N.** *Initiating Structural Change: A Planning Approach to Help You Through It.* 2004 Association of Physical Therapy Administrators Conference in St. Louis, Missouri, on October 1, 2004.

Jones, L. G., Bers, T. H., **Borden, V. M. H.,** & Volkwein J. F. (2005, May). W(h)ither the IR Report? Panel presentation at the AIR Presidential Pre-Conference Symposium on Advancing the IR Profession. 2005 Association for Institutional Research Annual Forum, San Diego, CA.

Mzumara, H. R. (2004, November). *Implementation of the Building Diversity Initiative (BDI) recommendation: A brief report from the AEA Professional Development Committee*. Presentation given at the annual meeting of the American Evaluation Association, Atlanta, GA.

Mzumara, H. R. (2004, November). *Negative side effects of accountability/assessment systems* (Town Meeting on Developing an AEA Public Statement on Educational Accountability). Presentation given at the annual meeting of the American Evaluation Association, Atlanta, GA.

Invited Workshops

Borden, V. M. H. & Flowers, N., & Brown, P. C. (2004). Diversity counts: Assessing and improving diversity initiatives. Workshop presented with at the American Association for Colleges & Universities Diversity and Learning Conference, October 21, 2004, and at the 2004 Assessment Institute in Indianapolis, October 31, 2004.

Borden, V. M. H. (2004) On beyond spreadsheets: Data synthesis and analysis using advanced spreadsheet functions in an integrated software platform. Workshop presented at the Association for Institutional Research 2004 Information Technology Institute, July 16-20, Salt Lake City, UT.

Bringle, R., & **Kahn, S.** (2005, March). *Civic Engagement: An Emerging Emphasis in Accreditation*. Workshop presented at Civic Engagement conference sponsored by the American Association of State Colleges and Universities, Indianapolis, IN.

Hamilton, S., **Kahn. S.,** Morrone, A., **Mzumara, H.R.** & Rubens, E. (2004, October). *Getting Started with Student E-Portfolios*. Pre-conference workshop presented at the Assessment Institute in Indianapolis, Indianapolis, IN.

Mzumara, H. R. (2004, November). *Implementation of the Building Diversity Initiative (BDI) recommendation: A brief report from the AEA Professional Development Committee*. Presentation given at the annual meeting of the American Evaluation Association, Atlanta, GA.

Mzumara, H. R. (2004, November). *Negative side effects of accountability/assessment systems* (Town Meeting on Developing an AEA Public Statement on Educational Accountability). Presentation given at the annual meeting of the American Evaluation Association, Atlanta, GA.

Conferences/Seminars Convened

Banta, T. W. (2004, November) Assessment Institute in Indianapolis

Borden, V. M. H., Harvey, L., Kruzinga, E., Voorhees, R., Serban, A., & Krallman, D., (2005, January). The quality, cost, and access dilemma: Strategies for developing and sustaining high quality programs that meet societal needs in an era of diminishing resources. A Joint Seminar of the European Association for Institutional Research (EAIR) and the Association for Institutional Research (AIR), January 14-15, 2005, Miami, FL.

Grants

Federal Government

Hamilton, S., & **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. (2005-2008). Principal evaluator for the Institute for Museum and Library Studies (IMLS) grant project entitled "*Developing and Evaluating Instructor-Mediated Online Courses in Outcomes Based Planning and Evaluation*" awarded to the School of Liberal Arts (Museum Studies) and School of Library and Information Studies. *Project Location:* IUPUI (Museum Studies). *Total Award Amount:* $918,261; Principal Investigator: Dr. Elizabeth Kryder-Reid. *FTE service commitment to the project:* 12.5% FTE as Principal Evaluator

Mzumara, H. R. (October 2000- September 2004). FIPSE grant project entitled "Automated essay grading for electronic portfolios." (*Total FIPSE Award Amount:* $ 311,026 from October 2000 – September 2004; Principal Investigator: Dr. Mark D. Shermis, Florida International University. *FTE service commitment to the project:* In-kind contribution as external evaluator.)

Foundation/Other

Banta, T. W. Grant from the Tobias Center on Leadership Excellence for conducting research on leadership for outcomes assessment - $5,000.

Borden, V. M. H. & **Mzumara, H. R.** Community Alliance for Process in Education (CAPE) project evaluation: School improvement, K-12 professional development, and higher student achievement. Contract with Phi Delta Kappa, International, fiscal agent for The Lilly Endowment, Inc. Third year of three-year contract for $214,951. Fiscal year 2004-05 expenditures: IMIR - $41,175; TC - $18,636; Total - $59,811.

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 2004-05 expenditures: $51,786

Mzumara, H. R. (February 2002 – August 2005). Community Alliance for Process in Education (CAPE) Evaluation Project for South Central Indiana**:** School Improvement, K-12 Professional Development, and Higher Student Achievement. Co-project evaluator for the Community Alliance to Promote Education (CAPE) Project. (Funded by Phi Delta Kappa International, fiscal agent for The Lilly Endowment, Inc. Three-year contract for $214,951; 2002-2005; Year 3 Grant Budget outlay: $59,811; *FTE service commitment to the project:* 10% FTE as Co-project Evaluator)

Mzumara, H. R. (2003-2006) Commitment to Excellence Project entitled *Infrastructure for Course and Program Innovation (including the IU Student e-Portfolios)*. Funded by the IUPUI Dedicated Tuition Funds – Total Amount of Award: approximately $1,000,000 shared among eight offices/units at IUPUI. (Year 2 Budget outlay to Testing Center: $17,661.00; *FTE service commitment to the project:* 5% FTE as member of Project Assessment Team.)

Mzumara, H. R. (2004-2005). *Longitudinal Study of Online Critical Care Courses.* (Internal contract project with IU School of Nursing. Project funded by FIPSE).

Grant Proposals

Hamilton, S., **Kahn, S.,** & Sauer, K. *Enhancing learning and assessment through electronic portfolios: An Indiana initiative.* Pre-proposal submitted to the Fund for the Improvement of Post-Secondary Education. Competition was subsequently canceled.

Professional Service

Editing/Reviewing

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

Banta, T. W. *Assessment and Evaluation in Higher Education*—Editorial board

Banta, T. W. *Journal of General Education*—Editorial board

Banta, T. W. Jossey-Bass Publishers. Reviewed book proposal

Borden, V. M. H., Review of manuscript: *The Misjudgement of Student Performance,* by Mantz Yorke for Routledge Education Press.

Kahn, S., *Assessment Update*—Book review editor.

Kahn, S., *National Teaching and Learning Forum*—Editorial board.

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

Mzumara, H. R. American Educational Research Association (Number of paper proposals reviewed: 2)

Mzumara, H. R. American Evaluation Association (Total number of professional development workshop proposals reviewed: 73)

Mzumara, H. R. The American Journal of Evaluation (Number of manuscripts reviewed: 1)

Research Panels, Boards and Committees

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

Borden, V. M. H., Advisory Board Member. Cooperative Institutional Research Program (CIRP). Higher Education Research Institute, University of California, Los Angeles.

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.

Kahn, S. Reviewer for Academic Quality Improvement Initiative, alternative accreditation process for the Higher Learning Commission, North Central Association of Colleges and Schools.

Mzumara, H. R. American Evaluation Association (AEA), Member of Task Force on Developing a Public Statement on Educational Accountability.

Elected Positions

Borden, V. M. H., Immediate Past President, Association for Institutional Research (Member, Board of Directors and Executive Committee).

Mzumara, H. R. Program Chair, Assessment in Higher Education TIG, American Evaluation Association (2001-2004).

Appointed Positions

Banta, T. W. Executive Committee. National Postsecondary Education Cooperative of the National Center for Educational Statistics

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

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

Mzumara, H. R. Chair, Professional Development Committee, American Evaluation Association (2004-2005).

Mzumara, H. R. Member, Visioning Committee, 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. Phi Beta Kappa Executive Committee.

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

Banta, T. W. Secretary, Woodmont Homeowners' Association

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

Morrow, A.K., Fraternity Vice President Membership, Kappa Alpha Theta

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

Consultancies

Banta, T. W. (2004, August). Taking assessment to the next level: From classroom to program and institution. Pueblo Community College, Colorado.

Banta, T. W. (2004, September). The characteristics of a Murray State graduate ~ How will we know if students attain them?. Murray State (Kentucky) University.

Banta, T. W. (2004, October). Review of the Program Review Process at the University of Saskatchewan.

Banta, T. W. (2005, January). Meeting of the Academic Standards Committee of the Trustees of the State University of New York.

Banta, T. W. (2005, April). Member of Middle States reaccreditation team reviewing the Pennsylvania State University.

Banta, T. W. (2005, February). Taking a second look at evidence of student learning. University of Alabama, Tuscaloosa.

Banta, T. W. (2005, March). Encouraging engagement in assessment. University of Arkansas, Little Rock.

Banta, T. W. (2005, May). Planning, assessment, and institutional effectiveness. Idaho State University.

Borden, V. M. H. (2005, February). Review of University of Texas, Arlington, Office of Institutional Research and Planning.

Borden, V. M. H. (2005, April). Review of Harper College Office for Research.

Borden, V. M. H. & Williford, M. (2005, April). Review of Bowling Green State University Office of Institutional Research.

Borden, V. M. H. (2005, February). Review of University of Texas, Arlington, Office of Institutional Research and Planning.

Borden, V. M. H. (2005, March). Assessing diversity initiatives. Western Michigan University. Co-sponsored by the Office of Institutional Effectiveness and the Division of Multicultural Affairs.

Ciccone, A., & **Kahn, S.** Consultation on institutional effectiveness, assessment, and faculty development, Universidad Central del Caribe, Puerto Rico.

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

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

University Service

University Committees

Borden, V. M. H. Indiana University Enrollment Working Group (co-chair)

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

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

Burton, K. Indiana University Information Environment Financial Aid Technical Team (.60 FTE assignment for the entire year)

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. Enrollment Management Council, Executive Committee.

Banta, T. W. Faculty Council.

Banta, T. W. Faculty Council Planning Committee.

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

Banta, T. W. IUPUI Board of Advisors.

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.

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

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 Council (and Steering Group)

Borden, V. M. H. Enrollment Management Council (and Steering Group)

Borden, V. M. H. Graduation and Retention Council (and Steering Group)

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. (alternate) Undergraduate Admissions Committee

Dobbs, B. Campus Campaign solicitor

Dobbs, B. United Way solicitor

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

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

Kahn, S. Program Review and Assessment Committee, Performance Indicators Subcommittee (Chair)

Kahn, S. Cost-Effective Teaching Innovations Committee (Chair)

Kahn, S. ePort Knowledge Base Committee (Chair)

Kahn, S. ePort Pilot Faculty Committee (Chair)

Kahn, S. Council on Retention and Graduation

Kahn, S. Council on Retention and Graduation: Senior to Graduation Subcommittee

Kahn, S. Council on Civic Engagement

Kahn, S. Council on Civic Engagement, Assessment Subcommittee

Kahn, S. Program Review and Assessment Committee

Kahn, S. Program Review and Assessment Committee, ePort Subcommittee

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

Kahn, S. ePort Core Committee

Kahn, S. ePort Assessment Committee

Kahn, S. Best Practices Committee

Johnson, J. N. IUPUI Instructional Technology Roundtable (IUPUI Online)

Johnson, J. N. Administrative Review Committee for the Office of the Vice Chancellor for Planning and Institutional Planning

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

Mzumara, H. R. Member, ePort Project Assessment Team.

Mzumara, H. R. Member, Placement Testing Advisory Committee.

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

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

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

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

School

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

Banta, T. W. School of Education Search Committee (Robin Hughes was selected).

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

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

Kahn, S. Awards Committee, English Department

IUPUI DEANS' RETREAT

9:00am to 2:45pm

August 24, 2004

The Skyline Club

~ A G E N D A ~

8:00 am Continental Breakfast

9:00 am Welcome and Perspective on the Day ..... Charles Bantz

9:30 am Establishing and Implementing New Priorities .....Trudy Banta

Discussion in three groups:

1. Teaching and Learning – Bob White, Chair
2. Research and Scholarship – Mark Sothmann, Chair
3. Civic Engagement – Mike Patchner, Chair

10:30 am BREAK

10:45 am General Discussion of Priorities

11:45 am LUNCH and Announcements

12:45 pm Contributing to Community and Economic Development .....Trudy Banta

Discussion in five groups:

Group	Topic	Leader
1	Health & Life Sciences	Craig Brater
2	Engineering & Information Technology	Oner Yurtseven
3	Human & Professional Development	Khaula Murtadha
4	Non-profit Management	Gene Tempel
5	Arts, Culture, & Tourism	Valerie Eickmeier

1:40 pm Debriefing and General Discussion

2:10 pm Diffusing the News: Translating Research into Practice..... Sandra Petronio

2:20 pm Concluding Remarks ..... Charles Bantz

2:35 pm ADJOURN

3:00 pm Reconvene at the New Student Convocation in the Business/SPEA breezeway

5:30 pm Reconvene at Rick's Café Boatyard

Distinguishing IUPUI…

IUPUI is deeply engaged in transforming its community as a comprehensive urban research university with distinctive competence in the health and life sciences, contributing to the social and economic development of Indiana through strengths in engineering and information technology; human and professional development; non-profit management; and arts, culture, and tourism.

Addressing the Chancellor's Doubling Goals

Teaching and Learning

Goals

1. Increase the freshman-to-sophomore retention rate to at least 75% for the class entering in 2010.
2. Increase the graduation rate to 40% for the class graduating in 2010.
3. Using 2002 as the basis for doubling, increase to 4,000 the number of baccalaureate degrees granted in 2010.

Priority Strategies

1. Create an enrollment management plan that accommodates increased capacity in selected areas, meets diversity goals, and addresses community needs for educated citizens.
2. Enhance support programs for entering students that enhance their intellectual and social development.
3. Focus attention on enabling juniors and seniors to complete their degrees.

Research and Scholarship

Goals

1. Implement a strategic plan for research designed to increase research activity comprehensively across the campus and more specifically double external funding in health and life sciences, engineering, and information technology.
2. Double the number of undergraduates who have participated in a faculty-supervised research project by the time of graduation.

Priority Strategies

1. Invest selectively to enhance faculty and infrastructure support for research.
2. Develop appropriate means beyond external funding to reflect and record research, scholarship, and creative activity.

Civic Engagement

Goals

1. Double documented community-based learning by 2010.

Priority Strategies

1. Conduct a review to determine the proportion of IUPUI graduates who have completed a documented reflective experience that enhances understanding of the responsibilities of citizenship.
2. Define and document civic engagement in collaboration with the City of Indianapolis and the central Indiana region.

3. Develop a campus administrative structure that can encompass civic engagement broadly while supporting targeted activities related to economic development, technology transfer, research, and community-based learning.

Goals for Implementing IUPUI's Mission
(Draft Incorporating Doubling Materials)

Excellence in Teaching and Learning

I. Attract and support a better prepared and a more diverse student population
- A. Define the campus's capacity for increased enrollments to determine the feasibility of doubling the numbers of baccalaureate recipients
- B. Continue to focus on resource and space issues as we plan to expand capacity
- C. Develop strategies to attract more new students, including a comprehensive enrollment management plan
- D. Continue efforts to attract, retain, and graduate a diverse student body and increase attention to work/life issues to improve retention of minority students
- E. Increase ties with PK-12 education and continue to play a leadership role in PK-16 approaches in Central Indiana
- F. Define a "learning corridor" across Central Indiana that eliminates barriers to transfer within IU and Purdue and expands transfer opportunities with Ivy Tech and IUPU-Columbus

II. Support and enhance effective teaching
- A. Strengthen faculty development programs that support effective teaching and learning
- B. Increase appropriate use of technology to improve instruction
- C. Identify and address library issues associated with increasing enrollments and degrees
- D. Involve more faculty, especially new faculty, with IUPUI's participation in national teaching and learning initiatives and provide incentives to faculty to participate in such efforts through disciplinary associations

III. Enhance undergraduate student learning and success
- A. Expand the definition of quality beyond doubling the number of baccalaureate degrees awarded
- B. Develop new programs and services to support the goal of doubling the number of graduates
- C. Support current undergraduate students in completing their degrees
- D. Redouble efforts to retain entering freshmen and new transfer students
- E. Increase online and other distance education options in order to expand capacity without adding infrastructure and to provide more flexibility to students
- F. Engage students more fully with the city following the recommendations of the Civic Engagement Task Force
- G. Consider incentives for schools to participate in programs that increase retention and degree/certificate completion
- H. Consider re-engineering our processes for assessing student learning throughout our programs, as more students come to campus with a mix of formal and informal learning experiences

V. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows
- A. Expand Master's and other graduate and professional degrees to serve the needs of students and the Central Indiana region

Excellence in Research, Scholarship, and Creative Activity

I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond

A. Recruit outstanding research investigators
B. Increase the number of undergraduates, graduate students, and post-doctoral fellows participating in research and scholarly activity
C. Add new interdisciplinary graduate programs in high-priority areas
D. Facilitate interdisciplinary and multidisciplinary collaborations among IUPUI schools, centers, and faculty
E. Foster collaborations with IUB and PUWL

II. Provide support to increase scholarly activity and external funding

A. Prepare new faculty to engage in research and scholarly activity
B. Provide assistance to faculty in identifying potential funders and writing competitive proposals
C. Provide incentives to faculty who obtain external funds and who rely on such funds for salary support
D. Assess and improve existing support services to ensure accessibility and user-friendliness and to eliminate unnecessary costs
E. Enhance and increase relationships with government, corporate, and civic organizations to facilitate community-focused research and scholarship

III. Enhance infrastructure for scholarly activity

A. Expand space for research and scholarship based on school-level analyses of space needs
B. Provide a wide range of core facilities for research, especially in high-priority programs, and regularly assess the value of and continuing need for specific facilities
C. Establish and support additional university-wide research facilities and services—e.g., technology and library resources—accessible to schools that lack their own research infrastructure

Excellence in Civic Engagement, Locally, Nationally, and Globally

I. Enhance capacity for civic engagement

A. Prepare faculty to engage with the community through improved faculty professional development for civic engagement
B. Align academic and administrative unit goals for civic engagement with campus goals and allocate unit resources accordingly
C. Ensure that campus culture and incentives, including promotion and tenure policies, are consistent with the high priority placed on civic engagement by campus leaders and external stakeholders
D. Identify and work to eliminate barriers to civic engagement
E. Consider establishing an executive-level position responsible for civic engagement
F. Expand on-campus programs that support internships, practica, and service learning
G. Increase external funding for civic engagement and service learning
H. Use appropriate technology to enhance the value of civic engagement activities and manage costs
I. Attend to issues of work/life balance in approaching civic engagement work

II. Enhance civic activities, partnerships, and patient and client services

A. Strengthen collaboration with PK-12 and Ivy Tech

III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

A. Develop a plan to measure civic engagement, both quantitatively and qualitatively, across academic units and across the domains of teaching and learning, community service, civic professional service, and research
B. Continue to engage stakeholders in the assessment of civic engagement
C. Develop a program for educating internal and external stakeholders about IUPUI's civic engagement work

Collaboration

I. Teaching and Learning
- A. Increase ties with PK-12 education and continue to play a leadership role in PK-16 approaches in Central Indiana
- B. Define a "learning corridor" across Central Indiana that eliminates barriers to transfer within IU and Purdue and expands transfer opportunities with Ivy Tech and IUPU-Columbus
- C. Involve more faculty, especially new faculty, with IUPUI's participation in national teaching and learning initiatives and provide incentives to faculty to participate in such efforts through disciplinary associations

II. Research, Scholarship, and Creative Activity
- A. Facilitate research collaborations among existing IUPUI centers
- B. Foster research collaborations with IUB and PUWL

III. Civic Engagement
- A. Strengthen collaboration with PK-12 and Ivy Tech
- B. Continue to engage stakeholders in the assessment of civic engagement

Diversity

I. Teaching and Learning
- A. Continue efforts to attract, retain, and graduate a diverse student body and increase attention to work/life issues to improve retention of minority students
- B. Continue and increase emphasis on inclusive teaching and multicultural curriculum development

II. Research, Scholarship, and Creative Activity
- C. Increase diversity of researchers and scholars
- D. Increase research on multicultural issues

III. Civic Engagement
- A. Involve diverse campus participants in civic engagement activities
- B. Develop a portfolio of civic engagement activities that serve a diverse range of constituents
- C. Develop baseline information about current status of diversity among participants in civic engagement programs and civic engagement constituencies, so that progress can be measured
- D. Incorporate diversity training into programs that prepare students, faculty, and staff for civic engagement

Best Practices

I. Collect evaluative data to share with stakeholders

II. Market IUPUI to various stakeholders, using evaluative data as appropriate

III. Increase online and other distance education options in order to expand capacity without adding infrastructure and to provide more flexibility to students

IV. Use appropriate technology to enhance the value of civic engagement activities and manage costs

V. Reduce animal care costs to levels comparable to peer institutions

THE POWER OF TWO

~ A Vision for 2010 ~

In his installation address entitled "The Power of Two" delivered on December 4, 2003, Chancellor Bantz called for ambitious goals designed to double IUPUI's achievements in teaching and learning; research, scholarship, and creative activity; and civic engagement. He appointed faculty task forces that worked during the spring semester to make specific recommendations regarding the content of the goals as well as the strategies for implementing those goals between now and 2010.

Over the summer months Chancellor Bantz and the vice chancellors studied the recommendations of the task forces. An initial step was to reexamine the viability of the campus goals that were approved by the IU trustees in 2002 by attempting to associate each of the task force recommendations with one of the goals. The fit was nearly perfect, as is evident in the attachment entitled, "Goals for Implementing IUPUI's Mission: Draft Incorporating Doubling Materials."

The next step was to draft a set of realistic goals for enacting the vision of Chancellor Bantz for doubling our achievements in teaching and learning; research, scholarship, and creative activity; and civic engagement. An early draft of these goals and priority strategies was the subject of focused discussion at the Chancellor's annual retreat for his staff and the academic deans. Extensive revisions were made following that session and the resulting document—"Integrating the Doubling Goals in IUPUI Planning"—is attached.

--- Trudy W. Banta
Vice Chancellor
Planning and Institutional Improvement
September 3, 2004

The Power of Two

~ A Vision for 2010 ~

The vision of IUPUI is to be one of the best urban research universities, building on distinctive strengths in health and life sciences, engineering and information technology, professional education, philanthropic and non-profit studies, and arts and cultural programs.

In achieving the vision for 2010, major areas of focus for IUPUI include the following:

Teaching and Learning	
Goals	
1. Using 2002 as the basis for doubling, increase to 4,000 the number of baccalaureate degrees granted by 2010.	
2. Increase to at least 75% the freshman-to-sophomore retention rate for first-time full-time students beginning in Fall 2008.	
3. Increase the 6-year graduation rate to 40% for first-time full-time students entering in Fall 2004.	
Priority Strategies	**Responsibility**
1. Create an enrollment management plan that accommodates increased capacity in selected areas, meets diversity goals, and addresses community needs for educated citizens.	Council on Enrollment Management
a. Develop strategies for attracting more well-prepared students. b. Strengthen initiatives for encouraging well-prepared students to transfer to IUPUI, then helping them to be successful here.	
2. Redesign business processes to eliminate barriers to entry, continuation, and success. (Analyze processes, identify barriers, recommend policy changes, and implement needed improvements.)	Enrollment Services
3. Enhance support programs for entering students that enhance their intellectual and social development. Oncourse and ePort can be important tools in the process, as can campus housing and a new student center.	University College and Student Life and Diversity
4. Identify and implement differential strategies—including hiring more diverse faculty—that are designed to increase freshman-to-sophomore retention rates and persistence to graduation for all special populations, including non-traditional students.	Council on Retention & Graduation
5. Integrate in teaching and learning, and continuously evaluate and improve the effectiveness of, such powerful pedagogies as learning communities, service learning, internships, problem-based learning, collaborative learning, undergraduate research, and study abroad.	Office for Professional Development and Planning and Institutional Improvement
6. Focus attention on enabling juniors and seniors to complete their degrees.	Council on Retention & Graduation
7. Continue the development of cooperative programs with Ivy Tech so as to ensure a seamless transition for students from the area's community college to IUPUI.	Vice Chancellor Plater
8. Develop student services and programs that respond to the needs of adult and continuing learners through the Community Learning Network.	Vice Chancellor Warner
Research and Scholarship	
Goal	
1. Implement a strategic plan for research designed to increase synergies and research activity comprehensively across the campus, and more specifically, double external funding by 2010.	

Priority Strategies	**Responsibility**
1. Invest selectively to enhance faculty and infrastructure support for research.	Chancellor Bantz and Vice Chancellor Brenner
a. Provide funding in selected areas to attract and retain the best and brightest faculty.	
b. Strengthen the mentoring program to develop the next generation of research faculty.	
2. Develop appropriate means beyond external funding to reflect and record research, scholarship, and creative activity.	Vice Chancellor Plater
3. Develop recruitment and hiring practices that enable IUPUI to attract the best possible research oriented faculty, including use of the newly developed research professor classification.	Vice Chancellor Plater and Vice Chancellor Brenner
Civic Engagement	
Goals	
1. Develop the means to define and systematically collect information that reflects the broad range of civic engagement, including internships, service learning, and other forms of community-based learning.	
2. Double documented community-based learning by 2010.	
3. Establish a campus wide expectation that by 2010 all graduates of IUPUI will have a documented reflective experience that enhances their understanding of the responsibilities of citizenship.	
Priority Strategies	**Responsibility**
1. Define and document civic engagement in collaboration with the City of Indianapolis and the Central Indiana region and beyond.	Council on Civic Engagement
2. Develop a campus administrative structure, such as a Council on Civic Engagement, to support school-based initiatives that broaden and deepen civic engagement, particularly in the areas of economic development, technology transfer, research, and community-based learning.	Council on Civic Engagement
a. Provide incentives for faculty to create more internships and service learning opportunities.	
b. Develop and maintain the Civic Engagement Inventory.	
c. Use PeopleSoft capabilities to give students credit for service learning, internships, and co-curricular activities.	
d. Provide additional support for paid internships to make them attractive to students who already work at higher paying jobs not related to their studies.	
e. Encourage student organizations to provide leadership for civic engagement.	
f. Identify top problems for Central Indiana and focus campus work on these.	
g. Develop and sustain the IUPUI Solution Center.	
Best Practices	
Align the services provided by central administration with IUPUI's academic priorities so that they are reliable and accountable and bureaucratic obstacles to efficiency are eliminated.	Vice Chancellors

INTEGRATING THE DOUBLING GOALS IN IUPUI PLANNING

The VISION of IUPUI is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

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

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement, Locally, Nationally, and Globally

with each of these core activities characterized by

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

Major areas of focus for IUPUI for 2004-2010 include the following:

Teaching and Learning	
Goals	
1. Using 2002 as the basis for doubling, increase to 4,000 the number of baccalaureate degrees granted by 2010.	
2. Increase to at least 75% the freshman-to-sophomore retention rate for first-time full-time students beginning in Fall 2008.	
3. Increase the 6-year graduation rate to 40% for first-time full-time students entering in Fall 2004.	
Priority Strategies	**Responsibility**
1. Create an enrollment management plan that accommodates increased capacity in selected areas, meets diversity goals, and addresses community needs for educated citizens.	Council on Enrollment Management
a. Develop strategies for attracting more well-prepared students. b. Strengthen initiatives for encouraging well-prepared students to transfer to IUPUI, then helping them to be successful here.	
2. Redesign business processes to eliminate barriers to entry, continuation, and success. (Analyze processes, identify barriers, recommend policy changes, and implement needed improvements.)	Enrollment Services
3. Enhance support programs for entering students that enhance their intellectual and social development. Oncourse and ePort can be important tools in the process, as can campus housing and a new student center.	University College, Office of Professional Development, and Student Life and Diversity
4. Identify and implement differential strategies—including hiring more diverse faculty—that are designed to increase freshman-to-sophomore retention rates and persistence to graduation for all special populations, including non-traditional students.	Council on Retention & Graduation
5. Integrate in teaching and learning, and continuously evaluate and improve the effectiveness of, such powerful pedagogies as learning communities, service learning, internships, problem-based learning, collaborative learning, undergraduate research, and study abroad.	Office for Professional Development and Planning and Institutional Improvement
6. Focus attention on enabling juniors and seniors to complete their degrees.	Schools and Council on Retention & Graduation
7. Continue the development of cooperative programs with Ivy Tech so as to ensure a seamless transition for students from the area's community college to IUPUI.	Vice Chancellor Plater and Enrollment Services
8. Develop student services and programs that respond to the needs of adult and continuing learners through the Community Learning Network.	Associate Vice Chancellor Warner

Research and Scholarship	
Goal	
1. Implement a strategic plan for research designed to increase synergies and research activity comprehensively across the campus, and more specifically, double external funding by 2010.	
Priority Strategies	**Responsibility**
1. Invest selectively to enhance faculty and infrastructure support for research.	Chancellor Bantz, Vice Chancellor Plater, and Vice Chancellor Brenner
a. Provide funding in selected areas to attract and retain the best and brightest faculty.	
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2. Develop appropriate means beyond external funding to reflect and record research, scholarship, and creative activity.	Vice Chancellor Plater
3. Develop recruitment and hiring practices that enable IUPUI to attract the best possible research oriented faculty, including use of the newly developed research professor classification.	Vice Chancellor Plater and Vice Chancellor Brenner
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Goals	
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f. Identify top problems for Central Indiana and focus campus work on these.	
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Best Practices	
Align the services provided by central administration with IUPUI's academic priorities so that they are reliable and accountable and bureaucratic obstacles to efficiency are eliminated.	Vice Chancellors

Board of Advisors

8:00 – 10:00am, August 25, 2004

~ Outline ~

1. Prepare data demonstrating IUPUI's strengths* in

   - Health and Life Sciences
   - Engineering and Information Technology
   - Human and Professional Development
   - Non-profit Management
   - Arts/Culture/Tourism

2. Distribute data (see #1 above) and the new "*Distinguishing IUPUI…"* page to individuals in each of five groups (see five bullets in #1 above for the titles of these groups).

3. Describe the relationship of the purposes and outcomes of the meeting in 2000 to those of today's meeting. Today we will look back at the 15 priorities from 2000, relate them to our five areas of strength, judge the quality of our evidence of strength in each area, and identify opportunities for moving ahead in each area.

4. Describe the Solution Center as a major new resource for linking IUPUI and the community as we pursue progress in each of the five areas.

5. Turn to the discussion leaders for each group, namely,

   - Health and Life Sciences – Craig Brater
   - Engineering and Information Technology – Oner Yurtseven
   - Human and Professional Development – Khaula Murtadha
   - Non-profit Management – Gene Tempel
   - Arts/Culture/Tourism – Valerie Eickmeier

   Ask each leader to summarize/explain briefly the data before the group that demonstrate our strengths in the area assigned to him/her.

6. Individuals in each group should respond to these questions:

   A. Is the evidence presented sufficient to convince you that this is a strength of IUPUI? If not, what additional information is needed to convince you?

   B. What are our opportunities for making real progress in this area? How might the Solution Center assist in this process?

* Data demonstrating IUPUI's strengths might include the following:

   - Relationship to 15 priorities from 2000
   - Titles and numbers of degrees offered
   - Contract/grant expenditures

- Evidence of civic engagement, including service learning, internships, and entries from the Civic Engagement Inventory
- Local/state/national recognition for faculty and/or programs

BOARD OF ADVISORS PLANNING SESSION

August 25, 2004

~ SUMMARY ~

Health and Life Sciences

The data demonstrating strength are compelling here. The number of health-related degrees granted at IUPUI ranks in the top twenty in the country, and the amount of research funding is respectable.

Other data that might be included: number of jobs in health and life sciences that are available in Indiana and are filled by IUPUI graduates, the medical devices invented, the collaborations underway, our market share of federal dollars, the private gifts, success in retaining talent, research productivity per faculty member, and significant contributions made here, such as the cure for testicular cancer. There are several humanitarian partnerships we should list. For example, the Sound Medicine Program is a good idea.

We should focus energies on being number one in some areas: e.g., cancer treatment, diabetes control, health needs of special populations such as Latinos.

The city is an asset. We need to do more with the city, especially north and east of the campus.

There should be more collaborative strategic planning among community entities, including IUPUI.

The concept of the Solution Center needs to be extended to a higher level so that, for instance, drug companies might call and find out about the possibility of doing clinical trials at IUPUI.

Cautions: Holding up Health and Life Sciences as a distinctive strength invites comparisons with larger institutions and those with more focused missions and larger endowments. By pointing to our excellence in this area, we must avoid engendering antagonism; we can attempt this by promoting collaboration and partnerships.

Non-Profit Management

We should call this “Philanthropic and Non-Profit Studies” instead. IUPUI clearly holds national distinction and recognition in this area.

Data in the collection provided need to be made more understandable. In addition, large health care organizations should be acknowledged as non-profits.

Through research and outreach activities, we need to provide answers to the following questions:

a. What benefit to Indiana is the national leadership that we have in philanthropic studies—especially if students we attract from out of state don't stay in Indiana to work? How do we use our strengths as an economic development tool?
b. What is the economic impact of non-profits—are non-profits really good for the community since they don't pay taxes? Are there economic benefits of non-profits that offset this non-taxpaying disadvantage?
c. What is the carrying capacity of a community for non-profits? for fund-raising campaigns?
d. What are the national issues for non-profits?

There are more needs in the community than can be met; so where are the priorities? What can IUPUI faculty do to help? Conducting needs assessments, data analysis, and modeling are strengths we could share. We could work with the Indiana Attorney General to strengthen standards for incorporation of non-profits. In addition, we should advocate more community collaboration in strategic planning.

Philanthropy and arts and cultural activities are linked and these links should be strengthened.

Engineering and Information Technology

West Lafayette casts a long shadow on engineering in Indianapolis. Nevertheless, the data collection should note that in engineering technology this campus is fourth in the nation in the number of BS degrees granted (223), second in BS degrees granted to women (53), and first in enrollment (1890).

What are our strengths?

a. Over 90% of our students are from Indiana.
b. Over 75% stay in Indiana to work.
c. Strong internship programs and civic engagement activities connect our students to the community, encourage them to stay in Indiana, and contribute directly to economic development.
d. Faculty members in Indianapolis have more opportunities to bridge research and practice in their specialty areas.
e. We have a good scaffolding of programs, starting with education at Ivy Tech and Butler and finishing at IUPUI.
f. Informatics and Internet 2 are located at IUPUI, along with supercomputing capabilities, networking, and communication facilities.

We have an encouraging number of internships with new start-up companies, and this is assisted by the Solution Center and the IUPUI affiliate of Purdue's Technology Assistance Program.

The Indiana Department of Commerce needs to know about the Solution Center.

We have a small number of engineering degrees—just Mechanical, Electrical, and Computer Engineering. Should we consider the addition of Chemical Engineering?

We should consider creating practice centers for information technology here on campus so that faculty can work on campus during the summers and share the resulting revenues with IUPUI.

Arts, Culture, and Tourism

This is not currently recognized as an area of strength for IUPUI, but when considered as a complement to each of the other areas, it takes on added importance and serves to boost each of those areas. The Herron move to campus will help to increase the visibility of the arts on campus.

The arts have a larger role to play in enhancing the quality of life in a community than many realize. They also enhance economic development by making a community a more desirable place for well-prepared employees to work.

The arts are important to the growth of business; Mayor Peterson realizes this and has made the arts a part of the Peterson Plan.

Corporate groups use the Symphony, IMA, and other arts groups as places to advertise, so they recognize the importance of the arts.

Tourism is an economic engine for Indianapolis.

Students graduating in the arts, cultural, and tourism studies stay in Indiana.

Involvement in the arts and cultural studies for IUPUI students and for K-12 students is important in enhancing their cultural competence. We need to promote the arts, not only on campus, but also in public schools, where the very existence of these studies is threatened by the emphasis on standardized testing in core subject areas.

Arts, cultural, and tourism studies contribute significantly to IUPUI's civic engagement mission.

Much more needs to be done to communicate to the community about the expertise of faculty and students and the contributions they are making in Central Indiana in arts, culture, and tourism.

Human and Professional Development

The title given to this group is misleading, not inclusive, and totally inadequate! The story is really about our strong and well-established professional and graduate professional programs that populate the community with civic-minded professionals and about the wide variety and huge number of hours of social and clinical services contributed to the community by the faculty and students in these programs.

We should emphasize the benefits of our urban setting and that the resources of the city contribute to our ability to provide excellent graduate and undergraduate degree programs. The urban setting also makes our programs unique in the state.

We need to understand who our students are, how much they work, and the impact of work on their education, turning it into an asset wherever possible.

How do our students engage in lifelong learning at this University so close to where they live and work? Since our students can do their studies here, they can continue to attend IUPUI over an entire lifetime.

In summary, our assets are:

a. IUPUI is a comprehensive university that offers opportunities for students to explore many options.
b. We offer dual degrees, further increasing career options
c. We are in an urban setting that provides access to the community for educational experiences.
d. We have the Solution Center
e. Most of our students already live and work in Indiana and stay here after they graduate.

Interdisciplinary programs are an asset, but we need to tell people in the community about them.

We can inform policy debates with our research and evaluation projects. IUPUI's new memo of understanding with the city provides lots of new opportunities for us.

Eight Campus Identities, One Shared Destiny

Mission Differentiation at Indiana University

Final Report of the Mission Differentiation Project
January 26, 2005

Charlie Nelms, Project Director
Kenneth R. R. Gros Louis, Co-Director
F.C. Richardson, Project Consultant
Jack Schmit, Data Analyst
Michael Wilkerson, Data Analyst
Marsha Roberts, Data Analyst

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INTRODUCTION: Mission differentiation has been practiced informally on Indiana University campuses for decades, but without the articulation of goals in relation to mission clarity and the accomplishments of the campuses. Mission differentiation was formally declared as a priority for IU, and established as a project with a defined timeline, by President Adam W. Herbert in his first State of the University address in the fall of 2003. The project was subsequently reviewed and approved by the IU Board of Trustees and launched in early 2004. This report discusses the process by which the project progressed, the context in which IU has undertaken mission differentiation, and concludes with specific findings and recommendations from campus-level conversations and more than a year of project research. This report is directed to the attention of President Herbert, with gratitude for his vision and support.

I. Mission differentiation in a national context

Mission differentiation is not a new concept or a new practice. Although "mission differentiation" has achieved currency in higher education only recently, it has existed in the form of "tiered" state systems of higher education, and in large state universities that assign levels of mission to groups of campuses within the university. Most recent mission differentiation projects that have received considerable national attention include Florida and Missouri, in which large state systems realigned the missions of every public campus in the state. In both instances, there was significant controversy about the process, but ultimately the results clarified campus missions and, in a couple of instances, caused major shifts in the profile and mission of some individual campuses. In the Missouri project, there was both "carrot" (additional state resources) and "stick" (state mandate to undertake the project) applied externally to the universities, thus making the concept more appealing to the institutions, and the results perhaps more dramatic than they might have been otherwise. What was unusual about these two projects was their global nature, encompassing every public institution of higher education in the state. Most mission differentiation projects are more similar to what Indiana University has undertaken. For example, Arizona State University recently realigned its main and regional campus missions under the direction of a new president. Closer to home, Ball State University underwent a significant realignment of its mission, with the concurrence of the state, essentially driven by its own needs and ambitions.

As the competition for limited state resources intensifies, it is essential that every publicly supported higher education institution define the distinctive contributions it is making in return for the level of state investment, therefore mission clarity is essential for public sector institutions. The results from mission differentiation projects lead to clearer foci for each public higher education institution, clearer articulation of service roles among institutions within the state, and a better understanding of strategic growth in institutional areas of strength. These projects also communicate to both policymakers and citizens what the purposes of the different institutions of higher education are, and how those purposes can be relevant and useful to state needs and expectations. It is critical, therefore, that we study and learn from the mission differentiation experiences in other states.

II. The context in Indiana

In recent years, state policymakers have demonstrated a desire to move away from the traditional main campus-regional comprehensive campus model toward a state system of higher education that includes a much more prominent role for the new community college, seamless transferability and articulation across all public sector campuses and institutions, and a more delineated "tiered" system than had been in place in Indiana in the past. These moves by state education leaders are intended both to save resources for the state and to more closely align Indiana with higher education systems in some other states, where a large percentage of the college population enter the community colleges. The Herman B Wells-created model of establishing smaller Indiana University baccalaureate campuses in several cities across the state is now seen by some as, at best, only a piece of the solution that is needed for Indiana's higher education system.

Without question, Indiana has undergone perhaps as much change in the focus of its workforce needs as any other state. Heavily dominated by farming and manufacturing for most of its first 160 years, the state was one in which a college education was only required for those who wished to undertake practice in certain professions. It was, for most Hoosiers, not necessary for earning a good living. Since the economic shift away from manufacturing that began in the 1970's and accelerated during the era of globalization in the 1990's, Indiana has begun to look at itself as a state that has an essentially undereducated population. The proportion of Hoosiers with a college degree is much lower than in other states, though in recent years rising participation rates suggest that over time, Indiana will make significant gains in that statistic.

A dramatically changing Indiana – indeed, a state, which needs and wants such a change – suggests that this is an excellent time to review the missions of each of Indiana University's campuses. Toward that end, there is unprecedented attention to the idea that research at universities can fuel state economic development and job growth; that university campuses have resources that can do more than merely educate the population. Thus, policymakers and business leaders want to be assured that all opportunities for economic growth-related research at IU are being addressed.

At the same time, not every IU campus can be primarily research-based and some potential students must look elsewhere – to access, diversity, applied research, and local and regional service, among other concepts – for the ideal niche. IU is fortunate to be conducting this review and realignment during a period of peaking projected high school enrollment, meaning that the campuses should be able to expect sustainable student populations while they re-orient their missions to serve their respective regions and the state to the highest and best levels.

III. Statewide initiatives impacting Indiana University

Although the change in political party leadership of both the executive and legislative branches of state government after the 2004 elections may alter the state context, it is worth noting that several key state initiatives have had and will continue to have significant influence on Indiana University over the next several years. IU must pay close attention to the course of these initiatives to ensure that the University meets the needs of the state, in the context of

meeting its educational mission, and that the state understands how the University can best assist the state in meeting its challenges. It is clear that the competition for state resources in which Indiana University is engaging – let alone that which higher education faces versus the rest of the state's needs in a time of huge budget deficits – will be severe. Mission differentiation and clarification will surely help IU demonstrate to the state that it understands its own campuses extremely well and that in each case there exist a clear map of future development.

Current statewide initiatives include:

1. The Community College of Indiana, which will soon blanket the state with general education courses and a comprehensive menu of associate degrees, operating in every community in which IU has a campus;
2. The Blueprint for Education from the Commission on Higher Education, which foresees the Community College as the chief point of access for a great many students, even of traditional age, throughout the state. The Blueprint, embraces research missions and focuses on retention and graduation – two major concerns of Indiana University – but also seeks to lower the proportion of the state's students enrolled at both research and regional campuses, as opposed to community colleges;
3. The Education Roundtable deliberations, which are yet to be concluded, but which are designed to bring a focus to the entire educational spectrum, P-16, with an emphasis on serving *employer* needs of the state;
4. The Reilly Commission on Efficiency, which recently called for a new funding model for IU-Bloomington and Purdue-West Lafayette that would significantly increase dependency on gift and grant income;
5. Core 40, the set of high school courses now recommended by the Commission for Higher Education for all college-bound students in Indiana, which should result in a better prepared freshman class, but which might make college access more challenging for others;
6. Proposed changes in the State Student Assistance Commission of Indiana, which would link state need-based aid to the completion of Core 40, the ramifications of which have not been fully studied.

IV. Project Methodology

The basic methodology of this project included various means of data gathering and analysis. The earliest stages consisted of contextual research. Former team member Marsha Roberts gathered materials from across the nation, both theoretical and practical, on the subject of mission differentiation and the results of various mission differentiation projects carried out in several other states. Dr. Roberts also conducted research into the history of mission statements at Indiana University, discovering how often these had evolved on each campus informally but how seldom they had been altered formally through the Board of Trustees and the Indiana Commission for Higher Education as the campuses evolved and matured.

