INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

2005 - 2006

ANNUAL REPORT
Planning and Institutional Improvement

COMPONENT OFFICES:

- Economic Model
- Information Management and Institutional Research
- Institutional Effectiveness
- Testing Center
- Planning and Institutional Improvement

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2004-2005 Annual Report

Office of the Vice Chancellor for Planning and Institutional Improvement

MISSION

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

GOALS

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

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

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

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

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

5)   Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.

COMPONENTS OF THE OFFICE

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

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

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

The Economic Model Office helps administrators:

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

Information Management and Institutional Research (IMIR)

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

institutional and external data resources;

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

Office of Institutional Effectiveness (OIE)

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

Testing Center (TC)

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

Planning and Institutional Improvement Highlights

2005-06

1. Trudy Banta made a dozen invited presentations at national or international meetings, including one sponsored by the Hechinger Institute of Columbia University for journalists from news organizations across the country. Following the Hechinger event, Banta was interviewed for articles published in the *Christian Science Monitor* and the *Philadelphia Enquirer.* An article published by Banta on the subject of national testing for college students was distributed at a conference in Europe hosted by the World Bank.

2. James Johnson earned the Ed.D. degree in Higher Education from Indiana University.

3. Reya Calistes earned the M.S. in Mechanical Engineering from Purdue University.

4. David Ryan earned the B.A. in General Studies from Indiana University.

5. Amol Patki earned a Project Management Professional Certificate from the Project Management Institute.

6. Howard Mzumara was appointed adjunct assistant professor of education.

7. Karen Black presented findings at the annual meeting of the Society for College & University Planning (SCUP) related to the work of the IUPUI Best Practices Group.

8. Susan Kahn presented on ePort at three national or international conferences and on iPort at one conference.

9. Susan Kahn co-chaired the faculty Community of Practice on Integration and Application of Knowledge, which worked on rubrics and examples to guide faculty wishing to incorporate this PUL in courses. She presented two workshops on Integration and Application of Knowledge, one as part of an Office of Professional Development (OPD) series and the other at the Edward C. Moore Symposium.

10. Clifford Marsiglio co-facilitated an award-winning poster session (with Dr. Edgar Huang, associate professor, Indiana University School of Informatics New Media program) at the New Media Consortium Summer Symposium (http://newmedia.iupui.edu/news/story.php?id=422).

11. Howard Mzumara won the bid to provide evaluation consulting services for the Plowshares Peace Studies Collaborative (www.plowsharesproject.org) and continued to serve as project evaluator for the IMLS/IUPUI grant on "Shaping Outcomes" (www.shapingoutcomes.org).

12. IMIR and Testing Center staff successfully completed a three-year evaluation study of the South Central Indiana CAPE Project, a collaborative project funded by Phi Delta Kappa International.

13. Susan Kahn was appointed Associate Director of ePort and then Director of ePort for Research and Evaluation. She continued to participate on the ePort Core Committee, the ePort Assessment Committee, and the PRAC ePort Committee.

14. Susan Kahn chaired the Assessment Subcommittee of the Council on Civic Engagement, which contributed to the report for the Carnegie Classification on Community Engagement, evaluated the Civic Engagement Performance Indicators for 2004-2005, and worked with the Office of Communications and Marketing on plans for resurrecting the Civic Engagement Inventory.

15. IMIR staff members responded to over 150 ad hoc requests for information, published results of four (student, faculty, and two alumni) surveys, added two new reports to the Point-in-Cycle website, and compiled a detailed series of reports for use in projecting student headcount over the next five years, estimating capacity, and setting aspirational enrollment goals at the program, department, and school level.

16. IMIR staff members conducted two workshops to assist chairs, directors, and deans in the task of projecting enrollments and estimating capacity for the Enrollment Management Council's Enrollment Target Project. Methods of projecting enrollment using Excel functions were reviewed and issues and resources related to estimating capacity were discussed.

17. Karen Black continued Accelerated Improvement Process work with Human Resources. She co-facilitated three processes: Graduate Admissions in SPEA, Post-baccalaureate non-degree admissions with Enrollment Services, and the English Department response to its program review.