Subsequently, data were gathered from campus officers as well as from the University Budget Office, which both collects institutional data and reports those data to state government and to the federal IPEDS project. The IPEDS common data set provided standardized data for each campus including degrees awarded, graduation rates, cohort persistence, student body quality, diversity, faculty, student and staff profiles, budgets related to instructional, research and service sectors allocations, etc. Other elements gathered for this project included campus vision and values statements, strategic planning processes and documents, tenure and promotion criteria, mission statements, articulation agreements, and outreach programs.

In addition to the data collection and analysis, IU Southeast Chancellor Emeritus F.C. Richardson conducted one-on-one meetings with campus chancellors and members of their executive staffs throughout the summer of 2004 to discuss the scope of the project and the opportunities it provided for their campuses. Several campuses requested additional meetings with Richardson and the MDP team and/or used phone conversations and e-mail exchanges to clarify questions and data elements. Each campus focused considerable attention on the six key questions developed by the Mission Differentiation Project. These questions reviewed the campus admissions policy and practices, scope of degree offerings, remedial course offerings, research focus, characteristics and practices that tie IU together as **one university**, and areas of focus for defined excellence. Each campus was expected to provide a written response to these questions. Each campus was also expected to provide a mission statement that could be approved by the president, the board of trustees and the Indiana Commission for Higher Education (ICHE). The team's earlier research had noted that most campuses had created mission statements relatively recently, but only IUPUI had submitted its mission statement to the Board of Trustees for formal approval; and none had submitted mission statements to the ICHE for approval since 1994.

The final method of information gathering included a series of campus conversationsEach campus sponsored structured conversations in such a way as to allow a broad based discussion of the six questions among faculty, students, community leaders, and advisory board members. These conversations were recorded and transcribed. Initial campus conversations included a review of the six questions and any other topics the campuses wished to raise. Both IUB and IUPUI requested follow-up conversations to include a wider array of constituents and to refine draft responses.

V. Currently approved mission statements

A longer document discussing the context, background and history of approved as well as unapproved by current "operative" mission statements appears in the appendices of this report. Project staff was surprised to learn early on that the approved missions of the IU campuses dated back at least to 1994. Within the Indiana higher education system, a mission statement is not deemed official until it has passed the campus faculty senate and chancellor, the President, the IU Board of Trustees, and the Indiana Commission for Higher Education. Although each campus had updated its mission statement at least once since 1994, none had been submitted to the Commission, and only one, IUPUI, has been approved by the Trustees. Accordingly, if for no other reason, mission differentiation provides and opportunity for updating of campus mission statements and formal approval by the authorizing bodies.

The 1994 mission statements envisioned that IU-Bloomington and Purdue-West Lafayette were the state's research campuses; that IUPUI would be the state's large urban university; and that all IU and Purdue regional campuses would serve their regions with baccalaureate and select Master's programs. No emphases, directions, areas of excellences or niches were identified in any of these statements for any of the campuses. In effect, these documents, though called mission statements at the time, do not suffice as mission statements in the way that the project team understands them. While they provide some parameters for campus activities, they lack focus, clarity and direction. The MDP team's concept of a mission statement is that it should clearly state what the campus is, what it does, and how it will know when it has been successful. Such a mission statement for each campus will make clear the rationale and appropriateness of each campus's actions, be they requests for housing, requests for new degree programs, scope of faculty hiring plans, or creation of capital fund plans, to name a few examples.

A final concern about the history and context of IU's missions concerns peers. The MDP staff found that peer campuses recommended by the state's consultant, NCHEMS, earlier this year, matched few of the peers recommended by the campuses, the University, or the Board of Trustees.

Further, most of the peers put forward by the campuses were either aspirational in nature or academically dissimilar to the campuses. One recommendation this report will make is that the campuses and the university more carefully identify peers, perhaps three present-day equivalents and three aspirational, taking into account the nature of the region served, the size of the metropolitan area in which the campus is located, and the mix of programs on the campus. (For Bloomington, the peers should focus primarily on institutions of similar quality and with as similar a program mix as is possible.) A well-understood and formally approved set of peers would enhance program planning as well as internal and external communications, and would provide another tool for comparative evaluation of performance.

VI. A brief history of Indiana University

Founded in Bloomington in 1820 as the Indiana State Seminary, "Indiana University" and the Bloomington campus were synonymous for more than a century. During the first half of the 20th century, "extension centers" were established in various cities and towns across the state. These were advanced toward becoming regional campuses by IU's legendary President Herman B Wells, who resisted the idea of community colleges, preferring to uphold the idea that all Indiana citizens should have the opportunity for a comprehensive, four-year liberal arts education of high quality, even if they were both place-bound and of modest means. The IU regional campuses became degree granting in the 1960's and began taking steps toward independent campuses throughout the 1960s and 1970s. In 1969, the institution that is now IUPUI was created and located on West Michigan Street. Over time, its current component parts moved from other areas of the city to the West Michigan Street location. When the Herron School of Art relocates to the core IUPUI campus in 2005, the consolidation of all IU, and Purdue, operations in Indianapolis to the IUPUI campus will be complete.

In the 1970s, the concept of "core campus" schools --- which have equal standings between Bloomington and IUPUI, though different program emphases at each location – was adopted. Currently Business, Education, Informatics, and Journalism are designated as core campus schools. Schools that have a presence on more than two IU campuses are referred to as "system" schools. Currently Allied Health Sciences, Continuing Studies, Medicine, Nursing, SPEA, and Social Work are designated as system schools. Some of the major challenges facing the University have to do with how the core schools and systems schools are servicing the needs of the regional campuses by preventing duplication of expensive programs while at the same time addressing the needs of various regions of the state served by IU.

Since 1970 the IU student enrollment has increased from 58,500 to over 99,000 or more than 69 percent. Most of that enrollment increase has been at IUPUI and the regional campuses (over 55 percent). All the IU campuses except two currently have enrollments that would enable them to become public sector comprehensive campuses. IUPUI has the enrollment, the presence of all the core and system schools and infrastructure in place of an urban university.

Some of the unifying features that tie IU campuses closely to the idea of a single University include: shared payroll, unified business functions, the student registration system, student financial aid, human resources management and training, purchasing, architecture, facilities development and management, and other management systems; a common inventory of courses (the Master Course List) from which any campus can draw; all-university faculty organizations such as UFC and FACET; university-wide tenure standards and approvals through the Office of the Senior Vice President for Academic Affairs; and shared resources for faculty research and information technology.

Of all the unifying features shared by IU campuses, probably the most important is the history of the development of the Indianapolis and regional campuses. Each grew organically out of the core idea of Indiana University itself. The core values of shared governance, faculty scholarship as the cornerstone for student learning, and faculty pride in the accomplishment of its graduates served as guideposts for the development of the other IU campuses. This close connection to Bloomington was facilitated in part because early appointments to regional campus faculties were through Bloomington departments, and many of the early appointees were Bloomington Ph.D. graduates. This historical development differs dramatically from that of many other states, where disparate groups of colleges (mostly teachers colleges) were knitted together into unified "university systems," such as the University of Wisconsin system.

In recent years, as the regional campuses have continued to mature, and IUPUI has become an increasingly significant player in national higher education circles, graduate programs have grown at almost all campuses, and some of the regional campuses have created off-campus centers. How these will grow and whether any of the larger learning centers will become independent regional campuses themselves remains to be seen, though analysis during this report did indicate that one center, IUPU-Columbus, now meets the official state (ICHE) criteria for a separately established campus. Indeed, Columbus, though still officially an IUPUI center, now boasts off-site centers of its own. In the future, the University must be more intentional and deliberate about the establishment of new centers and its plans for growing them into campuses.

At the present time, other than at Columbus, no other sites approach the conditions necessary to be considered for campus status.

VII. Recurring themes that emerged during the project

Although the IU campuses have diverged in many ways over the past two decades, several issues were common to most campuses. Therefore, instead of repeating these issues in the discussion of each campus, they are summarized here as generally applicable to the operation and concerns of all IU campuses.

A. Effectiveness of system and core schools: One common theme at each campus conversation centered on the challenge of meeting regional needs related to both new undergraduate and advanced degree programs. Since many of the Chancellors serve on regional economic development councils, additional degree offerings in health care, education and other fields became a hot topic of discussion. The need for master's degrees or applied doctoral degree programs was frequently mentioned. Community leaders in the regional communities consistently viewed the IU regional campuses as trusted sources for providing needed high quality graduate degrees. The responsiveness of other higher education institutions in various regions of the state --including the fast-growing private, for-profit sector -- raised serious questions about the willingness of Indiana University to be responsive to regional community needs.

A central question arising from these conversations is the willingness of the Indiana University core and system schools to provide guidance and assistance in meeting the needs of the regional campus communities. There is some desire to consider collaboration with other public institutions to offer degrees in a region if the core (or system) school is not interested in providing a timely response to documented need. This is especially true when other public institutions are in closer proximity to the regional campus than the system or core school. The campus conversations were very clear about a limited, region-specific need for graduate programs, and especially about applied degree offerings. The history of cooperation and coordination from the system or core schools varied with each regional campus. The regional campuses would like more cooperation and attention to these issues. In some cases, there was a clearly perceived conflict with either Bloomington or Indianapolis over the right to establish and/or grow certain academic initiatives. Simply put, some campuses, especially those geographically furthest from Bloomington and IUPUI, believe their ability to meet community needs is being constrained by the core campuses. At the same time, many spoke of the advantages of core and system schools in the sense that they enable faculty who are not at Bloomington or IUPUI to participate more fully in the life of Indiana University than would otherwise be possible. For example, SPEA faculty at IUN and IUSB value their ability to sit on doctoral dissertation committees of SPEA graduate students at the core campuses. This is viewed as evidence of **one university with multiple campuses.**

B. Student housing: The desire for student housing is an expressed goal for most regional campuses. There is a prevailing view that on-campus housing would provide legitimacy to the campus, help improve its image, help improve retention and graduation statistics, and better position the campus to compete with other postsecondary institutions in their region. It was

apparent that some of the regional campuses have considered on-campus housing options in the past but were limited by university administration on cost considerations and/or the perception that regional campus housing would introduce competition for the same students with Bloomington. There was no clear preference for a certain type of housing, only a consensus around the need for on-campus housing to strengthen the campus identity and respond to student needs. Some campuses have explored the possibility of private apartments on campus through cooperative arrangements with long-term leases and externally funded buildings, but the University has not been receptive to this approach. Some thought that the flagship campus model of a high-end, long-term physical plant (such as the long-lasting limestone buildings that dominate the Bloomington campus) especially limits the housing model for regional campuses. If weighing the cost of building campus housing relies on an older and expensive model of brick or limestone, then the cost recovery plan is limited. A new model of on campus housing employed by many colleges across the country (20-year replacement type of housing rather than a 40-year refurbishment model) might be a worthy discussion item for the University.

Because of the many educational, service and support issues that accompany campus housing, the MDP team recommends that a set of clearly established criteria be met before a campus is authorized to add housing. (Currently, the only statewide limitation is the ICHE's recommendation that housing at regional campuses be limited to a maximum of 10% of campus enrollment.) At IU, the criteria should include: a documented need for housing; a student market that is sustainable over time; a consideration of the educational impact; a consideration of the impact on retention and graduation rates; that ancillary services (food, security, student life, etc.) be self supporting; and that the debt service incurred not exceed the debt ceiling of the campus. Above all, the decision to include housing on a campus must be driven by educational needs.

C. Research environment and infrastructure for faculty research on regional campuses: While many regional campus faculty correctly perceive that the research and scholarship requirement for faculty relate to the undergraduate teaching and regional service mission of the campus, some expressed the opinion that research expectations for regional campus faculty should be, and in fact are, the same as for Bloomington faculty. While research and professional development are clearly important and should be encouraged on regional campuses, the latter perception is a serious impediment to achieving proper regional campus focus on mission.

IU Bloomington is a research campus with a statewide, national and international research mission, offering a full array of doctoral programs with a research infrastructure that includes sophisticated facilities, equipment, libraries and museums, technology and support staff, and faculty teaching loads that reflect its basic research mission. Bloomington faculty are expected to secure significant external funding support for research, and that also support graduate students and post-doctoral researchers. IUPUI is, on the whole, a less purely research-oriented campus than Bloomington, but it is classified as a research-intensive campus with significant programs in the liberal arts, professional fields and the health sciences, and boasts a national reputation for research in some areas. It has extensive infrastructure for research and significant external support for its research programs, especially in the health sciences and technology.

None of the regional campuses has this type of mission, and no comparable research infrastructure is in place. The Indiana Commission for Higher Education has indicated in its policy statements that the state of Indiana will not support the development of extensive additional research infrastructure for public sector campuses beyond IU Bloomington, Purdue West Lafayette, and IUPUI. In its policy document Programmatic Vision For The IU Regional Campuses (April, 2002) the ICHE said the mission of IU regional campuses is to be responsive to the educational needs of each region by providing an appropriate range of high quality degree programs and other educational services typically expected of an excellent, comprehensive, master's level institution. It noted that master's degrees offered at regional campuses will be responsive to regional educational needs and will usually be related to existing resources, capabilities, and special expertise; and that regional campuses will make post-master's level graduate education accessible within their regions by forming partnerships and cooperative arrangements with IU Bloomington, IUPUI, or other appropriate institutions that offer those programs.

The MDP team notes that the IU research environment is a critical element in recruiting and retaining good faculty at all eight campuses. Research expectations must occur within the context of the mission of each campus and should not have the effect of shifting resources away from teaching. In fact, research and professional development activities are critical to quality teaching, and the MDP team recommends that current university policies relating to research release time for faculty, which is different for Bloomington, IUPUI, and the regional campuses, be clarified and reaffirmed for all IU campuses by the office of the Executive Vice President for Academic Affairs.

D. Graduate education: Each campus wants more graduate instruction to be delivered. At several sites, the demand for graduate education appears to emanate not just from the concept of an expanded mission and potential growth, but more significantly and substantively from the community itself. The Ed.D. in Education is frequently mentioned, as are the MSW in Social Work and the M.S. in Nursing, as an immediate need. IUPUI desires additional graduate degrees at both master's and doctoral levels, which are linked to IUPUI's academic strengths in the health sciences, philanthropy, liberal arts and the professions as they relate to the urban environment of the city of Indianapolis. They are particularly interested in interdisciplinary programs that build upon their strengths in the health sciences. Whether these new degrees will be supervised by core or system schools, delivered by Bloomington or Indianapolis via distance learning, spawned independently and delivered locally, offered in collaboration with another institution, or some combination of the above, are all options. Certainly new independent programs would indicate a modification of the 2002 "Programmatic Vision" document mentioned above, which was signed by all the regional campus and IUPUI chancellors. Nonetheless, IU should take control of this issue to the benefit of all parties, especially community needs and present and future students of Indiana University. Guidelines for when conditions exist that require the creation of new graduate programs should be created, and in some cases, these programs need to be launched fairly quickly. At the same time, care must be taken to assure that IU is not undertaking expensive new degree programs that duplicate ones it already has.

E. Inter- and intra-university transfer: Both state and IU mandates, and other conditions relating to student choices, have increased the number of students transferring both within the University and from other institutions in the state to IU. The Community College is expected to generate thousands of transfer students to all IU campuses, and each campus must prepare for that eventuality, both fiscally and in terms of providing the appropriate student services for those populations. Within IU, all courses (with a few approved exceptions) are now supposed to be seamlessly transferable across campuses, though implementation of that goal has been slower than expected. IU must be committed to facilitating transferability and must be sure to provide proper academic advising to students contemplating transfer from one campus to another. Interestingly, the data show that students are equally likely to transfer from Bloomington or IUPUI to a regional campus as they are to transfer from a regional campus to IUPUI or Bloomington. Ultimately, the goal for the academic transfer, be it of a single course or of an upper-level student, should be academic success. In some cases, campuses did not seem to have given enough thought to the likely increase of transfer students or to have set up appropriate mechanisms to maximize student success.

F. The impact of phasing out associate degrees on regional campuses: The decision by the Indiana Commission for Higher Education to restrict and reduce the number of associate degrees offered by the regional campuses might be in the best long-term interest of the state, but could have severe short-term implications for the campuses of Indiana University and the communities they serve if applied too swiftly or stringently. The mission of each of the regional campuses, and clearly the reason for their initial creation, was to serve the needs of their region.

All the regional campuses have developed over the years into relatively mature institutions. But, to assume that each campus is at the same level of maturity and therefore can make quick adjustments in public policy would not be true, nor would it follow that the needs of each region are the same. In fact, the very concept of Mission Differentiation suggests that a statewide decision on where all associate degrees do or do not belong is simply not workable. For example, in 2003, less than one percent of the degrees conferred by Indiana University Bloomington were associate degrees. However, almost 35% of the degrees awarded by IU East were associate degrees, with a range from 12% at IUPUI to over 30% at IUN, IUK and IUE. Elimination of associate degrees can be an ultimate goal, but timelines for each campus must be adjusted to the needs of the region, the ability of other institutions to pick up those degree offerings, and the expansion of bachelor's and master's degree offerings at each campus to complement the development of the Community College. In addition, collaboration with faculty at the Community College must continue in earnest so that the quality of their associate degrees allows for ease of transfer. In a few cases, while many on the IU campuses were ready to relinquish particular associate degrees, it was felt that the local Community College simply is not ready to assume these programs at the present time.

There is also the question of the state funding formula tied to enrollment. To eliminate associate degrees and move away from a significant revenue source will require a commitment from the state to support the desired maturation plan of each institutional mission. Clearly, there is a need for an increase in state support to assist in the transition. This investment would benefit each region, its citizens, and the institutions involved in the transition. Ultimately, the decision to remove associate degrees from Indiana University must be linked to quality, cost and

timeliness considerations. If IU is to phase out a program, the community must not be deprived of the ability to have that program at the same level of quality to which it has become accustomed.

G. Collaboration among campuses: Courses and programs with low enrollment are often deemed inefficient use of scarce resources, and in today's environment, that can make them candidates for elimination. Such elimination can occur at the campus, university, trustee, or state commission level, and it behooves Indiana University to utilize its extensive distance learning technologies to ensure that low-enrollment programs that offer important opportunities for place-bound students be maintained. This can be done via resource (faculty) sharing across campuses – sometimes from Bloomington and IUPUI to the regional campuses, but often across two or more regional campuses. Some smaller campuses will not be able to offer some essential programs to place-bound students unless a collaborative approach is used by the University.

H. Admissions requirements: Data demonstrated, and statewide conversations reinforced, the need to change IU's "one size fits all" admissions policy, which really reflects IU Bloomington's admissions standards more than it does those of IUPUI or the regional campuses. Each campus should, subject to approval by the Senior Vice President for Academic Affairs, the President and the Board of Trustees, be able to establish its own admissions policy. Currently, some campuses admit more students as "exceptions" to the IU admissions policy than they do as "regular" admits. The admissions policy should be a central element in defining the nature and mission of a campus, and should be a communications tool to prospective students, not a source of misinformation and frustration, with many students being admitted as exceptions. While each campus policy must assure that admitted students can successfully complete college work, there must be some flexibility in relation to the regional population to be served by the campus.

I. Full diversity: Accomplishments in this area vary from campus to campus, but on each there was an expression of significant commitment by campus leadership and faculty to institutional diversity goals. The concept of "full diversity" suggests that all aspects of diversity – racial, ethnic, gender, etc. – are considered and set as goals, and that diversity is not applied to only one population but to all. Therefore, while it might be excellent news, for example, that one campus has a highly diverse adjunct faculty, if there is little diversity in the student body, support staff, or tenure track faculty, that campus is not succeeding in achieving full diversity. In many cases student diversity far outpaces that of the faculty, a national problem, but one that each IU campus must find ways to solve. Full diversity must also include a diverse pool of women and minorities in university business and procurement activities. Some of IU's efforts, such as Bloomington's diversity hiring programs, are particularly impressive. All campuses must work together to share as many "best practices" as possible to achieve the goal of full diversity, which in the end should be about enriching the lives of all participants in the campus and community far more than it is about meeting theoretical goals.

VIII. Summary of findings from campus conversations

Each campus, subsequent to the visits by the MDP team, responded in writing to the six common questions and in most cases attached a draft mission statement. These responses are included below. In each case, faculty, students, campus leaders, community members, and the

project team achieved a frank exchange of ideas and positions. Perspectives between these groups varied significantly in some cases and not so significantly in others. Brief highlights of the conversations are summarized below:

IU Bloomington: On this campus, the chief concern was the preservation of the understanding that this is the original, flagship campus of Indiana University, and that its role in serving the state, nation, and world through outstanding basic research, teaching and service remain intact. Deans and faculty viewed the IU Bloomington constituency as a global one and felt that Bloomington should always be the central location for original "pure" research, and for any economic development and state service that might arise out of that research.

IUPUI: This campus has a clear sense as a great urban university, one of the nation's fastest growing, with a responsibility to serve greater Indianapolis through a broad array of academic programs and community outreach. It has a well-articulated and commonly understood role as an innovator in teaching and learning, and as a leader in the Indianapolis community. In addition, the specialized niches of the campus are being built on the reputation of the health sciences and technology, and in response to key initiatives being taken by city of Indianapolis leaders. There is a fear at IUPUI that mission differentiation may be used to "rein in" a large, growing and successful enterprise that can become a major urban research university, but also a counterbalancing sense that IUPUI has found its identity as an urban institution offering research and learning opportunities that would always be distinct from, and complementary to, Bloomington. The effectiveness of the core and system schools received differing reviews from different populations at IUPUI.

IU East: This campus, IU's smallest, has two burgeoning outreach centers and a growing population of students from Ohio, a group which is expected to mushroom with the establishment of a new reciprocity agreement. Students were very articulate about the opportunities East offers to those who are either placebound or who simply want a smaller scale, more personal experience than is possible at IUPUI or Bloomington. The quality of instruction is thought to be high, and community leaders, while wishing for a wider array of degree offerings, praised the campus's role as servant of the community.

IU Kokomo: This campus seeks a name change, suggesting "IU North Central." Because there is a "Purdue North Central," that particular name is potentially problematic, but the name change is not a merely cosmetic proposal. Knowing that the population of Kokomo proper is not expected to increase significantly, the campus has undertaken a variety of initiatives to reach out beyond the city limits and to serve a larger region. The campus has a good relationship with area leaders in education, government and business, and is looking to the south, where northward growth from Hamilton County suburbs is beginning to impact its region. As is the case with East, Kokomo is small enough that retention of a high enough enrollment to achieve campus sustainability is a key issue, especially with the development of the Community College and the potential loss of associate degrees.

IU Northwest: This campus is still highly dependent on associate degrees and yet clearly of great importance to its community at the baccalaureate and master's level. IUN faces the most severe public sector competition in its region of any IU campus. Fortunately, it has a

distinguished history and a large population from which to draw. The campus chancellor and the faculty differ on whether to move away from terminal associate's degrees, though the issue might ultimately be more a matter of timing than of substance. Community leaders seek more cooperation and complementarity between IUN and the two northern Purdue campuses for the benefit of the communities served. There is a strong desire for more graduate programs including doctoral degrees, as the campus is so far from Bloomington and Indianapolis. Some faculty expressed the notion that the campus is a "basic research" campus and they do not want this to change. Finally, considerable interest exists in expanding across the Illinois line through a possible reciprocity project with the southern Chicago suburban areas that would enhance enrollment.

IU South Bend: This campus seemed to have a strong sense of its identity and direction. It has progressed significantly toward a model that features virtually universal undergraduate student access to collaborating in faculty research. It has also identified areas of excellence, such as its school of arts, which it seeks to enhance and develop further. Like the other northern tier campuses, it feels strongly that it must develop independent applied doctoral programs. Like Southeast, it sees the community college much more as a partner than as a threat. The construction of residential facilities is viewed as essential to IUSB's ability to respond fully to the educational needs of both domestic and international students. There is pride in the diversity of the campus, especially the relatively large population of international students.

IU Southeast: A successful pioneer of reciprocity agreements, this campus is perhaps furthest along in defining its niche markets, which is primarily due to the availability of the Louisville higher education sector to its southern Indiana student population. The campus has a strong and stable enrollment pattern, a quality faculty, and a desire to grow at the undergraduate and graduate (master's) levels and by adding student housing and focusing on applied learning as a campus signature. It seems less concerned about the impact of the Community College on its enrollment than do most other regional campuses.

IP-Fort Wayne: The MDP team visited IP Fort Wayne at the request of the IU-mission faculty there, who comprise a majority of the campus, even though administratively the campus is managed by Purdue University. The discussion at IPFW focused primarily on the delivery of graduate education in general and the Ed. D. in particular, and on what seemed to be a pervasive faculty fear that research would be curtailed if their mission is too narrowly defined in the mission differentiation process. Areas of excellence were discussed, and, uniquely, some faculty asserted that the campus's job is to be "all things to all people" in the Fort Wayne region. The sense of IPFW as a campus with a clear vision of itself and its future was strongly reinforced.

IX. Mission statements under consideration as of January, 2005

As of January, 2005 all IU campuses have revised, or are in the process of revising, their mission statements for the purpose of submission for approval by the president, the board of trustees and the ICHE. These statements are contained in the materials submitted by the campuses.

X. Campus commentaries: observations and options

An early product of the project was a set of brief, confidential campus analyses, which were shared with campus chancellors by F.C. Richardson during his summer 2004 one-on-one visits. Many campuses chose to update these documents, and subsequent to the campus visits and public conversations with the entire project team, the campuses produced commentaries and proposed new mission statements. These are appended. Based on these documents, its conversations, and its research, the MDP team makes the following recommendations for individual campuses.

IU Bloomington: This campus shall continue to be the flagship of IU, and should discontinue associate degrees unless there is a unique need and ability to meet that need. The campus must be prepared to respond to the Reilly Commission report and any other research campus-related policies and proposals that might be offered by state policy makers. It is clear that state policy makers expect Bloomington to use its research capacity to significantly aid state economic development activities. The campus must be more systematic in its response(s) to these publicly stated expectations than it has been in the past.

IUPUI: This campus should continue its development as the urban research campus of Indiana University and the state. The core and system schools concept for terminal degrees should be continued and strengthened. IUPUI is now ready and should be permitted to offer selected Ph.D. and other terminal graduate degrees consistent with the environment of central Indiana and the strengths of the campus. This campus is clearly set for a future as the urban and medical science campus of the state of Indiana and of IU.

IU East: This campus should focus its resources on baccalaureate and associate degrees consistent with the needs of the region and complementary to the capability of Ivy Tech and the Community College to offer associate degrees. Given its proximity to IUPUI, Ball State, and institutions in western Ohio, it should add Master's programs that are offered on site in Richmond, but through collaboration with these other entities.

IU Kokomo: The primary mission of the campus should be baccalaureate and selected graduate professional programs. Any new graduate program should be offered in collaboration with IUPUI, due to the proximity and the program strengths of that campus. There should be an orderly phase out of terminal associate degrees in relation to the development of the Community College. Consistent with the wishes of the chancellor and some of the campus constituents, the MDP team supports a name change for IUK.

IU Northwest: The chancellor's concept of focus on Sustainable Regional Vitality and Cultural Discovery and Learning should be supported. A new School of Health and Human Services would create a desired destination for students in this region. This idea fits the niche of the campus and offers great promise, given the highly competitive context of the area. IUN should be encouraged to phase out its terminal associate degree programs and to continue its development as a baccalaureate institution with selected graduate programs. Cooperative programs with Ivy Tech and the two nearby Purdue campuses are also recommended to minimize duplication of public investments in the region. Any doctoral programs should be

offered through core and/or system schools in collaboration with the campus.

IU South Bend: This campus is one of the most mature; its faculty strength is very high; it seems to have a high degree of focus; and the proposed centers of excellence are especially promising. The campus is poised to introduce a broad array of graduate programs including those in the traditional liberal arts and in the professions. The concept of campuswide undergraduate research linked to faculty excellence is unique and exciting, and should be encouraged to develop fully. Any doctoral programs should be offered through core and/or system schools in collaboration with the campus.

IU Southeast: Just across the Ohio River from the nation's 25th largest city, holder of a successful reciprocity agreement, with a strong faculty and the physical capacity to expand, IUSE is poised to become a more comprehensive regional baccalaureate and master's level institution, taking full advantage of the niches available to it from the reciprocity agreement. Its proposed focus on "applied learning" as a signature for the campus should be encouraged. Any doctoral programs should be offered through core and/or system schools in collaboration with the campus.

IPFW: There is a high interest in research and in the advanced degree needs of the region. There has been significant enrollment growth in the past decade. Located in Indiana's second largest city, yet far away geographically from other large population centers, IPFW should be allowed to introduce a small number of specialist and doctoral programs to meet regional needs, especially if this is done in collaboration with IU Bloomington, IUPUI, or another institution.

IUPU Columbus: Founded in 1968, the Columbus center now enrolls nearly 2,500 students at the associate, baccalaureate, and master's (MBA) levels. It is now time to examine carefully whether IUPUC should be designated as a freestanding, separate campus managed by IU. Without this step, its programs might have accreditation challenges in the near future.

XI. Overall recommendations

The following recommendations are made to the president to further clarify and differentiate the missions of the IU campuses and to improve their operations and efficiency.

1. The university admissions policy should be redesigned so that each campus has the freedom to create a workable policy for the population of students served by the campus in relation to its articulated mission.

2. Guidelines should be developed that outline conditions for the authorization of new graduate degrees on campuses beyond Bloomington and Indianapolis, including degrees offered in collaboration with core and system-wide schools. IU core and system schools should participate in the development and implementation of these guidelines.

3. Guidelines should be developed that allow for construction of student housing on regional campuses in concert with the ICHE stipulation that up to 10% of the enrollment

may be housed on campus. Each campus must meet established tests for student demand, cost recovery, and mission relationship.

4. Working relationships between some vice presidents and campuses must be improved. The president should assure that all university vice presidents administer their areas in ways that enhance the campuses rather than restrict or constrain them unnecessarily.

5. IU should develop formal criteria for the establishment of new campuses, in conformity with written criteria by the ICHE, and then determine whether IUPU-Columbus should become an independent campus.

6. All IU campuses should establish institutional focus by answering the following two questions when constructing or revising mission statements: What do we do? What does success look like? Mission statements should be succinct and devoid of institutional values and vision statements.

7. All IU campuses should select a new list of peer institutions for approval by the president and Board of Trustees. At least three must be "true peers" with at least 60 percent common characteristics against which campus performance can be measured by demographic indicators; and no more than three can be "aspirational peers."

8. The regional campuses and IUPUI should continue to implement the 2002 ICHE agreement PROGRAMMATIC VISION FOR THE IU REGIONAL CAMPUSES.

9. All IU campuses should have faculty research requirements that relate to the core mission of the campus, and research expectations that relate to promotion and tenure must be clearly articulated by each campus.

10. All IU campuses should offer associate degrees in accordance with the stipulation of paragraph 3 of the ICHE PROGRAMMATIC VISION FOR THE IU REGIONAL CAMPUSES, and the elimination of existing associate degrees that are currently meeting identified regional needs must be justified.

11. As the largest university in the state, IU must take a stand for higher, more rigorous standards of educational quality by including Core 40 as basic admissions standard on all IU campuses. Nonetheless, care must be taken to prevent underrepresented and disadvantaged students from being relegated to the Community College with no options for a four-year, public higher education.

12. IU campuses should continue to offer remedial courses that fill gaps in learning of their students and that prevent them from achieving success in college. Campuses should not provide remedial course work that is intended to overcome years of substandard education, where students have multiple deficiencies.

13. Each IU campus should be encouraged to serve as an economic development engine for its region by making creative use of available faculty resources and applied research

capabilities. Campuses should study and use best practices from peer type institutions from across the country to determine how limited resources might be maximized.

14. IU should create a list of academic and administrative practices that tie the university together as a unique enterprise of educational excellence. It should then take one or two from the list and market this aspect of **One University with Multiple Campuses.** One suggestion from the mission differentiation project was that undergraduate student research at all campuses could provide a powerful aspect of an IU education across the university.

15. All IU campuses that border other states should be encouraged to seek reciprocity agreements with those border states.

16. IU should take advantage of its size and diversity by identifying a pool of talented individuals who can assume leadership roles in the university and implement a leadership development program within the university to support faculty and staff leadership development. Since leadership is needed at every level within the organization, such a program would enhance the overall effectiveness of the university.

Mission Differentiation Project
BLOOMINGTON CAMPUS ANALYSIS

Context and background: The Bloomington campus (IUB) is the flagship campus of Indiana University with over 38,000 students and home of many nationally ranked IU programs. IUB is classified as a Doctoral/Research-Extensive university according to the 2000 Carnegie Classification system and is a member of the Association of American Universities (AAU). In terms of its service area, Bloomington serves a national and international student body and attracts students and faculty from all over the world. IUB has approximately 346 authorized degree programs, an annual total operating budget of $967 million dollars, 1,766 full-time faculty and approximately 5,159 full-time appointed staff. There is one college (Ivy Tech State Community College – Bloomington) in the proximity of the IUB campus but does it not directly compete for students attracted to IUB.

Student body: The campus annually matriculates between 6,500 and 7,000 freshmen, most of whom are required to live in either residence halls or the campus's large fraternity-sorority system. Traditional students comprise most of the student body with only 5% of the undergraduates over 25. Women comprise 52% of the student body and men 48%. A little more than half the student body (51%) commutes to campus and over 21% is made up of graduate and professional students.

The quality of the IUB student body reflects the flagship status of the university. Over 23% of the students are from the top tenth of their high school classes, while only 4.8% are from the bottom half of the high school class. Thirty-five percent of the freshman class scored over 600 on the SAT I Math. Nonresident students currently comprise about a third of the undergraduate population. IUB has managed a 6.6% enrollment increase over five years while slightly upgrading overall quality.

Student admission practices: In 2003, the campus enrolled 6,784 first-time, first-year freshman students from 22,178 applicants received. The yield rate for enrolled-to-applicants is 30.6%. In 2003, IUB enrolled 788 transfers of 1,557 admitted and 2,479 who applied; the transfer yield rate for enrolled-to-applicants is 31.8%.

Class size analysis shows that the vast majority of classes (64%) have fewer than thirty students, while 7.5% of the classes have sections with greater than 100 students. The student-faculty ratio on the IUB campus is 19.1 to 1.

Graduation, persistence and commonly taken degrees: Bloomington has very high graduation and persistence rates. The most recent measured cohort yielded a 6-year graduation rate of 71.7% and a second-year retention (freshman to sophomore) rate of 88.3%. In terms of bachelor degree completion, the five most popular fields include business (21%), education (17%), communications (10%), public administration (10%), and social sciences (7%). IUB is the major doctoral granting university in the state and produces substantial numbers in social and physical sciences, education, arts, languages and literature, mathematics and business. In 2003, IUB awarded 81 associate degrees, 6,001 bachelor's degrees, 1,663 master's, 367 doctoral degrees and 292 professional degrees. The total number of degrees offered is 8,642.

Faculty profile: In 2003, the campus employed 1,766 full-time faculty and 305 part-time faculty. Of the full-time faculty, 71.8% had terminal degrees, 13.6% are members of minority groups and 33.2% are women. An index of faculty effort for the IUB campus shows 294 credit hours per full-time academic appointment down from 306 a year earlier. The average age of the professors is 55 and the average compensation $123,100. Associate professors' average age is 48 and the average compensation $85,600. Assistant professors' average $74,600 in compensation and the average age is 39. Sixteen percent of the faculty is 60 years or older while 76% of the full-time faculty is tenured.

Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUB campus, African Americans represent 3.9% of the undergraduates and 3.8% of the faculty; American Indians represent 0.2% of the undergraduates and 0.2% of the faculty. For Asian and Hispanic students, the figures are 3.2% and 2%, respectively, while the faculty representation is 5.7% and 3.4%, respectively.

Research and sponsored programs: Bloomington's research has always been a strong attribute. Measured in dollars, IUB's awards were slightly over $127 million dollars in 2002-2003 and represent a 63% increase in awards in the past five years. These figures represent many opportunities for student engagement in research with quality faculty.

January 7, 2005

Mission Differentiation Project
INDIANAPOLIS CAMPUS ANALYSIS

Context and Background: IUPUI is the largest and most comprehensive university in the capital city of Indianapolis. It operates in a service area of about 1.5 million people and enrolls almost 29,000 students. IUPUI is classified as a Doctoral/Research-Intensive university according to the 2000 Carnegie Classification system and 98% of the students are residents of Indiana. IUPUI has approximately 188 authorized degree programs in both the health division and the general academic division and a total operating budget of almost $916 million dollars. There are 1,992 full-time faculty and approximately 4,511 full-time appointed staff on campus. Institutions of higher education in the city include the Community College of Indiana/Ivy Tech, the only public institution, Butler University, the University of Indianapolis, Martin University and Marian College. IUPUI operates satellite sites in Carmel and Glendale and is responsible for an education center in Columbus.

Student body: IUPUI annually matriculates between 2,800 and 3,000 degree-seeking, first-time freshmen, 91% of who commute to campus. Traditional students comprise a majority of the student body yet, 37% of the undergraduates over 25. Women comprise 58% of the student body and men 42%. Graduate and professional students make up over 28% of the student body.

The quality of the IUPUI student body reflects an urban university which serves an academically diverse student population. Approximately 10% of the students are from the top tenth of their high school classes, and 30.3% are from the bottom half of the high school class. The percentage of the freshman class who scored over 600 on the SAT I Math was 12.6% and nonresident students comprise 2% of the undergraduate population. IUPUI has managed an 8.3% enrollment increase over five years and continues to serve the city of Indianapolis with strong programs of study.

Student admission practices: In 2003, the campus enrolled 2,826 first-time, first-year freshman students from 5,698 applicants received. The yield rate for enrolled-to-applicants is 49.6%. In 2003, IUPUI enrolled 1,534 transfers of 2,530 admitted and 3,044 who applied; the transfer yield rate for enrolled-to-applicants is 50.4%.

Class size analysis shows that the majority of classes (71.5%) have fewer than thirty students, while 1.4% of the classes have sections with greater than 100 students. The student-faculty ratio on the IUPUI campus is 16.7 to 1.

Graduation, persistence and commonly taken degrees: IUPUI has been making significant progress in improving both persistence and graduation rates. The most recent measured cohort yielded a 6-year graduation rate of 22.8% and a second-year retention (freshman to sophomore) rate of 66.6%. In terms of bachelor degree completion, the five most popular fields include business (17.5%), health professions (15.7%), general studies (15.6%), education (9.9%), and public administration (6.5%). IUPUI is the major urban research university in the state and produces substantial numbers of professional degrees in the health professions and law. In 2003, IUPUI awarded 611 associate degrees, 2,430 bachelor's degrees, 1,087 master's, 24 doctoral degrees and 598 professional degrees. The total number of degrees offered was 5,207.

Faculty profile: In 2003, the campus employed 1,992 full-time faculty and 927 part-time faculty. Of the full-time faculty, 82.5% had terminal degrees,17.8% are members of minority groups and 35% are women. An index of faculty effort for the IUPUI campus shows 347 credit hours per full-time academic appointment in the general academic division from 388 two years earlier. The average age of the professors is 55 and the average compensation $108,000. Associate professors' average age is 49 and the average compensation $83,200. Assistant professors' average $70,600 in compensation and the average age is 41. Of the full-time faculty 68% are tenured.

Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUPUI campus, African Americans represent 10.3% of degree-seeking undergraduates and 3.2% of the faculty; American Indians represent 0.3% of the degree-seeking undergraduates and 0.3% of the faculty. For Asian and Hispanic students, the figures are 2.4% and 1.8%, respectively, while the faculty representation is 11.4% and 2.8%, respectively.

Research and sponsored programs: IUPUI's research continues to be strong especially as it relates to the life sciences and technology. Measured in dollars, awards were over $203 million dollars in 2002-2003. These figures represent a 63% increase in five years and robust research program for an urban campus.

IUPU Columbus, formerly known as the "Columbus Center" has grown significantly as part of a consortium of Ivy Tech, Purdue, and IU with the assistance and facilitation of the Commission for Higher Education. Columbus has nearly 2,000 students, a small array of Bachelor's degrees and even an MBA. The site meets the tests set out by the ICHE for becoming a full-fledged campus, and is the first such site since the current six regional campuses to reach that status.

January 7, 2005

Mission Differentiation Project
EAST CAMPUS ANALYSIS

Context and Background: IU East (IUE) is located in Richmond, a city of nearly 40,000, which is also home to other higher education options, notably including nationally renowned Earlham College (enrollment 1,100), a large (1500 student enrollment) Ivy Tech campus, two small theological seminaries, and other institutions across the Ohio border, most notably Sinclair Community College (enrollment 20,000+), one of the nation's most renowned two-year institution. IUE enrolls approximately 2,500 students and is classified as a Baccalaureate College-General institution according to the 2000 Carnegie Classification system. IUE has approximately 32 authorized degree programs, an annual total operating budget of $23 million dollars, 78 full-time faculty and approximately 153 full-time appointed staff.

Student body: The campus annually matriculates between 400 and 500 freshmen. Traditional students comprise a slight majority of the student body with a large contingent (46%) of the undergraduates over 25. Women comprise 70% of the student body and men only 30%. All of the student body commutes to campus and only 2.5% is made up of graduate students.

The quality of the IUE student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Only about 6.3% of the freshman students are from the top tenth of their high school classes, while 43.2% are from the bottom half of the high school class. Only 2.1% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 10% of the undergraduate population due to a reciprocity agreement with several neighboring counties in Ohio. IUE has managed a 14% enrollment increase over five years which is the largest increase of all IU campuses.

Student admission practices: In 2003, the campus enrolled 474 first-time, first-year freshman from 599 applicants received. The yield rate for enrolled-to-applicants is 79.1%. In 2003, IUE enrolled 112 transfers of 136 admitted and 174 who applied; the transfer yield rate for enrolled-to-applicants is 64.4%.

Class size analysis shows that the most of classes (94.6%) have fewer than thirty students, with only one section with greater than 100 students. The student-faculty ratio on the IUE campus is 14.4 to 1.

Graduation, persistence and commonly taken degrees: IUE has graduation and persistence rates similar to other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 25.6% and a second-year retention (freshman to sophomore) rate of 61.2%. In terms of bachelor degree completion, the five most popular fields are business (27.5%), education (17.5%), health professions (14.1%), liberal arts (13.4%), and public administration (12.1%),. In 2003, IUE awarded 80 associate degrees and 149 bachelor's degrees. The total number of degrees awarded is 229.

Faculty profile: In 2003, the campus employed 78 full-time faculty and 126 part-time faculty. Of the full-time faculty, 44.9% had terminal degrees, 14.1% are members of minority groups and over 61% are women. An index of faculty effort for the IUE campus shows 310 credit hours per

full-time academic appointment down from 324 two years earlier. The average age of the professors is 56 and the average compensation $81,800. Associate professors' average age is 52 and the average compensation $62,700. Assistant professors' average $51,600 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 65% of the full-time faculty is tenured.

Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUE campus, African Americans represent 4.6% of degree-seeking undergraduates and 2.6% of the faculty; American Indians represent 0.5% of degree-seeking undergraduates and 1.3% of the faculty. For Asian and Hispanic students, the figures are 0.5% and 0.9%, respectively, while the faculty representation is 6.4% and 3.9%, respectively.

Research and sponsored programs: IUE has steadily increased the research dollars on campus with awards measured in dollars of almost $4.5 million dollars in 2002-2003. This is the largest research awards of all the regional campuses except IUPUI. This figure represents a 35% increase in five years.

January 7, 2005

Mission Differentiation Project
FORT WAYNE CAMPUS ANALYSIS

Context and Background: Indiana University-Purdue University at Fort Wayne (IPFW) enrolls over 11,700 students and is classified as a Master's Colleges and Universities I institution according to the 2000 Carnegie Classification system. The campus is governed by Purdue but divided into IU and Purdue missions. More than half the students and faculty are in IU-mission programs. There are a number of private colleges in the area, but IPFW enjoys a large service area in a metropolitan area with a strong tradition of civic spirit. IPFW has approximately 70 authorized degree programs associated with Indiana University, an annual total operating budget of over $101 million dollars, 66 full-time faculty and approximately 494 full-time appointed staff.

Student body: The campus annually matriculates around 1,700 freshmen. Traditional students comprise a majority of the student body but over a third (36%) of the undergraduates are over 25. Women comprise 62% of the student body and men 38%. Most of the student body commutes to campus and approximately 7.5% is made up of graduate students.

The quality of the IPFW student body reflects a regional campus setting. Only about 7% of the freshman students are from the top tenth of their high school classes, while 43% are from the bottom half of the high school class. About 12% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised only 2% of the undergraduate population, despite closely bordering Ohio and Michigan. IPFW has managed a significant 7% enrollment increase over five years.

Student admission practices: In 2003, the campus enrolled 1,706 first-time, first-year freshman from 2,471 applicants received. The yield rate for enrolled-to-applicants is 69%. In 2003, IPFW enrolled 854 transfers of 1,247 admitted and 1,281 who applied; the transfer yield rate for enrolled-to-applicants is 66.7%.

Class size analysis shows that the most of classes (73.3%) have fewer than thirty students, with 16 sections with greater than 100 students. The student-faculty ratio on the IPFW campus is 19 to 1.

Graduation, persistence and commonly taken degrees: IPFW has a graduation and persistence rates similar to the other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 19% and a second-year retention (freshman to sophomore) rate of 65%. In terms of bachelor degree completion, the four most popular fields are education (19%), business (17%), liberal arts (14%) and engineering technologies (8%). In 2003, IPFW awarded 490 associate degrees, 831 bachelor's degrees, and 181 master's. The total number of degrees awarded in 2003 was 1,560.

Faculty profile: In 2003, the campus employed 329 full-time faculty and 311 part-time faculty. Of the full-time faculty, 82.7% had terminal degrees, 13.1% are members of minority groups and slightly over 37.4% are women. The average age of the professors is 56 and the average compensation $86,800. Associate professors' average age is 52 and the average compensation

$71,600. Assistant professors' average $64,700 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 99% of the full-time faculty is tenured.

Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IPFW campus, African Americans represent 5.3% of degree-seeking undergraduates and 1.5% of the faculty; American Indians represent 0.3% of degree-seeking undergraduates and 1.5% of the faculty. For Asian and Hispanic students, the figures are 1.9% and 2.2%, respectively, while the faculty representation is 7.6% and 1.5%, respectively.

Research and sponsored programs: Fort Wayne has had a 25% rate of increase in research dollars in the past five years with awards of over $4 million dollars in 2002-2003.

January 18, 2005

Mission Differentiation Project
KOKOMO CAMPUS ANALYSIS

Context and Background: IU Kokomo (IUK) operates in an 11-county service area in the north central portion of the state and is located in a small city of 50,000 with a long history of manufacturing employment (the first automobiles were made here, and automotive plants still employ thousands). While there are other small private colleges in the service area, the city of Indianapolis continues to sprawl northward toward Kokomo and IUK has become a major option for the baccalaureate in the region. Like other regional campuses, it must adapt to the nearby community college of Indiana. IUK has approximately 40 authorized degree programs, an annual total operating budget of over $23 million dollars, 89 full-time faculty and approximately 132 full-time appointed staff.

Student body: The campus annually matriculates between 500 and 600 freshmen. Traditional students comprise a majority of the student body but over a third (39%) of the undergraduates is over 25. Women comprise 70% of the student body and men only 30%. All of the student body commutes to campus and approximately 7.6% is made up of graduate students.

The quality of the IUK student body reflects a regional campus setting. Only about 4% of the freshman students are from the top tenth of their high school classes, while 48% are from the bottom half of the high school class. About 5.7% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised less than 1% of the undergraduate population. IUK has managed an impressive 12.3% enrollment increase over five years.

Student admission practices: In 2003, the campus enrolled 557 first-time, first-year freshman from 837 applicants received. The yield rate for enrolled-to-applicants is 66.5%. In 2003, IUK enrolled 184 transfers of 243 admitted and 289 who applied; the transfer yield rate for enrolled-to-applicants is 63.7%.

Class size analysis shows that the most of classes (72.7%) have fewer than thirty students, with only one section with greater than 100 students. The student-faculty ratio on the IUK campus is 16.5 to 1.

Graduation, persistence and commonly taken degrees: IUK has a graduation and persistence rates similar to the other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 24% and a second-year retention (freshman to sophomore) rate of 59.9%. In terms of bachelor degree completion, the five most popular fields are education (22.7%), liberal arts (20.1%), business (17%), health professions (16.2%), and computer science (4.4%). In 2003, IUK awarded 136 associate degrees, 229 bachelor's degrees, and 22 master's. The total number of degrees awarded in 2003 was 391.

Faculty profile: In 2003, the campus employed 89 full-time faculty and 88 part-time faculty. Of the full-time faculty, 70.8% had terminal degrees, 14.6% are members of minority groups and slightly over 55% are women. An index of faculty effort for the IUK campus shows 313 credit hours per full-time academic appointment down from 328 two years earlier. The average age of the professors is 56 and the average compensation $84,800. Associate professors' average age is

52 and the average compensation $72,400. Assistant professors' average $63,700 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 72% of the full-time faculty is tenured.

Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUK campus, African Americans represent 3.8% of degree-seeking undergraduates and 3.4% of the faculty; American Indians represent 0.4% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 0.7% and 1.6%, respectively, while the faculty representation is 6.7% and 3.4%, respectively.

Research and sponsored programs: Kokomo has had consistent rate of research dollars in the past five years with awards of almost six hundred thousand dollars in 2002-2003. This figure, however, is the lowest in five years.

January 7, 2005

Mission Differentiation Project
NORTHWEST CAMPUS ANALYSIS

Context and background: IU Northwest (IUN) is located in Lake County on a small urban campus of 36 acres and enrolls approximately 5,000 students. IUN is classified as a Master's College and University I institution according to the 2000 Carnegie Classification system. The region has two nearby Purdue regional campuses (Calumet and North Central), two Ivy Tech-Community Colleges of Indiana sites, a private liberal arts university at Valparaiso, and the College of St. Joseph. IUN has approximately 71 authorized degree programs, an annual total operating budget of over $42 million dollars, 188 full-time faculty and approximately 205 full-time appointed staff.

Student body: The campus annually matriculates between 800 and 900 freshmen. Traditional students comprise a majority of the student body but a large number (42%) of the undergraduates are over 25. Women comprise 69% of the student body and men only 31%. All of the student body commutes to campus and a little over 12% is made up of graduate students.

The quality of the IUN student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Only about 8% of the freshman students are from the top tenth of their high school classes, while 47.3% are from the bottom half of the high school class. About 7% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 1% of the undergraduate population despite bordering Illinois and Chicago. IUN has managed a 6.9% enrollment increase over five years while competing with a number of other institutions in the region.

Student admission practices: In 2003, the campus enrolled 860 first-time, first-year freshman from 1,803 applicants received. The yield rate for enrolled-to-applicants is 47.7%. In 2003, IUN enrolled 260 transfers of 350 admitted and 392 who applied; the transfer yield rate for enrolled-to-applicants is 66.3%.

Class size analysis shows that the vast majority of classes (85%) have fewer than thirty students, with only one section with greater than 100 students. The student-faculty ratio on the IUN campus is 13.4 to 1.

Graduation, persistence and commonly taken degrees: Northwest has a low graduation but an increasing persistence rate. The most recent measured cohort yielded a 6-year graduation rate of 18.6% and a second-year retention (freshman to sophomore) rate of 62.2%. In terms of bachelor degree completion, the five most popular fields are liberal arts (19.5%), business (17.4%), public administration (15.4%), health professions (12.7%), and education (10.6%). In 2003, IUN awarded 236 associate degrees, 339 bachelor's degrees, and 91 master's. The total number of degrees awarded is 764.

Faculty profile: In 2003, the campus employed 188 full-time faculty and 192 part-time faculty. Of the full-time faculty, 52.7% had terminal degrees, 17.6% are members of minority groups and slightly over 48% are women. An index of faculty effort for the IUN campus shows 253 credit hours per full-time academic appointment down from 270 a year earlier. The average age of the

professors is 56 and the average compensation $87,600. Associate professors' average age is 52 and the average compensation $78,100. Assistant professors' average $59,800 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 75% of the full-time faculty is tenured.

Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUN campus, African Americans represent 20.8% of degree-seeking undergraduates and 5.9% of the faculty; American Indians represent 0.5% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 1.4% and 11%, respectively, while the faculty representation is 8.5% and 3.2%, respectively.

Research and sponsored programs: Northwest has steadily increased the research dollars on campus with awards measured in dollars of almost $2 million dollars in 2002-2003. This figure represents a 70% increase in five years.

January 7, 2005

Mission Differentiation Project
SOUTH BEND CAMPUS ANALYSIS

Context and Background: IU South Bend (IUSB) is one of the largest and most comprehensive of IU's regional campuses, with more than 7,000 students. Unlike many other regional campuses, South Bend has a strong contingent (202) of international students. The region itself has a substantial population, more than 265,000 in St. Joseph County alone, though this is not a rapidly growing area. Primarily known for manufacturing, IUSB is fairly distant from the Chicago region but is conveniently connected by both rail and major highway. Education options in the area include Notre Dame University, with 11,000 students, mostly nonresidents; Ivy Tech/Community College of Indiana, and a few strong private liberal arts colleges, most notably St. Mary's. IUSB has offsite programs in Elkhart that are thriving. IUSB is classified as a Master's College and University I institution according to the 2000 Carnegie Classification system. IUSB has approximately 95 authorized degree programs, an annual total operating budget of almost $60 million dollars, 266 full-time faculty and approximately 291 full-time appointed staff.

Student body: The campus annually matriculates between 800 and 900 freshmen. Traditional students comprise a majority of the student body but a large number (37%) of the undergraduates are over 25. Women comprise 63% of the student body and men 37%. All of the student body commutes to campus and a little over 16% is made up of graduate students.

The quality of the IUSB student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Only about 5% of the freshman students are from the top tenth of their high school classes, while 40.2% are from the bottom half of the high school class. About 7.4% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 4% of the undergraduate population most likely from Michigan. IUSB has managed a 3% enrollment increase over five years.

Student admission practices: In 2003, the campus enrolled 895 first-time, first-year freshman from 1,553 applicants received. The yield rate for enrolled-to-applicants is 57.6%. In 2003, IUSB enrolled 398 transfers of 546 admitted and 647 who applied; the transfer yield rate for enrolled-to-applicants is 61.5%.

Class size analysis shows that the vast majority of classes (75.7%) have fewer than thirty students and only two sections with greater than 100 students. The student-faculty ratio on the IUSB campus is 13.5 to 1.

Graduation, persistence and commonly taken degrees: South Bend has a low graduation but an increasing persistence rate. The most recent measured cohort yielded a 6-year graduation rate of 27.2% and a second-year retention (freshman to sophomore) rate of 69.5%. In terms of bachelor degree completion, the five most popular fields are education (24.1%), business (19%), liberal arts (13%), public administration (7.8%), and health professions (6.1%). In 2003, IUSB awarded 166 associate degrees, 542 bachelor's degrees, and 194 master's. The total number of degrees awarded was 950.

Faculty profile: In 2003, the campus employed 266 full-time faculty and 275 part-time faculty. Of the full-time faculty, 60.9% had terminal degrees, 15% are members of minority groups and 50% are women. An index of faculty effort for the IUSB campus shows 255 credit hours per full-time academic appointment down from 263 two years earlier. The average age of the professors is 56 and the average compensation $95,400. Associate professors' average age is 52 and the average compensation $71,500. Assistant professors' average $61,400 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 63% of the full-time faculty is tenured.

Full Diversity

Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUSB campus, African Americans represent 6.4% of degree-seeking undergraduates and 4.5% of the faculty; American Indians represent 0.5% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 1.2% and 3%, respectively, while the faculty representation is 7.9% and 2.6%, respectively.

Research and sponsored programs: South Bend has significantly increased the research dollars on campus with awards measured in dollars of just over $700 thousand dollars in 2002-2003. This figure represents a 46% increase in five years.

January 7, 2005

Mission Differentiation Project
SOUTHEAST CAMPUS ANALYSIS

Context and background: IU Southeast (IUS) serves a rural area of southern Indiana and the growing suburbs of Louisville, Kentucky due to a reciprocity agreement implemented in the 1990's. The population of Jefferson County, home of Louisville, is nearly 700,000; thus, IUS operates in a large metropolitan environment, even as serves a the geographically rural area of southern Indiana. There are four universities and a community college in Louisville, as well as a robust Ivy Tech site in nearby Sellersburg. IUS is classified as a Master's College and University I institution according to the 2000 Carnegie Classification system. In 2003, the IU Southeast enrollment stood at 6,408. IUS has approximately 54 authorized degree programs, an annual total operating budget of almost $49 million dollars, 197 full-time faculty and approximately 231 full-time appointed staff.

Student body: The campus annually matriculates between 800 and 900 freshmen. Traditional students comprise a majority of the student body with more than a third (37%) of the undergraduates are over 25. Women comprise 63% of the student body and men 37%. All of the student body commutes to campus and almost 13% is made up of graduate students.

The quality of the IUS student body reflects a regional campus serving a diverse regional population and returning adult students. Only about 4.9% of the freshman students are from the top tenth of their high school classes, while 32.6% are from the bottom half of the high school class. Almost 6% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 19% of the undergraduate population due to the reciprocity agreement with northern Kentucky. IUS has managed a 4.8% enrollment increase over five years while competing with a number of other institutions in the region.

Student admission practices: In 2003, the campus enrolled 824 first-time, first-year freshman from 1,268 applicants received. The yield rate for enrolled-to-applicants is 65%. In 2003, IUE enrolled 347 transfers of 422 admitted and 487 who applied; the transfer yield rate for enrolled-to-applicants is 71.3%.

Class size analysis shows that the vast majority of classes (79.7%) have fewer than thirty students, with no sections with greater than 100 students. The student-faculty ratio on the IUS campus is 15.2 to 1.

Graduation, persistence and commonly taken degrees: Southeast has a low graduation but an increasing persistence rate. The most recent measured cohort yielded a 6-year graduation rate of 28.4% and a second-year retention (freshman to sophomore) rate of 66.6%. In terms of bachelor degree completion, the five most popular fields are education (28%), business (20.4%), liberal arts (19%), computer science (4.6%), and psychology (4.3%). In 2003, IUE awarded 140 associate degrees, 603 bachelor's degrees, and 196 master's. The total number of degrees awarded is 955.

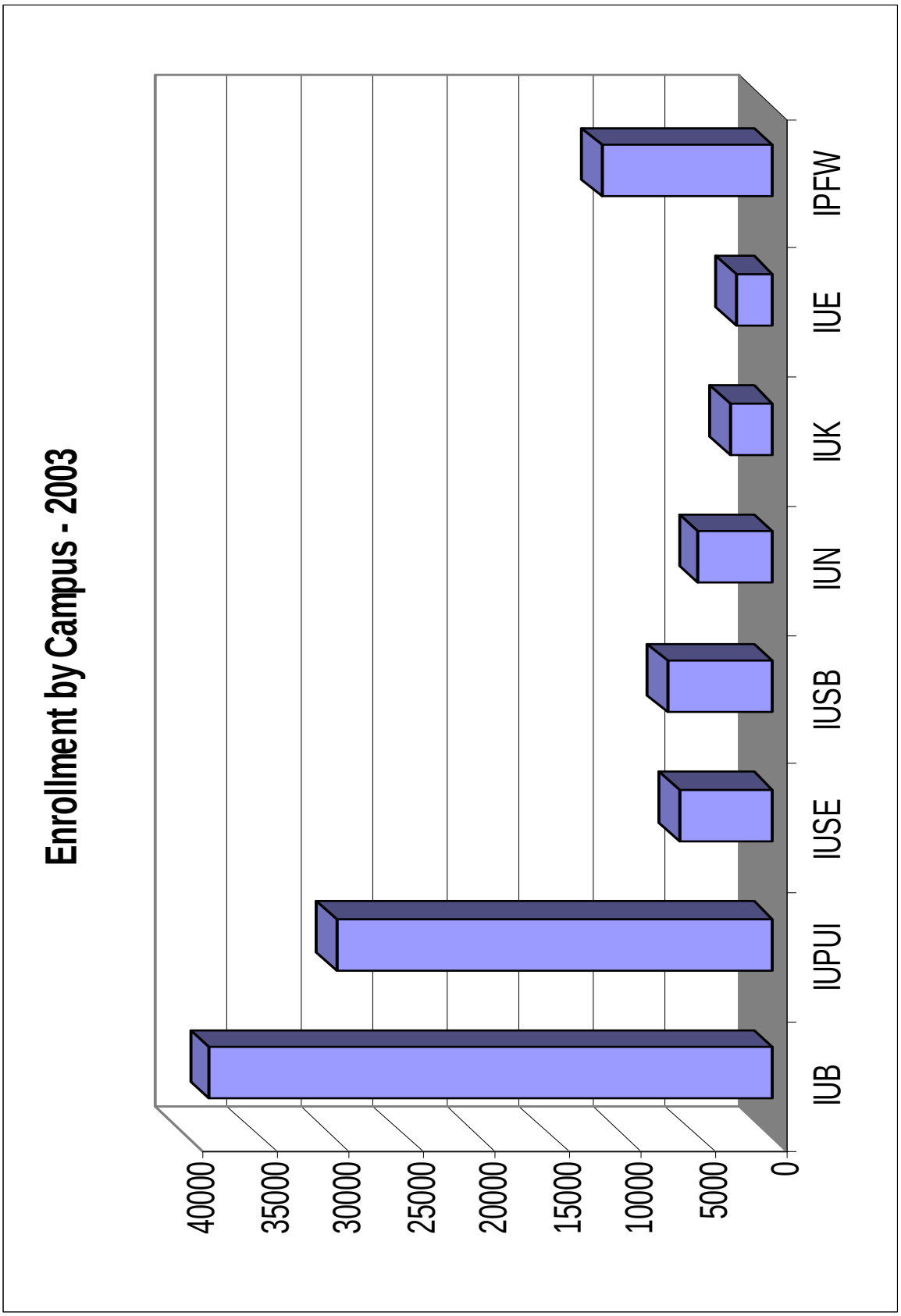
Faculty profile: In 2003, the campus employed 197 full-time faculty and 249 part-time faculty. Of the full-time faculty, 70.1% had terminal degrees, 12.2% are members of minority groups and

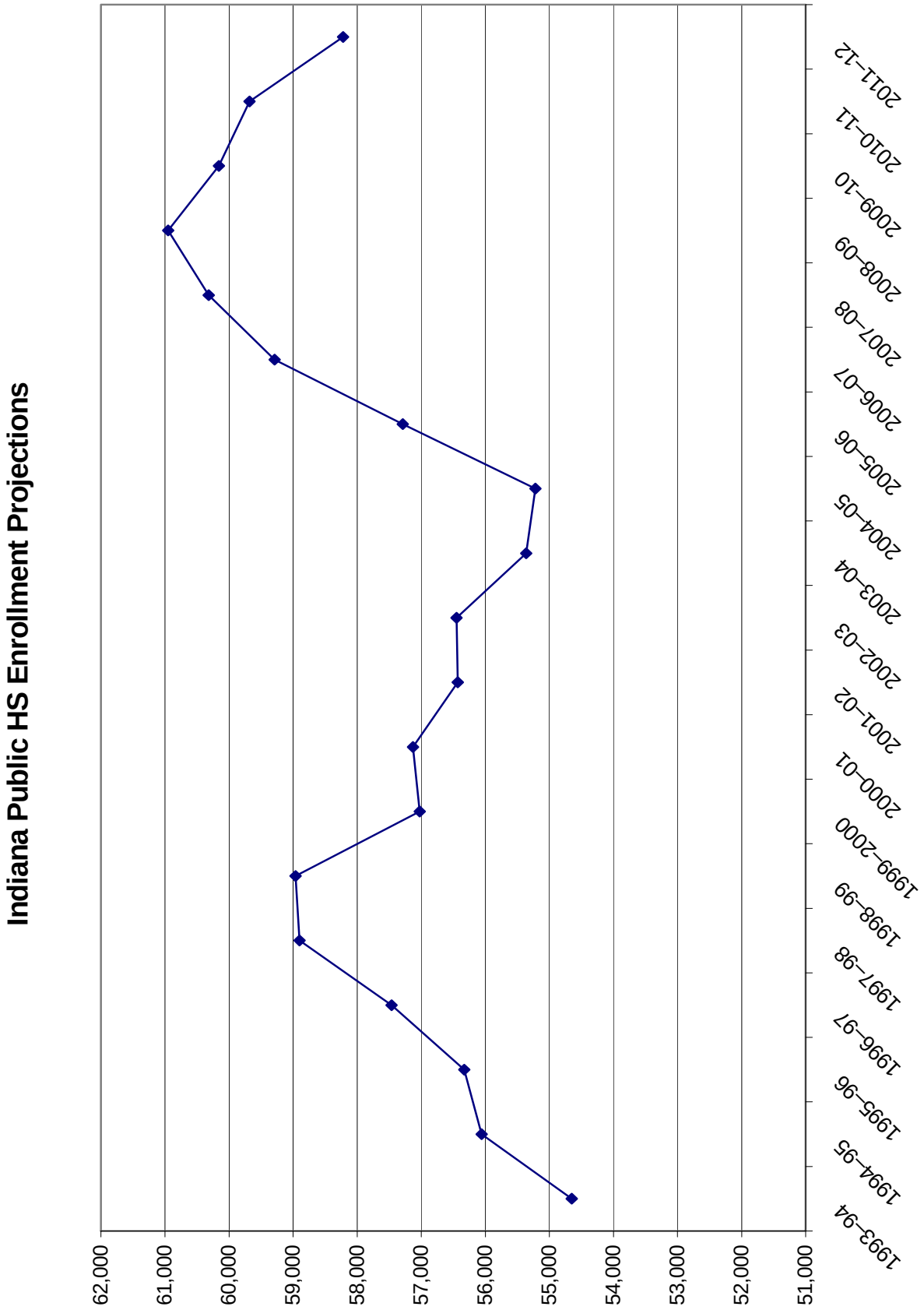
slightly over 45% are women. An index of faculty effort for the IUS campus shows 308 credit hours per full-time academic appointment down from 344 a year earlier. The average age of the professors is 56 and the average compensation $90,000. Associate professors' average age is 52 and the average compensation $74,400. Assistant professors' average $65,700 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 69% of the full-time faculty is tenured.

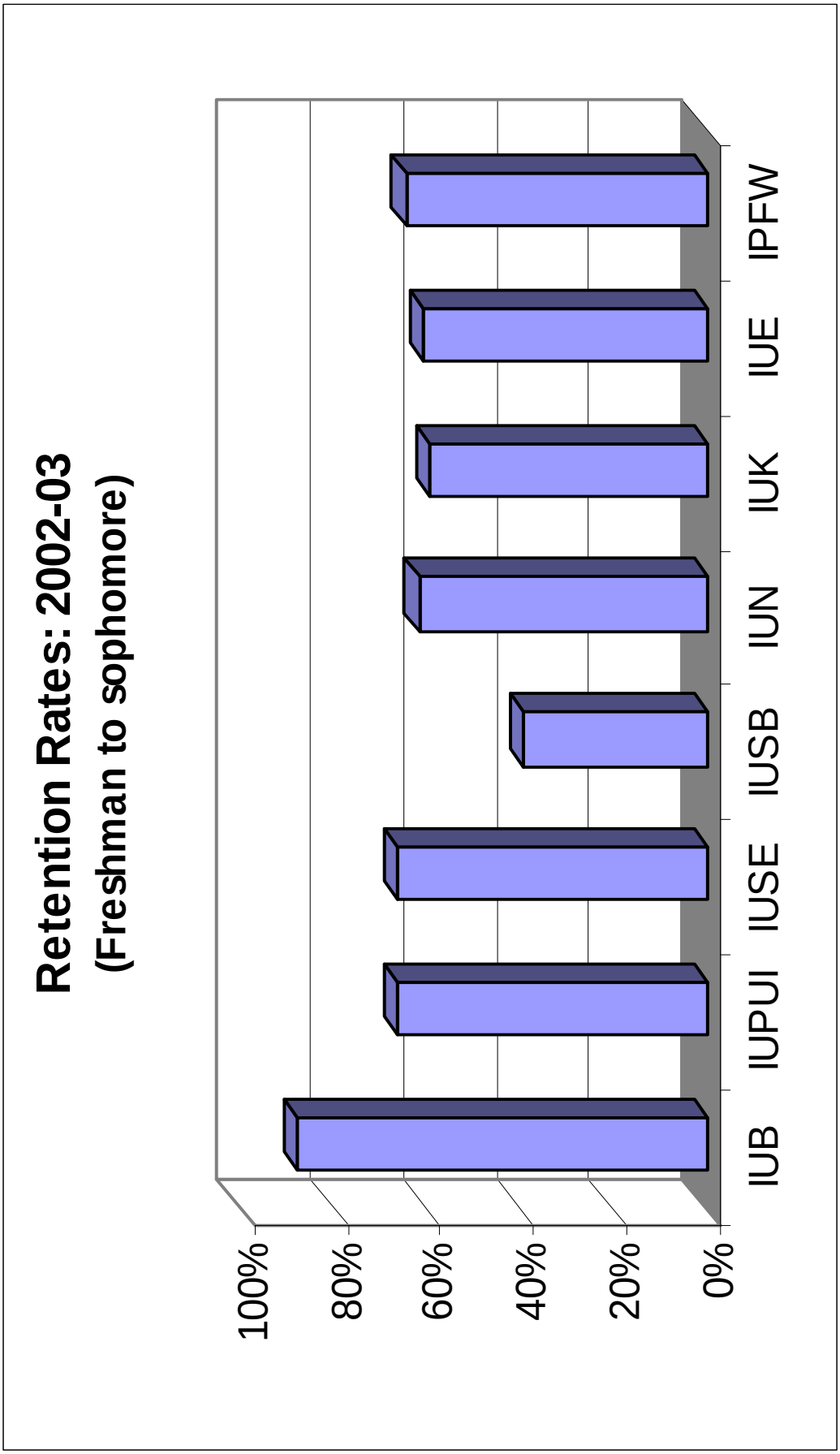
Full Diversity
Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indiana 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUS campus, African Americans represent 3.5% of undergraduates and 4.1% of the faculty; American Indians represent 0.2% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 0.8% and 0.7%, respectively, while the faculty representation is 6.6% and 1.5%, respectively.

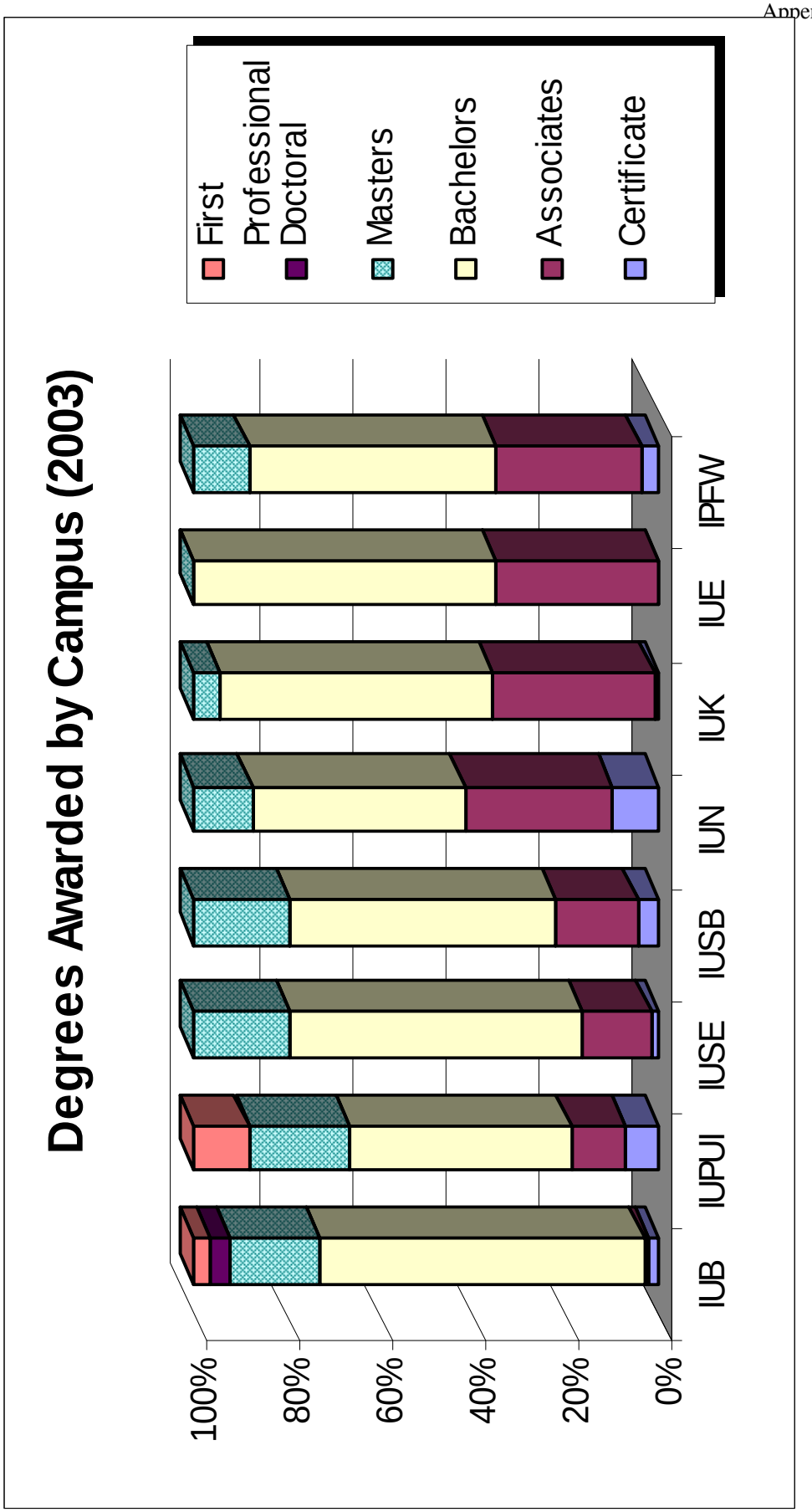
Research and sponsored programs: Southeast has significantly increased the research dollars on campus with awards measured in dollars of almost $600 thousand dollars in 2002-2003. This figure represents a 156% increase in five years.

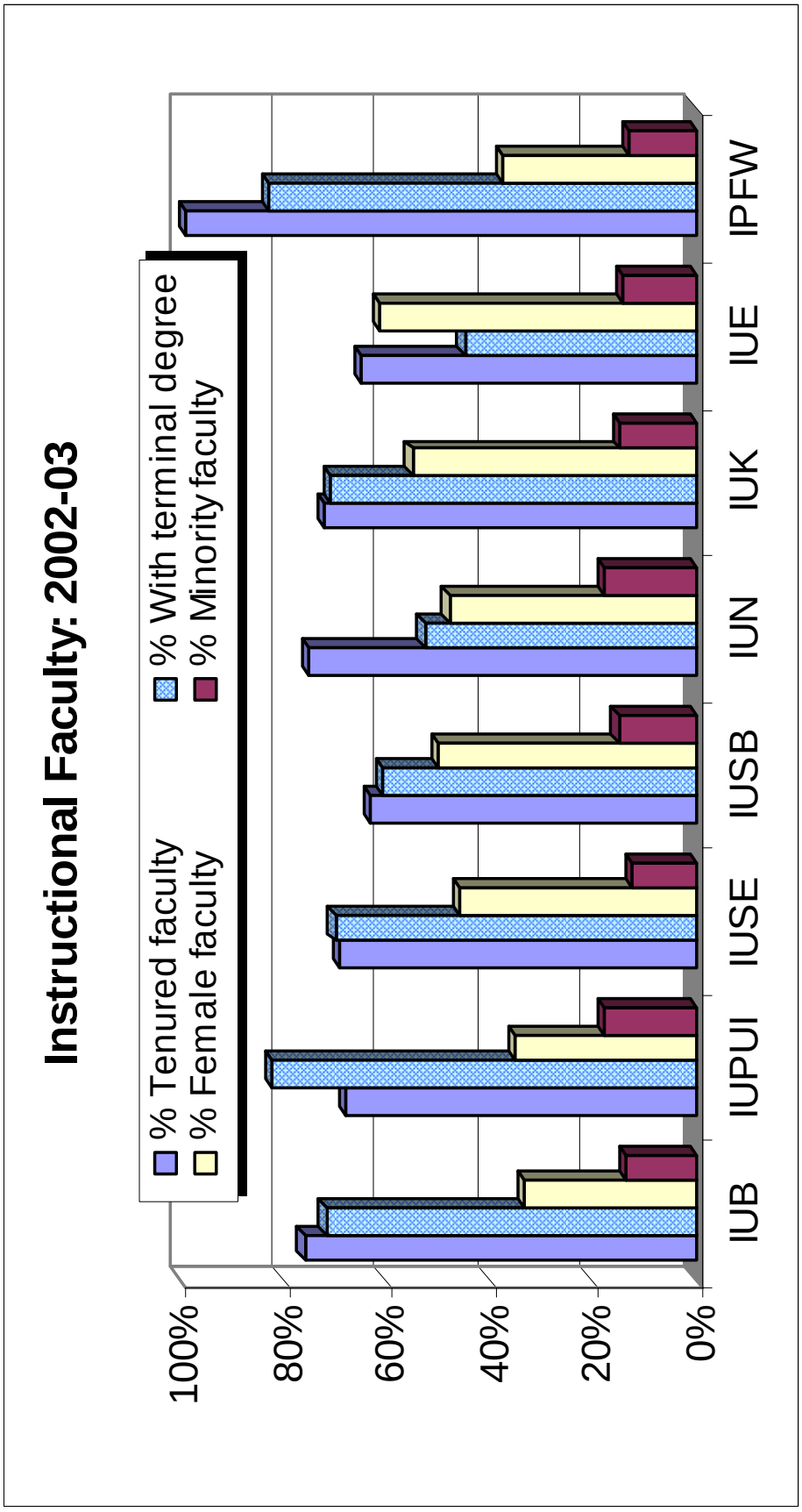
January 7, 2005

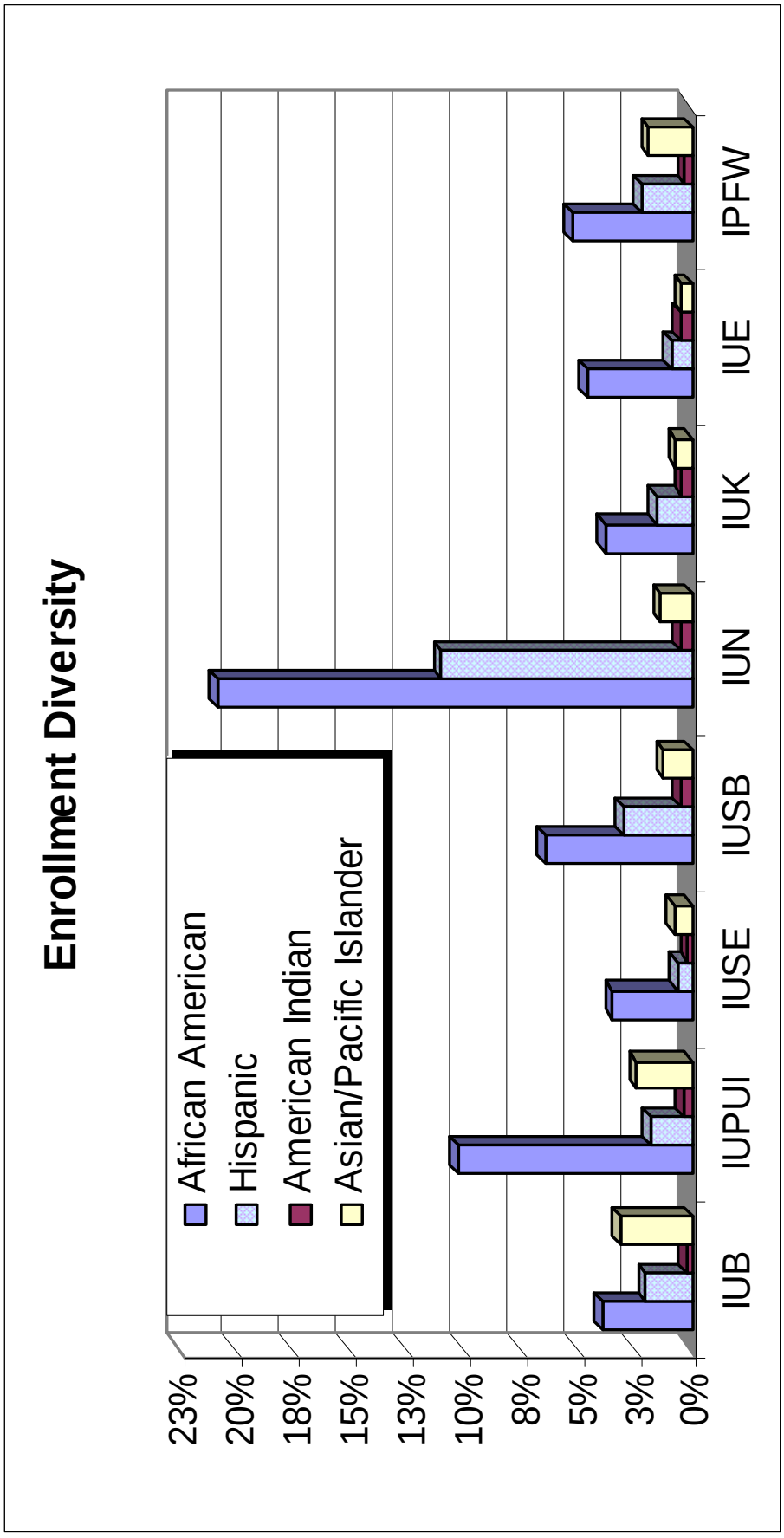

Enrollment by Campus - 2003
40000
35000
30000
25000
20000
15000
10000
5000
0
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW

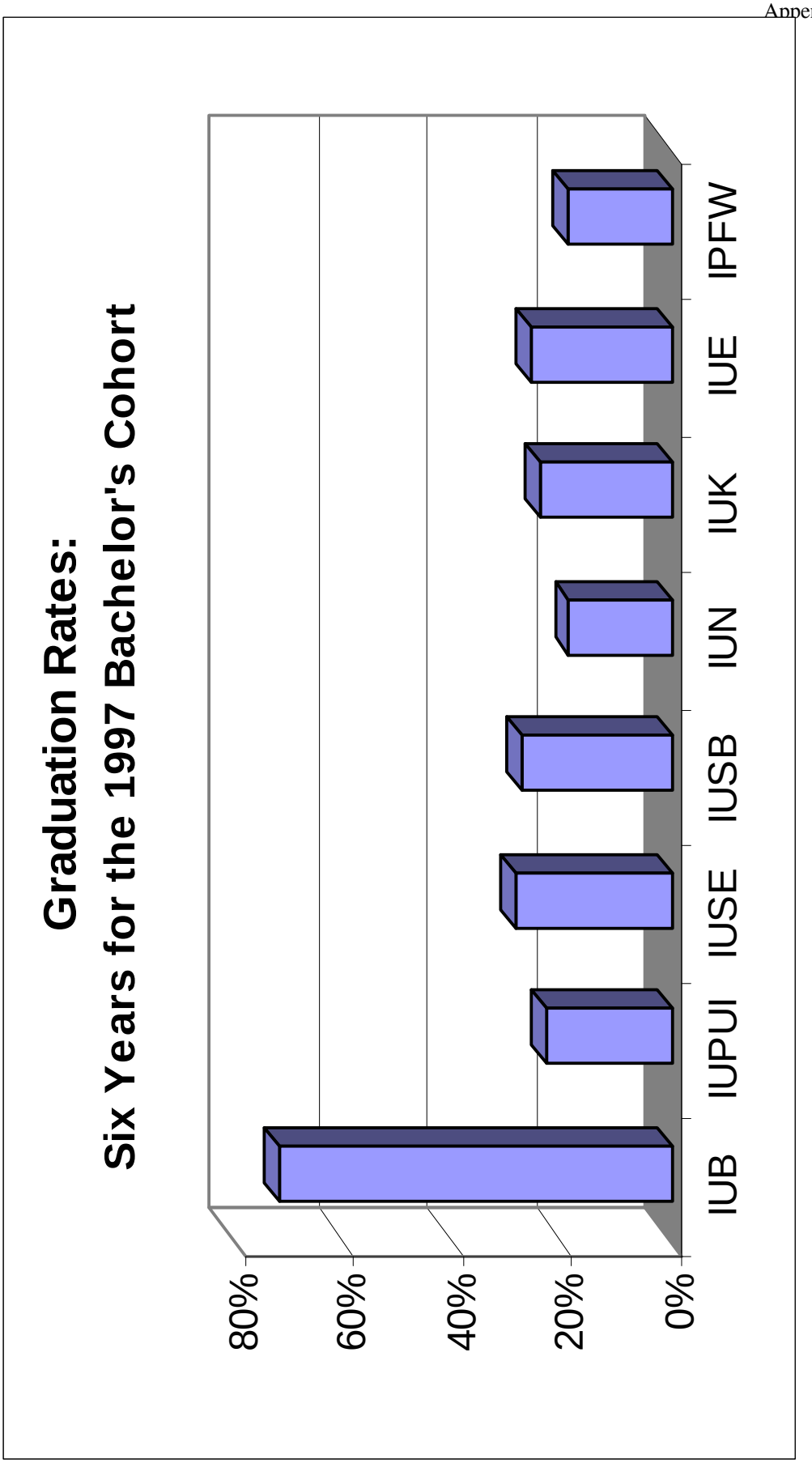

Indiana Public HS Enrollment Projections
62,000
61,000
60,000
59,000
58,000
57,000
56,000
55,000
54,000
53,000
52,000
51,000
1993–94
1994–95
1995–96
1996–97
1997–98
1998–99
1999–2000
2000–01
2001–02
2002–03
2003–04
2004–05
2005–06
2006–07
2007–08
2008–09
2009–10
2010–11
2011–12

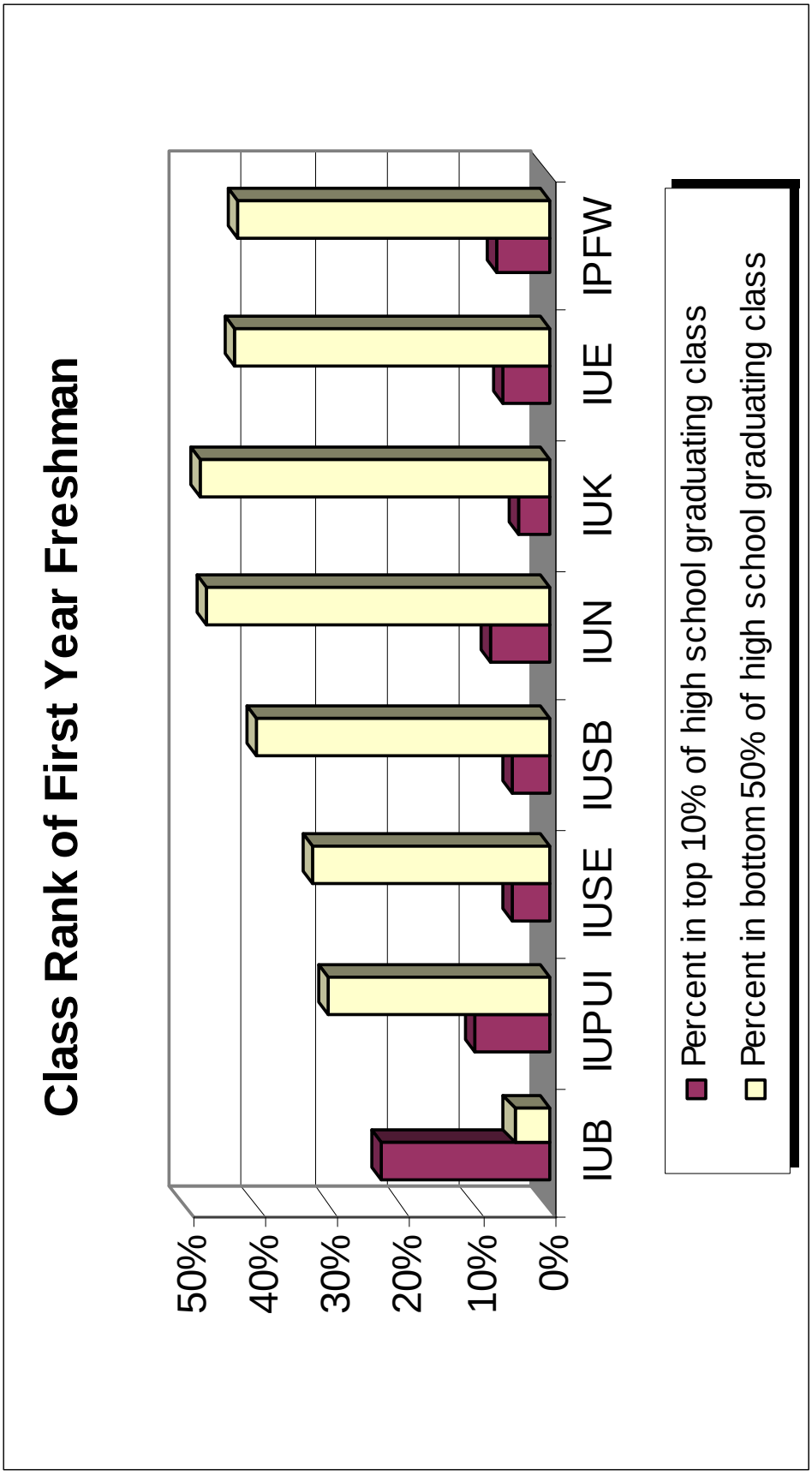

Retention Rates: 2002-03
(Freshman to sophomore)
100%
80%
60%
40%
20%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW

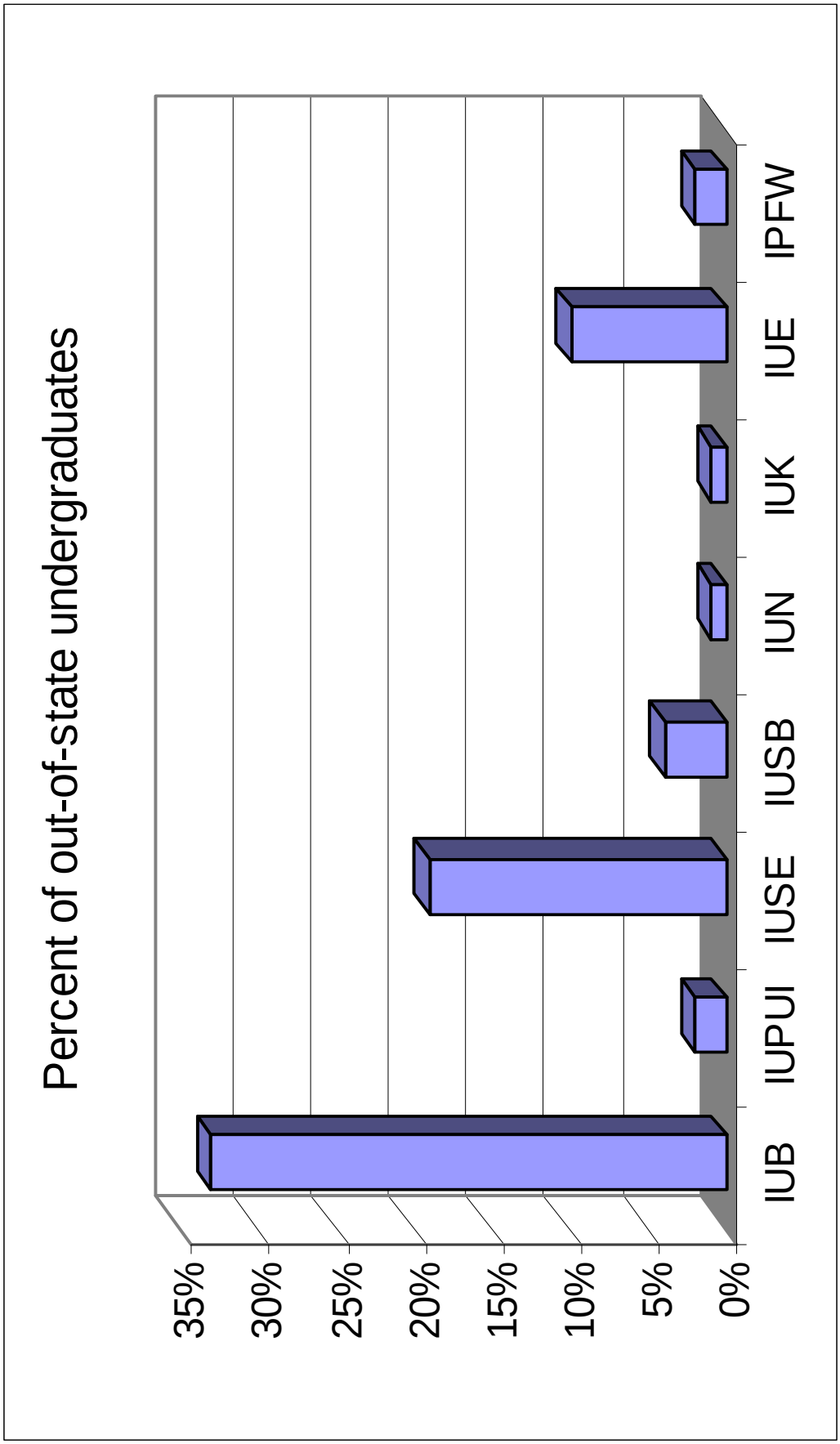

Degrees Awarded by Campus (2003)
First Professional
Doctoral
Masters
Bachelors
Associates
Certificate
100%
80%
60%
40%
20%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW

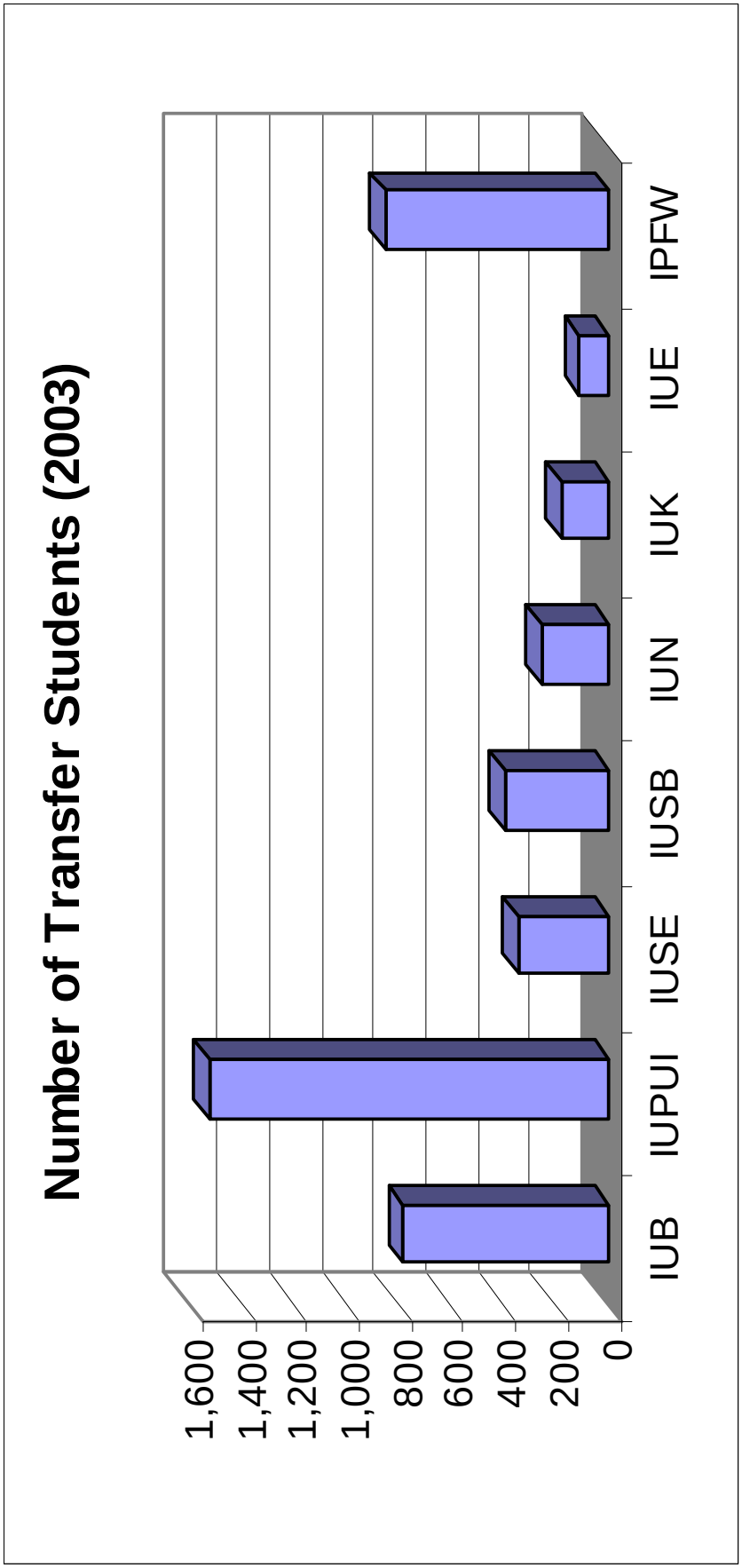

Instructional Faculty: 2002-03
% Tenured faculty
% Female faculty
% With terminal degree
% Minority faculty
100%
80%
60%
40%
20%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW


Enrollment Diversity
African American
Hispanic
American Indian
Asian/Pacific Islander
23%
20%
18%
15%
13%
10%
8%
5%
3%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW


Graduation Rates:
Six Years for the 1997 Bachelor's Cohort
80%
60%
40%
20%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW


Class Rank of First Year Freshman
50%
40%
30%
20%
10%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW
Percent in top 10% of high school graduating class
Percent in bottom 50% of high school graduating class


Percent of out-of-state undergraduates
35%
30%
25%
20%
15%
10%
5%
0%
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW


Number of Transfer Students (2003)
1,600
1,400
1,200
1,000
800
600
400
200
0
IUB
IUPUI
IUSE
IUSB
IUN
IUK
IUE
IPFW

Campus Missions

IUB

Bloomington is the flagship, doctoral/research-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to path-breaking research and creative activity; to challenging and inspired undergraduate, graduate, and professional education; to first-rate library and museum collections; and to recognizing and serving the changing educational and research needs of the state, the nation, and the world.

Revised IUPUI Mission Statement
December 8, 2004

Vision

The VISION of IUPUI is to be one of the world's best urban research universities, recognized locally, nationally and internationally for its achievements and partnerships in advancing economic, social, educational, and cultural development through teaching, research, and civic engagement.

Mission

The MISSION of IUPUI is to provide for its local, national and international constituents an environment for excellence in integrating and applying

- Teaching and learning through baccalaureate, masters, professional, and doctoral degrees and life-long learning;
- Research, scholarship, and creative activity;
- Civic engagement through economic, social, and cultural development; and
- Interdisciplinary work among the arts, humanities, the natural and social sciences, and the professions.

Each of these core activities is characterized by

- Collaboration across disciplines and campuses, with many organizations and constituencies within central Indiana, and with strategic national and international partners;
- A strong commitment to ensuring diversity; and
- A pursuit of innovation and best practices.

IUPUI's mission builds on its strength in health and life sciences, professional schools, interdisciplinary programs, and innovation in undergraduate learning. IUPUI will advance Indiana and Indianapolis by focusing on life sciences, information technologies, advanced manufacturing, nonprofit organizations, and arts, culture and tourism.

Responsibility

In developing and implementing new and revised programs, IUPUI will do so with a sense of RESPONSIBILITY to build on its distinctive history, urban location, and academic and research strengths. IUPUI will provide leadership in the education, research, and civic engagement necessary to sustain a world-class community by meeting its responsibilities to

- Provide access to baccalaureate-level education in central Indiana with an emphasis on enrolling and graduating a diverse student body;
- Provide graduate professional education, including PhDs in the health and life sciences and in other fields critical to the development of the region and state;
- Enrich the lives of Indiana's citizens with a first-rate education in the liberal arts and sciences and with opportunities for life-long learning;
- Create and develop new and emerging interdisciplinary fields;
- Prepare graduates to become engaged citizens and civic-minded professionals with documented competencies required to meet the region's economic, social, governmental, and cultural needs;
- Take advantage of the combined missions of Indiana University and Purdue University and collaboration with its sister campuses in Bloomington and West Lafayette to bring engineering, technology, and the sciences together with the arts, humanities, social sciences, and other professions;
- Develop its unique partnership with the state's community college and the anticipated alignment of P-12 education with postsecondary and life-long learning;
- Use information technology for research, civic engagement, and learning, including distance education and life-long learning;
- Develop the international and cross-cultural understanding and collaboration that is essential for contemporary life, including a commitment to help immigrant populations adapt to central Indiana; and
- Develop the expertise, capacity, entrepreneurial leadership and partnerships necessary for growing prosperity in central Indiana and the state.

IU East
Indiana University East is a regional campus of Indiana University, serving primarily residents of east-central Indiana and west-central Ohio seeking baccalaureate degrees and/or opportunities for life-long learning, including selected associate and graduate degrees.

Indiana University East focuses on student success by challenging students to grow intellectually and intra-personally in a supportive and scholarly environment. Indiana University East provides lifetime educational opportunities for people of diverse backgrounds, experiences and beliefs. Through campus involvement in student success, Indiana University East promotes educational, cultural and economic well-being for the residents of the communities we serve.

IU Kokomo
The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate

degrees. IU Kokomo is further dedicated to strengthening the economic and cultural vitality of the region through a variety of regional partnerships and programs.

IU Northwest
The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide education leading to baccalaureate and selected graduate degrees in the liberal arts and sciences and selected professional disciplines, primarily to the residents of Lake, Porter, LaPorte, Newton, Starke, Jasper and Pulaski counties in Northwest Indiana. Quality and relevance are the hallmarks of IUN's programs. These programs serve the needs of the most diverse urban and industrialized area of the state. Out of this diversity IUN strives to create a community dedicated to the pursuit of knowledge, the value of education and a commitment to the region it serves.

IU Southeast
The mission of Indiana University Southeast, as a public comprehensive university, is to serve Southern Indiana and the Greater Louisville metropolitan area through high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region through research, creative work, and public service.

IU South Bend
Indiana University South Bend is the only public, comprehensive, undergraduate and graduate degree-granting institution of higher education in north central Indiana. The university is committed to excellence in technology-enhanced teaching, learning, and scholarship, supported by a solid core of high quality faculty and staff dedicated to helping a diverse body of residential and non-residential students succeed at the university and in life. IU South Bend is distinguished by collaborative learning among students and faculty in a wide range of strong liberal arts and sciences and professional disciplines, including acclaimed programs in the fine and performing arts, and nursing and health professions; and a commitment to enhancing diversity and a global perspective by providing a rich array of programs to attract and support underrepresented and international students. The university and its graduates have a significant impact on the economic growth and cultural vitality of north central Indiana and surrounding states.

(passed by the IU South Bend Academic Senate on November 19, 2004 as part of the Mission Differentiation Project)

The 2005 Assessment Institute in Indianapolis

Sponsored by
Indiana University-Purdue University Indianapolis
October 23 – 25, 2005
University Place Conference Center and Hotel

Sessions with National Leaders

Thomas A. Angelo	**Victoria University of Wellington, New Zealand**
Trudy W. Banta	**IUPUI**
Douglas J. Eder	**Southern Illinois University Edwardsville**
Peter T. Ewell	**National Center for Higher Education Management Systems**
George D. Kuh	**Indiana University**
Jeffrey A. Seybert	**Johnson County (KS) Community College**

With Special Tracks for

Accreditation, General Education, Assessment Methods, Community Colleges, Student Affairs, and All Majors, emphasizing this year Engineering and Engineering Technology Fields

Pre-Institute Workshops

Extended learning opportunities with experienced practitioners

Best Practices Fair

Featuring assessment instruments, methods, and approaches
from test developers and campus practitioners

Concurrent Workshops

In-depth sessions with leaders of successful assessment initiatives

For more information contact:

Trudy W. Banta
Vice Chancellor for Planning and Institutional Improvement
Indiana University-Purdue University Indianapolis
355 N. Lansing Street, AO 140
Indianapolis, IN 46202-2896
Telephone: (317) 274-4111 Fax: (317) 274-4651
Email: tbanta@iupui.edu
Institute Web site: www.planning.iupui.edu (click on Conferences)
Brochures will be mailed in late August

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
ACADEMIC UNITS					
Business		Information Requests (2)	Evaluation/Assessment (Consultation)	Information Requests (1) Other (10)	
Continuing Studies			Evaluation/Assessment (1) (Program Review)	Evaluation/Assessment (4)	
Dentistry		Evaluation/Assessment (1)	Evaluation/Assessment	Evaluation/Assessment (2) Other (10)	
Education	Planning (1)	Information Requests (3) Teaching/Advising (2)	Planning	Evaluation/Assessment (1)	Planning (for Ph.D. in Urban Education)
Engineering & Technology		Information Requests (5) Evaluation/Assessment (2)	Biomedical Engineering • Planning (1) Electrical and Computer Engineering • Planning (1) • Evaluation/Assessment (ABET visit) Mechanical Engineering • Planning (1) • Evaluation/Assessment (ABET visit) Interior Design • Evaluation/Assessment (NASAD work)	Dean's Office • Evaluation/Assessment (1) • Other (3) Computer & Information Technology • Evaluation/Assessment (2) Organizational Leadership and Supervision • Other (1)	
Health and Rehabilitation Sciences	Planning (1)		Evaluation/Assessment (Consultation)	Physical Therapy • Evaluation/Assessment (2) • Other (6) Occupational Therapy • Other (3)	
Herron		Information Requests (1)	Evaluation/Assessment (consultation (2))	Evaluation/Assessment (1)	
Informatics	Evaluation/Assessment (1)		Planning (2)		
Journalism				Evaluation/Assessment (1)	

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
				Other (2)	
Labor Studies		Information Requests (1)			
Law		Information Requests (2)		Evaluation/Assessment (4) Other (4)	
Liberal Arts		Dean's Office • Information Requests (4) • Evaluation/Assessment (1) • Management Reports (1) • Planning (1) Economics • Information Requests (2) English • Evaluation/Assessment (1) Foreign Languages & Cultures • Information Requests (1) History • Evaluation/Assessment (1) Sociology • Information Requests (4)	Economics • Evaluation/Assessment (Program Review Follow-Up) Foreign Languages & Cultures • Information Requests (1) History • Planning (1) Political Science • Evaluation/Assessment (Program Review Follow-Up) Indiana Center for Intercultural Communication • Planning (1) • Evaluation/Assessment (Consultation on assessment with dean)	Dean's Office • Evaluation/Assessment (1) • Grant Projects (1) English • Evaluation/Assessment (1) Foreign Languages & Cultures • Evaluation/Assessment (4)	English • Committee/Service (1)
Library & Information Science			Evaluation/Assessment (1) (Participation in ALA Review) • Evaluation/Assessment		
Medicine	Planning (1)	Information Requests (2) Evaluation/Assessment (1)	Public Health • Evaluation/Assessment (1) • Planning (consultation with Rose Fife)	Department of Medicine • Evaluation/Assessment (2) • Other (2) CME • Evaluation/Assessment (1)	

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
				Obstetrics and Gynecology • Information Requests (1) Anesthesiology • Information Requests (1) • Grant Projects (1) Public Health • Evaluation/Assessment (1)	
Music			Evaluation/Assessment (1) (Program Review)		
Nursing	Evaluation/Assessment (1)	Information Requests (2) Evaluation/Assessment (2)		Information Requests (1) Evaluation/Assessment (3) Grant Projects (1) Other (1)	
Physical Education and Tourism Management				Evaluation/Assessment (3) Other (4)	
Public & Environmental Affairs		Information Requests (5)	Planning (consultation)	Evaluation/Assessment (7) Other (4)	
Science	Mathematics • Evaluation/Assessment (1) Psychology • Evaluation/Assessment (1)	Dean's Office • Information Requests (2) Chemistry • Information Requests (1) • Evaluation/Assessment (1) Geography • Information Requests (1) Mathematics • Information Requests (5) • Evaluation/Assessment	Mathematics • Evaluation/Assessment (1) Biology • Planning (Program Review) • Evaluation/Assessment (Consultation on assessment) Psychology • Evaluation/Assessment	Chemistry • Other (1) Mathematics • Other (1) Psychology • Information Requests (1) • Evaluation/Assessment (1)	

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		(1) Psychology • Information Requests (3) • Evaluation/Assessment (1) Teaching/Advising (1)	(Program Review)		
Social Work		Information Requests (1)	Planning (Planned Program Review)	Evaluation/Assessment (5) Other (1)	
University College		Dean's Office • Information Requests (14) • Evaluation/Assessment (7) • Planning (1) • Grant Project (1) Admissions Committee • Information Requests (1) Honors • Evaluation/Assessment (1) Orientation • Committee/Service (1)	Dean's Office • Evaluation/Assessment (1) Learning Center • Evaluation/Assessment (Program Review)	Dean's Office • Information Requests (3) • Evaluation/Assessment (4) Career Services • Evaluation/Assessment (1) Orientation • Information Requests (1)	
Academic Support Units					
Affirmative Action		Evaluation/Assessment (1)			
Center on Philanthropy			Planning		
Center for Service & Learning		Information Requests (1) Evaluation/Assessment (1)			Committee/Service (1)
Center for Research and Learning					Evaluation/Assessment

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Communications and Marketing		Information Requests (2)			
Community Learning Network		Information Requests (6)			
Enrollment Services		Information Requests (6) Evaluation/Assessment (1) Planning (3)	Evaluation/Assessment (assessment/improvement)		
International Affairs		Management Reports (1)			
Professional Development		Information Requests (2) Evaluation/Assessment (6)	Evaluation/Assessment (Assessment Consultation)		
Student Life and Diversity		Evaluation/Assessment (2)	Student Health • Evaluation/Assessment (Program Review)		
Testing Center					
University Library		Information Requests (3) Committee/Service (1)			
UITS					
CAMPUS-WIDE ORGANIZATIONS					
Admissions Committee				Evaluation/Assessment (2)	
Advisory Committee for the Continuing Studies Noncredit Program at IUPUI					
Campus and Community Life				Information Requests (1) Other (1)	
Chancellor's Diversity Cabinet					

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Civic Engagement Council		Planning (2)			Committee/Service
Council of Deans			Planning		
Council on Teacher Education					
Council on Graduation and Retention					Committee/Service
Deans Academy					
Deans' Taskforce on Information Technology			Improvement		
Enrollment Management Council		Information Requests (1) Planning (1)	Evaluation/Assessment (Assessment Improvement)		
FASPAC Committee		Information Requests (1)			
Faculty Council					
Faculty Council Planning Committee			Planning		
Faculty Council Budgetary Affairs Committee			Planning		
Gateway Group		Evaluation/Assessment (2)			
Graduation and Retention Council		Planning (1)			
Human Resources			Evaluation/Assessment (Accelerated Improvement Process)		
IUPUI Board of Advisors			Planning		
IUPUI Online					
IUPUI Solution Center		Evaluation/Assessment (3) Planning (2) Committee/Service (1)	Planning Evaluation/Assessment		
IUPUI Surveys		Evaluation/Assessment (11)			

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Ivy Tech – IUPUI Task Force		Planning (1)			
Management Reports		Management Reports (5)			
Office for Women Advisory Council			Planning		
Partners in Career and Professional Development					
Planning/Accountability		Evaluation/Assessment (13) Planning (5)			
Program Review and Assessment Committee		Committee/Service (1)	Evaluation/Assessment		
Program Review		Evaluation/Assessment (1)			
Reporting Users Group		Committee/Service (1)			
Research & Sponsored Programs			Evaluation/Assessment (Program Reviews (2))		
Smoking Policy Group					
Students & Student Organizations		Information Requests (1)			
Student Electronic Portfolio					Committee/Service
Teaching & Learning Task Force					
Team IUPUI					
Transfer Task Force					
Other Campus Support Offices					
CAMPUS ADMINISTRATION					
Chancellor's Office		Information Requests (12)	Planning		

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		Planning (4) Committee/Service (1)	Evaluation/Assessment Improvement		
Executive Vice Chancellor & Dean of Faculties Office		Information Requests (7) Evaluation/Assessment (6) Planning (2) Committee/Service (1)	Planning Evaluation/Assessment Improvement		
Vice Chancellor for Administration & Finance		Information Requests (1)	Planning Evaluation/Assessment Improvement		
Vice Chancellor for External Affairs		Information Requests (1)	Planning		
Vice Chancellor for Planning and Institutional Improvement				Evaluation/Assessment (1)	
Vice Chancellor for Research and Graduate Education		Information Requests (1)	Evaluation/Assessment (2)		
Vice Chancellor for Student Life and Diversity		Information Requests (2) Evaluation/Assessment (5) Planning (2) Grant Projects (1) Committee/Service (1) Teaching/Advising (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
UNIVERSITY ADMINISTRATION					
FACET					
Institutional Development and Student Affairs		Planning (2) Committee/Service (1)			
President's Office		Planning (2)			
Research and University Graduate School					
International Affairs			Evaluation/Assessment (consultation)		
UITS		Evaluation/Assessment (1)			
University Budget Office					
University Faculty Council		Information Requests (1)			
OTHER IU OR PURDUE CAMPUSES					
IU Bloomington					
IU Columbus		Information Requests (4)		Evaluation/Assessment (1) Report Development (1)	
IU Kokomo				Evaluation/Assessment (1)	
LOCAL COMMUNITY					
American Academy of Clinical Toxicology					
Arthritis Foundation					
Central Indiana Diversity Roundtable					
Central Indiana Educational Services Center					

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Clarian Health Partners Community Advisory Board			Planning (consultation)		
Clarian Education					
CUE Deans (Consortium for Urban Education)			Planning (consultation)		
Ernst and Young				Evaluation/Assessment (3) Information Requests (1) Other (2)	
Eli Lilly and Company				Information Requests (1)	
GRADES Council Executive Committee			Planning (consultation) Evaluation/Assessment (consultation)		
Indiana Association for Institutional Research					
Indiana Campus Compact			Planning		
Indiana Commission on Higher Education					Evaluation/Assessment (developed FIPSE proposal)
Indiana Pathways to College Network					
Indiana Project on Academic Success (IPAS)		Evaluation/Assessment (1)			
Indiana State Museum					
Indiana Supreme Court				Evaluation/Assessment (1) Other (1)	
Indianapolis Public Schools			Planning (consultation)		
Indianapolis Star			Planning (consultation)		
Ivy Tech State College – Indianapolis		Evaluation/Assessment (2)	Evaluation/Assessment (consultation)		

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
K-12 Community - Southern Indiana CAPE Project		Grant Projects (1)			
K-12 Community - Central Indiana K12 Community		Evaluation/Assessment (1)			
Lilly Endowment					
Martin University					
Phi Beta Kappa Executive Committee			Planning		
Salvation Army					
Sigma Theta Tau					
Simon Youth Foundation Board and Education Committee			Planning Evaluation/Assessment		
United Way					
NATIONAL					
Agency or Company, External					
Academic Impressions		Present/Workshops (1)			
American Academy of Clinical Psychologists				Evaluation/Assessment (1)	
American Association of Colleges & Universities			Present/workshops (2))		
ASSHTO				Evaluation/Assessment (1)	
American Evaluation Association					
American Institutes for Research/College Board					
American Strategic Management Institute		Present/Workshops (1)			
Assessment Institute			Planning Evaluation/Assessment Present/workshop	Evaluation	

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Association for the Study of Higher Education		Present/Workshops (1)	Present/workshop		
Association for Institutional Research					
Black Issues in Higher Education		Publications (4)			
Carnegie Association for the Advancement of Teaching and Learning					
CBS		Information Requests (1)			
Change Magazine		Publications (1)			
Cisco Academy		Evaluation/Assessment (1)			
Coalition of Urban and Metropolitan Universities					
College Board		Information Requests (2)			
College Guidebook					
College/University		Information Requests (19)			
Common Data Set					
Delta Upsilon International Fraternity					
Educational Agencies and Commercial Publishers					
Enterprise Fund Management Company					
Funded national research projects					
Hosting Visitors			Hosted (4) Delegations • Arizona State • Baylor University • James Madison University		

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
			• University of Alabama Birmingham		
Invited keynote Addresses					
Invited or refereed presentations/papers					
Lumina Foundation					
National Association of GED Administrators					
National Center for Education Statistics (NCES)		Information Requests (1) Planning (1)			
National Coalition for Continuous Improvement					
National Coalition on Electronic Portfolio Research					Committee/Service
National Learning Communities Conference					
National Postsecondary Education Cooperative (NPEC)			Planning		
National Science Foundation (NSF)		Information Requests (1)			
National Teaching and Learning Forum					Committee/Service (Editorial Board)
Nina Mason Pulliam Charitable Trusts		Grant Projects (1)			
North Central Association and other Accrediting and Oversight Agencies		Information Requests (1)	Evaluation/Assessment (evaluation for Middle States)		Evaluation/Assessment (2 evaluations for NCA)
Other Test Organizations				Evaluation/Assessment (7)	
Other Universities			Evaluation/Assessment (Assessment Visits (8))		

Schools, Offices, and Organizations Served by PAII Staff in 2004-2005

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Peterson's		Information Requests (1)			
Publications					
Society for College and University Planning		Present/Workshops (1)			
Urban 13/ Coalition for Urban & Metro Universities					
US Department of Education					
WISCAPE		Present/Workshops (1)			
INTERNATIONAL					
Academic Cooperation Association					
International Conference on Assessing Quality in Higher Education					
European Association for Institutional Research					Present/Workshop
Hosting Visitors			Hosted (4) Delegations • Thailand (2 delegations) • Namibia • Cyprus		
Invited keynote addresses					
Refereed presentations					
Rutlege Publishing		Publications (2)			
Other					
Other Colleges/Universities					

IUPUI Point-In-Cycle Enrollment Management Reports

IMIR Home	Admissions					Enrollments	
Point In Cycle Home	Applicants & Admissions	Applications by School of Intended Plan	UG Quality Indicators & Profile	Grad/Prof Profile	International Applicants & Admissions	Number of Students Registered	Student Credit Hours

Choose a new school, semester * or cycle:

IUPUI Indianapolis only | Spring | Census

Student Credit Hours by Course Level
Census, Spring
Report for: IUPUI (Not Including Columbus)

				2005 - 2006 Comparisons		
	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Undergraduate						
000 Level Course	2807	2355	2625	270	11.5%	100.0%
100 Level Course	90174	87832	85449	-2383	-2.7%	100.0%
200 Level Course	48982	47970	47655	-315	-0.7%	100.0%
300 Level Course	46829	47264	48195.5	931.5	2.0%	100.0%
400 Level Course	23297	22060	22104	44	0.2%	100.0%
Total Hours	212089	207481	206028.5	-1452.5	-0.7%	100.0%
Grad./Grad.Prof						
500 Level Course	29823	31055.5	34135.5	3080	9.9%	100.0%
600 Level Course	22411	22278	23279	1001	4.5%	100.0%
700 Level Course	11203	11951	12435	484	4.0%	100.0%
800 Level Course	8223	8634.5	8297	-337.5	-3.9%	100.0%
900 Level Course	1179	1275	1166.5	-108.5	-8.5%	100.0%
Total Hours	72839	75194	79313	4119	5.5%	100.0%
Total Credit Hours (All Levels)	284928	282675	285341.5	2666.5	0.9%	100.0%

Note: Credit hours in blocked enrollment courses (for example, ENG-BE 299) are distributed to the appropriate department and course level.

For assistance with this website or its contents, please contact Kathy Burton or Barb Dobbs

Responding to a Fiscal Crisis: A Data-Driven Approach

Trudy W. Banta, A. Katherine Busby, Susan Kahn, Karen E. Black, and James N. Johnson

Abstract

The Division of Planning and Institutional Improvement (PAII) at Indiana University-Purdue University Indianapolis provides for the campus data for academic planning and management, assessment and evaluation services, and progress reports on mission-critical goals. To respond to a forecast fiscal crisis and support long-range planning for the division, staff undertook a survey of deans and other key campus stakeholders to determine which of its services were best-known and considered most useful for unit-level planning and decision-making, especially as these units faced the same projections of severe fiscal constraints. Findings indicated greater awareness and use of PAII data among deans than among other academic leaders and provided important insights into the kinds of data needed most for decision-making. These outcomes will guide the division's future strategies for educating deans and other stakeholders on underused, but potentially useful, services and for selecting new services to offer.

Responding to a Fiscal Crisis: A Data-Driven Approach

Introduction

Shrinking or static budgets are affecting higher education worldwide, as both public and private institutions face difficult choices that may determine their very survival. With state budgets contracting, the outlook for the foreseeable future remains especially grim for public higher education in the United States, which must compete for scarce resources with primary and secondary education, corrections, and social services (Uchitelle, 2003). Moreover, after years of budgetary belt-tightening, many public institutions have exhausted the usual budget-trimming approaches and are now considering more politically sensitive strategies, including eliminating programs, capping enrollments, and closing or merging campuses.

Careful and creative planning will be essential to avoid deficits and ensure that institutions and their core programs survive. Prudence suggests that academic leaders will need to marshal all relevant sources of data and information in order to make responsible decisions and develop effective strategies for the future. Responding to this need, in fall 2003, academic leaders at Indiana University-Purdue University Indianapolis (IUPUI) began planning for dramatic decreases in future revenue streams. Assuming that the state appropriation component of the budget would not increase and that annual tuition and fee increases would be limited to four percent, they developed economic models for the next decade. Individual financial planning scenarios projected heavy deficits for most academic and administrative units.

As the academic deans faced the necessity of addressing projected financial deficits over the next decade, the authors—all staff members in IUPUI's Division of Planning and Institutional Improvement (PAII)—decided to study the role of systematically collected and provided information in the deans' decision-making, particularly in these circumstances. Later, we extended the study to include associate deans, department heads, and selected faculty leaders. Our initial purpose was to use the data for our own division's strategic planning in the face of fiscal constraints, strengthening those information and consulting services most valued by our stakeholders and de-emphasizing or eliminating services providing less highly valued data. As we progressed through the project, we realized that our findings might have implications of interest to similar offices at other institutions and to higher education researchers. We therefore present this paper as an instance of action research aimed at enhancing organizational learning and supporting continuous improvement (Argyris & Schon, 1978, 1996; Dick, 1997).

Context and Background

IUPUI is a research intensive, urban doctoral institution serving almost 30,000 students. The campus includes some 20 academic units with an emphasis on undergraduate and graduate professional education. It has a strong, mission-based commitment to providing affordable access to higher education and raising educational attainment in its region. With an equally strong commitment to demonstrating accountability to stakeholders, campus administrators seek evidence to show constituents that the institution can address a difficult financial situation as responsibly and effectively as is feasible.

IUPUI uses a system of responsibility center management (RCM) and budgeting in which the academic units act as responsibility centers. These centers retain the income they generate, along with a formula-based portion of state funding, and are responsible for all costs they incur, including a formula-based tax that supports the campus administrative units.

To be effective, the RCM model demands that institutions and their responsibility centers set clear academic priorities and budget according to those priorities. At IUPUI, this decentralized budgeting system places an unusually heavy onus on academic deans to prioritize and manage resources effectively, a process that must rely on a ready supply of accurate and pertinent data.

The Division of Planning and Institutional Improvement (PAII) leads academic planning and provides management information, evaluation, and reporting services for the campus. PAII professionals strive to align unit- and institution-level plans and priorities, collect and disseminate vital institutional data, coordinate assessment of learning and program effectiveness, and report progress on mission-related goals and objectives. Staff members work closely with campus-level administrators and academic deans to identify, collect, analyze, and disseminate the types of data and information that will be of most assistance in decision-making in the RCM environment.

Sharing of information is unusually open and visible at IUPUI. Campus performance indicators, many of which reveal cross-unit comparisons, are regularly posted on the Web site containing the IUPUI Performance Report (www.iupui.edu). Moreover, the alignment of campus-wide and unit goals is immediately apparent as heads of academic and administrative units place their own annual performance reports on the Web, using a template designed by PAII staff (www.iupui.edu/annualplan/).

Cognizant of a growing state budget deficit, in 2003 the IUPUI chancellor created a Financial Planning Advisory Council (FPAC) to develop plans to address a pending fiscal crisis. FPAC members concluded that a campus plan could be devised only if individual academic and administrative units (responsibility centers) were asked to contribute their own plans for adapting to the anticipated harsh fiscal constraints. Accordingly, PAII staff developed a ten-year financial planning scenario for each responsibility center based on two primary assumptions: (1) there would be no increase in the state appropriation component of the budget over the decade, and (2) tuition and fee increases would remain steady at four percent per year. Each dean subsequently submitted a planning report outlining steps his or her unit planned to take in response to the specific scenario for that unit.

Like every other unit, PAII faced the prospect of mounting deficits if current services and personnel were maintained over the coming decade. We thus conceived a study that would (1) seek to determine the kinds of data, information, and services academic managers—deans—say they use in planning to address a crisis, and, based on these findings, (2) assist PAII staff in determining which of our services to continue if deep budget cuts had to be made. Our expectation was that within the "culture of evidence" nurtured by IUPUI leaders and PAII staff over the past decade, with abundant systematically collected and analyzed information accessible internally and available publicly, deans would use information creatively to forge new solutions in collaboration with faculty colleagues.

Method

We developed a two-stage survey process. A two-part questionnaire for all academic deans was followed by a series of interviews with a selected sample of these respondents. The questionnaire was designed to provide a rough indication of (1) the ways deans viewed and used information in addressing the ten-year fiscal scenarios and (2) the priorities they assigned to PAII information and related services. The interviews were added to gain a deeper understanding of the ways deans think about and use information in decision-making. Upon completing this process and analyzing our findings, we decided to ask a second set of academic managers—associate deans, department heads, and selected faculty leaders—to

complete a similar questionnaire, with the idea that their responses would provide additional insights we might use to determine whether and how our own unit's services were contributing to long-range planning and decision-making.

Questionnaire

Part I of the questionnaire listed eleven program characteristics (such as "faculty engagement in decision-making," "student retention and completion rates," and "scholarly productivity") that were to be considered in the ten-year financial planning scenarios and asked whether information related to each was readily available, available with some effort, or not available. Part II listed a range of information products and services (e.g., five-year enrollment trends, campus performance indicators, program reviews, cost/revenue analyses, and assistance with outcomes assessment) available from PAII sources and asked respondents whether they were aware that each of the resources was available, whether they had used the resource, and how useful they considered the resource. A cover letter specifically asked respondents to consider in their responses data used in preparing the planning reports that addressed the ten-year financial scenarios.

Participants

Twenty academic deans were asked to complete the survey instrument. Following administration of the written survey, five deans, each representing an important segment of the academic community at IUPUI (health, education, engineering, science, visual arts), were selected and invited to participate in a follow-up interview. The sample included veterans as well as relative newcomers to the dean's role, males and females, and those who reported extensive use of PAII data, as well as those who showed more modest patterns of use. Later, a second group, comprised of 148 other academic managers—associate deans, department heads, and selected faculty governance leaders—was invited to respond to Part II of the written survey.

Interviews

We worked in two-person teams to conduct the interviews with deans, with one team member serving as the lead interviewer and taking responsibility for scheduling and conducting the interview with the dean. The accompanying team member took notes and asked questions or probed for more detailed answers when appropriate. Following the interview, the team debriefed and the lead interviewer prepared a written summary report.

Findings

Questionnaire

The two-part, 35-item selected response questionnaire was administered via email to 20 academic deans. Part II of the survey, consisting of 24 items, was administered to 148 other academic leaders and managers. All of the deans (100 percent) responded; 89 (60 percent) of the other 148 leaders who received the survey responded.

In Part I of the survey deans reported the perceptions that information about student retention and completion was the most available type of information, followed by information on financial position, external support (contracts/grants/gifts), and reputation among students for teaching effectiveness. All of these information sources are available in

reports developed and disseminated by PAII. Information about external demand for academic programs was considered the least available type of information. In general, the deans reported that the data they needed were readily available: the availability of information on all eleven program characteristics was rated 2.0 (available with some effort) or higher.

In their responses to Part II of the survey, all of the deans indicated that they were familiar with three PAII-supplied information sources: the Point-in-Cycle enrollment monitoring system, program (peer) reviews, and the annual campus Performance Report. The campus performance indicators; surveys of faculty, staff, and students; and annual assessment reports provided by members of the Program Review and Assessment Committee (PRAC) also were well known to the respondents. Participants were least familiar with national or state testing services. Their responses indicated that the academic deans knew about the vast majority of PAII services; only 4 of the 25 listed services (data from peer institutions, assistance with outcomes assessment, placement testing reports, and national or state testing) were perceived as unavailable by more than half of the respondents.

Like the deans, the academic managers and faculty leaders who also responded to the survey were largely familiar with program reviews, the annual campus Performance Report, performance indicators, and surveys. Slightly more than half of these managers were also aware of the annual assessment reports, but less than a third knew of the Point-in-Cycle enrollment monitoring system, one of the services best-known to deans. In general, this group knew much less than the deans about PAII services and data; among 25 services listed on the survey, 13 were not recognized by at least half of these respondents.

Next, respondents were asked if they had used PAII information sources and if, in so doing, they had found them useful. A summary of the deans' responses appears in Table 1; a summary of the other academic managers' responses appears in Table 2. All of the deans had used data from faculty and staff surveys, and more than 90 percent had used five other services, including the Point-in-Cycle enrollment monitoring system and the fall enrollment analysis, student surveys, campus performance indicators, and the online management indicators. Half or more of the deans had used all but 8 of the 25 listed information sources. No service had gone unused, though just one dean reported using national or state testing.

[Insert Table 1 here]

The second group of respondents—associate deans, department heads, and selected faculty leaders—reported much lower levels of use of PAII services. In fact, less than half of this group had used *any* of 25 services listed on the survey instrument. Services used by more than 40 percent, but less than 50 percent, of this group included student and alumni surveys, the annual campus *Performance Report*, course evaluations, the fall enrollment analysis, five-year enrollment and degree trends, and program reviews. Only about a third of these respondents had used data from faculty and staff surveys and campus performance indicators, while less than a third had used the Point-in-Cycle enrollment monitoring system and online management indicators.

[Insert Table 2 here]

The deans considered course evaluations and online management indicators the most useful sources of information, followed closely by program reviews and the Point-in-Cycle enrollment monitoring system. Deans gave 10 of the 25 services at least a 2.5 usefulness

rating on the 3-point scale, and all but one—national or state testing—a rating of at least 2.0 (somewhat useful). Among the other academic managers and faculty leaders who had used various services, information requests and analyses received the highest rating (2.76), closely followed by the annual assessment reports, assistance with strategic and long-range planning, and the fall enrollment analysis. Six services were rated 2.5 or above and all but two, the Civic Engagement Inventory and placement testing reports, earned ratings of at least 2.0.

Interviews

The five deans selected for in-depth follow-up interviews represented five important sectors of the IUPUI campus—health, education, engineering, science, and the arts—and included both those whose survey responses indicated relatively less awareness and use of available information resources and those who indicated greater awareness and use. We reviewed the deans' survey responses prior to the interviews and read the written documents in which the deans had outlined plans for responding to a dismal 10-year fiscal scenario. The intent was to probe more deeply both the deans' responses to the written survey and the thinking processes used to make hard financial decisions, as well as to identify the types of data and information used in planning and decision-making and the ways in which these data were used.

Major findings from the interviews include the following:

- The deans were asked what types of data they had actually used in formulating their responses to the ten-year scenario. Demand for courses and programs on the part of students and employers was the type mentioned most frequently, followed by income/cost ratios and availability of grant support.

- The deans used a variety of data sources in their ongoing planning and decision-making. The four deans representing professional disciplines found comparative data from their national associations most helpful. Focus groups were identified by three of the deans as a helpful information source. PAII staff are not the suppliers of either of these sources of information.

- Of the information sources that are offered by PAII staff, surveys were most often mentioned by the deans as helpful in their decision-making.

- All five of the deans interviewed said that they involve faculty colleagues in making planning and budgeting decisions for their units. They regard the information provided by PAII as helpful in informing faculty of the parameters for decision-making.

- Although it took a great deal of time for them to address, all of the deans welcomed the ten-year financial scenario exercise as an opportunity to focus faculty attention on the future, to set priorities, and to identify new revenue sources.