18. PAII staff launched an AIP process that culminated in a newly designed and improved division website, which brings together in one site the resources of all PAII component offices, implementing a purpose-based navigation system.

19. Testing Center staff implemented an outreach placement testing operation that includes administration of "special" test sessions for the ESL Program and University College's Upward Bound Program. (A total of 100 students took the ESL placement test battery from remote test sites at IUPUI; and 219 students completed the COMPASS Mathematics and Reading Tests for the Upward Bound Program -- 125 students at IUPUI and 94 students at the IU Bloomington campus.)

20. The number of examinees who completed IU examinations at the Testing Facility increased by 3.6% (from 555 examinees in 2004-2005 to 575 examinees in 2005-2006).

21. The number of students taking non-IU examinations at the Testing Facility increased by 67.3% (from 110 students in 2004-2005 to 184 students in 2005-2006).

22. The number of DANTES examinations administered at the Testing Facility increased by 40% (from 50 examinees in 2004-2005 to 70 examinees in 2005-2006) and the number of students who took CLEP examinations at the Testing Facility increased by 21.6% (from 97 students in 2004-2005 to 118 students in 2005-2006).

23. Testing Center's development unit updated the interface for the online Spanish Placement Test and extended test administration services to students at Ivy Tech Community College

24. The number of students taking the COMPASS Mathematics Placement Tests increased by 7.2% (from 3778 in 2004-2005 to 4049 in 2005-2006).

25. PAII staff coordinated 12 program reviews (Biomedical Engineering, Electrical & Computer Engineering, Mechanical Engineering, English, History, Biology, Chemistry, Physics, UC Advising, Research Compliance, Social Work, and an administrative review for Chancellor Bantz). Planning activities for 11 reviews to be conducted in for 2006-07 were initiated.

26. Susan Kahn coordinated a PRAC grant project that designed a set of rubrics describing good practices for incorporating ePort into syllabi and assignments.

27. PAII staff conducted the 2005 Assessment Institute in Indianapolis at the University Place Conference Center and Hotel. The event attracted a record 850 participants from 47 states, Washington DC, Guam, Puerto Rico, Canada, United Arab Emirates, and New Zealand.

28. Trudy Banta continued to serve as a Senior Scholar of the Association of College Personnel Administrators (ACPA) and on the executive boards of the National Postsecondary Education Cooperative (NPEC), GRADES, and the Simon Youth Foundation.

29. Karen Black continued civic engagement activities with United Way by participating in three management and governance review site visits – Fairbanks, YMCA, and the Boys and Girls Club.

30. Howard Mzumara continued to co-chair the Pipeline Task Force of the American Evaluation Association (www.eval.org).

31. Susan Kahn participated in two reviews for the Higher Learning Commission's Academic Quality Improvement Program (AQIP).

32. With Sharon Hamilton, Susan Kahn represented IUPUI at meetings of the National Coalition for Electronic Portfolio Research

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
	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

	Implementation Strategies		Performance Indicators/Milestones	Person(s) Responsible
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
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

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

Summary of Progress on Goals and Objectives
FY2005-2006

Goal 1:	Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	Best Practices
Objective:	I.1 Communicate broadly the campus mission/vision.
Timeframe:	On-going
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.** In October 2005 the doubling goals were incorporated in a visual presentation that takes the form of a cube (See Appendix A). A list of the central Indiana economic development clusters forms the Y axis of the cube and the 3 IUPUI mission elements – Teaching/Learning, Research/Scholarship, Civic Engagement – form the X axis; the doubling goals associated each of the 3 mission themes form the third dimension of the cube. Chancellor Bantz uses the cube as an aid in explaining IUPUI's mission and goals to internal and external audiences. I.1b. **On-line annual report for IUPUI further developed using electronic institutional portfolio.** The 2004-2005 Annual Performance Report was published both in print and on the Web within the iPort and was very positively received. Improvements this year included enhanced quality and quantity of data on the performance indicators for review by faculty/staff committees, and the convening of new committees to review the first teaching and learning performance indicator ("Attract and support a better-qualified and more diverse student population") and the civic engagement indicators. We were also able to include additional data in the "Profile of Progress" section of the report in print and on the Web. The Best Practices Working Group followed up on its work in developing indicators during 2004-2005 by beginning to gather data that will enable members to assign traffic light colors for the next version of the report. I.1c. **Faculty/staff understanding of campus plans increased.** I.1d. **Participation in PAII national institute.** The Assessment Institute in Indianapolis continues to draw record attendance and more proposals to make presentations were submitted than ever before (see brochure in Appendix B).