Discussion

PAII staff undertook this study to gather some objective evidence of use and perceived usefulness of our information sources and services that would enable us to address

our own need to prioritize our services and reduce costs over the coming decade. By focusing initially on academic deans in the study, we obtained information from a very important constituency; under responsibility center management, our budget, as well as that of every other administrative support unit, is derived from a "tax" that the deans pay annually. Moreover, the deans have the ability to support or reject proposals for new or increased administrative expenditures. But the deans are not the only users of PAII information and related services. Associate deans, department chairs, and faculty governance leaders are also important constituents to be served. It was for this reason that we ultimately decided to survey a second, larger group of potential users.

While our own sources of information for making decisions about services to discontinue remain incomplete, we nevertheless have gained some valuable insights through this study that can inform our future practice and perhaps prove helpful to colleagues at other institutions. For instance, through the questionnaire responses and subsequent interviews, we learned that demand for courses and programs is the type of information deans want most as they face the prospect of increasing revenues and cutting costs over the coming decade. While the deans found data on student retention and internal demand to be readily available, external demand was a bit harder for them to determine. PAII staff should consider increasing environmental scanning activities that will help to identify the kinds of educational programs our community will need in the future.

The deans were also interested in income/cost ratios and information about the availability of grant support as they considered the comparative benefits of strengthening or closing current programs or starting new ones. Financial data and information about external support were considered readily available. Apparently we need to maintain our strengths in providing these information sources.

We also learned that our second group of academic leaders was relatively unfamiliar with our services and made correspondingly little use of them. Those services most often used were those that one might expect chairs and associate deans to be most interested in: that is, those services that provide program- and course-specific information. But the low usage and awareness of even these services indicates that our division may not have done all it might to reach this important group of decision-makers; we wonder also whether some members of this group are actually basing their decisions on data.

When presented with a list of the information sources delivered by PAII staff, a majority of the deans reported that they were aware of the availability of 84 percent of the sources listed. While this level of awareness among the deans is encouraging, it leaves much room for improvement, especially considering the much lower levels of awareness among the second stakeholder group we surveyed. For example, in their interviews, most of the deans expressed interest in having access to data from peer institutions; yet only 45 percent of the deans surveyed were aware that a rich source of peer data is already available on a PAII Web site.

The deans' reported use of PAII information sources also was encouraging. Half or more of the deans had used 68 percent of the sources listed and every source was used by at least one dean. But a closer look at the several services used least is disquieting since they represent some of the signature services of our unit: activity-based cost analyses, assistance with strategic or long-range planning, and assistance with outcomes assessment. The low levels of use of these services reported by our second group of managers make this finding even more worrisome.

The most heartening statistics in this study are those related to the respondents' perceptions of the usefulness of data and information sources provided by PAII staff. Deans

rated course evaluations, online management indicators, program reviews, and the online Point-in-Cycle enrollment monitoring system 2.6 or above—more than halfway between 2 (somewhat useful) and 3 (very useful) on the 3-point scale. In fact, 40 percent of the information sources identified received ratings of 2.5 or higher from the deans, and none was rated lower than 1.75.

Nevertheless, some of the ratings suggest that we have serious work to do: The deans' rating for usefulness of PRAC (the campus-wide Program Review and Assessment Committee) annual reports is just 2.17 and for the electronic institutional portfolio only 2.27. Deans should be using the PRAC annual reports to stimulate more faculty and staff interest and involvement in assessing and improving student learning outcomes and they should be referring stakeholders to information readily available about IUPUI through the electronic institutional portfolio. Moreover, the group of other academic leaders did not rate the usefulness of our services as highly as did the deans. Only one service—information requests and analyses—received a rating above 2.6 and only 24 percent were rated at 2.5 or higher.

Our review of the deans' plans for addressing the ten-year financial scenarios revealed additional findings. The decisions the deans and their colleagues reached in these plans were not as creative as we had initially expected. Most of the plans focused on increasing enrollments and research dollars—traditional solutions—as opposed to developing new, more responsive programs and approaches to instruction. Indeed, the plans seemed intended to maintain the status quo rather than to achieve more profound levels of understanding while becoming increasingly responsive to changing external circumstances.

We learned that we ourselves are not as creative in our approaches to decision-making as we may have thought we were prior to undertaking this study. Ultimately, we too elected to employ a very traditional solution: to use some pending retirements to address the projected deficits in PAII's ten-year financial planning scenario. This strategy yields more time before substantial budget cuts are announced to work toward increasing awareness and use of our services and to improve services perceived to be less useful. The strategy also reflects our finding that all of our services have *some* constituents. For example, we know from our own data that certain services of which deans and other academic leaders were relatively unaware, such as national and state testing, have large groups of other stakeholders, namely students and community users. In the end, our study thus proved to be of little help to us in determining areas of service that might be eliminated.

Conclusions and Implications for Practice

We believe that our study has implications far beyond our own campus. Higher education institutions world-wide face similar fiscal constraints, and service units like ours must study and demonstrate the value of the services they provide--or face the prospect of elimination. Without special funding, a team of staff undertook a piece of practical action research that could easily be replicated at other institutions and in other countries.

By virtue of the kind of work we do on a daily basis, our staff obviously had skills in survey research that some service units would not have. But such skills are readily available among faculty or professional staff at most institutions.

Our study also consumed precious time that we might have devoted to increasing our output of management information. But we considered the study a very important component of self evaluation, which we undertake routinely and continuously through annual campus-wide surveys, periodic client surveys following release of a new report or service, informal verbal and written feedback, and external peer review. Through this full

complement of self evaluation activities, we discover valuable insights about what we are doing that works best, what needs to be changed, and what we can stop doing, thus saving us time in the long run.

Initially we surveyed perhaps our most important group of constituents—the deans—and learned that they know about most of the information sources we provide, that they use them, and that they find them helpful. But the deans have some information needs that we are not addressing, and we offer some services that are little-known to them. Moreover, we know from our survey of the second group of academic leaders that these stakeholders are relatively unaware of services that are readily available and potentially very useful to them. The low levels of awareness and use of our services among this second influential group is cause for particular concern.

The lessons we learned from this study may well apply to other large, complex universities with divisions like PAII that promote the use of data and evidence in planning and decision-making. For example, the survey we conducted has itself enhanced awareness of PAII information sources among academic deans and other academic managers. Plans are underway to increase stakeholder understanding of our services even further through annual or more frequent presentations at Deans' Council meetings and at meetings of standing academic and administrative committees. These presentations will disseminate information about available PAII services and furnish examples of how the data we provide may be and have been used effectively. Through focus groups and facilitated dialogue at such meetings, PAII staff will identify additional information needs that can be met through modified or new services and will explore the perceptions underlying the low usage of some of our signature services. In some cases, more targeted training sessions will be developed to assist potential users in understanding how they can gain access to and employ new information sources. Additionally, as deans and other leaders continue to cope with the new fiscal realities, we may find that, over time, we can employ training strategies to shape their abilities to use multiple information sources in developing more creative, non-traditional approaches to changing and challenging conditions. All of these solutions are adaptable to other institutions and circumstances.

Finally, based on our finding that deans want information about external demand for courses and programs, we will consider increasing environmental scanning activities and developing resources that will help inform campus decision-makers about future needs for graduates prepared in specific areas. Adding these services will demonstrate the responsiveness of our unit to identified institutional needs and, we hope, serve as further evidence of the value of the information we provide.

Because all of our services have constituencies that value and use them, the survey was ultimately not as helpful to us in making decisions about our own unit as we had originally hoped. We will need to seek alternative approaches to enhance our ability to make such decisions as wisely as possible, in ways that will serve as a model to other units on and off our own campus. We did learn a great deal about who is using our services, for which purposes, and who is not, and we did gain potentially useful evidence for demonstrating the importance of our unit to unit- and institution-level planning. In the spirit of action research and of our commitment to fostering a culture of evidence and continuous improvement at IUPUI, we plan to implement the dissemination strategies outlined above and then re-assess periodically awareness, use, and perceptions of the usefulness of our services. We hope that by completing this cycle, we will be in a better position to make choices about the future of our division that are informed by the data we began gathering in the course of this study.

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Table 1. Frequency of Use and Perceived Usefulness of PAII Information Sources by Deans

Information Source	Percent Using Source			Usefulness of Source
	Yes	No	No Response	
Faculty and staff surveys	90%	0%	10%	2.29
Point-in-cycle enrollment monitoring system	90%	5%	5%	2.60
Campus performance indicators	85%	5%	10%	2.53
Student surveys	85%	5%	10%	2.33
Fall Enrollment Analysis	80%	5%	15%	2.53
Online Management Indicators	75%	5%	20%	2.72
5-year enrollment and degree trends	70%	10%	20%	2.56
Annual campus Performance Report	80%	15%	5%	2.47
Alumni surveys	70%	15%	15%	2.40
Program reviews	70%	30%	0%	2.67
Annual Degree Analysis	55%	25%	20%	2.46
Electronic institutional portfolio	50%	30%	20%	2.27
Student Progress Analysis	40%	25%	35%	2.30
Course evaluations	55%	35%	10%	2.75
PRAC annual reports	50%	45%	5%	2.17
Civic Engagement Inventory	45%	45%	10%	2.33
Information requests and analyses	45%	45%	10%	2.50
Cost/revenue analyses	45%	50%	5%	2.56
Data from peer institutions	30%	45%	25%	2.33
Scanning services	30%	50%	20%	2.20
Placement testing reports	25%	45%	30%	2.00
Assistance with outcomes assessment	25%	50%	25%	2.50
Assistance with strategic or long-range planning	25%	55%	20%	2.43
Activity analyses	20%	65%	15%	2.40
National or state testing	5%	65%	30%	1.75

Total number of respondents = 20

Table 2. Frequency of Use and Perceived Usefulness of PAII Information Sources by Other Academic Leaders

Information Source	Percent Using Source			Usefulness of Source
	Yes	No	No Response	
Student surveys	48%	34%	18%	2.52
Annual campus *Performance Report*	46%	38%	16%	2.31
Course evaluations	44%	36%	20%	2.50
Fall Enrollment Analysis	44%	39%	17%	2.58
5-year enrollment and degree trends	43%	42%	16%	2.48
Alumni surveys	42%	40%	18%	2.44
Program reviews	40%	42%	18%	2.46
Faculty and staff surveys	38%	43%	19%	2.29
Campus performance indicators	36%	45%	19%	2.35
PRAC annual reports	34%	43%	24%	2.31
Scanning services	31%	44%	25%	2.59
Online Management Indicators	28%	47%	25%	2.41
Information requests and analyses	28%	43%	29%	2.76
Point-in-cycle enrollment monitoring system	27%	43%	30%	2.39
Civic Engagement Inventory	24%	51%	26%	1.91
Electronic institutional portfolio	24%	56%	20%	2.42
Student Progress Analysis	20%	49%	30%	2.18
Cost/revenue analyses	19%	46%	35%	2.32
Annual Degree Analysis	17%	60%	24%	2.24
Assistance with strategic or long-range planning	17%	49%	34%	2.57
Assistance with outcomes assessment	16%	58%	26%	2.25
Data from peer institutions	15%	55%	30%	2.15
Activity analyses	15%	45%	40%	2.21
Placement testing reports	11%	52%	37%	1.94
National or state testing	6%	56%	38%	2.00

Total number of respondents = 89

2004-2005 IUPUI PROGRAM REVIEW EVALUATION
SUMMARY FOR DEPARTMENTS

Bepko Learning Center, General Studies, Grants & Contracts Admin., Mathematics, Music, and Psychology

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?**
   The materials were very complete and helpful. Yes. Yes, with one exception. I just received today the report from the review team done in 1997. For this department, it would have been helpful to have a list of graduate students, their research advisors and their faculty sources. Would have liked a complete copy of the former program evaluation. Also, a list of who was funded, by whom, for how much and for how long**.** Yes. Would have been good if CAEL's and ALFI report had been included originally. Also more info on outcomes & relationships with employers. Anything needed was supplied quickly. No, needed materials about the faculty advisory committee and materials about the content of the learning community& capstone .

2. Please rate the sections of the self study:

Sections	Excellent	Above Avg	Average	Below Avg	Poor	N/A
Mission & Goals	10	7	2	0	0	2
Programs & Curricula	11	7	0	1	0	2
Student Outcomes	7	3	5	2	0	4
Resources	4	9	4	0	0	4
Questions to Guide Team	8	6	4	0	0	3

3. **Did you have the necessary office equipment to complete your work efficiently?**
   Yes. We requested laptops and received. Yes, because we brought laptops. Yes. First conference room was dismal – very uncomfortable furniture and temperature.

4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
   Yes. I would not change anything. At first didn't think we had enough time with Mark – but he made time the second day. It would have been better to have more time with faculty. Also, it might have been useful to have time for individual interviews with faculty. More time with assessment person and student mentors. The sessions were about right, and the Department maintained a helpful flexibility. Shortened the nursing interview. More time to see course instruction. We added more time with lecturers. I would have liked a bit more time for the committee to get organized at the end of day one and make modifications to day two plan if needed. Sessions with full-time faculty could have been slightly longer. Yes. Good as is. Schedule was fine. More students would have been helpful.

5. **Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)**
   Yes. Yes, however needed to meet with Michele Hanson (assessment) – we asked to meet with her and she made time for us 2nd day. The student representation reflected all the programs but the

scheduling really only allowed us to talk to a very small number of students from each graduate program. Would like to have met with the research professors in addition to regular professors. Staff and junior faculty should be grouped together without senior faculty. Big and large yes. But it would have been helpful to meet with the West Lafayette Department Head. More students who use the service. Yes, all seemed representative of their areas and were knowledgeable. Yes. A meeting with non-general studies faculty would have allowed us to gauge the reception of the program better. Yes, more time with non-advisory board faculty members would have been good.

6. **Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).**
Everyone should have provided detailed feedback on the first draft of the report but did not. Diverse – but well balanced. I appreciated the team conversations and work. I believe the composition of the review team fairly mirrored the department. The members took a very broad perspective and provided useful info to one another. Great team – the IUPUI faculty were VITAL to our success (community member unavailable). Fantastic external reviewers. It helped greatly to have Gautan to understand the school. The community rep did not seem to understand his role nor was he able to participate at all. The team was well chosen. The external folks are world class mathematicians, the internal people were knowledgeable and very helpful. All strong except myself (so much for anonymity). I'd never done this before and I am not in a psychology department. I felt I had less to contribute to the group. But, I did know something about ISOM. I felt the committee could have used an academic statistician. The team seemed to work well together and to have all the expertise necessary to complete its task. A representative from the local K-12 system would have been good. The review team was excellent, Although large, the varying views were important for this kind of department. Strong group, each with excellent contributions in area of expertise. I thought the composition was excellent. Very thoughtful. We had a great and diverse review team. Our team leader was excellent-articulate & organized. Great team! Complementary strengths. Good team with a good balance of perspectives, view points and experience.

7. **What general suggestions would you offer to improve future reviews?**
None. Clearly delineate team responsibilities. We discussed early on – but by the end things had changed and it was unclear of who was to do what. It would have been helpful if we could have met the night before (we being the review committee) to discuss the self-study report. However, this wasn't possible given our various schedules. The process was well organized –would have liked to have all key administrators available for final report. Meeting with faculty individually rather than as a group would be beneficial. Rao was a big assist because he knew much about the hx. Fo the school and the way things functioned – Invaluable! Good choice of everyone on the team. While I felt I was the weakest link, everyone has a 1st time and I would be better next time. Thanks for the opportunity. In the self study, it would help if the department delineates its aspirations and problems forthrightly to sharpen the focus of the review team ahead of the review. We should have planned 3 days total instead of 2.5 days in order to have more time to complete the report. The department is facing two obvious problems – education in the grad programs. It would have been helpful to focus the review on these from the start. Self study should be shorter and more trenchant. None. Well done! Include feedback from employers and business/economic development. More recent results of performance indicators, e.g. student satisfaction, CAEL project outcomes, etc. Class situations would enhance the discussions, access to online courses, also.

8. Please rate the overall process of the program review. (Please circle one)
0=poor 0=fair 3=good 18=excellent

2004-2005 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS

Bepko Learning Center, General Studies, Grants & Contracts Admin., Mathematics, Music, and Psychology

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Orientation Meeting	2	4	0	0	0
Tour of Department and Special Facilities	3	3	0	0	0
Descriptive Overview of Department	4	2	0	0	0
Meeting with Nursing Representative	1	0	4	1	0
Review of Academic Programs	2	2	1	0	1
Faculty Interviews	4	2	0	0	0
Student Interviews	4	2	0	0	0
Meeting with School Dean	6	0	0	0	0
Meeting with Purdue Administrators	3	3	0	0	0
Meeting with Representatives of Related Departments	3	2	1	0	0
Meeting with Faculty/Staff	3	2	0	1	0
Meeting with Entry Support Directors	1	4		1	0
Concluding Discussion	2	2	0	0	2

XXXX DEPT.

Academic & Monthly Fringe Benefit % Rate					38.74%	38.23%	38.23%
Biweekly Fringe Benefit % Rate					28.90%	28.07%	28.07%
Part-time Instructor Fringe Benefit % Rate					7.00%	7.07%	7.07%
Annual Inflation % Rate						2.9%	4.0%
FACULTY	Portion of FTE allocated to program	Base Salary	Allocated Base Salary to Program		FY 2004-05	FY 2005-06	FY 2006-07
faculty #1	100%	39,200	39,200		$ 54,386	$ 55,758	$ 57,988
faculty #2	100%	46,600	46,600		$ 64,653	$ 66,283	$ 68,935
faculty #3	100%	116,219	116,219		$ 161,242	$ 165,308	$ 171,921
faculty #4	100%	89,500	89,500		$ 124,172	$ 127,304	$ 132,396
faculty #5 vacant for 04-05	0%	55,130	-		$ -	$ -	$ -
faculty #6 (fringe only in 04 05)	100%	80,598	80,598		$ 31,224	$ 114,642	$ 119,227
faculty #7	100%	81,200	81,200		$ 112,657	$ 115,498	$ 120,118
faculty #8 vacant for 04-05	0%	82,562	-		$ -	$ -	$ -
faculty #9	100%	66,000	66,000		$ 91,568	$ 93,878	$ 97,633
faculty #10	100%	54,000	54,000		$ 74,920	$ 76,809	$ 79,881
faculty #11 vacant for 04-05	0%	60,475	-		$ -	$ -	$ -
faculty #12	100%	92,600	92,600		$ 128,473	$ 131,713	$ 136,982
faculty #13	100%	54,500	54,500		$ 75,613	$ 77,520	$ 80,621
faculty #14	100%	123,000	123,000		$ 170,650	$ 174,954	$ 181,952
faculty #15	100%	73,875	73,875		$ 102,494	$ 105,079	$ 109,282
faculty #16	100%	42,600	42,600		$ 59,103	$ 60,594	$ 63,017
faculty #17 vacant for 04-05	0%	51,354	-		$ -	$ -	$ -
faculty #18	100%	55,900	55,900		$ 77,556	$ 79,511	$ 82,692
faculty #19	100%	36,667	36,667		$ 50,872	$ 52,155	$ 54,241
faculty #20	100%	49,000	49,000		$ 67,983	$ 69,697	$ 72,485
			-		$ -	$ -	$ -
total fulltime faculty FTEs	16		**Subtotal**		**$ 1,447,566**	**$ 1,566,701**	**$ 1,629,369**
Part-time Instructors			$ 273,445		$ 292,586	$ 301,268	$ 304,489
Monthly Staff			$ 101,293		$ 140,534	$ 144,078	$ 145,618
Biweekly Staff			$ 164,279		$ 211,756	$ 216,493	$ 218,808
Student Academic			$ -		$ -	$ -	$ -
Other Payroll (including any fringe benefits)			$ 6,190		$ 6,190	$ 6,370	$ 6,624
Scholarship /Fee Remissions			$ 45,000		$ 45,000	$ 45,000	$ 45,000
Supplies & Equipment expenses			$ 228,674		$ 228,674	$ 235,306	$ 244,718
other expenses (endowed chair, etc.)			$ -		$ -	$ -	$ -
SubTotal Other personnel & expenditures					**$ 924,740**	**$ 948,514**	**$ 965,257**

Salary Savings, Grant or Center buyouts

	Buyout Portion of FTE		caculated salary impact				
person #1	0%	$ -	$ -		$ -	$ -	$ -
person #2	0%	$ -	$ -		$ -	$ -	$ -
person #3	0%	$ -	$ -		$ -	$ -	$ -
person #4	0%	$ -	$ -		$ -	$ -	$ -
person #5	0%	$ -	$ -		$ -	$ -	$ -
person #6	0%	$ -	$ -		$ -	$ -	$ -
Salary Savings Subtotal					$ -	$ -	$ -
Research Investment Fund (RIF) % Cut					20.0%	20.0%	20.0%
School Investment Fund % Cut					10.0%	10.0%	10.0%
Indirect Cost Recovery (ICR) amount *before top slicing*					$ 107,897	$ 70,000	$ 70,000
Net ICR to Program					$ 77,686	$ 50,400	$ 50,400
SubTotal					**$ 77,686**	**$ 50,400**	**$ 50,400**
Net Total Program Expenditures					**$ 2,294,620**	**$ 2,464,815**	**$ 2,544,225**

Average Gross Direct Expenditure per Credit Hour*	**$ 155.43**	**$ 166.96**	**$ 172.34**

**Direct expenses does not include an allocation of assessments from the school.*

Tuition and Fee Income Table	FY 2003-04	FY 2004-05	FY 2005-06	FY 2006-07
Undergraduate Program (U/G) Credit Hours	14,224	14,178	14,178	14,178
Graduate Program Credit Hours	584	585	585	585
Tuition Rate % Increase			4.5%	4.5%
U/G Tuition Rate (New Student)	$ 171.70	$ 178.55	$ 186.58	$ 194.98
Non-Resident (N/R) U/G Tuition Rate (New Student)	$ 477.80	$ 506.45	$ 529.24	$ 553.06
U/G Tuition Rate (Continuing)	$ 145.05	$ 150.85	$ 157.64	$ 164.73
Non-Resident (N/R) U/G Tuition Rate (Continuing)	$ 451.15	$ 478.20	$ 499.72	$ 522.21
Graduate Tuition Rate	$ 194.10	$ 201.85	$ 210.93	$ 220.43
N/R Graduate Tuition Rate	$ 560.15	$ 582.55	$ 608.76	$ 636.16
Estimated % of N/R Graduate credit hours	5%	5%	5%	5%
Estimated % of N/R U/G credit hours	5%	5%	5%	5%
Estimated % of U/G credit hours that are Continuing Students	15%	15%	12%	9%
		Calculated Tuition Income		
U/G Tuition Income (New Student)	$ 2,350,480	$ 2,443,118	$ 2,620,108	$ 2,808,080
U/G Tuition Income (Continuing)	$ 309,479	$ 320,813	$ 268,199	$ 210,201
Graduate Tuition Income	$ 124,043	$ 129,218	$ 135,033	$ 141,109
U/G course fees (excludes tech fee)	$ 75,000	$ 75,000	$ 77,625	$ 80,342
Graduate course fees (excludes tech fee)	$ 10,000	$ 10,000	$ 10,350	$ 10,712
Total	**$ 2,869,002**	**$ 2,978,148**	**$ 3,111,315**	**$ 3,250,444**

Net Income (or Loss requiring a subsidy to be revenue neutral)	**$ 683,528**	**$ 646,499**	**$ 706,219**

Recent Trends for Academic Responsibility Centers

STUDENT PROGRESS AND OUTCOMES > Level of Student Engagement - Standardized Percentiles

Note: - To view this current report for all the available schools, please click **'View All Schools'** button below.
- To view other reports for the selected school, please click **'Online Database'** link above and then click on the appropriate report to view under each category (for ex: Management Ratios, Enrollment ...)

SELECT SCHOOL(s):

Business
Continuing Studies
Education
Engineering and Technology
Health and Rehabilitation Sciences

Go Print All School Report

School of Engineering and Technology

Year of Survey

	2002	2004
Level of student engagement		
Participated in a community-based project as part of a regular course [10]	38	41
Discussed ideas from your readings or classes with faculty members outside of class [11]	54	46
Practicum, internship, field experience, co-op experience, or clinical assignment [12]	44	42
Preparing for class (activities related to your academic program)	54	54
Acquiring a broad general education? [14]	35-	38
Acquiring job or work-related knowledge and skills [15]	43	53
Overall, how would you evaluate the quality of advising you received at IUPUI [16]	53	56
Included diverse perspectives (different races, genders, etc.) in class discussions or writing assignments [17]	31-	26-
Providing the support you need to help you succeed academically [18]	49	50

10 These data represent cumulative standardized percentiles where 50 is the campus mean and one standard deviation is +/- 34. The + or - sign indicates the standardized percentile score is greater than or less than one-third of a standard deviation from the campus mean (standardized percentile of 50).
Que: Which of the following have you done or plan to do before you graduate?
11 Que: Which of the following have you done or plan to do before you graduate?
12 Que:How many hours do you spend in a typical 7-day week doing the following?
14 Que: To what extent has your experiences at IUPUI contributed to knowledge and skills in:
15 Que: To what extent has your experiences at IUPUI contributed to knowledge and skills in:
16 Que: To what extent has your experiences at IUPUI contributed to knowledge and skills in:
17 Que: How often have you done each of the following?
18 Que: To what extent does your institution emphasize:

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Source: Results of the recent survey performed by NSSE staff
"--" data not available or sample too small

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Council on Civic Engagement

Summary Charge: If IUPUI is to help make central Indiana one of the world's best places to live, to work and to learn through the discovery and use of knowledge, how should the campus organize itself to play a role in this transformation? What specific steps should we take to achieve this vision? How will we know we are making adequate progress on this objective? In the near term, we should seek to (1) define and systematically measure civic engagement, including community-based student learning; (2) double community-based learning by 2010; (3) document that by 2010 every graduate of an IUPUI degree program has completed a reflective experience that enhances their understanding of the responsibilities of citizenship.

Outline for Council Annual Reports

1. What aspects of the charge to your council have provided the foci for your first year of work and what specific goals have you been pursuing?

   The Council on Civic Engagement (CCE) has focused on three primary areas of campus work:

   1. Academic Affairs

      Initial Agenda Items:

      - Identify types of civic engagement and community-based learning
      - Review academic and faculty matters related to civic engagement
      - Develop plans for furthering faculty development activities associated with civic engagement
      - Develop a campus response to the new Carnegie Classification System for civic engagement
      - Review and provide recommendations for the support for civic engagement activities in promotion and tenure, faculty roles and rewards, and faculty recognition
      - Develop recommendations for supporting academic matters related to the doubling initiative

   2. Assessment

      Initial Agenda Items:

      - Monitoring assessment of doubling initiative
      - Develop common reflective experience for all IUPUI graduates
      - Assist with assessment of student outcomes in community-based learning
      - Contribute to institutional assessment of civic engagement
      - Assist with developing measures of civic outcomes

- Contribute to work on student and faculty electronic portfolios.

3. Strategic Planning

Initial Agenda Items:

- Assess and advise on infrastructure, barriers, and strategies for promoting civic engagement
- Advise on community outreach functions, including Community Learning Network
- Contribute to strategic planning and implementation to long-term partnerships with local governments
- Develop plans for increasing student, faculty, and staff involvement in civic activities
- Envision plans to distinguish student and campus life through community engagement

2. How have you approached each of these goals, i.e., what activities have you pursued related to each goal?

The Council assumed authority to: (1) develop policy for IUPUI on civic engagement, (2) provide endorsements for internal and external purposes, (3) advocate for the centrality of civic engagement at IUPUI and with external constituencies, (4) monitor, compile, analyze, and disseminate information about civic engagement, (5) review the work of Steering Committee and the Working Groups, (6) bring diverse views to issues, and (7) foster campus and community literacy about civic engagement.

The CCE Steering Committee was established to organize the work of the CCE through the following activities: (1) propose goals for the CCE for the year, (2) set the agenda for each Council meeting, (3) promote interdependency among the Working Groups, (4) quickly respond to issues and matters that demand such a response, and (5) produce an annual report for the CCE.

The CCE Working Groups for Assessment, Academic Affairs, and Strategic Planning are responsible for specific issues related to civic engagement in their respective domains. Their activities include gathering information from appropriate constituencies, consulting with appropriate groups on campus and in the community, analyzing information, formulating responses for the issue, and providing regular updates on their work to the Steering Committee and the CCE. The expectation is that, as work progresses, items will be brought from the Working Groups to the Council for presentation, discussion, feedback, and endorsement.

The Working Groups, as they conduct their work, have been charged to engage additional constituencies on an “as needed” basis. These could include, but are not limited to, (1) community residents, (2) community leaders, (3) government leaders, (4) representatives from the business community, (5) student leaders, (6) students

(e.g., focus groups), (7) national experts (this can be coordinated through the CSL), (8) campus faculty and students, and (9) campus administration.

3. What evidence have you collected and considered for each of your goals, and what variables are you tracking to assess progress?

   The Carnegie Classification pilot project will result in an updated institutional portfolio of evidence about civic engagement activities at IUPUI. This will be the first compilation (aside from Annual Performance Report) of civic engagement activities since the NCA accreditation self-study on civic engagement. In addition, it will provide the basis for a transition from the Civic Engagement Inventory, used for the NCA accreditation self-study on civic engagement, and other means for tracking civic engagement in the future (transcript notation, electronic Faculty Annual Reports). The Carnegie report will be completed Fall, 2005.

4. What have you learned in connection with each goal, and what actions are being taken to address your findings?

   Many participants on the CCE are rather new to campus discussions about CE, even though they have connections to the work or have been engaged in the work. There is a nomenclature that CSL and a few others use that is not widely understood. It has been necessary to invest considerable Council time in educating them about this nomenclature (e.g., civic engagement, service learning, community-based learning) and the array of initiatives that is taking place (e.g., CTE grants on CE, assessment strategies, recognition for CE). We hope to develop the capacity of members of the CCE to perform several functions in the future, including clarifying CE in their units, advocating for CE in their units and on campus, collecting information from units to inform the Council's work, and identifying campus and unit obstacles for CE.

   The CCE will need to clarify the scope of its work for attending to (a) campus-wide issues, (b) civic engagement in units, and (c) advisory to CSL programs and operations.

5. With what other groups or individuals has your council engaged to pursue its goals and objectives?

   See matrix for a summary.

   Are there any other groups or individuals you hope to engage in the coming months?

   Yes, as the work becomes more focused, there will opportunities to collaborate with other groups or individuals.

Goals for 2004-5	Approach	Evidence	Learnings and Actions	Connections with Others
Identify types of civic engagement and community-based learning	CCE reviewed the campus document on types of community-based and experiential learning	CCE endorsed the document	General support for codifying courses based on the Glossary	This document was generated from CSL and circulated to various groups, including AA, Deans, and Internship group
Develop plans for furthering faculty development activities associated with civic engagement	CCE reviewed the proposed campus document on Community Scholars and Community Associates	Suggested issues for consideration by Dean Plater	General support for recognizing community partners	This document was generated from CSL and circulated to various groups, including AA, Deans, and Metropolitan Affairs Committee of Faculty Council
Review and provide recommendations for the support for civic engagement activities in promotion and tenure, faculty roles	The Working Group on Academic Affairs created a document on Public Scholars as an academic title	Preliminary document being circulated within Academic Affairs	Strong support for greater faculty recognition	The document has been circulated to Dean Plater, with the plan that it will be discussed by CCE and circulated to Deans

and rewards, and faculty recognition				
Assess and advise on infrastructure, barriers, and strategies for promoting civic engagement	CCE acknowledged the importance of increased recognition for faculty and others involved in civic engagement	The CCE had a discussion with four staff members from Communications and Marketing. Appointed one new member from C&M to CCE	There was a lack of clarity in C&M on what civic engagement is and how to portray it in media.	Communications and Marketing
Develop recommendations for supporting academic matters related to the doubling initiative	Steve Jones, CSL reported to the CCE on the Engaged Department Institute conducted in Jan., 2005, and Commitment to Excellence grants from CSL for civic engagement	There is increased familiarity with CSL's work devoted to doubling initiative.	There is lots of room for increasing familiarity with civic engagement as part of mission and as part of campus work.	Center for Service and Learning
Develop a campus response to the new Carnegie Classification System for civic engagement And Contribute to institutional assessment of civic engagement	We are going to ask CCE 0representatives to collect information on their unit's civic engagement activities so that we can have a CE portrait that will contribute to the Carnegie portfolio.	Work in progress. Full report due Fall, 2005.	IUPUI does not have a systematic method for collecting up-to-date information on civic engagement activities.	IMIR is collaborating with CSL to produce the Carnegie portfolio.

Doubling Research on the IUPUI Campus
First Annual Report – May 2005

Several major initiatives have been pursued this year that are consistent with approaches articulated in the Task Force Report on Doubling Research. These include a focus on the investigator, promoting collaborations, and improving the research support services.

Within the objective of "Supporting New Investigators" as well as 'Supporting New Research and Scholarship Initiatives," we launched the Research Support Funds Grant (RSFG) Program. The call for proposals was announced in February and the proposal deadline was April 15, 2005. Thirty nine proposals were received and awards will be announced by the end of May with funding available July 1. A second round of proposals will be solicited with a due date of October 15, 2005. One of the primary objectives of this new program is to fund new faculty members who need assistance in establishing research, scholarly, or artistic programs. This category is restricted to Assistant Professors. This category should not be considered as a substitute for departmental and college funding owed to such new faculty. Funding for this program comes from RIF dollars and it is expected this will be an on-going program. There is approximately $1,000,000 annually available to support RSFG proposals. Thirty nine proposals were received for the first solicitation and the second round of proposals will be due October 15, 2005.

A second major initiative consistent with the Doubling Task Force Report was the solicitation of proposals for collaborations that will lead to the submission of proposals to NIH that meet the objectives of the new NIH Roadmap Initiative. A requirement of the campus solicitation was that proposals had to be based upon the collaboration of investigators from a minimum of two IUPUI schools. Funding for the program was derived from accumulated uncommitted funds in the Research Investment Fund (normally used for matches). Approximately $300,000 will be awarded in May, 2005. Thirteen proposals were received and five will likely be funded. There is no commitment that this program can be continued unless an alternative source of funds can be identified. The faculty review committee strongly recommended we find a way to continue this initiative. One possibility is to support this type of program with some of the new funds that will be dedicated for research.

The Task Force on Doubling Research recommended we "Revise Research Support Services." To address this objective, an external review was conducted of Research and Sponsored Programs in January, 2005. In response to the recommendations of the site visitors, a plan for the reorganization of the Research and Sponsored Programs office was proposed to Chancellor Bantz, Vice President McRobbie and Dean Brater. They accepted the proposal and agreed to provide the requested funding. The Office will be renamed Sponsored Research Services with W. Sid Johnson serving as Executive Director. The office is committed to streamlining the processing proposals for grants and contracts. There will be a single group for proposal processing and a second group focused on administering grants. Additional personnel will be added to both groups.

In an effort to streamline the process, proposals will be reviewed at only two levels(Department or Dean's office, and Sponsored Research Services) before they are submitted to external agencies. This means that the School of Medicine Dean's Office will stop reviewing proposals.

We have learned from the first cycle of review that we need to provide more support for junior faculty in writing proposals. They should be strongly encouraged to participate in a proposal writing workshop and to work with faculty mentors in developing their proposals.

We have consulted with the Council of Associate Deans for Research and the Faculty Council Research Committee regarding the creation of the funding initiative programs. The reorganization of the research office has also been discussed at several meetings with the Council of Associate Deans for Research.

It should be noted that by tracking sponsored funding proposals and awards on a rolling twelve month average, proposal submissions substantially increased (approximately 20% compared to the prior twelve month period) starting in January of 2004. Most recently the growth rate has plateaued, with an average rate of $500 M in proposals being submitted in a 12 month period. Since September of 2004, awards in sponsored funding have averaged an 18% increase over the prior twelve month period. With the decline in Federal Funding, it is unlikely we will be able sustain the growth in sponsored funding we have experienced. IUPUI schools that have had significant growth in their sponsored funding in the past 9 months include Dentistry, Engineering and Technology, Education, Health and Rehabilitation Sciences, Liberal Arts, Public and Environmental Affairs, and University College. The Schools of Medicine and Science have experienced nominal net change in awards during the past 9 months. However, the School of Science has had a dramatic increase in proposal submissions during this same time frame.

We will continue to closely monitor the activity of proposal submissions and awards. We will seek reports from recipients of the new internal grants programs (RSFG and Roadmap Initiative) to learn about proposals submitted to external agencies and the respective outcomes. In addition, we will request the associate deans for research to provide a report on what actions their respective schools have taken to address the objectives described in Doubling of Research Task Force Report. We will also conduct a survey in early 2006 of clients of the restructured Sponsored Research Services Office to assess their satisfaction with services being provided.

Finally, we need to recognize the dramatic shift in available federal dollars to support research has dramatically shifted from the doubling of the NIH budget to a stagnated budget. NIH received only a 2% increase for the current fiscal year and the President has proposed a 1% decrease in the budget for NIH for the coming fiscal year. Other Federal Agencies are also facing decreases in their appropriations. Due to the magnitude of the Federal deficit, the long term outlook for even a modest increase in Federal funding for research is not very promising. This means the campus needs diversify its portfolio for support as well as aggressively lobby for increase investments to support research.

Enrollment Management Council
Annual Report 2004-2005

1. What aspects of the charge to your council have provided the foci for your first year of work and what specific goals have you been pursuing?

The Enrollment Management Council (EMC) is charged with implementing a sustained, systematic, campus-wide process to manage our enrollments through an information-based plan that (1) matches unit goals with the campus mission; (2) coordinates discrete activities across academic and administrative units; (3) monitors progress; and (4) adjusts plans in light of evolving state and community needs.

At the first meeting of the year, EMC members worked in small groups and responded to a set of questions designed to gauge their understanding of the principles of enrollment management and their school's use of data in planning for future enrollments. The council also reviewed and approved a set of priorities drafted by the EMC Steering Group.

Recognizing that we could not address all of them immediately, the council began its work by focusing on three types of activities for 2004-05:

a. Coordinating campus-wide initiatives focusing on targeted student and program populations, including as the first focus: international students, graduate programs to serve community needs, transfer students, and minority student recruitment

b. Exchanging information among schools and offices on effective practices for recruiting and serving new and continuing students.

c. Developing a campus-wide enrollment forecasting system that accommodates the information needs of IUPUI's wide array of programs and services.

For the full list of priorities visit http://registrar.iupui.edu/emc/em-priorities.pdf

2. How have you approached each of these goals, i.e., what activities have you pursued related to each goal?

The EMC monthly meetings generally are broken into three parts:

a. Reports on campus-wide (central) initiatives, including recruitment of international students, graduate programs and best practices in recruitment, the characteristics and success of transfer students, and results of a phone survey of students who either registered late for the Fall of 2004 or who did not return.

b. An information exchange among schools and offices on those strategies and methods they have found effective in serving students. Examples include one school reporting on a survey of its students and their satisfaction with advising and other aspects of student services as well as different ways schools contacted students to encourage them to enroll for the upcoming semester.

c. Training on Enrollment Management by use of data-based tools and research briefs and descriptions of different EM models.

3. What evidence have you collected and considered for each of your goals and what variables are you tracking to assess progress?

This year has been one to begin educating the schools on the principles of enrollment management, understanding the need for and use of data in planning, and in moving toward a common campus vision of Enrollment Management.

The EMC has taken steps to improve, expand, and coordinate communications with students and share information among the schools and offices. A calendar of student-focused communications generated centrally (mainly through the offices of Enrollment Services) has been shared with the council with the intention that schools can incorporate and reinforce these initiatives in their school-based communication efforts.

At the end of the year the schools were asked to project enrollments for 2005 in terms of both majors and credit hours taught and to identify other factors or data sources that would be important in performing such projections in the future. The schools recognize that simply assuming credit hours will be the same as the previous year and hoping for growth in both heads and credits are not enough as they do not take into consideration interdependencies across schools or external factors.

4. What have you learned in connection with each goal, and what actions are being taken to address your findings?

The schools and campus remain more reactive than proactive in dealing with enrollments. Additional work is planned to better prepare the schools in actively managing their enrollments, including the necessity of taking a view broader than how many credits the school will generate by understanding the interdependencies of enrollments. For example, a drop in majors in one school will typically result in a loss of credits in another that teaches a large number of those majors. Anticipating the drop of majors will allow for more effective enrollment and budgetary management.

A summer workshop is being considered to provide specific training on the use of data in forecasting enrollment at the levels of the individual schools and the campus. Next year we will continue to expand such efforts in moving toward better management of enrollment at the university.

5. With what other groups or individuals has your council engaged to pursue its goals and objectives? Are there any other groups or individuals you hope to engage in the coming months?

The work of the EMC is being coordinated closely with the Retention and Graduation Council, as well as with the other primary campus planning and governance committees (e.g., Chancellor's Cabinet, Academic Policies and Procedures Committee, Civic Engagement Council, and Faculty Council). This is achieved primarily through cross-representation, but also with inclusion on each group's agenda of reports on the other groups' activities. Moreover the EMC, the RGC, and APPC include representatives from virtually all academic schools.

The work of these groups is further coordinated in collaboration with Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research.

For more on the council, including minutes of meetings, visit http://registrar.iupui.edu/emc

Council on Retention and Graduation
Annual Report
2005

The Council received its charge from Executive Vice Chancellor Plater August 31, 2004. The Steering Committee met and received the charge on September 23, 2004. The summary charge is as follows:

Provide the campus-wide leadership and coordination necessary (1) to attain a first to second year retention rate of at least 75% for all full-time students entering in fall 2008; (2) to attain a six-year graduation rate of 40% for full-time students entering in fall 2004; and (3) to award at least 4,000 baccalaureate degrees in 2010.

The abysmal retention of African-American and other minority students has also been a concern of the Council, as well as the low graduation rates of seniors. Council members have received copies of *Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth*, edited by Kazis, Vargas, and Hoffman; Tinto's *Student Retention and Graduation: Facing the Truth, Living with the Consequences;* and numerous papers and research briefs regarding retention and underrepresented students.

After an iterative process of finding key areas of concern in which we could make a difference, the Council decided on the following actions:

1. Reconvene a task force to consider the impact of current grade forgiveness policies on transfer students;
2. Research the status of financial aid and its impact on students' persistence;
3. Investigate the obstacles to graduation for seniors
4. Take a critical look at the impact of faculty and professional advising
5. Work closely with the Gateway Group on the implementation of the Foundations of Excellence Improvement Plan

Approach

The Steering Committee decided in March 2005 to reconceptualize the way the Council was set up, and decided to create working groups to address the above key areas. The full Council will now meet only once per semester to report on the progress of the following groups:

Transfer Credit: The Transfer Credit Task Force was opened to members of the Council so that the issue may be investigated with an eye to transfer issues as they relate to retention and graduation of our students.

Financial Aid: Karen Whitney is coordinating fact-finding to determine the impact of financial aid issues on retention. Additionally, Gayle Williams has commissioned a report comparing the income status of IUPUI students as they compare to IU Bloomington. National literature suggests that low-income status makes students markedly less likely to graduate with a baccalaureate.

Seniors: Given the concern raised in the charge memo that our seniors are not graduating in a timely manner, the Council has convened a subcommittee to be headed by Catherine Souch and Vic Borden to look for patterns in completion and non-completion of the senior year. The goal of this group is to determine areas of concern and to work to correct those that the university has some control over, whether they be related to course availability, capstones, or advising.

Advising: Kathy Johnson has been working with Stacy Morrone and Cathy Buyarski to examine the various ways schools approach advising their majors. Results could involve faculty development opportunities to increase faculty awareness of the importance of their work with students in this regard.

First-Year Students: The Gateway Group will continue its work on improving student success in the first year, with a focus on implementing the key areas identified in the Foundations of Excellence Improvement Plan.

Results

These activities are currently underway. The Council has been invited to volunteer for the Transfer Credit Task Force, the Faculty/Professional Advising group, and the Senior subcommittee. A roster of the current membership of these groups is below.

Transfer Credit Task Force

Melissa Biddinger	Sharon Hamilton	Rick Ward
Donna Boland	Amanda Helman	Amy Conrad Warner
Vic Borden	Nancy Lamm	Gayle Williams
Mike Donahue	Jennifer Pease	Robert Yost
Scott Evenbeck	Becky Porter	

Faculty and Professional Advising

David Bivin	Erin Killbride	Beth Spears
Steve Jones	Ingrid Ritchie	

Senior Group

Mary Fisher	Susan Kahn	Kathryn Wilson
Susanmarie Harrington	Ted Mullen	
Sara Hook	Michelle Verduzco	

Gateway Group

Donna Boland	Steven Jones	Frank Ross
Vic Borden	Erin Kissling	Catherine Souch
Nancy Chism	Joe Kuczkowski	Kate Thedwall
Lisa Ehrmann	Doug Lees	Richard Turner
Scott Evenbeck	Christine Leland	Etta Ward
David Fleischhacker	David Malik	William Watson
Alicia Gahimer	Stacy Morrone	Jeff Watt
Hayward Guenard	Bill Orme	Ken Wendeln
Sharon Hamilton	Jim Perry	Gayle Williams
Michele Hansen	Becky Porter	
Barbara Jackson	Ken Rennels	

Doubling Diversity
Annual Report
2005

Charge:

The Diversity Cabinet received its charge from Chancellor Bantz December 4, 2003 to identify how we can double our achievements in diversity. We will achieve a doubling of diversity with a campus wide commitment and leadership of best practices and through our nationally and internationally recognized approach to assessment, planning and performance measurement.

Approach:

In January 2004 a Doubling Diversity Committee of the Diversity Cabinet was formed which included members of the Diversity Cabinet and each of the chairs of the other three Doubling Taskforces. The Doubling Diversity Committee met through out the Spring 2004 and engaged members of the other taskforces to ensure that as each taskforce responded to its charge they would advance the campus vision of diversity. As a result, each Doubling Taskforce (Teaching & Learning, Civic Engagement, Research) included objectives and strategies designed to advance the campus vision for diversity.

Results:

A preliminary Doubling Diversity Report was completed September 2004 (see attached report). During the 2004-05 academic year the Diversity Cabinet met with each of the Taskforces in order to further discuss their respective reports and to explore specific goals and actions that would at least double the diversity of Teaching & Learning, Civic Engagement, and Research.

Next Steps:

The Diversity Cabinet will be meeting with the Chancellor May 17, 2005 to discuss the next phase of activities designed to advance the campus toward realizing the campus vision for diversity and to explore the best way to organize the campus leadership and coordinate efforts in order (1) to instill diversity as an educational and social asset reflected in our learning and work objectives; (2) to attain a demographic diversity whereby the persons who comprise our academic community reflect both the current diversity of our service region as well as the evolving demographics of a state and city that aspire to participate fully in a global society; and (3) to increase and improve the social and physical environments which enable all of its members to succeed to the fullest extent of their potential as outlined by our 13 Action Items and 8 Diversity Performance Indicators.

Doubling Diversity Committee

Mark Brenner
Nancy Chism
Scott Evenbeck
James Perry
Kevin Rome
Patricia Treadwell

The Diversity Cabinet

Charles R. Bantz
Lillian L. Charleston
Nancy Chism
Carl Cowan
Scott Evenbeck
Kathleen Grove
John Jones
Louis Lopez
Charlie Nelms
Bart Ng
Paula Parker-Sawyers
William Plater
Ellen Poffenberger
Rebecca Porter
Irene Queiro-Tajalli
Michael Stevenson
Lillian Stokes
Patricia A. Treadwell,
Regina Turner
Richard Turner
Robert White
Karen Whitney
Olgen Williams

Doubling The Numbers:
Diversity Taskforce
Preliminary Report
September 7, 2004

The Vision For Diversity AT IUPUI:

At Indiana University Purdue University Indianapolis (IUPUI), diversity means three things: (1) diversity is an educational and social asset to be reflected in our learning and work objectives; (2) the persons who comprise our academic community reflect both the current diversity of our service region as well as the evolving demographics of a state and city that aspire to participate fully in a global society; and (3) IUPUI's social and physical environment will enable all of its members to succeed to the fullest extent of their potential.

When IUPUI began in 1969 as a newly constituted, shared campus of Indiana University and Purdue University, it was established in a historically African American neighborhood close to the center of Indianapolis and adjacent to Indiana Avenue, the home of the Madam C. J. Walker Theater. The new Urban League building is now also located there, thus linking the campus with a rich African-American tradition that has been a founding value. As a new kind of urban university committed to local engagement, the campus continues its determination to provide access to all citizens who historically have been underrepresented in Indiana's system of post-secondary education. That vision remains a vital part of the campus' mission and is reaffirmed in this Vision for Diversity at IUPUI.

As Indiana's urban research university, IUPUI has a responsibility to use education to transform the lives of individual citizens for the improvement of the entire statewide community, to develop the human potential of all people in Central Indiana for their personal and social advancement, and to create a civil community of learning where difference can be understood, respected, and practiced with dignity by each of its members. Diversity at IUPUI is an educational asset to be used and replenished, and it is an economic and social necessity. When diversity is understood and embraced, IUPUI can benefit from higher levels of communication, teamwork, and optimism.

IUPUI is committed to promoting an environment that respects and celebrates diversity, that appreciates individual differences, and that builds on collective talents and experiences for the benefit of the larger societal good. Accordingly, IUPUI's view of diversity goes well beyond facilitating equality of opportunity. It supports the fullness of diversity—creating systems that encourage creativity and innovation; sensitizing people in the organization to issues of culture; and creating an environment that supports multiple perspectives and initiatives.

By reflecting in its own numbers the diversity of the city, state, and world of which it is a part, IUPUI will create opportunities for access and achievement for all of its citizens. By

engaging diverse learners, teachers, researchers, scholars, clinicians, and staff with each other in reflective and intentional goals, IUPUI can better prepare graduates for citizenship, for work, and for personal fulfillment. Through the continuing education of all its constituents, IUPUI is committed to raising the academic community's awareness of itself and its potential to change and improve.

Within the Indianapolis metropolitan region, IUPUI will seek through education to be the catalyst for creating a quality of life among the best in the United States. Its location at the state's crossroads, amid Indiana's historic African-American cultural center and near new

Hispanic communities, will help assure that Indianapolis is a city of the future in which all citizens have the capacity to succeed to the fullest extent of their potential, independent of any characteristics that might differentiate one from another.

Action Items To Achieve The Vision:

1. *Recruit, retain, and graduate diverse students proportionate to their representation in Indiana in accord with the service mission of each school; those schools with statewide missions will have goals reflective of the state whereas other schools will have goals reflective of Central Indiana.*

2. *Recruit, retain, advance and recognize a diverse faculty and staff reflective of each unit's mission while creating a campus-wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.*

3. *Recruit, retain, and promote a diverse senior leadership among faculty, administrators, staff and students.*

4. *Create an internationally diverse community engaged globally through enrolling students from other nations, providing a variety of opportunities to study abroad, and collaborating with other universities.*

5. *Provide a civil learning and work environment free from discrimination and intolerance so that each member of the IUPUI community can succeed to the highest level of their potential. IUPUI will set high expectations for personal conduct and achievement and maintain high standards for rewarding accomplishment.*

6. *Offer a physical environment free from barriers that would limit the ability of students, faculty, and visitors to participate fully in the life and work of the IUPUI community.*

7. *Ensure curriculum content and pedagogical strategies that reflect a commitment to diversity.*

8. *Develop and maintain library collections that reflect the full diversity of the human experience and commentary on it, and resist censorship or the restriction of access to*

scholarly materials.

9. *Engage in research that is mindful of the rich patterning that is characteristic of the human condition.*

10. *Promote culturally competent practice in the professional schools.*

11. *Coordinate the diversity efforts of IUPUI to enhance their cumulative initiatives and establish the measures and means to assess institutional progress in meeting these objectives; report publicly on progress annually; revise its objectives, strategies, and goals as necessary to achieve its vision.*

12. *Develop programs and activities that increase the sense of diversity in the arts and the aesthetic dimensions of the campus.*

13. *Develop co-curricular programs and interdisciplinary activities that increase the sense of diversity on campus.*

The Diversity Indicators:

In order to monitor progress toward achieving our vision for diversity eight indicators were developed and reviewed annually. The eight indictors of diversity include:

- Recruitment & Enrollment of a Diverse Student Body
- Retention & Graduation of a Diverse Student Body
- Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems.
- Diversity in research, scholarship, and creative activity.
- Contributions to the climate for diversity in Indianapolis, central Indiana and the entire state.
- Recruitment, development, and support of diverse faculty and staff
- Engagement of the campus community in global issues and perspectives
- Student, faculty, and staff perceptions of the campus climate for diversity

The Diversity Task Force:

In December 2003, Chancellor Bantz charged a Doubling Diversity Task Force with identifying how we can double our diversity by May 2010. Based upon our vision, actions, and indicators of diversity it was imperative to tightly coordinate the Doubling Diversity report recommendations to the other Task Forces which have been charged with doubling Teaching and Learning, Research, and Civic Engagement. Coordination was accomplished by appointing the chairs of the other Taskforces to the Doubling Diversity Taskforce in addition to the appointment of members of the Chancellor's Diversity Cabinet. Each of the Doubling Taskforces included response to advancing diversity within each of their charges. The Doubling Diversity Taskforce Report summarizes all of the Doubling Taskforces recommendations.

In addition to advancing the action items related to advancing IUPUI's vision of diversity, each Task Force has been asked to discuss and include in each of their reports responses to the following questions:

a. What would the doubling of diversity look like in terms of Teaching/Learning, Civic Engagement, or Research?

b. How will we achieve the doubling of diversity in terms of Teaching/Learning, Civic Engagement, or Research?

The Doubling Diversity Taskforce and the Chancellor's Diversity Cabinet is a resource and dialogue group that is working in partnership with the other Taskforces in order to infuse our vision and action items for diversity into our Teaching and Learning, Research, and Civic Engagement doubling efforts.

Diversity & Teaching & Learning

IUPUI has strived to form a student culture centered on learning and characterized by diversity. We commend these as guiding principles for our work in diversity. Involvement with diversity is a key factor in engagement. The more attention we pay to diversity, the more reflective and intentional we are in our work and the stronger the educational experiences we will provide for all our students.

Strengthen our work with diversity. The Diversity Cabinet has developed an exemplary set of indicators on our campus efforts to have a diverse student body, served by a diverse faculty and staff, in a supportive culture characterized by multicultural approaches to the curriculum. Despite this, we have made little progress in retaining and graduating a diverse student body. The Task Force underscores the critical nature of continuing attention to these efforts, and recommends increasing attention to work/life issues. Since national data suggest that minority students often have notably high family obligations, addressing "life" needs should support retention of these students.

Hiring faculty and staff who reflect diversity in accord with our diversity indicators is critical. Emphasis should be placed on increasing the number of faculty and staff who reflect the diversity of our anticipated student profile. Reflecting diversity includes who is hired (i.e. an individual's race, gender, sexual orientation etc.) but can also include how the individual contributes to our climate of diversity through their teaching, research and civic engagement. Deans, Department Chairs and Directors should be encouraged, supported and rewarded for advancing diversity in each search conducted including reporting results of their efforts with the Diversity Cabinet.

In terms of achieving a doubling in teaching & learning the following are selected items from the Teaching & Learning Taskforce Report that specifically articulated advancing diversity:

Expand powerful pedagogies and academic and student support programs to increase retention, targeting transfer students as well as first-year students. Learning Communities, the Thematic Learning Communities, the ePort, continued attention to the Principles of Undergraduate Learning, academic support programs, the Gateway program, and powerful pedagogies (study abroad, internships, service learning, problem-based learning, capstone experiences, and undergraduate research) are critical in moving students to graduation. George Kuh, in his keynote address at the Edward C. Moore Symposium this year, highlighted the critical roles of experience with diversity and learning communities in increasing student engagement. *(This item is further discussed in below in Diversity & Civic Engagement.)*

Strengthen our program of faculty development. How might we redefine faculty roles in a way that will strengthen faculty leadership without adding work? How do we support lecturers? What about the clinical ranks? We encourage school review of faculty work. We should review faculty workload issues in light of efforts to increase the availability, throughout the school year and through traditional and distance modes, of courses that count toward degree completion. As the campus differentiates faculty roles, we should find means to accommodate many more non-tenure track faculty in important teaching/learning activities. This review should build on IUPUI's strong program of faculty development stressing inclusive teaching and multicultural curriculum development.

Attract an increased number of out-of-state students and international students. The Task Force recommends consideration of tuition discount programs. We need to determine how such a program would equitably be launched in the RCM environment. The campus is immensely attractive to international and other out of state students, and we often enhance our diversity with such students. With the availability of new housing, what other incentives are appropriate and possible to attract more non-resident students?

Expand student financial aid. Increasing the enrollment and graduation of highly talented and diverse students will be impacted by IUPUI's ability to increase financial support for all students but especially for highly talented and diverse students.

Attend to the role of staff. Supporting staff as students and encouraging students to become staff will have major impact. We might, for example, offer alternative work options (flextime, etc.) and secure the kind of support from the university administration that makes it clear that supervisors/managers (whether faculty or staff) are expected to give serious consideration to requests for flexibility. We should review the fee courtesy program, particularly given the increase in cost since many fees are not covered. We should explore how campus child care could be more helpful to non-traditional students. We should do a better job of marketing what types of "support" options are available. We should continue to explore innovative ways to address "life" issues of students. The research shows among the larger group of 'stopouts,' over one-half cited work related factors as contributing to their decision not to re-enroll at IUPUI," and "one third cited family related factors [as a contribution to their decision not to reenroll]. As staff are students, they have better understandings of improving life for students. How can we

help every staff member to attend to students, to put them first? How might we provide more cross-training? We want to ensure that students do not get the "run-around." Might our staff join faculty and committee members in a mentoring program for students, particularly those reflecting diversity?

There is a need to specify the numbers of students within specific populations that should be doubled. It would be helpful to develop a clear statement about "the numbers" of students, faculty, and staff that will be doubled. Some of the diversity indicators lend themselves to a quantitative statement about goals. Not all indicators can or need to be doubled, but we should be clear about what we are proposing.

Diversity & Research

Enhance the diversity of researchers and scholars: To have a robust core of investigators, we must enhance the participation of individuals of diverse backgrounds who engage in research and scholarship on the IUPUI campus. This includes the students, graduate students, postdoctoral researchers, faculty, and support staff. We also need to reach out to engage k-12 students to have them understand the excitement and rewards of being involved in research and scholarship.

Engage in research that is mindful of the rich patterning that is characteristic of the human condition: There are already a number of exemplary research programs on the IUPUI campus that directly address minority health care issues and cultural competence. These range from health sciences to law, social work, philanthropy, and public policy and environmental affairs. It is important we build on these activities of engagement to find further ways that provide greater understandings and solutions in support of our diverse community.

Diversity & Civic Engagement

Civic engagement is conceived along three dimensions. The dimensions involve "who is engaged," "who is being engaged," and "the relations between who is engaged and who is being engaged."

By conceiving diversity in civic engagement along the three dimensions, we can specify, in general terms, what doubling diversity would look like. Simply stated, doubling diversity would entail:

- A population of engaged campus participants who are diverse with respect to income, race, ethnicity, gender, sexual orientation, and other ways in which we understand the make-up of who is engaged;
- A portfolio of programs and activities that are richly diverse and serving a variety of constituencies, homogeneous only with respect to their focus on improving the quality of life in communities in a manner that is consistent with the campus mission;
- Relations between those who are engaged and those who are being engaged that create constructive opportunities for realizing the promise of diversity.

We do not presently have good information about the three dimensions of diversity. The Center for Service and Learning has maintained records related to diversity in the Sam Jones Community Service Scholarship Program and the America Reads Tutoring Program, but these data are the exception rather than the rule. Although the task force has the impression that those who serve are generally diverse, we do not know how they are distributed across civic engagement opportunities and how diverse they are by project or activity. We also lack good information about who is being engaged and how these groups match up with the diversity of those providing service.

How will we achieve the doubling of diversity in civic engagement? Several steps come readily to mind:

- Baseline information needs to be developed that gives IUPUI a better understanding of the diversity of who is engaged, the diversity of our engagement portfolio, and the relationships between the engaged and their projects;
- Attention needs to be given to the mix of those who are recruited to serve with the goal of attaining diversity in each major area of civic engagement;
- Attention must also be given to developing a civic engagement portfolio that is as diverse as the campus and the communities we serve; and
- The task force believes that it is important to provide those who engage diverse groups to be prepared for their service. This would entail incorporating diversity training into programs that prepare students, staff, and faculty for civic engagement.

Cross-Cutting Issues Impacting Teaching & Learning, Research And Civic Engagement

The following are issues that impact across the taskforces.

Campus Leadership & Management: We must increase the racial diversity of the leadership and management of the campus including vice chancellors and deans, department chairs, professional staff and students in leadership roles. It is imperative that we acknowledge and value multiple aspects of human identity (i.e. gender, sexual orientation, ethnicity) in order to bring to life a more comprehensive view of diversity within the leadership of the campus.

Cultural Competence: Currently one of the IUPUI Principles of Undergraduate Learning includes the principle of Understanding Society and Culture which is defined by: 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. An outcome of this principle is demonstrated by the ability (a) to compare and contrast the range of diversity and universality in human history, societies, and ways of life; (b) to analyze and understand the interconnectedness of global and local concerns; and (c) to operate with civility in a complex social world. It is suggested that this principle be deepened to ensure that a student develops a "Cultural Competency" as it relates to their area of study. It is further suggested that "Cultural Competency" be included in the professional development of all faculty and staff.

Cultural competence describes the ability of systems to fulfill its purpose by acknowledging and incorporating the diverse values, beliefs and behaviors, including delivery of products and services that meets the customers' social, cultural and linguistic needs. Cultural competence is both a vehicle to increase quality for all populations and as a business strategy to attract new customers and market share. (http://www.cmwf.org/programs/minority/worldsapart020504.asp)

Employee (Faculty & Staff) Climate: Building a campus climate for diversity includes attracting and retaining a diverse employee base and one of the most obvious ways to do this is to offer work/life programs that meet a variety of employee needs. Parents may have dependent care needs (and single and/or low-income parents may need dependent care options with a sliding cost scale, while student parents may need drop-in care), baby boomers may need eldercare assistance, gays and lesbians may seek domestic partner benefits, those juggling several roles may value part-time/flexible work options and female faculty members of child-bearing age may need reduced hours and extended tenure clocks. How do we make it possible/attractive for diverse people to maximize their potential at IUPUI while also having balance in their lives?"

A second question is, "How do we have a culture/climate that supports and values the USE of work/life options by all employees regardless of rank? There must be support at all levels of both the academic and administrative sectors for taking advantage of work/life options. It is imperative that we develop a campus climate that supports taking advantage of work/life benefits in a way that contributes to employee success and productivity.

Besides benefits to the individual, work/life programs which attract a diverse workforce can be beneficial to the institution. A study by McLeod, Lobel and Cox found that on a brainstorming task, ideas of diverse groups were judged to be more feasible and more effective than ideas generated by homogeneous groups. Jackson, in a review of the literature on diverse work team composition and performance, concluded that diverse teams are more creative and innovative. Therefore, if we want IUPUI to have the best people resources to solve the challenges that face us, a diverse workforce is imperative.

The business case regarding work/life programs and a diverse workforce includes building the reputation of the institution so that it is viewed as a role model for the community and is seen as "a great place to work" or "a good community citizen" which improves recruitment and reduces turnover costs. When you consider that a Merck study says turnover costs 1.5-2.5 times the annual salary of the person who left, these cost savings can be substantial.

Diversity and work/life initiatives are inter-related with both advancing inclusiveness, climate and fostering opportunities for development of human potential. Both initiatives share concerns about stereotyping and stigmatization. Both call for flexibility in workplace approaches. As a result, work/life programming and the building of a more diverse institution go hand-in-hand.

Diversity of Opinion: It is quite likely that not everyone will agree with these recommendations. Transforming the campus into a diversity-centered organization is complex, contentious, and conflicting. As such, the process for transformation must be inclusive and prepared to acknowledge a variety of opinions and perspectives.

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South Central CAPE Community Alliance to Promote Education
in Lawrence, Martin, Orange & Washington Counties

Final Evaluation Report

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Highlights

This report includes the culminating analyses of the various components of South Central Indiana CAPE Project K-12 School Improvement programs. Specifically, the analysis summarizes the results of three prongs of evaluation research:

- Site visits to a purposive sampling of 13 schools conducted in Fall 2002 and Fall 2004, including principal and teacher interviews, classroom observations, focus group interviews, and an open-ended questionnaire regarding school improvement efforts and the CAPE Project K-12 programs
- Annual surveys of all teachers and principals of the 39 participating schools that focused on attitudes and behaviors related to school improvement efforts, curricular alignment, professional development, and student support
- Analysis of changes in ISTEP+ scores among the participating schools against a comparison group of similar schools from other parts of the state, and in relation to teacher perceptions' of school improvement and their professional development activities as assessed through the annual surveys

Executive Summary

Several broad conclusions can be drawn from the evaluation results:

- Responses from focus group participants and those who completed the open-ended questionnaire indicated that their schools benefited from the use of CAPE funding and the training that was offered through CPD&S. Many respondents reported that attendance at training, conferences, and other valuable learning opportunities would not have been possible without CAPE funding.
- CAPE Schools showed notable improvements in ISTEP scores at the third and sixth grade levels. Improvements at the third grade level were larger than for students in

the comparison group schools and the rest of the state. All schools improved notably in ISTEP scores for sixth grade students. Improvement efforts do not appear to have yet impacted ISTEP scores in the eighth and tenth grades.

- Elementary school teachers seem to embrace the professional development opportunities most and responded more positively to survey items regarding curriculum alignment, and professional development than middle and high school teachers. Principals responded most positively to survey items regarding professional development opportunities.
- A modest positive relationship was found between teacher participation in professional development activities, and pass rates on the 2004-05 ISTEP+ English/Language Arts exam (controlling for 2001-02 pass rates). There was no impact found for pass rates on the mathematics portion of the exam

Site Visit Study

This section provides a summary of the findings from the site visits/observation study conducted during Fall of 2004. Appendix A provides a descriptive summary of the similarities and differences in the responses obtained during the two site visit studies (Fall 2002 versus Fall 2004).

Summary of Results for CAPE Site Visit Study of Fall 2004

The format and distribution of the questionnaire and implementation of the site visit/observation study were modeled after the CAPE project evaluation activities completed in the fall of 2002. The follow-up site visit/observation study conducted during fall of 2004 was designed to provide a summative evaluation (or an assessment of the impact and benefits) of the South Central Indiana CAPE Project . Use of both focus group and questionnaire methods allowed evaluators to collect data from a large and diverse sample of CAPE project participants. The CAPE questionnaire administered in fall of 2004 was a revised questionnaire that included three items designed to obtain feedback from school principals and teachers on the use of State information sources for monitoring student achievement and progress.

During the site visit at each participating school, the evaluator(s) delivered to the school principal a packet containing copies of the CAPE questionnaires with instructions for completing the evaluation instrument and a request to distribute additional questionnaires to teachers that participated in the CAPE project. The packet also included an adequate supply of self-addressed return envelopes that respondents used to return their completed questionnaires to IUPUI. Approximately 400 questionnaires were delivered to the 13 participating schools to account for the total number of teachers in all the CAPE schools ($\underline{n}$ = 371), principals ($\underline{n}$ = 13), and a few additional questionnaires in each packet for any administrative/support staff who may have participated in the project (e.g., as a CAPE project coordinator, vice principal, department chair/coordinator, etc.). Whenever possible during the site visit study conducted at the 13 CAPE schools, a small group of administrative staff and/or teachers (approximately 3-5 people) volunteered to speak with CAPE project evaluators and provided feedback regarding their experiences with CPD&S training and support participants received as part of the CAPE project. A summary of the findings from the open-ended questionnaire and the respective focus groups is presented in turn.

CAPE Questionnaire[1]

The intent of the CAPE questionnaire was to assess teacher and principal perceptions of the training and support they received through the CAPE project. The questionnaire also sought respondents' perceptions on matters related to the goals of the CAPE project. The questionnaire was a particularly useful tool for data triangulation and for reaching teachers and/or principals who were not able to attend the focus group sessions. Administration of the questionnaire allowed evaluators to reach a larger group of respondents (n = 103) and enabled evaluators to consider a wider range of opinions. The following report is a project-wide summary of teacher and principal responses to the CAPE questionnaire.

To find out teacher perceptions of the training they received through the CAPE project, teachers were asked to list specific examples of how the training helped them, actions taken as a result of training that would not have occurred without it, opinions on how training could be improved, and/or to report the best aspects of the training and support. A total of 98 respondents answered the question regarding how the training was helpful. Twenty percent of respondents (n = 29) reported that the CAPE funding made resources available that would not have been available otherwise; 15% (n = 22) reported that the training helped staff to utilize state standards in aligning the curriculum; 17% said the training generated new ideas/perspectives (n = 24); 11% of respondents reported that the training provided opportunities for networking (n = 15); whereas some respondents indicated that they learned about or implemented best practices (n = 15) as a result of the training. Some of the resources that teachers and principals were able to access through CAPE funds included workshops, internships, site visits, conferences, in-service days, and consulting. It is through these activities that teachers and principals were able to increase knowledge and use of State standards, generate new ideas to improve teaching skills, broaden their perspective through career teaching ideas and student perceptions, meet with other teachers to collaborate on initiatives related to curriculum alignment, discuss state standards, and provide new ideas and professional encouragement.

Other notable responses that indicated how the training was helpful included the following:

- 8% of respondents (n = 11) reported that they had an increased use of research-based data to guide teaching strategies
- 6% (n = 8) said they did not attend any training
- 3% (n = 4) said the training affirmed current practices
- 3% of the respondents (n = 4) reported that the training had helped their school meet their goals and/or facilitated development of the school improvement plan
- 2% (n = 2) stated that the workshops were not helpful
- 1% (n = 2) noted that the workshops helped them understand state standards
- 1% (n = 2) helped to understand the use of standardized testing data
- 1% (n = 2) improved their skills using technology in the classroom such as use of PowerPoint, computers, and educational software packages

[1] In this report, the number in parenthesis represents frequencies (i.e., the number of specific incidents or occurrences in the data) and the corresponding percentages were calculated using the total occurrences per questionnaire item.

When teachers were asked what they are doing differently as a result of what they learned in training, 90 individuals responded to this item, with 29% citing that they learned and used new teaching strategies (n = 31), 16% aligned their curriculum (n = 17), and 6% improved their ability to teach to the state standards (n = 6). Specific teaching strategies mentioned include use of personal experiences, critical thinking activities, behavior/classroom management techniques, use of a schema, and increased use of groups and hands-on review. Examples of ways that teachers were able to improve their ability to teach to the state standards include "less reliance on textbooks and a shift in instructional time to cover the standards better." Teachers also engaged in other professional development activities as a result of the training they received through the CAPE project. For example, 5% of the respondents reported that they implemented a workshop (n = 5), 5% consulted new research studies (n = 5), 5% reported that they have an increased awareness of school/student needs (n = 5), and 4% engaged in activities related to student employment such as career days (n = 4). Teachers also noted activities such as networking (n = 3), using technology (n = 3), raising expectations for students (n = 3), and implementing best practices (n = 3) (or 3% for each of the reported activities).

Eighty-one individuals responded in regards to suggestions for improving the professional development activities. The top three suggestions offered by respondents were: (1) allow more time to share information with others through site visits, discussions between schools, and staff meetings (n = 16); (2) allow all teachers to attend training sessions (n = 7); and (3) make the training more grade/subject specific (n = 6), which accounted for 14%, 6%, and 5% of the respondents, respectively. Other important suggestions obtained from the questionnaire responses included the following:

- 4% of the respondents (n = 5) suggested a need to have more small group/personal interaction during workshops versus the impersonal lecture format
- 4% (n = 5) reported a need to address curriculum alignment specifically
- 4% (n = 4) wanted more practical ideas
- 4% (n = 4) said that more follow-up training sessions were needed
- 4% (n = 4) said the training should be more focused, concise, and specific
- 6% (n = 7) felt that no improvements in the training were needed

Questions that asked teacher input on matters related to the goals of the CAPE project focused on assessing how involved teachers were in their respective school improvement plans, assessment of curriculum alignment, and asked teachers' plans for increasing student engagement in the learning process. Questions regarding involvement in school improvement plans assessed how teachers participated in the process, the extent to which teachers participated in the formulation of these plans, and how engaged they were in the process. A total of 94 individuals responded to this question, and 44% of responses stated that the extent of their participation was through committees and/or school improvement teams (n = 49). Six percent of respondents served as chair or co-chair of a committee (n = 7), and 6% participated through completion of surveys (n = 7). Contributing ideas (n = 5), workshops/in-service training (n = 4), and work on the PL 221 professional development grant (n = 4) received 4% of responses, respectively. Only eight of the 94 respondents reported very little participation and three respondents stated that they did not participate in any way with the school improvement process (7% and 3%, respectively).

Ninety individuals responded when asked about engagement regarding the process of school improvement, and 44% of respondents reported being very engaged in the process (n = 45) while 35% were at least moderately engaged (n = 36). Examples of responses that were coded as "very engaged" included aspects such as serving as chair/co-chair of a committee, working on the school improvement plan daily/weekly, and attended weekly/daily meetings. Examples of responses coded as "moderate engagement" include: monthly meetings/activities, helped with a committee, attended workshops/in-services, and filled out surveys. Four respondents reported minimal involvement and four reported no engagement (4% for each).

The questions related to curriculum alignment asked what teachers are doing to assess alignment in their schools, what they are doing to improve alignment as a result of the training they received, and what they are planning to do to assess alignment in their schools. According to 82 respondents, 27% reported that curriculum alignment is most often assessed through compliance with state standards (n = 27) and 16% feel it is assessed with staff meetings (n = 16). Many teachers reported efforts to comply with state standards such as ensuring textbooks are in line with standards, creating standards-based grading rubrics, using checklists to track standards taught and mastered, and basing curriculum on the state standards. Several other responses indicated that staff assessed alignment by meeting with other teachers through departmental meetings, meetings across grade levels and within, and through school wide meetings with the administration. Ten respondents (10%) reported no personal involvement in efforts to assess alignment in their school, but most did mention that other staff and/or administration are in charge of the assessment. Respondents also provided other ways to assess curriculum including:

- 8% (n = 8) used standardized testing for assessment
- 6% (n = 6) said networking
- 3% (n = 3) noted working within each grade level
- 3% (n = 3) cited self-evaluation of teaching methods

As a result of attending the training, 39% of 84 respondents stated that they are now incorporating State standards into their teaching. Some ways that they have begun to incorporate standards are through lesson plans, becoming less dependent on textbooks, and through adopting new standards-based textbooks. It is also notable that 18% of respondents reported that as a result of attending the training they were able to align the curriculum in certain areas such as across grades or in certain subject areas (mainly reading, writing, and math). Other common responses included the following:

- 10% (n = 10) incorporated new activities in coursework
- 8% (n = 8) stated networking
- 7% (n = 7) have not made any changes
- 3% (n = 3) created more focus on careers

When teachers were asked what they planned to do with respect to assessing curriculum alignment in their school, 22% of the respondents for this item (n = 20) stated that they would use standardized tests for assessment such as Indiana Statewide Testing of Educational Progress (ISTEP) including the Graduation Qualifying Exam (GQE), tests developed by the Northwest Evaluation Association (NWEA), Core 40 end-of-course assessments, and the Scholastic Achievement Tests (SAT). Another popular response, 15%, was to ensure that the lessons fit curriculum and are aligned with the state standards (n = 14). Ten percent of the respondents also

stated that they continue to "fine tune" the work that has already been started (n = 10), 4% have no plans at this time (n = 4), 3% evaluate students' test scores (n = 3), and 3% also meet with other teachers (n = 3).

With regards to the goals of the CAPE project, a question was asked on the topic of student engagement, and a total of 67 individuals responded to this item. Teachers were asked if they planned to try any new incentives to increase student engagement in the learning process. The responses to this question varied widely and only three teachers, 4%, reported having no plan at all. The most frequently occurring response to this question (18%) was to incorporate new/innovative activities and/or assignments into the curriculum (n = 15). Examples of these activities include hands-on activities, visioning exercises, take-home projects, use of an "Authors Chair" to help students model their writing with peers, and a book adventure. Some other ways to promote student engagement included:

- 12% (n = 10) were creating incentive programs
- 7% (n = 6) stated offering curriculum that is interesting to students
- 7% (n = 6) suggested creating lesson plans that incorporate what students are learning with real-life
- 6% (n = 5) noted remaining open to new ideas
- 4% (n = 3) said using student self-assessments

Respondents were also asked how conference funds made available through the CAPE project were used and 73 individuals responded. According to respondents, 7% (n = 8) of the funding was allocated to training/workshops such as Curriculum Alignment, 4% was allocated to "High Schools that Work" (n = 4), 4% to Reading Recovery (n = 4), and 4% to the North Central Association (NCA) training (n = 4). Respondents also mentioned popular conferences including: Hoosier Association for Science Teachers Incorporated (HASTI) (n = 3), data analysis training (n = 3), and SIEC workshop (n = 3) (3% for each). Other uses for funding included teacher stipends (n = 4), and teacher in-services (n = 3) at 4% and 3% respectively. Of the 73 respondents, 11% did not use conference funds.

Three questions on the 2004 CAPE Questionnaire were added based on the results of the Baseline Questionnaire evaluation in 2002. These questions sought to identify particular data sources used by the school's staff to assess student achievement. When asked what specific information staff *currently* use to assess student achievement, 27% of 89 respondents stated tests (n = 66), 16% stated ISTEP scores (n = 38), 5% stated rubrics (n = 12), and 5% stated projects (n = 11). Specific types of tests that were frequently reported include: NWEA tests, pre and post tests, SAT, teacher-made tests, and standardized tests in general. It is important to note that many teachers reported using several different methods in conjunction to assess achievement. In other words, teachers did not rely on only one method of assessment, but looked at overall performance in terms of several indicators such as behavior in the classroom, grades, writing samples, participation, and so forth.

Another question related to evaluation of student achievement focused on what *additional information* teachers would like to have available to aide their assessment. Thirteen percent of total respondents (n = 54) stated they would like additional information related to tracking trend data (n = 9) and 10% would like more information on ISTEP scores (n = 7). Some examples of

trend data mentioned that would aide staff assessment of student achievement were records of post-secondary success, information on individual student performance across grade levels, and a portfolio to track grades and test scores as the student progresses through all grades. Teachers also noted that it would be helpful to have previous ISTEP scores for comparison to current scores in order to track progress. Some other suggestions for additional information needed included: information to recognize student learning styles, information on data analysis, and checklists to track skills mastered. Fourteen respondents, 21%, stated that no additional information was needed.

The final question was related to the adequacy of resources and asked respondents to list specific information/resources they are currently using to assess student achievement that they would recommend to other staff. There were a total of 55 individuals who responded to this question. The most frequently cited resource was rubrics (n = 10) or 15%. Many respondents stated that they had developed their own school-wide writing development rubrics and/or customized rubrics to be more kid-friendly. Other recommendations included:

- 8% (n = 5) recommended assessments (e.g., ISTEP/NWEA)
- 6% (n = 4) suggested running records to track student development/skills
- 6% (n = 4) suggested websites (e.g., Department of Education, and Rubistar)[2]
- 3% (n = 2) recommended guest speakers to relate lessons to real-world
- 3% (n = 2) stated Odyssey-computer/internet based lessons

Summary of Findings from Focus Groups

As part of an independent evaluation of the CAPE project, 11 schools participated in an informal focus group discussion conducted at each of the respective schools. The discussion groups consisted of teachers and principals from participating schools and were led by researchers from IUPUI. The format for the focus groups was an open discussion based on structured questions formulated by the IUPUI researchers prior to the discussion. Questions were formulated to assess three basic areas of interest: (1) what current instructional practices are effective in the classroom, (2) opinions of the CPD&S training sessions, (3) and the specific elements of the training that are most helpful in trying to meet the goals of the school. Each of these questions is addressed in detail below.

Current Instructional Practices/School Improvement Efforts

Instructional practices that teachers most often reported as being effective in their classrooms included: hands-on activities, one-on-one instruction, Saxon Math, and giving students choices in learning such as a choice among homework activities or writing topics. Hands-on activities was the most frequently given response as a tool for engaging students in what they are learning as well as providing concrete examples of how the information learned is applicable to the real-world. One-on-one instruction was noted as a valuable teaching style by several teachers. They reported that this is the most effective way to evaluate what learning has taken place with a specific student, as well as provides the opportunity to respond to that feedback immediately. Teachers also noted that while this teaching style is the most effective, it is not always practical

[2] http://www.doe.state.in.us/ , www.rubistar4teachers.org

since it is a time consuming method. For this reason, many teachers use a combination of teaching styles to meet the variety of learning needs in the classroom. The Saxon Math software program is a popular teaching tool because it incorporates several of the effective teaching strategies used in the classroom, such as repetition and hands-on activities. Another teaching strategy that emerged among teacher responses is giving students more choices about learning. Respondents noted that when students are allowed to choose topics or activities that they enjoy and/or are interested in, they are more engaged in the learning process and it allows them to express the skills that they have learned in creative ways. Some other notable instructional practices include: mirroring real world experience in learning activities (having students work in teams), peer-to-peer teaching, repetition, using teaching skills learned from workshops, having students write in journals, rewards to motivate students (candy, social rewards), and after school activities such as tutoring, sports, and other recreation.

Teachers and principals were also asked what is being done to improve student interest and engagement in learning. Several things that are currently being done include focusing on what the students find interesting, encouraging participation in various activities (e.g., Mini Olympics, Spell Bowl, athletics, field trips), and using technology more frequently (e.g., internet, software, PowerPoint). The focus on student interest was the most notable response and teachers and principles are now trying to tailor lesson plans, activities, and assignments according to the student's interests to keep them more engaged. It was also noted that when students are given more choices, they are more likely to feel ownership in the process. Additionally, there is a draw towards making "real world" connections with activities done in the classroom. This involves making connections between coursework and future jobs, providing job shadowing and internship experiences, and/or taking career field trips. Other notable responses concerning increased interest and engagement include more project based activities, rewarding achievement, allowing students to share/showcase their work to others, and giving teachers the opportunity to participate in training where they learn new ideas for the classroom. Many respondents also stated how involved the teachers are in the process, and how they want the kids to get more out of their education and become successful; teachers seem particularly invested in students' success.

Other questions regarding instructional practices were aimed at assessing teacher and principal opinions of curriculum alignment. Researchers were interested in what specific efforts they were aware of that were meant to facilitate alignment of instructional practices and to what extent respondents thought their school's curriculum was aligned. Representatives from every school interviewed reported being aware of at least one effort to align instructional practices with state curriculum standards. The most frequently reported efforts were adoption of new textbooks that are aligned with the state standards, curriculum alignment meetings among teachers during the summer, and attending professional development activities such as conferences, workshops, and training sessions. Some other efforts mentioned to align the curriculum included: using assessments to gauge student achievement (such as ISTEP, quarterly assessments, and end of the year assessments by CTB), re-writing the curriculum to address the standards, and incorporating the standards into lesson plans. Most respondents reported that they were becoming increasingly involved in efforts to align the curriculum. Some examples of increased involvement were an improved understanding and commitment to teaching the standards, creation of formal committees/teams to address alignment, and more interest in professional development activities

to facilitate alignment efforts. Many focus group members reported that curriculum alignment is an ongoing effort where certain areas are well-aligned and other areas need more work. For example, some members felt that the curriculum was aligned well across grades but not within, some subject areas were well-aligned but not others, and that some grade levels were aligned but not others. There were only three responses indicating that the curriculum was aligned across all areas and only one that reported the extent of their school's alignment efforts needed improvement.

Along with evaluating teacher and principal opinions of curriculum alignment, there was also a question regarding how alignment is actually assessed in each school. The most frequently stated way to gauge curriculum alignment was through various assessments. Respondents provided a number of assessments including: ISTEP, quarterly, textbook, CORE 40, pre and post, SAT, or standardized. Respondents reported using the test scores to address areas receiving low scores, or to see how many items on the test cover specific topics and reinforce those areas. Unfortunately, one respondent noted that test scores are not reviewed until the summer when no one is around, and the scores are never compared to what is being taught. In addition to assessments, the next highest method of checking alignment was use of constant review and discussion. Review and discussion was performed individually by teachers, across departments, among all teachers, in general meetings, or by the principals. Some respondents also noted that the frequency of this review is on a daily basis while others noted it was done on a yearly basis. Finally, the third highest method was to check the state standards. Many respondents noted that they constantly reviewed the standards book, sometimes on a daily basis. Other respondents had created their own curriculum alignment book based on the standards, some had developed calendars that listed the standards to be taught each day, and still others simply checked to make sure their lesson plans covered the appropriate standards. Some other notable responses included teacher observation, rubrics, and the use of textbooks. Additionally, several respondents noted that they felt their curriculum was aligned and ensured the correct lessons were being taught at the correct time without expressing their method of evaluation.

In a final question related to school improvement efforts, teachers and principals were asked to evaluate the level and types of parental involvement in school activities. In general, responses to this question where positive and teachers/administrators indicated that parents are highly involved and supportive of school efforts. Many even reported that parental involvement has increased in the past few years. Parental involvement occurs mainly through parent-teacher conferences, involvement in the School Improvement Committee, Parent/Guardian Committees (PTO), participation in school activities (plays, field trips, etc.), volunteering, and fundraising. Another way that teachers reported engaging parents in school activities was by maintaining contact through phone calls, sending letters home with students, email, newsletters, and having open communication with parents when problems arise. While the majority of focus group participants noted that parents were involved in school activities, some indicated that the level of parental involvement needed improvement. Some of the reasons posited for the lack of parental involvement were that parents did not have reliable transportation, the rural school setting makes it difficult for parents to drive long distances to participate in activities, and that parents may find it difficult to participate due to their work schedules.

Professional Development Training

The majority of teachers and principals in the focus groups responded positively when they were asked to state the first thing that came to mind when they heard the words "professional development" and "school improvement." The responses varied widely; however, there were some similar themes among respondents. When referring to professional development, many respondents mentioned opportunities for improvement either for themselves personally, or to help them improve in the classroom to benefit the students. Specifically, respondents mentioned learning new ideas for teaching by going to conferences, workshops, speakers, trainings, or other schools; teaching each other what they learned, and developing specific skills such as grant writing, time management, or how to raise test scores. When referring to the term school improvement, respondents mentioned aspects of their physical environment such as painting and remodeling; they also spoke a lot about curriculum alignment. In addition, other ideas that were mentioned were working together more as a school, focusing on overall strengths and weaknesses of the school, fixing current problems, creating consistency across classrooms, examining test scores, and having more meetings. A common phrase that was mentioned by several respondents was that improving teachers is the key to school improvement. Finally, there were a few negative comments with the most notable referring to how much pressure and accountability the state, and taxpayers, are putting on the schools to provide high-quality education.

After attending training sessions through CAPE professional development activities, teachers were asked to state their overall opinion of the training they received. The responses to this question were considerably positive. Many teachers and principals felt that the workshops/trainings were helpful for various reasons including learning new information, being able to meet with other individuals to get new ideas, or to come up with new classroom activities. Another frequent response was gratitude towards CAPE for the money to attend these various trainings, conferences, and workshops. Everyone expressed the feeling that they wouldn't have been able to do all of these activities without the money, and one principal specifically said that he wouldn't have had enough money to even provide in-services for his teachers.

It seems that teachers and principals alike felt that the training helped them address curriculum alignment issues and increased their understanding of the state standards. Specifically, the training allowed them to effectively incorporate new things into their lesson plans, how to prepare and write a new curriculum, how to re-align their current curriculum, and how to align their curriculum by grades. Teachers also explained that the principals and administrators had been supportive of the training process. Moreover, teachers and principals said that because of the training, the staff at many schools work together more often and have improved communication. Although teachers were pleased with most aspects of the training, some offered additional comments for future improvements. Responses included the fact that a few teachers felt like they were being taught new skills/activities that they would never get the opportunity to use; some teachers wanted more follow-up after the training to help when they ran into problems; and one teacher stated how he/she felt like the trainers were not respectful of teachers' expertise.

As part of the principal focus group protocol, principals were asked to provide the name of the professional development training they attended or the specific activity where CAPE funds were used. Table 7 shows a comprehensive list of the participants' responses regarding the professional development training they attended or related activities where CAPE funds were utilized:

Table 7. List of professional development activities or related items where CAPE funds were utilized.