	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 of information requests from external constituents.
	I.1g.	**Improved PAII website**
	I.1h.	**Usage statistics for PAII Web sites.** Continued to compile a Web Usage Statistics Report for PAII Web sites.
Activities planned:	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.** With the leadership provided by IUPUI's new Executive Vice Chancellor, Uday Sukhatme, new goals and objectives will be developed to accompany the mission statement approved in November 2005.
	I.1b.	**On-line annual report for IUPUI further developed using electronic institutional portfolio.** Continued development of indicators and supporting data, especially in the areas of graduate education and Research, Scholarship, and Creative Activity, developed in collaboration with the Graduate School and the Office of the Research and Graduate Education.
	I.1c.	**Faculty/staff understanding of campus plans increased**. In 2005 the faculty survey item about clarity of campus plans and objectives was rejected by a panel of advisors (especially in Medicine) as not pertinent to school faculty, who focus on department and school plans. The item has subsequently been returned to the survey.
	I.1d.	**Participation in PAII national institute.** In 2006 additional tracks have been added and national experts in these tracks will deliver keynote addresses. To accommodate the anticipated increased attendance, the institute has been moved to the Westin Hotel. After the Institute we will again undergo a process to determine the best location for next year's institute and evaluate the effectiveness of the new tracks.
	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.	**Improved PAII website**

	I.1h. **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*.** Doubling goals incorporated in visual cube that Chancellor Bantz uses often with internal and external constituents. **I.1b.** **On-line annual report for IUPUI further developed using electronic institutional portfolio.** Enhanced data to support performance indicators; development of new indicators and data in areas indicated above. **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 2005 Assessment Institute in Indianapolis drew more than 850 participants from 347 different colleges and universities, 26 corporations, 47 states and District of Columbia, Puerto Rico and Guam and 3 foreign countries (United Arab Emirates, Canada, and New Zealand). In 2004 the Assessment Institute drew 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 101 (102 in 2004-05) invitations to make presentations or to consult with international and national organizations, but were unable to accept 28 (37 in 2004-05) of these. **I.1f.** **Number of external information requests.** PAII staff continue to respond to hundreds (251 in 2005-2006 and 144 in 2004-2005) of information requests from external constituents. **I.1g.** **Improved PAII website** **I.1h.** **Usage statistics for PAII Web sites.** • **PAII** (www.planning.iupui.edu): Total #Pages Viewed: 529,859;

	Number of Visitors per Day: 37,138
	• **IMIR** (www.imir.iupui.edu/):
	Total #Pages Viewed: 1,040,561;
	Number of Visitors per Day: 25,818
	Breakdown:
	Annual Planning:
	Total #Page Views: 45,123; #Visitors per Day: 881
	   Online Database:
	     Total #Page Views: 15,241; #Visitors per Day: 886
	Point in Cycle:
	Total #Page Views: 15,400; #Visitors per Day: 1,146
	• **IUPUI Institutional Portfolio** www.iport.iupui.edu:
	Total #Pages Viewed: 584,011
	Number of Visitors per Day: 24,314
	• **Testing Center** (http://tc.iupui.edu)
	Total #Pages Viewed: 759,399
	Number of Visitors per Day: 137
	Breakdown:
	   Office site (Testing Center): tc.iupui.edu/
	   Total #Page Views: 313,387; % of Total: 41%
	   Student Evaluation of Teaching: set.tc.iupui.edu/
	   Total #Page Views: 446,012; % of Total: 59%
	• **Economic Model** (www.iupui.edu/~abcmodel/intro-page.html):
	(not enough data available)