• Ruby Pain: Training on Poverty	• Assistant Principal State Conference
• Phi Delta Kappa International	• Indiana Next, Atlanta
• ACD	• High Schools that Work, Atlanta
• Curriculum Alignment Workshops	• National Tech Prep
• Teacher Stipends	• Sending teachers to conferences
• ISP State Convention, Indianapolis	• Schlecty Center, Naples
• Principal Classroom Walkthroughs	• Assistant Principal State Conference
• Used as matching funds for other grants	• Indiana Principal Leadership Academy
• National Middle School Conference, Atlanta	• Indiana Association of School Principals
• National Principals Conference, San Francisco	• Purchased professional development literature
• National Reading Recovery, San Francisco	• National Association of Secondary School Principals (NASSP), Indianapolis

Most Helpful Elements of Training

The majority of respondents reported that the professional development activities offered through CAPE were useful in some way(s) to meet the needs of his/her school. Only one participant said the training was not helpful to him/her specifically. The most frequently reported beneficial elements of training/conferences included those that provided practical information, skills, and specific ideas that could be easily implemented in the classroom. Focus group participants appreciated information/tools that were readily available for immediate use in the classroom. Another element of training deemed useful was the opportunity to see how others taught their classes and/or how other schools achieved results. The ability to see effective teaching skills in the context of the classroom and/or the implementation of an effective school improvement plan was reported as an invaluable learning experience. CAPE funding also provided the opportunity for staff to create valuable relationships that will facilitate future learning which may not have been available otherwise (due to lack of available funds for training/substitute teachers). Other key elements of training included: time/ability to share what was learned with other teachers, providing choices for professional development activities, learning how to use data and analyze it, and training on how to use new technology (PowerPoint, Excel).

At the end of the focus group meetings, teachers were given a chance to address issues that they thought were important but not covered by the above questions. There were a few areas for improvement identified by focus group members. One participant suggested that evaluation surveys would be easier for staff to fill out if they were offered online. By making surveys available electronically, teachers would be able to take the time needed to provide thoughtful answers to each question with the option to work on a few questions at a time, save it, and return to it later when time permitted. Another suggestion was made by a kindergarten teacher who felt that training she attended would be more beneficial if it was specifically geared toward the skill level of kindergarten students. Finally, one focus group member made the comment that more time is needed for professional development activities and implementation of the skills learned through them.

Additional comments regarding the CAPE project were overwhelmingly positive. Many respondents noted that the money offered through CAPE provided invaluable opportunities including: efficient trainings targeted to the specific needs of the school; the ability to be connected with consultants and experts in areas where schools needed improvement; money to fund new programs in the school to benefit students, and training/funding that helped schools become more career focused. Another theme that emerged was that CAPE funding provided opportunities for staff to work together as a team toward a common goal. One key element of CAPE funding was its flexibility. This allowed for schools to work together and assess the needs of the school and how the money could best be spent. In addition, the flexibility allowed staff to choose areas of training they felt would be the most beneficial to them as individuals and then share what they had learned with other teachers. The impact of the CAPE project is best expressed in the participants' own words; therefore, the following quotes highlight the profound effect that this project has had on participating schools:

- "Without the CAPE money our school would never have gotten our curriculum aligned…It's gotten us off the ground and lifted us up."
- "I think in turn it helps them (*the students*) because they can see how we've worked together and that we enjoy each other…it was a whole lot to learn real fast…but we did and we appreciate our students more don't we because they have to do the same."
- "It's been a blessing to have the CAPE money to use for the training. Sometimes scheduling wise it was a headache for us of trying to get subs in… but it was one of those wonderful headaches to be able to have the funds available to do it and get expert presenters in to present to our teachers… I would be very happy to participate in it again if the opportunity becomes available; it's been an excellent, excellent time of growth for our teachers."
- "I think this helps us network with people in the community; it makes the school more a part of the community instead of apart."
- "I appreciated the flexibility CAPE gave us, the word about professional development has spread throughout the building, and the opportunities are tremendous."
- "It has honestly been one of the most rewarding things I have ever done. This whole experience has been really good for our kids, our school, and our staff. I think every one has stepped up and done their part when they need to, even if they didn't want to, and I think they are better people for it, I know I am."

Conclusions & Recommendations

Overall, responses from the focus group participants and those who completed the questionnaire indicated that participating schools benefited from the use of CAPE funding and the training that was offered through CPD&S. This finding is supported by the overwhelmingly positive responses to questions regarding the usefulness of training and the level of involvement in school improvement efforts. A majority of respondents listed high levels of engagement in professional development activities, and were able to list specific examples of how the training was beneficial to the participating schools. In contrast with favorable responses, incidences of negative reporting, such as indicating that the training was not helpful or that staff is not engaged in school improvement efforts, were marginal. In addition, there were several concrete examples of how schools have grown because of participation in the CAPE project. For example, respondents indicated an increased commitment to curriculum alignment; better understanding, use, and incorporation of state standards in their teaching; implementation of new, more effective teaching strategies; and a better understanding of how to collect and interpret data used to gauge student achievement. Most administrators and staff where delighted to have funding available that could be used to meet the specific needs of their respective schools. Many respondents indicated that attendance at training, conferences, and other valuable learning opportunities would not have been possible without CAPE funding.

When given the opportunity to suggest ways that training could be improved, study participants provided several helpful suggestions. For instance, one of the recommendations for future school improvement efforts included a suggestion for the project leadership to provide training that is more focused to specific subject areas and/or grade levels. Respondents felt that this would be beneficial because concepts in training could be more easily applied to the classroom. Respondents also noted the importance of providing training that contributes practical knowledge, tools or resources that could immediately be applied in classrooms. This would help overcome one of the most frequently reported barriers to implementation of new initiatives in school settings -- lack of time. Future training efforts should also include the technique of "modeling" given that respondents identified it as one of the most effective techniques used in the training process. Incorporating these elements into future training would facilitate the growth of CPD&S sponsored training and future school improvement efforts offered through CAPE.

Highlights of Results on Student Achievement

One of the primary goals of the South Central Indiana CAPE Project K-12 component is to improve student achievement in participating schools. The Indiana State Department of Education monitors student achievement primarily through ISTEP+ standardized tests in English language and mathematical skills. More recently, a science test was introduced at limited grade levels, but no change scores are yet available.

Changes in ISTEP+ scores between academic years 2001-02 and 2004-05 were examined for grades 3, 6, 8, and 10 among the schools participating in the South Central Indiana CAPE Project. These changes were related to corresponding scores for a group of 39 "peer" schools

that were chosen on the basis of similar student profiles,[3] as well as to scores for students in all of the rest of the State's schools.

Results

Grade 3: The percent of students passing both the English and math portions of the ISTEP+ exams increase by 9 percentage points between 2001-02 and 2004-05. This increase was one percentage point higher than for the comparison schools and two percentage points higher than for schools in the rest of the state.

The largest gains for students in all grades were in English ISTEP scores, where the comparison schools improved at a slightly higher rate than the CAPE schools. And, although comparison schools improved at a slightly higher rate than CAPE schools in math scores, CAPE schools have the highest average pass rate among the groups for 2004-05.

Grade 3	2001-02	2004-05	Change
Percent Passing both English and Math			
CAPE Schools	59%	68%	9%
Comparison Schools	59%	67%	8%
Rest of State	58%	65%	7%
Percent Passing English			
CAPE Schools	70%	78%	8%
Comparison Schools	70%	80%	10%
Rest of State	67%	75%	7%
Percent Passing Math			
CAPE Schools	71%	74%	3%
Comparison Schools	69%	73%	4%
Rest of State	71%	73%	2%

Grade 6: All groups have improved substantially since 2001-02. The CAPE schools and comparison groups both improved to levels above all other state schools in percent passing both English and math portions of the exam and in the English portion. However, CAPE schools still lag behind the other groups slightly in math scores.

Grade 6	2001-02	2004-05	Change
Percent Passing both English and Math			
CAPE Schools	47%	64%	17%
Comparison Schools	46%	67%	21%
Rest of State	47%	63%	16%
Percent Passing English			
CAPE Schools	55%	72%	17%
Comparison Schools	53%	72%	19%
Rest of State	55%	70%	15%
Percent Passing Math			
CAPE Schools	62%	73%	11%
Comparison Schools	65%	79%	14%
Rest of State	63%	75%	12%

Grade 8. Scores did not change notably for eighth graders between 2001-02 and 2004-05. CAPE schools remain similar to schools in the rest of the state. English scores declined among all groups with math scores increasing among all programs, and increasing most among the CAPE schools.

Grade 8	2001-02	2004-05	Change
Percent Passing both English and Math			
Cape Schools	59%	59%	0%
Comparison Schools	62%	61%	-1%
Rest of State	59%	61%	2%
Percent Passing English			
Cape Schools	71%	66%	-5%
Comparison Schools	75%	67%	-8%
Rest of State	71%	67%	-4%
Percent Passing Math			
Cape Schools	68%	72%	4%
Comparison Schools	71%	74%	3%
Rest of State	69%	71%	2%

[3] This analysis used the comparison groups that were chosen by evaluators when comparing the P.L. 221 school improvement plans as part of an earlier project evaluation activity.

Grade 10. Scores for tenth graders decreased slightly between 2001-02 and 2004-05. Changes were minor across the tests and across the years. CAPE schools declined by two percentage points in percent passing both portions of the test. CAPE schools decreased by two percentage points in percent passing the English portion and declined by four points in percent passing the math portion.

Grade 10	2001-02	2004-05	Change
Percent Passing both English and Math			
Cape Schools	62%	58%	-3%
Comparison Schools	61%	57%	-3%
Rest of State	59%	61%	2%
Percent Passing English			
Cape Schools	71%	70%	-2%
Comparison Schools	73%	68%	-5%
Rest of State	72%	71%	0%
Percent Passing Math			
Cape Schools	71%	67%	-4%
Comparison Schools	70%	66%	-3%
Rest of State	68%	67%	0%

Summary

CAPE Schools showed notable improvements in ISTEP scores at the third and sixth grade levels. Improvements at the third grade level were larger than for students in the comparison group schools and the rest of the state. All schools improved notably in ISTEP scores for sixth grade students. Improvement efforts do not appear to have yet impacted ISTEP scores in the eighth and tenth grades.

Comparative Survey Analyses of the Teacher and Principal Surveys

Over the three years of the CAPE project period, teachers and principals participated in three surveys. The paper-and-pencil instruments were mailed to teachers and principals with a postage-paid return envelope. Overall survey results and results by school or district were reported at the conclusion of each survey. Most of the survey questions were repeated across the years to allow for a comparison of responses over time. This final evaluation summarizes the changes in teacher and principal responses across the three years of the project. The 2004 survey instruments are provided in Appendix B.

The survey was divided into sections that tapped into principal and teacher attitudes and dispositions relating to the primary target areas of the CAPE project: school improvement; curriculum alignment; and participation in professional development. For summative purposes, the items in each section were formed into scale scores. The scales were formed by summing the responses from the individual items in each section. Because of differences in the number of items in each scale, the "raw" or unstandardized results have different ranges. The scores were subsequently standardized to allow comparisons across scales. The standardized scale was chosen to have a mean of 100 and a standard deviation of 15 based on the 2002 (first year) survey administration.

Reliability coefficients were computed for each scale in each year, to validate the consistency among the items. The most commonly reported measure of reliability is internal consistency and here we report Cronbach's coefficient alpha. In general, reliability estimates above .70 are considered adequate for program evaluation or research.

Overall School Improvement

The first seven items on the CAPE teacher and principal surveys related to overall school improvement. By combining all seven individual item scores, we developed an Overall School Improvement Efforts scale with reliability ranging between .80 (principals for year 2) and .89 (teachers in years 1 and 3). The unstandardized scores on the school improvement efforts subscale can range from 7-35, with higher scores indicating a stronger endorsement of school improvement efforts.

Table 1 shows the reliability estimates and the standardized and unstandardized score averages and standard deviations for both the teachers and principals over the three year period. The standardized score averages are also depicted in Figure 1. Although the change was in a positive direction between years 1 and 2, the differences between the years were not statistically significant.

Table 1 **.** Descriptive Statistics for the Overall School Improvement Scale

	Teachers			Principals		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Reliability (α)	.89	.87	.89	.85	.80	.84
Scale Score Average	28.01	28.69	28.60	29.94	30.96	30.97
Scale Score Standard Deviation	4.70	4.38	4.63	3.26	2.55	6.37
Standardized Scale Mean	100.00	102.16	101.89	100.00	104.72	104.73
Standardized Scale Standard Deviation	15.00	13.97	14.76	15.00	11.71	11.60

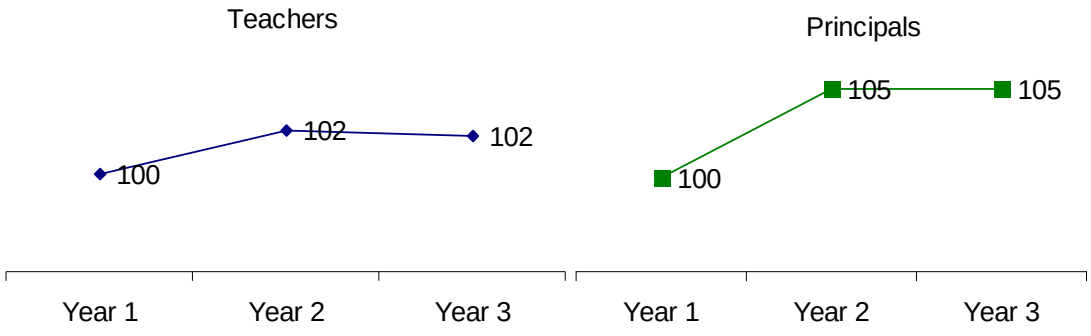

Figure 1. Standardized scores for Overall School Improvement Efforts scale

Table 2 displays the mean School Improvement scale scores by year and school level. For the first year, the elementary middle school teachers show higher averages than the high school teachers. For the second year of survey administration, the results look similar, but only the difference between elementary and high school teachers was statistically significant. In the third year, with the slight increases among high school teachers and slight decreases fro elementary and middle school teachers, the differences by school level were no longer statistically significant. Because of the small number of principals, we could not reliably examine differences by by school level.

Table 2. School Improvement Efforts Scale Scores by level and year

	Elementary	Middle	High
Year 1	29.66*	30.00*	25.00
Year 2	29.03*	29.00	25.69
Year 3	28.41	28.47	26.69

* significantly different than high school, $p < .05$

Curriculum Alignment

Six items on the CAPE teacher and principal surveys (Items 14-19) were related to the review of curriculum and alignment with state standards. Reliability coefficients for this scale ranged from a low of .84 for principals in year 2, to a high of .93 for principals in year 3. The unstandardized scores on the curriculum alignment subscale can range from 6-30, and higher scores indicate a stronger endorsement of Curriculum Alignment efforts. Table 3 shows the reliability estimates and the standardized and unstandardized score averages and standard deviations for both teachers and principals over the three year period. The trends in average scale scores, depicted in Figure 2 show positive gains across the years. The trend for principals was statistically significant, but the trend for teachers was not.

*Table 3***.** Descriptive Statistics for the Curriculum Alignment Scale

	Teachers			Principals		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Reliability (α)	.87	.87	.88	.85	.84	.93
Scale Score Average	21.41	22.65	23.37	22.34	24.36	24.97*
Scale Score Standard Deviation	4.76	4.49	4.54	3.82	3.31	4.25
Standardized Scale Mean	100.00	103.89	106.15	100.00	107.90	110.29*
Standardized Scale Standard Deviation	15.00	14.13	14.29	15.00	13.00	16.66

- significantly different than year 1, $p < .05$

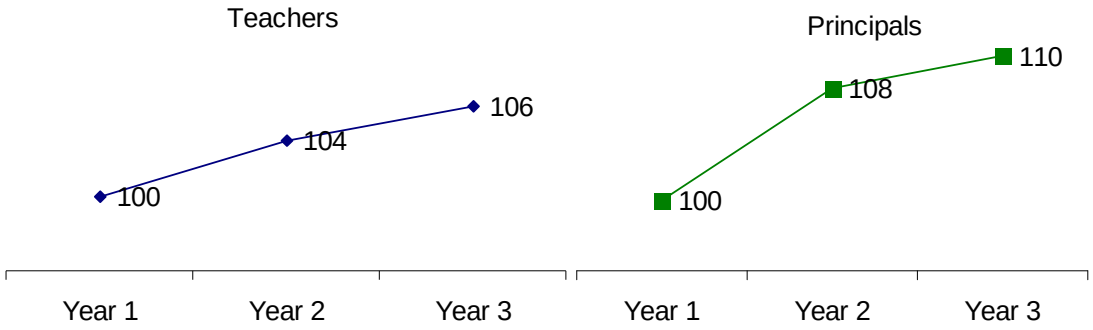

Figure 2. Standardized scores for Curriculum Alignment scale

Table 4 shows the average Curriculum Alignment scale scores by year and school level. The results follow the same general pattern as for the School Improvement Scale: initial significant differences between the elementary and high school are eliminated by the third year, as the average scores converge across levels

Table 4. Curriculum Alignment Scale Scores by level and year

	Elementary	Middle	High
Year 1	22.40*	22.14	18.21
Year 2	23.40*	22.36	19.00
Year 3	22.71	22.64	22.17

* significantly different than high school, $p < .05$

It is important to note that, over the course of the project, the timing of curriculum alignment activities became more recent. For example, at the beginning of the project period 69% of elementary teachers, 63% of middle school teachers, and 47% of high school teachers reviewed standards developed by national content organizations and compared them to courses relevant to their course offerings within the previous year. By the end of the project period, 75% of elementary teachers, 78% of middle school teachers, and 60% of high school teachers had reviewed the standards within the previous year.

Professional Development

Seven items on the CAPE teacher and principal surveys related to respondents' attitudes toward and climate for professional development. Reliability analyses indicated that one of the items was not consistent with the others in response patterns. This item was not included in the scale score, resulting in a total of six items in each scale (items 38-43 from the teacher survey; items 37-42 from the principal survey). The unstandardized scores on the curriculum alignment subscale can range from 6-30 with higher scores indicate stronger attitudes toward the climate toward professional development. The resulting reliability coefficients were lower for the professional development scale than for the other two scales. Table 5 shows that they range from a low of .62 for principals in year 3, to a high of .83 for teachers in year 1. The low year 3 principal coefficient was the only one below the .70 benchmark. There were no significant

differences in Professional Development scores across the three years for teachers. Figure 3 shows the same pattern of change for the professional development scale as found for the curriculum alignment scale. The year two and year three scores for principals were significantly higher than year one scores but the change in teachers' scores was not statistically significant.

Table 5. Descriptive Statistics for Professional Development Scale

	Teachers			Principals		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Reliability (α)	.83	.79	.82	.76	.70	.62
Scale Score Average	19.92	21.35	21.23	20.47	23.96	24.28
Scale Score Standard Deviation	4.20	3.92	4.20	3.88	3.01	2.54
Standardized Scale Mean	100.00	105.11	104.66	100.00	113.52*	114.75*
Standardized Scale Standard Deviation	15.00	13.99	15.00	15.00	11.65	9.84

* significantly different than year 1

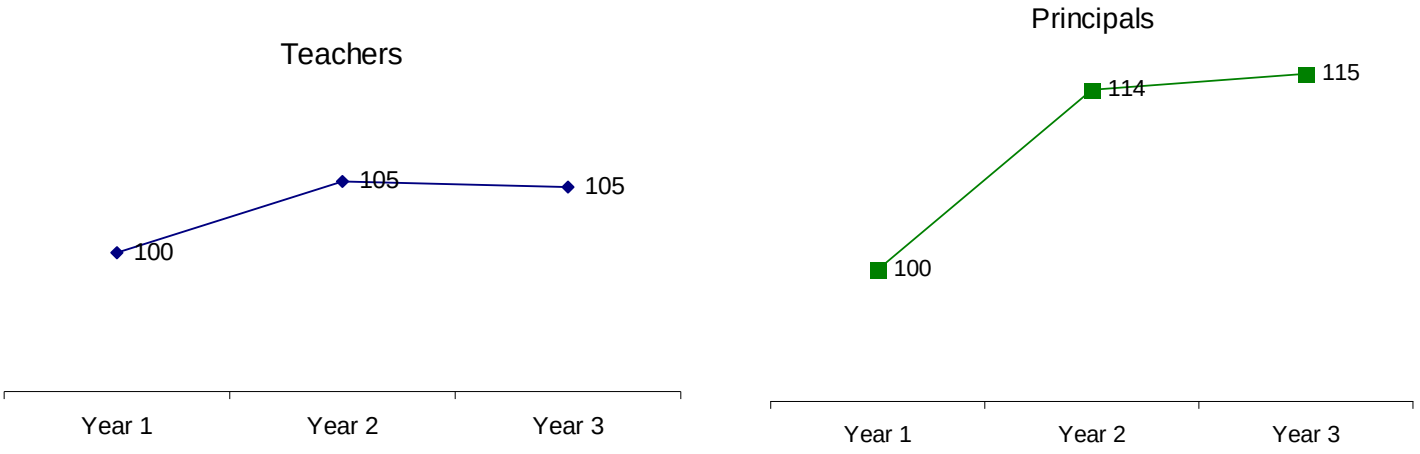

Figure 3. Standardized scores for Professional Development scale

Table 6 shows the now familiar pattern of changes in scale scores across school levels. The initial differences, especially between elementary and high school teachers average scores, were eliminated by the year three survey.

Table 6. Professional Development Subscale Scores by level and year

	Elementary	Middle	High
Year 1	21.62*	20.38	18.00
Year 2	22.09*	21.54	18.59
Year 3	20.75	21.00	18.96

* significantly different than high school, $p < .05$

Conclusions

Analysis of the change in teacher and principal attitudes toward school improvement, curriculum alignment, and professional development, as assessed through the common survey conducted over the three years of the project, shows two general trends. First, there was a trend toward more positive attitudes, especially between years 1 and 2, but the increases were only significant among the principals for the curriculum alignment and professional development scales. Second, the initial differences in attitudes, wherein elementary school teachers were generally most positive and high school teachers generally less positive, were diminished through the three years of the project as high school teacher attitudes became slightly more positive and elementary school teacher attitudes became slightly less positive.

Analysis of Association between CAPE Participation and School Improvement

The South Central Indiana CAPE Project K-12 school improvement programs provided to participating schools significant resources to address overall school improvement efforts, as well as to work toward aligning the curriculum across grade levels. The primary mechanism for these improvements was professional development opportunities made available to school teachers and staff. The analysis of changes in ISTEP+ scores and of changes in teachers' and principals' attitudes towards these objectives that have so far been reviewed, do not take into account different levels of participation among teachers and staff from the participating schools.

In this section we specifically examine whether there is an association between changes in ISTEP+ scores, and changes in teachers and principal attitudes, according to the degree to which teachers and staff from each school participated generally in professional development activities, and specifically in the curricular alignment and data management workshops offered to the participants by the Phi Beta Kappa Center for Professional Development & Services (CPD&S) as part of the project..

Participation measures were derived from Year 2 survey responses, where teachers and principals were asked about their participation across a range of types of professional development activities (see item 26 of the Year 3 survey in Appendix B), as well as whether they specifically participated in either or both of the CPD&S workshops. Thus the analysis focuses on two measures of participation: overall professional development participation.

In order to compare participation levels with change in ISTEP+ scores, the individual teacher levels of participation were aggregated to form a school-wide measure. For the overall participation in professional development measure, the number of different types of professional development events attended by each teacher was added across all teachers in the school and then divided by the total number of responding teachers. The measure thus describes the average

number of different types of professional development events in which school's responding teachers participated. The same strategy was used to derive the second measure relating specifically to attendance of the CPD&S workshops. Each teacher could have attended neither, one, or both of the workshops and so the aggregate measure for each school is the average number of CPD&S workshops attended by responding teachers.

A multiple regression analysis was conducted to determine to the extent to which the school level participation in professional development predicted 2004-05 ISTEP+ scores, controlling for 2001-02 ISTEP scores. In other words, the regression analysis determines if the level of participation in professional development activities improves ISTEP+ scores from their earlier levels.

The results of the analysis for the English/Language Arts (E/LA) portion of the exam are summarized in Table 7. The right portion of the table shows the R^2 value for successive steps of entry, first entering the 2001-02 E/LA score as a control, and then the school participation in professional development variable. The analysis shows that the 2001-02 scores did not significantly predict the 2004-05 scores. However, the school-level professional participation development variable did significantly contribute to the prediction of the 2004-05 E/LA pass rates. The regression coefficient shows that the percent passing this portion of the exam increased by 2.7 for each additional professional development activity attendance averaged by responding teachers.

Table 7. Results of Regression Analysis of Percent Passing 2004-05 ISTEP+ English/Language Arts Exam on School-level Professional Development Participation Rates

	Unstandardized Regression Coefficient		Cumulative R^2	
Variable	Value	Sig.	Value	Sig.
Percent Passing 2001-02 E/LA ISTEP+ (Control variable)	-.212	n.s.	.043	n.s.
School Participation in Professional Development Activities	2.70	p<.05	.161	p<.05

The results for the analysis on Math ISTEP+ pass rates are shown in Table 8. In this case, the 2001-02 rates did significantly predict the 2004-05 rates, although the R^2 value for the model employing the 2001-02 pass rates as a control was very small (0.86) only marginally significant. Although the school-level professional development participation variable did not contribute significantly to the prediction of 2004-05 Math ISTEP+ pass rates when controlling for the 2001-02 pass rates, the coefficient was in the positive direction.

Table 8. Results of Regression Analysis of Percent Passing 2004-05 ISTEP+ Math Exam on School-level Professional Development Participation Rates

	Unstandardized Regression Coefficient		Cumulative R^2	
Variable	Value	Sig.	Value	Sig.
Percent Passing 2001-02 E/LA ISTEP+ (Control variable)	.458	p<.05	.086	p<.10
School Participation in Professional Development Activities	1.47	n.s.	.106	n.s.

No significant findings were obtained on parallel analyses conducted using the school-level CPD&S professional development participation measures. In addition, individual teacher CPD&S participation were not significantly correlated with the individual teacher school improvement and curricular alignment scales.

In sum, levels of teacher participation in professional development activities show only a modest relationship with ISTEP+ English/Language Arts pass rates, but not with Math pass rates. It is important to note that the professional development activities were not directly aimed at improving student ISTEP+ scores and so anything more than a modest relationship should probably not be expected. In addition, it is quite possible that a measurable impact of professional development may be found after teachers and principals have more time to implement the techniques and skills they learned. It is also important to note that professional development activities differ among the school faculty and can be complicated by events such as turnover in the staff.

Appendix A
Descriptive Summary of Similarities and Differences in Responses Obtained During the Respective Site Visits

Similarities	Differences
Questionnaire: Training	
Question regarding how the training was helpful…	
For both site visits many respondents stated that funding made resources available that would not have been available otherwise; training increased understanding of state standards and offered opportunities to communicate/network with other staff.	2002: increased *awareness* of state standards, refreshing old skills/knowledge, and learning new practices and how to implement them in the classroom **versus** 2004: *utilized* state standards in aligning the curriculum, training generated new ideas
Question regarding what teachers are doing different as a result of training…	
For both site visits, teachers are including more standards in their teaching and have increased communication with other staff.	2002: developing plans for increasing engagement, formed teams **versus** 2004: using new teaching strategies, teachers applying more of learning from workshops into instructional practices, meeting with other teachers, incorporating school-wide program, aligned the curriculum across grades/subject area
Question regarding suggestions to improve training…	
For both site visits - teachers want training opportunities that focus on specific subject areas and more interaction with other teachers.	2002: focus on logistics such as better timing of training (school out of session, shorter training), agenda before the in-service, allow all teachers to attend **versus** 2004: focus on the content of the training (e.g., offer more focused training sessions and training that provides practical ideas)
Questionnaire: Matters related to goals of the CAPE project	
Question regarding current engagement in school improvement plan…	
For both site visits - staff reported that they served on committee/school improvement team, completed surveys, attended workshops	2004: more people participated by chairing committees; responses indicated that engagement increased from 2002-2004
Question regarding how curriculum alignment is assessed…	
For both site visits – staff reported that they assessed curriculum alignment by meeting with other teachers.	2004: most often assessed curriculum alignment through compliance with state standards **versus** 2002: most often assessed curriculum alignment through staff meeting deliberations

Similarities	Differences
Question regarding plan to increase student engagement …	
For both site visits - teachers said through incorporating more activities (incentive programs, more student choice, cooperative learning, hands-on, visioning, creative projects	
Questionnaire: Use of Conference Funds	
For both site visits - Mostly used funds for training workshops, conferences	2002: also used funds for academic fairs **versus** 2004: also used funds to pay stipends & in-services activities
Focus Groups	
Question regarding what is being done to improve student interest/engagement…	
For both site visits - more technology, encouraging participation in activities	2004: More focus on what students are interested in and choices in learning, making real world connections
Question regarding identifying efforts to improve curriculum alignment…	
For both site visits - training, communicating with other teachers	2004: Most frequent response was adoption of text books aligned with standards
Question regarding overall opinion of professional development training…	
For both site visits - CAPE funding made it possible to attend professional development activities.	2002: Focus on aspects of the trainer (i.e., organized, experienced, prepared, understood teachers) **versus** 2004: Overall workshop helpful for gaining new ideas, networking
Question regarding additional suggestions…	
For both site visits - teachers said training should be more specific to skill level of students/subject matter, more time needed for professional development activities, and more time for implementation of skills learned	2002: Teachers wanted more clarification of state standards, and means for formal discussion of standards/goals (regular staff meetings) **versus** 2004: teachers noted many profound effects of the project for their school
Question regarding efforts to assess alignment…	
For both site visits - both used various assessments (ISTEP) and group discussions among staff	Extent to which curriculum was aligned increased from 2002-2004

Similarities	Differences
Question regarding current instructional practices…	
For both site visits - one-on-one instruction and hands-on activities are effective	
Question regarding parental involvement…	
	2004: Teachers reported that parents were highly involved and supportive—mostly positive responses **versus** 2002: Most comments were not positive, teachers reported improvement is needed
Question regarding most helpful elements of training…	
	2002: Teachers learned the benefits of aligning curriculum with state standards, and were more prepared to analyze test data **versus** 2004: Teachers learned practical information, skills, specific ideas for immediate use in classroom, and reported the opportunity to network and build relationships

Appendix B
2004 Teacher and Principal Surveys

As you may already know, your school district is participating in the South Central Indiana Community Alliance to Promote Education (CAPE). This is the third and final survey being conducted as part of the effort to evaluate the impact of the project on teacher practices and perceptions on matters related to the goals of the CAPE project. ***Your responses to this survey are strictly confidential***. The code number on the survey response envelope allows the research team to track responses and assess changes over time. Only project research staff will have access to the information that links your name with the code, and this information will be used only to establish the longitudinal database. Individual responses will never be associated with names or other identifiers in any report or publication. Your participation in this survey is completely voluntary and very much appreciated.

Overall School Improvement Efforts

Please indicate the extent to which you agree or disagree with each statement below by **circling** the letters corresponding to the following scale:

SA = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

1. My school has clearly articulated goals and priorities.	SA	A	N	D	SD
2. My school has an established improvement plan.	SA	A	N	D	SD
3. Changes at my school are explained to staff before they are implemented.	SA	A	N	D	SD
4. The surrounding community actively supports our school's instructional goals.	SA	A	N	D	SD
5. My school has processes in place to evaluate the effectiveness of school improvement efforts.	SA	A	N	D	SD
6. Our school has access to appropriate expertise when implementation problems or difficulties are encountered.	SA	A	N	D	SD
7. Teachers and school administration work as a team to improve student achievement.	SA	A	N	D	SD

Curriculum Alignment

Please use the scale to the right to respond to the following four questions (mark your answers in the boxes: Examples ☒ or ☑)

When was the last time teachers in your grade level, team, or department…

	In last 6 months	6–12 months ago	1–2 years ago	> 2 years ago	Never	Not applicable
8. reviewed the state standards relevant to the courses or subjects that you teach?	☐	☐	☐	☐	☐	☐
9. reviewed standards developed by national content organizations and compared them to courses relevant to your course offerings?	☐	☐	☐	☐	☐	☐
10. discussed the relationship between the curricula in your classes to curricula at the next grade level (or in college courses for high school subjects)?	☐	☐	☐	☐	☐	☐
11. reviewed the curricula at subsequent grade levels and compared them to what you are teaching?	☐	☐	☐	☐	☐	☐
12. discussed the relationship of curricula among subject areas at your grade level?	☐	☐	☐	☐	☐	☐

13. To what extent does your grade level, team, or department have a standard curriculum for its courses, regardless of who teaches them (check one)?

☐ Not at all ☐ For a few, but not most courses ☐ For most, but not all courses ☐ For all courses

Please indicate the extent to which you agree or disagree with each statement below by **circling** the letters corresponding to the following scale:

SA = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

14. Teachers in my school know the state curriculum standards and align their classroom curricular practices to meet them.	SA	A	N	D	SD
15. Teachers in my school communicate with each other to make student learning consistent across grades.	SA	A	N	D	SD
16. Teachers in my school often work together to develop teaching materials or activities for particular classes.	SA	A	N	D	SD
17. Teachers in my school use reading and writing strategies across the curriculum.	SA	A	N	D	SD
18. Teachers in my school <u>are encouraged</u> to work with teachers in other grade levels to ensure that the curriculum is aligned across grade levels and courses.	SA	A	N	D	SD
19. Teachers in my school <u>are provided adequate support</u> to work with teachers in other grade levels to ensure that the curriculum is aligned across grade levels and courses.	SA	A	N	D	SD

Perceptions About Students (Continue using the same scale)

20. My expectations about how much students should learn are not as high as they used to be.	SA	A	N	D	SD
21. Students are able to get extra help from teachers without difficulty.	SA	A	N	D	SD
22. No matter how hard they try, some students will not be able to learn aspects of the curriculum I teach.	SA	A	N	D	SD
23. If I try really hard, I can get through to even the most difficult or unmotivated student.	SA	A	N	D	SD
24. On average, students in my school show strong academic achievement.	SA	A	N	D	SD
25. It is important to help students in their social development by stressing the ability to get along with others.	SA	A	N	D	SD

Professional Development Opportunities

26. During the past 6 months, in what type of development activities have you participated (check all that apply):

☐ Using technology in the classroom	☐ Conference
☐ Being observed and receiving feedback from other educators	☐ Workshop
☐ Classroom-based assessment techniques	☐ Reading professional literature
☐ Analyzing videotapes of your teaching	☐ Completing a course for credit
☐ Viewing professional videotapes with a study group	☐ Observing other classrooms
☐ Short inservice(s)	☐ Long-term, periodic activities
☐ Working with other teachers about common problems and how to improve teaching methods	
☐ Other (specify):_____	

27. What type of support have you received in the past 6 months for professional development directly related to your teaching (check all that apply):

☐ Release time from teaching	☐ Travel and/or per diem expenses	☐ Professional growth credits
☐ Stipends	☐ Other (specify):_____	

Instructional Methods

In the first column, please indicate how often you currently engage in the following teaching practices using the following scale:

NV = Never, **OC** = Occasionally, **MD** = Moderately, **EX** = Extensively, and **NA** = Not Applicable.

In the second column indicate whether you expect that your use of that practice will decrease (**Decr.**), remain the same (**Same**), or increase (**Incr.**) in the coming years.

	Current Use	Future Use
28. Students working in groups on projects or activities.	NV OC MD EX NA	Decr. Same Incr.
29. Student led presentations and demonstrations.	NV OC MD EX NA	Decr. Same Incr.
30. Hands-on activities, such as laboratory, using computer software, field trips, etc.	NV OC MD EX NA	Decr. Same Incr.
31. Using computers and network technologies (Internet) in class.	NV OC MD EX NA	Decr. Same Incr.
32. Textbook-based problems and activities.	NV OC MD EX NA	Decr. Same Incr.
33. Involving parents in students' homework assignments.	NV OC MD EX NA	Decr. Same Incr.
34. "Real-life" problems for in-class or homework activities (e.g., current events, business, sports, entertainment, etc.).	NV OC MD EX NA	Decr. Same Incr.
35. Authentic assessments (e.g., projects, rubric-graded essays, products, simulations, problem solving).	NV OC MD EX NA	Decr. Same Incr.
36. Using a variety of teaching strategies to accommodate different learning styles.	NV OC MD EX NA	Decr. Same Incr.

Attitude Towards and Climate for Professional Development

Please indicate the extent to which you agree or disagree with each of the following statements by **circling** the letters corresponding to the following scale:

SA = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, and **SD** = Strongly Disagree

37. At my school, professional development opportunities and activities are aligned with our school mission, goals, and objectives.	SA A N D SD
38. There are attractive incentives for me to participate in staff development.	SA A N D SD
39. The school has adequate professional resource materials to support teacher learning and improvement.	SA A N D SD
40. Teachers in my school have on-going opportunities to update their knowledge of content, pedagogy, and student learning.	SA A N D SD
41. Professional development activities usually result in immediate changes in my teaching methods.	SA A N D SD
42. ISTEP+ test results help guide teachers in my school in making changes to improve future results.	SA A N D SD
43. There is a lot of useful information available to me for making decisions about how to improve my own work.	SA A N D SD

Information Utilization and Usefulness

For the following information sources, please indicate your familiarity with the source in the first column; your usage of the source in the second column; and your perceived usefulness in the third column. You need only respond in the second column if you indicated "Yes" in the first column and you need only respond in the third column if you indicated "Yes" in the second.

Information Sources	Are you familiar with this?		(if yes) Have you used it?		(if yes) How useful was it?		
ISTEP paper score reports from the Indiana Department of Education	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Indiana Dept. of Education Web Site Resources (IDEANet)							
Accountability System for Academic Progress (ASAP)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
School Corporation Annual Performance Reports	No	Yes→	No	Yes→	Very	Somewhat	Not at all
K-12 School Data Profiles	No	Yes→	No	Yes→	Very	Somewhat	Not at all
ISTEP+ InfoCenter	No	Yes→	No	Yes→	Very	Somewhat	Not at all
U.S. Dept. of Education Common Core of Data (K-12 Data system)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Other states' school improvement websites	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Regional Education Laboratories (e.g. NCREL Pathways to School Improvement Project, Mid-Continent (McREL), etc.)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Reports for standardized tests other than ISTEP + (e.g. CTSB)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
School Improvement Online resources (e.g. School Improvement Knowledge Base)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Greatschools.net (online guide to K-12 schools)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
The Education Trust (including EdWatch and Standards in Practice)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
National Assessment of Educational Progress (NAEP)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Phi Delta Kappa website or magazine	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Project e (an Indiana education improvement project)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Other (please specify):	No	Yes→	No	Yes→	Very	Somewhat	Not at all

What additional information would you like to have readily available to help you evaluate student achievement?

Are there any resources you have used, or are currently using, to assess student achievement that you would recommend to other teachers?

Community Alliance to Promote Education –Follow-up Principal Survey

As part of your school's participation in the South Central Indiana Community Alliance to Promote Education (CAPE), this survey seeks information about your perceptions of current teaching practices and other matters related to the goals of the **CAPE** project. This is the third and final survey being conducted to evaluate the impact of project activities on Principal opinions. ***Your responses to this survey are strictly confidential***. The code number on the survey response envelope allows the research team to track response rates and conduct the necessary follow-up research through the duration of the project. Only project research staff will have access to the information that links your name with the code, and this information will be used only to establish the longitudinal database. Individual responses will never be associated with names or other identifiers in any report or publication. Your participation in this survey is *completely voluntary and very much appreciated*.

Overall School Improvement Efforts

Please indicate the extent to which you agree or disagree with each statement below by **circling** the letters corresponding to the following scale:

SA = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

1. My school has clearly articulated goals and priorities.	SA	A	N	D	SD
2. My school has an established improvement plan.	SA	A	N	D	SD
3. Changes at my school are explained to staff before they are implemented.	SA	A	N	D	SD
4. The surrounding community actively supports our school's instructional goals.	SA	A	N	D	SD
5. My school has processes in place to evaluate the effectiveness of school improvement efforts.	SA	A	N	D	SD
6. Our school has access to appropriate expertise when implementation problems or difficulties are encountered.	SA	A	N	D	SD
7. Teachers and school administration work as a team to improve student achievement.	SA	A	N	D	SD

Curriculum Alignment

Please use the scale to the right to respond to the following questions (mark your answers in the boxes: Examples ☒ or ☑):

When was the last time most teachers at your school …	In last 6 months	6–12 months ago	1–2 years ago	> 2 years ago	Never	Not applicable
8. reviewed the state standards relevant to the courses or subjects that they teach?	☐	☐	☐	☐	☐	☐
9. reviewed standards developed by national content organizations and compared them to courses relevant to their course offerings?	☐	☐	☐	☐	☐	☐
10. discussed the relationship between the curricula in their classes to curricula at the next grade level (or in college courses for high school subjects)?	☐	☐	☐	☐	☐	☐
11. reviewed the curricula at subsequent grade levels and compared them to what they are teaching?	☐	☐	☐	☐	☐	☐
12. discussed the relationship of curricula among subject areas at their grade level?	☐	☐	☐	☐	☐	☐

13. To what extent do the grade levels, teams, or departments in your school have a standard curriculum for their courses, regardless of who teaches them (check one)?

☐ Not at all ☐ For a few, but not most courses ☐ For most, but not all courses ☐ For all courses

Please indicate the extent to which you agree or disagree with each statement below by circling the letters corresponding to the following scale:

SA = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

14. Teachers in my school know the state curriculum standards and align their classroom curricular practices to meet them.	SA	A	N	D	SD
15. Teachers in my school communicate with each other to make student learning consistent across grades.	SA	A	N	D	SD
16. Teachers in my school often work together to develop teaching materials or activities for particular classes.	SA	A	N	D	SD
17. Teachers in my school use reading and writing strategies across the curriculum.	SA	A	N	D	SD
18. Teachers in my school <u>are encouraged</u> to work with teachers in other grade levels to ensure that the curriculum is aligned across grade levels and courses.	SA	A	N	D	SD
19. Teachers in my school <u>are provided adequate support</u> to work with teachers in other grade levels to ensure that the curriculum is aligned across grade levels and courses.	SA	A	N	D	SD

Perceptions About Students (Continue using the same scale)

20. My expectations about how much students should learn are not as high as they used to be.	SA	A	N	D	SD
21. Students are able to get extra help from teachers without difficulty.	SA	A	N	D	SD
22. No matter how hard they try, some students will not be able to learn aspects of the curriculum they are taught.	SA	A	N	D	SD
23. If they try really hard, teachers in my school can get through to even the most difficult or unmotivated student.	SA	A	N	D	SD
24. On average, students in my school show strong academic achievement.	SA	A	N	D	SD
25. It is important to help students with their social development by stressing the ability to get along with others.	SA	A	N	D	SD

Professional Development Opportunities

26. During the past 6 months, in what type of development activities have you participated (check all that apply):

☐ Use of technology in the classroom	☐ Conference
☐ Observed teachers and provided feedback	☐ Workshop
☐ Classroom-based assessment techniques	☐ Reading professional literature
☐ Analyzing videotapes of your teaching	☐ Completing a course for credit
☐ Viewing professional videotapes with a study group	☐ Observing other classrooms
☐ Short inservice(s)	☐ Long-term, periodic activities
☐ Working with teachers about common problems and how to improve teaching methods	
☐ Other (specify):_____	

Instructional Methods

In the first column, please indicate how often you believe teachers at your school currently engage in the following teaching practices using the scale:

NV = Never, **OC** = Occasionally, **MD** = Moderately, **EX** = Extensively, **NA** = Not Applicable

In the second column indicate whether you expect that their use of that practice will decrease (**Decr.**), remain the same (**Same**), or increase (**Incr.**) in the coming years.

	Current Use	Future Use
27. Students working in groups on projects or activities.	NV OC MD EX NA	Decr. Same Incr.
28. Student led presentations and demonstrations.	NV OC MD EX NA	Decr. Same Incr.
29. Hands-on activities, such as laboratory, using computer software, field trips, etc.	NV OC MD EX NA	Decr. Same Incr.
30. Using computers and network technologies (Internet) in class.	NV OC MD EX NA	Decr. Same Incr.
31. Textbook-based problems and activities.	NV OC MD EX NA	Decr. Same Incr.
32. Involving parents in students' homework assignments.	NV OC MD EX NA	Decr. Same Incr.
33. "Real-life" problems for in-class or homework activities (e.g., current events, business, sports, entertainment, etc.).	NV OC MD EX NA	Decr. Same Incr.
34. Authentic assessments (e.g., projects, rubric-graded essays, products, simulations, problem solving).	NV OC MD EX NA	Decr. Same Incr.
35. Using a variety of teaching strategies to accommodate different learning styles.	NV OC MD EX NA	Decr. Same Incr.

Attitude Towards and Climate for Professional Development

Please indicate the extent to which you agree or disagree with each of the following statements by circling the letters as corresponding to the following scale:

SA = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

36. At my school, professional development opportunities and activities are aligned with our school mission, goals, and objectives.	SA A N D SD
37. There are attractive incentives for teachers at my school to participate in staff development.	SA A N D SD
38. The school has adequate professional resource materials to support teacher learning and improvement.	SA A N D SD
39. Teachers in my school have on-going opportunities to update their knowledge of content, pedagogy, and student learning.	SA A N D SD
40. Professional development activities usually result in immediate changes in teaching methods.	SA A N D SD
41. ISTEP+ test results help guide teachers in my school in making changes to improve future results.	SA A N D SD
42. There is a lot of useful information available to teachers for making decisions about how to improve their work.	SA A N D SD

Information Utilization and Usefulness

For the following information sources, please indicate your familiarity with the source in the first column; your usage of the source in the second column; and your perceived usefulness in the third column. You need only respond in the second column if you indicated "Yes" in the first column and you need only respond in the third column if you indicated "Yes" in the second.

Information Sources	Are you familiar with this?		(if yes) Have you used it?		(if yes) How useful was it?		
ISTEP paper score reports from the Indiana Department of Education	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Indiana Dept. of Education Web Site Resources (IDEANet)							
Accountability System for Academic Progress (ASAP)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
School Corporation Annual Performance Reports	No	Yes→	No	Yes→	Very	Somewhat	Not at all
K-12 School Data Profiles	No	Yes→	No	Yes→	Very	Somewhat	Not at all
ISTEP+ InfoCenter	No	Yes→	No	Yes→	Very	Somewhat	Not at all
U.S. Dept. of Education Common Core of Data (K-12 Data system)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Other states' school improvement websites	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Regional Education Laboratories (e.g. NCREL Pathways to School Improvement Project, Mid-Continent (McREL), etc.)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Reports for standardized tests other than ISTEP + (e.g. CTSB)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
School Improvement Online resources (e.g. School Improvement Knowledge Base)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Greatschools.net (online guide to K-12 schools)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
The Education Trust (including EdWatch and Standards in Practice)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
National Assessment of Educational Progress (NAEP)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Phi Delta Kappa website or magazine	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Project e (an Indiana education improvement project)	No	Yes→	No	Yes→	Very	Somewhat	Not at all
Other (please specify):	No	Yes→	No	Yes→	Very	Somewhat	Not at all

What additional information would you like to have readily available to help you evaluate student achievement?

Are there any resources you have used, or are currently using, to assess student achievement that you would recommend to other principals?

Program Review and Assessment Committee (PRAC)
2004-2005 Year-End Summary

Program Review reports

- Computer and Information Technology – Tom Ho
- Geology Department – Andy Barth
- Sociology Department – David Ford
- Philosophy Department – Michael Burke
- General Studies – Amanda Helman
- Physical Education Department – Betty Jones

The program review committee considered the proposal to offer an alternative type of program review. Although it was not recommended, the committee did recognize the need to look at how to make the process more flexible.

Program Review committee reported on common themes that have emerged from the program review process across the campus – Donna Boland

Principles of Undergraduate Learning (PULs)

- proposed changes/updates
- held Town Hall meeting in November for input and discussion
- suggested revisions presented to Education Policy Committee of the Academic Affairs Committee; received positively with only a few changes
- presented to Faculty Affairs Committee and should be on an early agenda in the fall
- PULs nominated for the Hesburgh Award
- suggestion to add PULs to the campus program reviews

Goal 6, Indiana Commission on Higher Education

A response was prepared and discussion held about it. See *website.*

Thematic Learning Communities were described by Carmen Hicks; GPAs of students who participated in TLC were 2.84 vs. GPA of non-TLC students of 2.58

ePortfolio – Sharon Hamilton provided several updates on the ePortfolio.

- AIR/NPEC Grant was received for *Enhancing Student Success Through Electronic Portfolios*- Susan Kahn reported
- ePort matrix is to be released in fall 2005 for first year students in 2-3 of the largest learning communities. Faculty members will pilot its use.

Second Looks Assessment – Christopher Vice from Herron School of Art and Design reported on his department's success in using Second Looks after each semester to enhance the curriculum and activities of the Visual Communication Program.

Web-based course evaluations – Howard Mzumara reported that a couple of academic units have piloted using on-line course evaluations with some success.

The following proposals were selected for grant funding:

- *Program Review and Assessment for Placement and Instructional Effectiveness in the IUPUI English as a Second Language Program*, Lynne Stallings and Thomas Upton
- *Content Analysis of Course Syllabi and Assignments for IU ePort Pilot*, David J. Sabol and Janet DeWester
- *Assessing Student Academic Indicators Between Traditional and Distance Education Course Offerings*, Mark Urtel, Alan Mikesky and Rafael Bahamonde
- *Integrating Departmental Programmatic Assessment Needs with Pedagogical Objectives in Select Communication Studies Courses*, Elizabeth Goering and Ronald Sandwina

Assessment Institute – held November 2004. PRAC members were encouraged to attend. Each school was invited to have one representative attend at not cost to the school.

Planning and Institutional Improvement Review – Trudy Banta asked for feedback from PRAC members about the usefulness of services provided.

Ann Zanzig was brought in for three days in February, 2005 to conduct training on the **Accelerated Improvement Process** (AIP).

James Madison University assessment instruments were described by Katie Morrow.

Kelley School of Business assessment results and senior exit survey were presented by Russell Vertner and Jim Smith.

Assessment of Civic Engagement was discussed. PRAC members were encouraged to begin using the Civic Engagement Inventory (CEI) in their schools again for documenting school activities.

National Survey of Student Engagement (NSSE) – Donna Boland (Nursing) and Ingrid Ritchie (SPEA) discussed how their schools have found NSSE results to be very useful for planning.

General Education – Betty Jones served on a system-wide committee that drafted a proposal on general education. This resulted from President Herbert's charge to develop one consistent plan for all of the IU system.

IRB Process – the process was clarified by Josh Smith.

Respectfully submitted,

Martel Plummer
Recorder and Vice Chair
Vice Chair

COMMITTEE ON TEACHER EDUCATION

AT

INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS

~ 2004-05 Annual Report ~

The Committee on Teacher Education (COTE) was initiated in September 2000 to provide a forum for discussing and resolving issues that affect the delivery of teacher education and development of K-16 education professionals at IUPUI. With representation from each of the following groups, COTE seeks to improve teacher education at all levels by increasing collaboration among faculty from the School of Education, the Schools of Liberal Arts and Science, Herron School of Art, the Department of Physical Education, University College, and colleagues from the public schools.

During the 2004-05 academic year, regularly scheduled meetings of COTE took place in November, January, and April. In March, a special event brought COTE members together with a broader group of central Indiana educators for an afternoon with Deborah Meier, a teacher, writer, and public school advocate from New York and Boston.

In November, Melissa Bingmann from the IUPUI Department of History provided an overview of Indiana's *Teaching American History Project*, which began in 2004. This project receives funding from the U.S. Department of Education and involves Brown County Schools, the Indiana Historical Society, the School of Education at IUPUI, and the Department of History in providing professional development in teaching American History for K-12 teachers.

Chris Leland and Caroline Shockley, a teacher at the Indianapolis Public Schools Center for Inquiry, gave a choral reading on teacher education as critical inquiry. Shockley read reflections from her journal written while she was a student at IUPUI and, with Leland, illustrated how her insights in college now are reflected in her teaching at the Center for Inquiry. COTE members also discussed at the November meeting changes in secondary and all-grade teacher education programs that School of Education faculty are considering.

At the January meeting, members saw a video tape depicting a small schools initiative in New York City. Julia Richman High School in mid-town Manhattan is featured in this presentation. Where a single high school operated a decade ago, now six high schools, each with a different mission, are housed. Education is personalized for each student and the entire community is involved in making the schools a success.

Also at the January meeting, Beth Berghoff introduced a discussion of IUPUI initiatives designed to attract students to teaching as a career. Cadet Teacher Corps at Lawrence Township High School and Early College at Washington Community Schools are two such efforts in which School of Education faculty participate. Gayle Williams, representing University College, described the ways in which career counseling and academic counseling are paired in her unit, with counselors trained to offer students both kinds of assistance. Sarah Baker, faculty member in Radiologic Sciences, described the Thematic Learning Community on Health Professions. The first year seminar that is part of this learning community helps students see that there are many health professions to consider in the event that they are not able to realize their aspiration of entering a nursing major or one of the other highly competitive allied health fields.

In March, COTE sponsored a reception and address by Deborah Meier at the Eiteljorg Museum. Ms. Meier talked about her successful experiences with small schools at Julia Richman High School in New York and now at Mission Hill School in Boston.

In April, COTE members discussed new state licensure requirements. In addition, COTE members reviewed Deborah Meier's presentation in the context of the small schools initiative under way in central Indiana schools. Barbara Gillenwater from Indianapolis Public Schools outlined plans for converting each IPS high school to multiple small academies in Fall 2005.

2004-05 COTE Membership

Marta Anton
World Languages & Cultures (Spanish)
School of Liberal Arts

Trudy Banta (*Chair)*
IUPUI Administration

Beth Berghoff
School of Education

Gabrielle Bersier
World Languages & Cultures (German)
School of Liberal Arts

Melissa Bingmann
Department of History
School of Liberal Arts

Cindy Borgmann
Herron School of Art

Marcia Capuano
MSD Lawrence Township

Chris Collier
IPS – Center for Inquiry

Carl Cowen
School of Science

Carole Craig
IPS – Human Resources

Stephen Fox
Department of English
School of Liberal Arts

Andrew Gavrin
Department of Physics
School of Science

Gerardo Gonzalez
School of Education

Linda Houser
School of Education

Larry Hurt
Ben Davis High School

Elizabeth Jones
Department of Physical Education

School of PE and Tourism Management

Chris Leland
School of Education

Kathleen Marrs
Department of Biology
School of Science

Ann Mennonno
IPS – Center for Inquiry

Khaula Murtadha
School of Education

Phyllis Scott
IPS – Key Learning Community

Philip Seabrook
University College

Joy Seybold
School of Education

Catherine Souch
School of Liberal Arts

Katie Stanton
Department of Physical Education
School of PE and Tourism Management

Jeff Swope
Department of Geology
School of Science

Jeffrey Watt
Department of Mathematical Sciences
School of Science

Gayle Williams
University College

Polly Wolfe
Herron School of Art

Assessing Student Learning Outcomes

IUPUI Summary Response to ICHE Goal 6

July 2005

Learning Outcomes for all IUPUI Undergraduates

Between 1991 and 1998, IUPUI faculty and staff worked toward a coordinated approach to general education for IUPUI undergraduates in a series of multi-disciplinary committees, day-long retreats, consultant-led workshops, and town hall meetings. This process culminated in 1998 with the adoption by the IUPUI Faculty Council in 1998 of six Principles of Undergraduate Learning (PULs):

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 taught in a set of specified courses offered primarily 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. As such, they define the meaning of an IUPUI baccalaureate degree, regardless of major.

Engaging Learning Opportunities for Students

To ensure that IUPUI students have opportunities to participate in engaging learning experiences that are aligned with expected learning outcomes, IUPUI faculty have developed the template that appears below for initiating and guiding assessment of learning in academic units.

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?

Through the combined efforts of faculty and administrative support staff, all IUPUI students should experience each of the following:

1. Prior learning is assessed in mathematics and selectively in foreign languages, chemistry, and other disciplines upon matriculation and students are placed in courses appropriate to their levels of achievement.
2. Students are introduced to the PULs in their First-Year Experience courses and Themed Learning Communities. These courses use active learning pedagogies and proven best teaching and learning practices.
3. Students continue to develop their PUL-related knowledge and skills in coursework, particularly in Gateway courses—those 30 or so introductory courses that account for over 30% of all undergraduate credit hours. Many of these courses have been revised over the past several years to support increased student engagement and success.
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 internships, undergraduate research studies, design projects, or professional licensure exams. Reflection and hands-on experience related to students' chosen fields characterize many of these experiences.
5. Faculty and professional staff use both direct and indirect measures of student learning to improve curriculum, instruction, and assessment processes.

Administrative Structures and Practices that Promote Learning

Annual Reports

Various mechanisms have been established at IUPUI to ensure that the five processes listed above are occurring. First an oversight committee representing each academic unit prepares an annual report on the assessment of student learning using the template illustrated above. The campus report is based on individual reports submitted by each academic unit. The content of the campus report is reviewed by a faculty committee, and suggestions for improvement of approaches to instruction and student support services, as well as assessment methods, are offered.

Surveys

Indirect evidence of student learning is collected annually through surveys administered to representative samples of enrolled undergraduates. The locally-developed *IUPUI Continuing*

Student Survey was administered first in 1995 and annually until 2001 when this survey was moved to a biennial administration to permit use of the *National Survey of Student Engagement (NSSE)* in the alternate years.

Program Review

Comprehensive academic program review provides an additional 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 and review teams are directed to comment on the quality of curricula, methods of instruction, and the evidence of student learning in general education as well as the major field of study.

Performance Indicators

IUPUI has developed performance indicators designed to chart progress on ten institutional goals, including student learning outcomes. Underlying each of the macro-indicators related to teaching and learning is a rich set of sub-indicators based on direct and indirect evidence derived from the sources just described.

Assessment Findings and Responsive Actions

Annual Reports

Direct and indirect sources of evidence of student learning are being used in every school to guide efforts designed to improve curricula, instruction, and student support services. A few examples from the 2005 reports from academic units are summarized below:

School/Department	Source(s) of Evidence	Responsive Improvements
Physical Education & Tourism Management • Physical Education	Student performance in internships and student teaching	Established minimum 2.5 GPA for eligibility for internship or student teaching, along with mandatory advising sessions with faculty.
Social Work	National survey for undergraduates in social work	Additional content in criminal justice and corrections will be added to the curriculum.
Engineering & Technology • Freshman Engineering Program	Project report evaluations, course outcome surveys, and peer evaluations	Changes have been made in project design, instruction in teamwork, and teaching methods for software tools.
SPEA	Performance in capstone courses, surveys, focus groups	A common exit exam is being designed for criminal justice majors and mandatory orientation for students has been instituted for the purpose of conveying curricular and learning outcome expectations.
Herron School of Art	Survey for graduating seniors	A trip to Paris during spring break was designed to increase students' understanding of other cultures.

Business	Student and employer surveys, student focus groups. Employer concerns expressed informally and in advisory groups	Changes have been made in career services to tailor services to identified needs. Three new courses for seniors will be offered to increase understanding of values and ethics in business and of corporate governance.
Liberal Arts • Anthropology	Student course evaluations and exit interviews with seniors	A course in applied anthropology is now required of all entering majors and a senior seminar and practicum have been added to provide more opportunities for students to apply their knowledge.
• Communication Studies	Student performance in conducting research	A research methods course is now required.
• English	Student performance and progression	Specific tracks through the curriculum have been developed, each with clear requirements. Faculty specializing in a given track advise majors in that area.
• Geography	Student performance and course evaluations	Active learning has been increased in all classes and more field trips and applied experiences have been added.
• Sociology	Student performance and senior survey	Faculty launched a capstone seminar and revised common final exams in introductory courses.
Science • Computer Science	Student performance and surveys	New curriculum in computer science is now being offered.
• Biology	Student performance in Anatomy 261	New exercises have been added to increase students' time on task.
• Physics	Student performance and surveys	Changes include less lecture and more active learning throughout the curriculum, an additional lab component for one course, and increased emphasis on communication in the capstone.
University College • Summer Bridge Program	GPA and retention data	Data supporting advantages for participants have been used to secure additional support for increasing participation.
• First Year Seminars	GPA and retention data	Data supporting advantages for participants have been used to secure additional support for increasing participation. Several online sections have been developed.
• Critical Inquiry	Instructors' perceptions	More training and support are being provided for instructors.
• Orientation	Surveys for students and parents	Orientation advising was made more interactive and the parent program was revised.
• Advising	Surveys for students and advisors	Advisors have received more information about connecting academic majors with careers.
• Learning Center	Program review by external team	All training for mentors and tutors has been standardized.
• Math Assistance Center	Student participation report	Staff scheduling was changed to match students' needs and publicity will be increased to encourage more students to participate.

IUPU Columbus • Business Division	Student performance on case studies	Diversity segments have been integrated in most courses in order to increase students' understanding of other cultures.
• Education Division	Student performance	More opportunities have been offered for students to write and make oral presentations. and to have field experiences as sophomores.

Surveys

In the 2003 *IUPUI Continuing Student Survey*, 85% of students responding said they were satisfied with their overall academic experience at IUPUI; this figure was just 78% in 1995. Similarly, satisfaction with the quality of instruction has risen from 77% to 82% and satisfaction with the use of technology in the classroom has increased from 59% to 72% over the same period. Satisfaction with advising has risen from 51% to 58% during this time, but even 58% is too low. Efforts to improve advising are underway in most of IUPUI's academic units.

Responses on the most recent administration of the *NSSE* indicate that IUPUI seniors experience larger learning gains than their peers at other urban universities and other doctoral-intensive universities in six areas, including three that are directly related to the Principles of Undergraduate Learning (PULs): thinking critically and analytically, writing clearly and effectively, and speaking clearly and effectively. IUPUI seniors reported lower learning gains than these peer groups on one item related to the PULs—developing a personal code of values and ethics. A faculty Community of Practice is working to promote a broader understanding of the *values and ethics* PUL, including ways to teach and to assess the related abilities more effectively.

Program Review

Responding to recommendations received during the Computer and Information Technology program review, faculty have made several changes that will enhance student learning. An honors program that will require students to pursue an internship, international experience, or community service project, is being developed. In addition, 20% of the CIT courses now are being delivered through asynchronous learning.

In response to recommendations made by the team that reviewed the Department of Sociology, a uniform process for student advising has been implemented, a student mentoring system has been established for students in 100-level courses, and new research opportunities for undergraduates have been created.

The program review for the Department of Geology helped to convince faculty to design a new bachelor's degree in Environmental Science. In addition, a new staff member to assist with the service learning program has been added, laboratory space has been expanded, faculty have created a capstone course, and a new system of assessment has been developed.

The program review in Physical Education has resulted in improved course scheduling and closer articulation with other programs. Content for the freshman learning community has been updated and a minor in athletic training has been discontinued.

Performance Indicators

Two of IUPUI's ten mission-related goals focus directly on student learning. These goals are stated: "support and enhance effective teaching" and "enhance undergraduate student learning." Each year faculty and staff review panels are convened to assess IUPUI's progress in these areas using the following scoring rubrics:

> A *green light* indicates that the goal is being achieved at an acceptable level or is clearly heading in the right direction.
>
> A *yellow light* indicates that the goal is not being achieved at an acceptable level, though it might be improving or declining slightly.
>
> A *red light* indicates that the current status or direction of change is not acceptable.

The data used to evaluate success in the area of supporting and enhancing effective teaching show increasing levels of faculty participation in professional development opportunities related to teaching and learning and a significant increase in the use of technology to improve teaching and learning. *Green lights* have been assigned to the subgoals of "institutional priorities for teaching development and practices" and "development of technology-based and technology-assisted teaching capacities." *Yellow lights* have been assigned to the subgoals of "engaging students in learning about their own and other culture and belief systems" and "use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes."

The data used to evaluate success related to the goal of enhancing undergraduate student learning show that IUPUI is moving toward a more inconclusive, welcoming, learning environment, with assessment efforts on the rise, increases in retention, and improvements in student satisfaction. Student advising, however, is lagging behind, with current student and alumni surveys consistently documenting that this is an area needing improvement. Review panels gave a *green light* to the subgoals "demonstration of students' general education and major-specific learning outcomes," "quality of the learning environment," and "graduates' contributions to their professions and communities, economically, socially, and culturally." A *red light* was assigned to "student academic progress and achievement" to indicate the need for more work to improve advising and retention to graduation.

The Student Electronic Portfolio

Led by the Center on Integrating Learning, the IUPUI student electronic portfolio (ePort) is being designed to provide evidence of both achievement and improvement in each of the PULs as they are learned within the context of the student's major. Authentic evidence of individual student learning, as well as aggregated information about learning at the course, department,

program, and campus levels will be increasingly available as the ePort moves from its pilot phase in fall 2004 to full implementation over the next four to five years.

The implementation of ePort is integrated with several concurrent initiatives, such as the establishment and maintenance of Communities of Practice based on the PULs, Themed Learning Communities, General Studies Curriculum Development, Service Learning/Community Engagement, and Faculty Development. This progress report therefore includes information about these integrative aspects of ePort implementation.

1. **ePort**: In fall 2004, ePort was pilot-tested in nine Themed Learning Communities, involving more than 20 faculty and almost 200 students. A research project comparing students in the ePort pilot with students in Themed Learning Communities not in the ePort pilot produced some promising results. While not largely generalizable due to the small sample size, these early data show that students in the pilot engaged more with their learning (based on a comparison of questions from the NSSE), saw written communication as more important to their learning, revised their writing more frequently, and, despite frustrations with an unstable technological infrastructure, were retained at the same rate. This information provides promising baseline data for ePort in relation to student learning.

   Faculty in the pilot project developed assignments that explicitly integrated the PULs into discipline-specific work so that students might load them into the ePort learning matrix, which is based on the PULs. These assignments are posted on the website of the Center on Integrating Learning (COIL) as resources for other faculty.

   A group of eight members of the IUPUI Senior Academy (emeritus faculty) reviewed 180 student reflections. On a scale of 1-3, most reflections (105) were awarded a 1 (good start, but could be improved), revealing that both students and faculty need support in understanding the role, the potential, and the mechanics of reflective writing about the Principles. Only 22 of the reflections received a 3 (exceeds expectations), while 53 received a 2 (meets expectations). Still, for most students and faculty, this was the first time they had been involved with reflective writing. One significant result of this experience with Senior Academy members arose from their desire to have more interactions with the students, to know more about the contexts in which the reflections were written, and to provide opportunities for students to try again. As a result, we have revised our approach to reviewing reflections, and will situate those reviews directly in the students' academic programs. Supporting that decision is the notion that the PULs should be taught, learned, and assessed in explicit integration with course material, and that faculty should be directly involved with the curricular and pedagogical implications of that integration. While this heralds a significant shift for many faculty, it also will move forward the campus approach to addressing the PULs more comprehensively, and will situate them directly in the overall curriculum of each academic and professional program.

   During spring 2005, the ePort learning matrix, based on the PULs, was pilot-tested in five first-year classes and a customized version of the matrix was pilot-tested in the English Capstone. Faculty reviewed the reflections of their students, and, in one

instance, traded classes to review the reflections of each other's students. This seemed to work well, and to bode well for the decision to change the approach to that of reviewing reflections. One notable result from the spring pilot is that 100% of the students in the English Capstone said that ePort should begin in the first year. Another notable result, more in direct keeping with ICHE Goal 6, is that the student reflections in the Capstone Matrix clearly indicated familiarity with and achievement in the PULs.

The technological infrastructure to support the ePort is now stable on an IU server, rather than on a developer's server. This alone will make its use easier for faculty and students. It is embedded in the new Oncourse CL, with which faculty and students are becoming increasingly familiar, again adding to greater ease of use. Finally, we are further refining the learning matrix, developing customizable learning matrices that can be used by each course or each department, and creating a set of templates whereby students may demonstrate their learning for a wider range of purposes.

During fall 2005, it is anticipated that 11 TLCs, 10 Learning Communities, 7 sections of Freshman Composition W131, and 7 sections of Communication Studies R110 will be using ePort, involving nearly 800 students.

2. **Themed Learning Communities** (TLCs): The TLCs combine 2-4 first year courses with a first-year learning experience around a particular theme, and thereby provide an excellent and integrated introduction to the PULs. TLCs are therefore an ideal site for piloting the ePort. As mentioned above, in 2004, nine TLCs piloted the ePort. We are anticipating increased involvement in the ePort for fall 2005.

   The TLCs play an important complementary role to ePort in relation to Goal 6 in that they are an ideal site for students to integrate assignments in several courses for a particular PUL. Therefore they provide an excellent catalyst for student learning of the PULs in a context that is truly integrated within the discipline.

3. **Communities of Practice** (CoPs). To date, five CoPs have been established, one for each of the PULs except for Depth, Breadth, and Adaptiveness of Knowledge. This last one should be established in 2005-06. With a total engagement of around 50 faculty, these Communities are still fledgling. Nonetheless, they have done important work in relation to ICHE Goal 6. They have refined the expectations for learning of the PULs at the introductory and intermediate levels and have developed some sample assignments that explicitly integrate the targeted PUL with discipline-specific concepts and knowledge. The expectations for learning appear in the ePort learning matrix, and the sample assignments provide well-structured opportunities for students to demonstrate their learning of the PULs in ePort.

4. **General Studies**: The curriculum for General Studies is grounded in the Principles of Undergraduate Learning. In spring 2005, General Studies faculty began to develop a three-credit course using ePort to document and assess learning in relation to the PULs. This will be implemented in spring 2006. Since General Studies boasts the largest number of majors on campus, the involvement of this program provides a

significant catalyst for involving more students and more faculty in ePort as a means of documenting student progress and learning in the PULs.

5. **Service Learning/Community Engagement**: Six departments (Sociology; World Languages and Cultures; Communication Studies; Sociology; Visual Communication; and Computer Information Technology) are currently involved with an initiative to integrate service learning and community engagement meaningfully throughout the major. This engagement will be documented through reflections developed by the students in relation to the PULs. These reflections will be posted to the ePort to demonstrate the integration of service learning/community engagement with the PULs and with the major. While this effort is in its preliminary stages, by the end of next year, we should be prepared for significant community engagement in each department.

6. **Faculty Development**: The Center for Teaching and Learning provides several kinds of support for faculty who wish to learn how to use ePort to document progress and achievement in the PULs. The "ePort Airport" is a day-long workshop on the PULs and ePort, and is offered several times a year, as well as being available to individual departments or other campus groups. Individual technological support is provided, as well as a wealth of shorter workshops offered throughout the year. Every workshop involving course development includes sessions on the PULs and information about how to develop assignments that integrate the PULs explicitly with discipline-specific concepts in order to demonstrate progress and achievement on ePort.

The above six initiatives provide a widening network for integrating and supporting the Principles of Undergraduate Learning throughout the campus, as well as increasing faculty engagement with ePort as a means for documenting progress and achievement in the PULs. Taking this intentionally incremental approach will enable faculty to come on board at a comfortable pace, ensuring that their motivation to enhance student learning of the PULs becomes the prime factor in their engagement.

Updated June 14, 2005

Assessing General Education Outcomes in the Disciplines at IUPUI

TABLE I

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Business	Yes	1. Capstone & I-Core project reports 2. Portfolio reviews 3. Professional certification exams 4. Faculty survey based on learning outcomes 5. Surveys for internship supervisors 6. Exit surveys for seniors 7. Student focus groups 8. Employer surveys	Yes Faculty development is occurring and changes are being made in career services that tailor the services to students' needs.
IIUPU Columbus • Division of Business		1 Capstone simulation and I-Core Case reports 2 Surveys for interns and employers 3 Career development portfolios 4 Business partners' feedback 5 Exit interviews with graduates	Yes
• Division of Education	Yes	1. National PRAXIS exams 2. Locally-developed performance assessments based on national standards 3. Student, employer, field placement teacher and advisory board surveys	In 2004 redesigned field placement procedures and expectations. Established an advisory board with representation from all field placement sites.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
• Division of Liberal Arts	Yes	1. Course assignments, exams, projects, oral presentations, journals, portfolios 2. Capstone courses	Data across students in a course or across courses will be studied by faculty collectively to determine warranted improvement actions.
• Division of Nursing	Yes	1. National licensure exam 2. Clinical performance 3. Capstone evaluation 4. Exit surveys 5. Alumni survey 6. Mosby assess test 7. NLN A & P test 8. Computer assisted subject and terminal evaluation	Numerous responsive changes in curriculum and instruction undertaken. One result is an increase in the performance of students on the national licensure exam. Used to evaluate preparation of students in science courses.
• Division of Science	Yes	1. Assignments, lab reports, project reports 2. Exams, including common finals in some areas 3. Lab practical exams 4. Research proposals and reports, including capstone 6. Presentations (individual and group) 7. State board exams 8. Self-evaluation and supervisor evaluation of practicum experiences 9. Midterm and end of semester course evaluations 7. Employer feedback 8. Alumni feedback	Yes

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
School of Continuing Studies Associate of Arts in General Studies Bachelor of General Studies	Yes	To the extent they are measured in each of the other academic departments. General Studies students take courses from all of the disciplines on campus. Students are therefore exposed to the PUL's in a variety of ways. The Learning Community and the Capstone, the only courses taught in the major, both cover the PUL's. In the Capstone course, the students create a portfolio of the PUL's from their work both at IUPUI and experientially.	Assessment findings are used to further develop the capstone course, serve as a basis for review and update of the curriculum, and serve as a justification for the development of the Threshold course.
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 5. Alumni survey 6. Student focus groups	Yes In 2005 the faculty decided to follow-up Benchmark I, completed at the end of block I, by having the faculty use the same instrument at the end of block 2. Students are given feedback on improvements, on-going concerns, and any new concerns arising in block 2. Benchmark III in the elementary program was changed to a reflective piece addressing the student teaching final evaluation completed by the mentor teacher and coach.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Engineering and Technology a. Biomedical Engineering	The first BS degrees are planned to be awarded in May of 2008. Some of the first steps in meeting the ABET will be the establishment of an External Advisory Board and the writing of our Program and Educational Objectives. This will happen during the remainder of 2005.	The success of the program will have the following assessment components: 1. Student learning through student works, 2. Industry's satisfaction with our graduates using surveys and focus groups, 3. Alumni satisfaction using surveys and focus groups, and 4. Matriculation rates, graduation rates, job placement, graduate school admissions, and advancements.	The new BME Department will take advantage of the internal review process directed by Vice Chancellor Banta's office, the Fall of 2005. A self study is being written this summer and will provide the roadmap for further elucidating and reaching our department goals as well as noting the progress in the ABET process for our new degree. It should be noted that the ABET assessment criteria will be mapped to the campus' Principles of Undergraduate Learning. We are on track with establishing our department and implementing our new curriculum. We have yet to reach a point of a full assessment where action could be taken. Our first such point will be our IUPUI department review this Fall.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
b. Computer Information Technology	Yes. Our learning goals are embedded in our assessment of our Program Outcomes for ABET TAC accreditation. Each of the Program Outcomes is mapped onto the PULs.	1. Assignments, tests, lab reports, project reports and presentations, final exams in courses 2. Student satisfaction surveys 3. Student exit surveys 4. Alumni surveys 5. Employer surveys 6. Industrial Advisory Board appraisals	Although we are not yet accredited by ABET, we have been using the ABET/TAC program outcomes to help us assess student learning, which we have mapped onto the IUPUI PULs. We have begun to create a more systematic assessment plan. This has been prompted by our plan to seek accreditation under the new ABET IT criteria, and we have recently mapped all course objectives to the new ABET IT criteria. We will be creating a schedule of artifact collection to ensure that all outcomes are assessed within a three-year cycle. In addition we will be mapping the new IT outcomes to the TAC outcomes we have been using so we can use previous assessment results. In addition, we are planning to institute two new assessment measures: surveys of student confidence of his/her knowledge of the course outcomes, and assessment of student internship/project reports. The department will be able to use information from these activities to help us modify the teaching/learning process.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
c. Construction Technology	Yes, on each course syllabus PULs are listed as well as ABET criteria	1. Assignments, lab reports, projects and presentations, final exams in courses 2.. Capstone project reports 4. Student satisfaction surveys 5. Student exit surveys 6. Alumni surveys 7. Employer surveys 8. Industrial Advisory Board appraisals	We have mapped these onto the IUPUI Principles of Undergraduate Learning to show that all PULs are thus assessed. We found that for the last calendar year indicate that for the ABET/PUL criteria, students are meeting or exceeding our expectations. In fact, we are concerned with this overwhelming success and will investigate and refine the connection between work items and measurable outcomes to better substantiate this data. As a department and particularly thru our curriculum committee we intend to qualify and quantify the connection between learning objectives and outcomes for core classes ART 117, ART 120, ART 155, CNT 280 and CET 104. Although we have all faculty educated in and involved in the collection of work items and outcomes data, we are not getting the participation of enough faculty for dependable and consistent data collection every semester. And the data we are getting is not as focused on tying student outcomes to student objectives as we would like, thus leading us to a reliance on a few core courses for in depth scrutiny of the impact of changes and improvements in student learning (in both the two and four year programs). These courses assess almost all of our accreditation-based program outcomes and we think will prove to be good indicators of student learning. Additionally exit surveys of students in upper level courses along with surveys of alumni and employers have been done to complement the direct evidence that was obtained by assessing student works. Finally, findings and impacts in these core courses are being shared with all faculty members. The overall impact of this focus on attempting and documenting changes is that instructors are thinking more about the outcomes they are to measure.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
d. Electrical and Computer Engineering	Yes. Our learning goals are embedded in our assessment of our Program Outcomes for ABET accreditation. Each of the Program Outcomes is mapped onto the PULs.	1. Capstone project reports 2. Laboratory reports 3. Final exams 4. Hourly exams 5. Student satisfaction surveys 6. Alumni surveys 7. Employer surveys 8. Industrial Advisory Board appraisals 9. Oral presentations 10. Term papers/project reports	The ECE Department undergone accreditation visits in 2002 (computer engineering) and 2004 (both computer engineering and electrical engineering). For our 2002 accreditation visit, a complete cycle of assessment was performed over a period of two years, including an evaluation of our assessment findings and the determination of modifications in the teaching/learning process to be made to improve performance on weak outcomes. For our 2004 visit, a second complete cycle w as performed, again over a two-year cycle. Student learning was again assessed and compared against expectations, and further modifications were proposed to improve performance on weak outcomes. In addition, each faculty member has analyzed the data from the survey of student confidence of his/her knowledge of the course outcomes and has made plans for modifying the teaching/learning process from this activity.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
e. Electrical and Computer Engineering Technology	The ECET Department has an established assessment plan in place, but recently refined our departmental objectives and outcomes. We mapped each departmental outcome to ABET criteria a-k and to the IUPUI Principals of Undergraduate Learning (PULs).	We have modified our assessment plan to be sure that each outcome is assessed using multiple methods, including the following: 1. Student self-assessment surveys, 2. Final exam questions to be repeated each semester, 3. Capstone project reports, 4. Oral presentations 5. Course project reports, 6. Alumni surveys, 7. Employer surveys, and 8. Industrial advisory board focus group	The ECET Department will undergo an ABET accreditation visit in 2006. All learning outcomes were assessed completely in our latest cycle of assessment, and student learning has met departmental expectations on approximately 95% of the outcomes. Improvements have been planned to try to raise performance on the remaining outcomes. Each faculty member also prepares an end of semester course reflection, identifying changes made, reasons for each change, and changes which should be made or investigated and assessment results which lead to these conclusions. These reflections are documented and reviewed to ensure continuous course improvement.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
f. Freshman Engineering	Yes. The learning community course is built on the University template and learning objectives are mapped to PULs. In other freshman courses, objectives are mapped both to ABET criteria and PULs.	1. Hourly and final exams. 2. Student satisfaction surveys. 3. Oral presentations. 4. Course outcome surveys. 5. Peer evaluations. 6. Project reports.	The Freshman Engineering Program is a service unit for the other engineering departments. Program goals encompass adjustment to college life and mastery of strategies for student success as well as preparation for advanced courses in the engineering curriculum. Curricular changes are made in response to assessment findings from the engineering departments as well as results of assessment of the freshman courses. Results from course outcome surveys, project report evaluations, and peer evaluations have produced changes in project design, instruction of teamwork, and teaching methods for software tools.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
g. Mechanical Engineering	Yes. Our learning goals are embedded in our assessment of our Program Outcomes for accreditation by the Accreditation Board of Engineering and Technology (ABET). Each of the Program Outcomes is mapped onto the PULs. The correspondence maps, relating our program outcomes to PULs, prepared jointly with the ECE department, are depicted at our assessment web site from http://www.engr.iupui.edu/me/fpuls.shtml.	1. Capstone design project reports 2. Laboratory reports 3. Final exams 4. Hourly exams 5. Term papers/project reports 6. Oral presentations 7. Student satisfaction surveys 8. Alumni surveys 9. Employer surveys 10. Course outcomes surveys 11. Exit surveys 12. Faculty feedback mechanism 13. Industrial Advisory Board appraisals 14. Student Advisory Board appraisals	The department has undergone an ABET accreditation visit in 2004 for its B.S.M.E. degree in Mechanical Engineering. From our assessment data, we have identified areas where we need to make changes in the teaching/learning process to improve student learning. For a complete description of our findings and improvements, please go to http://www.planning.iupui.edu/prac/03-04schoolreports/ET/ME.pdf. A new curriculum has been implemented in Fall 2003 based on the findings of the assessment process established in the department. The process is in place for continuous improvement of the program.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
h. Mechanical Engineering Technology	Every course has specified outcomes that are mapped to program outcomes and appropriate PULs/ABET criteria a-k. These desired outcomes are developed using student, faculty and industrial advisory board input. Course outcomes are shared with students in syllabi and in explicit references in class.	1. Capstone Project Reports 2. Laboratory Reports 3. Graduation Exams or Portfolio 4. Student works and/or tests and case studies in selected courses 5. Team projects 6. Student self reports of well they feel they have learned the course outcomes 7. Retention rates, graduation rates, and number of degrees conferred 8. Continuing students satisfaction 9. Alumni satisfaction surveys 10. Employer satisfaction surveys	Data from student performance in each course is collected, and deficiencies within degree programs are assessed. Recommendations and changes in curricula and instruction are developed through degree program curriculum committees and are undertaken as warranted. 2005/2006 Status: MET Program Objectives and course outcomes are in a review/revision cycle in preparation for 2006 MET ABET accreditation visit and beginning of the CGT program accreditation cycle. Multiple course and curriculum level changes have occurred in response to capstone project and graduation exam/portfolio results as well as student, industrial advisory board feedback and alumni survey results.
i. Organizational Leadership and Supervision	Syllabi for every section of every course specify at least one PUL item. Every instructor is charged with evaluating student performance in at least one PUL item in each class. All instructors, including part time instructors, are asked to complete assessment reports at the end of each semester. The instructor's assessment report describes the method used to measure PUL performance and the results.	1. Course assignments, exams, projects, term papers. 2. Community involvement activities. 3. Student surveys. 4. Alumni surveys. 5. Industrial Advisory Board appraisals.	The department has analyzed the progression of PUL skill building from the 200 to the 300 to the 400 level course offerings. The process continues as part of monthly meetings. Recommendations are forthcoming with the aim of a more clearly defined hierarchy of PUL skill building as students progress through the degree program.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
j. Technical Communications	Technical Communications does not have majors. The program assesses oral presentations and written reports for the departments in the school.	1. Oral presentations for engineering majors 2. Written reports for technology majors	Fewer than 70% of students achieved an overall average score of 3.5 for engineers on their oral presentations and 3.0 for technology. Improvements on their written reports will be implemented for fall 2005 semester, including a refined rubric, better training of the TCM staff, and procedures for evaluation of the written as well as the oral components of TCM 360. In addition, technology students taking TCM 370 will be put through an assessment process on their oral presentations. We have some serious reservations about the efficacy of the rubric used, and one action item will be to create one that is more geared to TCM 220. In addition, the sample of 25 is too small; we will do assessments on summer students to increase the size of the sample

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Herron • Visual Communication major • Art Education major	Yes Yes	1. Assignments, projects, exams in courses 2. Sophomore advancement reviews 3. Artist's statements at sophomore and senior levels 4. Capstone courses 5. Student surveys 6. Alumni surveys 7. Internship supervisors' reviews 8. 2nd looks assessments 9. senior exhibition 10. senior portfolio 11. video tape/DVD teaching portfolio 12. lesson plans 13. Written reflections on teaching & lesson plans 14. Use of rubrics	All art education courses contain both PULs and state standards. Rubrics have been developed and refined in art education. Course assignments and activities have been modified in both programs and changes in instruction have been made when appropriate. Visual Communication students receive clear information about expectations for sophomore advancement review and are assigned a faculty mentor to assist them if they don't pass the review.
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.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
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.	Three 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.
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.
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.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
f. History	Yes	1. Course assignments, tests, projects 2. Student exit survey 3. Alumni surveys	No report for 2004-05 filed yet.
g. Philosophy	Yes	1. Course assignments, tests, papers	Yes More faculty are engaged in curriculum development and pedagogical research. New courses have been developed.
h. Political Science	Yes	1. Course exams, papers, critical analyses 2. Capstone course 3. Senior seminar exit interview	Yes Changes to the major
i. Religious Studies	Yes	1. Course exams, projects, essays 2. Capstone course	Yes. Several courses are now tied to University College, including critical inquiry sections, honors sections, and the introduction of a mentor into our gateway course. We now have six sections per semester with a mentor, and we are tracking how well this affects DWF rates.
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.
k. World Languages	Yes	1. Nationally developed oral proficiency interview 2. Common exams in multi-section courses 3. Course assignments, tests, oral presentations, exams, research papers 3. Portfolios and capstone courses with research and reflective essays	Yes. Special purpose language and translation courses introduced in all programs, immersion-based teaching internships introduced in Spanish, supervision of capstones increased.
Medicine • Allied 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.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
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 Seven departments	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 4. Each department uses a variety of assessment techniques, including course exams, papers, lab reports, and oral presentations	Yes. Curriculum has been significantly changed in Computer Science to better suit . Physics has placed increased emphasis on communication in the capstone, has added a lab component to one course, and is changing the instructional mode in others to deemphasize lecture. Biology has added new exercises intended to increase students' time-on-task in Anatomy (N261). Various faculty have changed instructional practices in individual courses.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Social Work	Yes	1. Course-Learning Objectives (CLO) Classification System 2. Course/Instructor and Student Learning Assessment (CISLA) System 3. Implementation of Course Objectives 4. assignments, reports, papers, videotaped or simulated interviews 5. Peer reviews of students 6. Course learning outcome surveys 7. Student entrance and exit surveys 8. Alumni survey 9. Employer survey	Yes. More online sections of a course are offered. A new online course was added to the present inventory of online courses. Two required BSW courses were revised. Content on technology, spiritualism, and international issues are being gradually introduced in the curriculum. Refine our online assessment road map.
Physical Education and Tourism Management a. Physical Education	Yes	1. Performance in internships 2. Exit interviews with graduating seniors	Evaluation instruments are under review.
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.

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Public and Environmental Affairs	Yes. Capstone courses, which are the primary assessment tool for the major, incorporate learning outcomes for the PULs, degree-specific content, and learning outcomes for the major. Explicit references to PULs in some, but not all, syllabi for other courses.	1. Capstone courses with exams, papers, group projects, debates, oral presentations – qualitative assessment via capstones by faculty 2. Student, employer, and faculty evaluation of internships 3. Focus groups 4. Practicum report writing for BSPH, Health Administration 5. SPEA and campus-based student surveys 6. SPEA and campus-based alumni surveys 7. Employer surveys 8. National Survey of Student Engagement (NSSE)	Yes. Administrators use assessment findings to identify strengths and weaknesses to improve programs and services for students and faculty. Examples include: Criminal Justice faculty are developing a common exit exam to be used for program evaluation; student survey data are used to focus and improve student services during advising; employer and alumni data are used to incorporate more skills training and increase rigor to improve employability of students; mandatory student orientation has been instituted to foster sense of community and convey expectations; associate faculty orientation, mentoring, and teaching evaluation used to support associate faculty, convey expectations, and enhance teaching; invited presentation on active learning for associate faculty by the Office of Teaching and Learning was used to encourage active learning and; unified multi-section courses implemented to improve quality; full-time and associate faculty course evaluations and grade distributions used to help develop norms for classroom rigor; DFW and grade distributions and survey data of students, employers, and alumni used by faculty to identify strengths and weaknesses in the curriculum; NSSE used for benchmarking.
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.