Campus Planning Theme:	Best Practices
Objective:	I.2 **Develop a short list of campus priorities for strategic investment.**
Timeframe:	On-going
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.** The process for allocating Commitment to Excellence (CTE) funds incorporated campus priorities. Two special planning hearings were held in January 2006 to focus on strategies to be undertaken to advance (1) Teaching/Learning and (2) Research/Scholarship in Health and Life Sciences.
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 during the 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.** Achieved in part through allocation of CTE funds.
Goal 2:	**Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.**
Campus Planning Theme:	Best Practices
Objective:	II.1. **Provide planning assistance to campus units (see Appendix C).**
Timeframe:	On-going
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 24 IUPUI units with planning this year, 33 in 2004-05, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02. II.1b. **Number of planning consultations/projects.** PAII staff participated in 59 consultations/projects this year, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02.
Campus Planning Theme:	Teaching/Learning
Objective:	II.2. **Provide leadership and information support for enrollment management, including full implementation of a web-based management information system.**
Timeframe:	On-going
Actions taken to date:	II.2a. **Expanded information infrastructure for campus enrollment planning.** • The focus this year was on providing academic units with information for use in developing enrollment targets, a project supported by the Enrollment Management Council (EMC).

	IMIR staff conducted workshops on using Excel functions for projecting enrollments and reviewed resources for use in estimating capacity and demand for academic programs. A series of reports including 10-year trends in enrollments, degrees, and demographic profiles at the department, program, or school level was provided for use in developing targets. • Worked with leaders in Enrollment Services offices to develop a list of strategic enrollment indicators. II.2b. **Expanded use of on-line enrollment trend database by deans and directors.** Continued to monitor hits on the website.
Activities planned:	II.2a. Expanded information infrastructure for campus enrollment planning. • Provide follow-up reports to Deans for use in revising enrollment targets. • Publish strategic enrollment indicators on our website. II.2b. Expanded use of on-line enrollment trend database by deans and directors. Continue to monitor hits on website.
Indicators of Progress:	II.2a. **Expanded information infrastructure for campus enrollment planning.** • Projected enrollments and estimates of capacity were received from the vast majority of programs. Figures were compiled at the school and campus levels. Induced course load matrices were updated using projected headcount for fall 2006 through 2010. • Work on compiling data for the strategic enrollment indicators has begun. II.2b. **Expanded use of on-line enrollment trend database by deans and directors.** • The number of page views for the on-line database increased to 15,241 page views, up from 9,097 for 2004-05. • Use of the point-in-cycle site remained relatively stable at 15,400 page views this year compared to 15,942 for 2004-05.
Goal 3:	**Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.**
Campus Planning Theme:	Teaching/Learning
Objective:	III.1. **Continuously improve information support for the campus assessment process.**

Timeframe:	On-going

Actions taken to date:	III.1a. **Information resources available to support assessment.**
	    See Indicators of Progress.
	III.1b. **Deans' ratings of accessibility of planning reports through the Web.**
	    Held 2 workshops on use of system. Overall, 13 people representing 10 units attended the workshops.
	III.1c. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.**
	    Worked with Center for Service and Learning, the Office for Professional Development, and Communications and Marketing on planning. The plan is contingent on the development and implementation of a campus-wide online Faculty Activity Report that would enable civic engagement activities to be flagged and to generate an e-mail invitation to faculty members to enter their activities into the Civic Engagement Inventory. The development of the online FAR is in progress, but not completed.

Activities planned:	III.1a. **Information resources available to support assessment.**
	• Continue to seek ways to provide useful resources to the campus community.
	• We will undertake an evaluation of the newly deployed website and make improvements as needed.
	III.1b. **Deans' ratings of accessibility of planning reports through the Web.**
	    We have continued to enhance this system from usability and technical architecture points of view. This year we are planning to redesign the current system based on the identity guidelines from the Communications and Marketing Department.
	III.1c. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.**
	    Continue to collaborate with the above offices and to advocate for the development of the online FAR.

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, and the results will be published in the British journal *Assessment and Evaluation in Higher Education* in 2006-07. Continuous improvement efforts will be guided by the information received. • PAII websites provide access to annual assessment and

	planning reports.
	• Periodically *Assessment Update* issues are 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. A new unified website was designed and deployed.
	III.1b. **Deans' ratings of accessibility of planning reports through the Web.**
	System will be used for sixth consecutive year. Over the last few years we have had very few technical troubleshooting requests. This is an indicator that system users are comfortable in using this system. We continue to provide optional training workshops for all the users.
	III.1c. **Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.**
	Faculty civic engagement activities are captured in an updated, searchable Civic Engagement Inventory.
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.**
	• PAII staff coordinated 12 program reviews (Biomedical Engineering, Electrical & Computer Engineering, Mechanical Engineering, English, History, Biology, Chemistry, Physics, UC Advising, Research Compliance, Social Work, and an administrative review for Chancellor Bantz). Eleven reviews (Health and Rehabilitation Sciences, Communication Studies, SLIS, Teacher Education and Student Services in the School of Education, MPA, MHA, Computer and Information Technology, Construction Technology, Electrical and Computer Engineering Technology, Mechanical Engineering Technology, Organizational Leadership and Supervision) planned for 2006-07 were initiated. Two follow-up sessions (Psychology and Biomedical Engineering) were conducted, and three department heads (Business, Organizational Leadership, and Public Health) reported to PRAC on progress in implementing the reviewers' recommendations.

	• The program review sub-committee of PRAC agreed to provide feedback on drafts of the departmental self-studies. III.2b. **Reviewers' ratings monitored for suggested improvements.** Reviewers' ratings are analyzed and acted upon when necessary (see Appendix D). III.2c. **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.** The departments of English, History, Chemistry, Biology, and Physics used financial data we provided 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.** III.2b. **Reviewers' ratings monitored for suggested improvements.** • Eleven reviews (Health and Rehabilitation Sciences, Communication Studies, SLIS, Teacher Education and Student Services in the School of Education, MPA, MHA, Computer and Information Technology, Construction Technology, Electrical and Computer Engineering Technology, Mechanical Engineering Technology, Organizational Leadership and Supervision) will be conducted. • In the future members of the Program Review and Advanced Practices sub-committees of PRAC will provide feedback on drafts of departmental self-studies. The program review sub-committee of PRAC will host a meeting of department chairs who recently participated in a review of their departments and department chairs preparing for reviews to provide advice on writing the self-study and the review process. Information derived from this session will also be used to improve the overall review process. • 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 2006-07 and 2007-08.
Indicators of Progress:	III.2a. **Program review introduced to new deans and the eight-year schedule for review of units completed.** Eleven program reviews were planned, Twelve reviews and two follow-up sessions were conducted, and three department heads reported progress on reviewers' recommendations to PRAC.

	III.2b. **Reviewers' ratings monitored for suggested improvements.** Reviewers' ratings were monitored; no needs for change were noted. **III.2c.** **Program review guidelines used to address interrelationship of cost outcomes to issues of quality, access, and manageable total expenditures.** Five departments that had program reviews in 2005-06 utilized financial assessment data in discussions related to academic planning and budgeting in their schools.
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 C)**.** Units were assisted with assessment activities. **III.3b.** **Number of assessment consultations/projects.** PAII staff consulted with units. **III.3c.** **Cadre of campus assessment professionals developed and supported.** IMIR staff continue to work closely with assessment personnel in University College, Student Life and Diversity and Enrollment Services. A subcommittee of PRAC has been formed to bring together assessment professionals to discuss assessment issues. This group will be asked to provide feedback on department self-studies as a part of the campus program review process. The group has proposed a series of professional development activities open to all campus faculty and staff. **III.3d.** **Institutional effectiveness documented via institutional portfolio and improved annual performance report.** See I.1b. above. **III.3e.** **Indicators of validity for placement testing in mathematics, English and foreign languages.** • Testing Center continued to work closely with faculty and the Placement Testing Advisory Committee in monitoring course placement criteria and in developing strategies for improving course placement services. • Maintained relatively high compliance rates for placement in mathematics courses. • Mzumara collaborated with faculty and placement test coordinators in monitoring course placement criteria and assisted faculty in completing annual validation studies for

mathematics and English-as-a-Second Language (ESL) placement tests.

- No notable progress was made in conducting a formal assessment of the effectiveness of the Guided Self-Placement (GSP) model for English writing courses. However, implementation of the GSP process seems to be proceeding well.

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

- Assessment personnel from University College and Student Life and Diversity (SLD) attend IMIR staff meetings. Worked closely with SLD on diversity performance indicators. Some progress was made on incorporating program evaluation resources in the redesigned PAII Web site deployed in the Fall 2005.
- This indicator/milestone has been modified for 2006-07 to read: New website including program evaluation resources designed and deployed.

III.3g. **Improved strategy for assessing civic engagement.**

Assessment Subcommittee of Council on Civic Engagement evaluated the performance indicators for Civic Engagement this year, using more and better data than were available in the past. OIE, CSL, and Communications and Marketing are now collaborating on development of an improved Civic Engagement Inventory. However, little progress was made on the CEI because the plan hinges on development and implementation of the online Faculty Activity Report.

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

Online Placement Testing: (#units served: 7)

- Continued to administer the three Web-based language placement tests (French, German, and Spanish) on behalf of the Department of World Languages and Cultures; and extended administration of the Web-based Spanish Placement Test to college students at Ivy Tech Community College (Indianapolis campus).
- Testing Center assisted IUPU Columbus in using ACT's Internet version of the COMPASS/ESL placement system and also used the Internet version to support outreach testing activities for the ESL Program and Upward Bound Programs at IUPUI.
- Testing Center staff developed and maintained a Web-based application for scheduling students' tests, and collaborated with the office of Orientation Services in developing a Web-based reservation system for scheduling student orientation

	and testing sessions. **Online SET/Course Evaluation**: (#units served: 8) • Testing Center staff continued to administer online course/instructor evaluations for campus units, including the Schools of Education, Nursing, Social Work, University College, Herron School of Art & Design, SPEA, and the Community Learning Network. • Testing Center's scanning services assisted IMIR with administration of Web-based alumni surveys. • Testing Center hired a part-time Web application developer to facilitate development of the "report generation" function for the Web-based Survey Evaluation Tool (OnlineSET) in support of online survey administration. III.3i. **Development, implementation, evaluation, and adoption of student electronic portfolio.** • Two departments received small grants to incorporate ePort into teaching and assessment: the Department of Secondary Education in the School of Education and the Department of Computer and Information Technology in the School of Engineering. Both made good progress on planning and will begin using the ePort in classes in 2006-2007. Three more grants were given for the coming year. In addition, all freshman Themed Learning Communities will use ePort in Fall 2006. The ePort is housed within Oncourse CL; once Oncourse CL is fully developed and implemented, we expect use of ePort to become more widespread. • In addition, a PRAC grant this year supported the work of a faculty committee that developed rubrics defining good practices for incorporating ePort into syllabi and assignments. • Testing Center staff administered the Pre- and Post-PUL Survey in support of the ongoing assessment of the efficacy and effectiveness of using student ePortfolios at IUPUI. • Mzumara continued to serve as a member of the ePort assessment team and the ePort Core Management Team, respectively. • Mzumara collaborated with Susan Kahn and other ePort faculty in support of a PRAC grant (re: content analysis of ePortfolio-related course syllabi and assignments).
Activities planned:	III.3a. **Number of units assisted with assessment.** 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. **Cadre of campus assessment professionals developed and supported.** • IMIR staff will continue to work with assessment personnel in University College and Student Life and Diversity. • PAII staff will work with the Advanced Practices Subcommittee of PRAC to improve assessment activities and the professional development of staff and faculty. This group will offer advice on self-study documents for departments who will be conducting program reviews this year. III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.** See I.1b. above. III.3e. **Indicators of validity for placement testing in mathematics, English and foreign languages.** • Continue to collaborate with placement test coordinators in conducting periodic monitoring of validation criteria for placement in chemistry, mathematics, ESL, and world language courses; and adjust placement cutoff scores as warranted. • Collaborate with chemistry faculty in adjusting placement cutoff scores for Chemistry Placement Test so as to minimize possible "over-placement" of under-prepared students in CHEM C105. Also, collaborate with Larry Hill and Registrar's office in implementing a 'prerequisite check system' that could help improve appropriate placement of students in chemistry courses. 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. **Improved strategy for assessing civic engagement.** Continue to collaborate with the above offices and to advocate for the development of the online FAR. Continue to improve the quantity and quality of data available for evaluation of the Civic Engagement indicators. III.3h. **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 or develop new online placement tests for Latin and Japanese. • Assist *Department of Chemistry* faculty in developing a Web-based Chemistry Placement Test. • Testing Center staff will continue to provide evaluation

	consulting services in support of development, implementation, and use of student ePortfolios at IUPUI. • Testing Center will continue to collaborate with the Enrollment Center, Ivy Tech Community College, and partners in local high schools and find cost-effective ways to expand outreach placement testing activities. • Testing Center staff will continue to collaborate with OPD staff in seeking appropriate survey tools or alternative solutions for evaluating online courses at IUPUI. • Testing Center will continue to offer (new and existing clients) the use of OnlineSET application to support research projects and end-of-semester course/instructor evaluations. III.3i. **Development, implementation, evaluation, and adoption of student electronic portfolio.** • Continue to collaborate with OPD on developing, implementing, and evaluating ePort. Continue working with TLCs and with grantee departments on incorporating ePort into syllabi and assignments. • Testing Center staff will re-administer the Pre- and Post-PUL Survey to student participants during the summer and fall semesters of 2006 as part of the ongoing assessment of the efficacy and effectiveness of using student ePortfolios at IUPUI. • Mzumara will continue to serve as a member of the ePort assessment team and the ePort Core Management Team, respectively.
Indicators of Progress:	III.3a. **Number of units assisted with assessment.** PAII staff responded to 43 IUPUI unit requests for assistance with assessment. 55 in 2004-2005, 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 158 requests for assistance with assessment. 202 in 2004-2005, 90 requests in 2003-04, 173 requests in 2002-03, and 189 requests in 2001-02. III.3c. **Cadre of campus assessment professionals developed and supported.** Assessment personnel from University College, Student Life and Diversity (SLD), and Enrollment Services attend IMIR staff meetings. Worked closely with SLD on diversity performance indicators. III.3d. **Institutional effectiveness documented via institutional portfolio and improved annual performance report.** See I.1b. above. 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) and in the chemistry (CHEM C105) course.

- Overall findings from an annual validation study of the mathematics placement test continue to indicate that students who comply with the Mathematics Placement Test recommendation do better in their math classes than students who do not comply with the placement test recommendation.
- Overall findings from periodic review and monitoring of course placement and outcome data in collaboration with faculty in the departments of mathematical sciences, world languages and cultures, and the ESL Program indicate overall satisfaction with course placement criteria for mathematics, world languages, and ESL courses, respectively. However, adjustment of placement cutoffs for chemistry is needed to minimize possible 'over-placement' of students in CHEM C105 (especially for students with marginal placement test scores).

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

So far, relatively minor progress has been made in further developing the program evaluation resource site and incorporating it in the redesigned PAII Web site

III.3g. **Improved strategy for assessing civic engagement.**

Civic Engagement indicators are evaluated using continuously enhanced data. Faculty civic engagement activities are captured in an updated, searchable Civic Engagement Inventory.

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

- Testing Center's development unit updated the interface for the online Spanish Placement Test and extended test administration services to students at Ivy Tech Community College.
- Testing Center assisted IUPU Columbus, the Upward Bound Program at the IUPUI and Bloomington campuses, and the ESL Program at IUPUI in using the Internet-based COMPASS/ESL placement system to facilitate course placement of students at IUPUI.
- Maintained use of the three Web-based language placement tests and increased or maintained the number of students taking the online tests for the Department of World Languages and Cultures: Total number of students tested in world languages: 793 (up by 47.7% from 537 reported for 2004-05; French Placement Test – up by 85.3% (i.e., from 68 students tested in 2004-2005 to 126 in 2005-2006); Spanish Placement

	Test – up by 43.3%, from 425 students in 2004-2005 to 609 in 2005-2006); and maintained the number of students tested in German ($\underline{n}$ = 58).] • Number of students who took the computerized CLEP examinations at the Testing Facility increased by 21.6% (from 97 students in 2004-2005 to 118 students in 2005-2006). • Testing Center assumed responsibility for administering the Web-based *K201 waiver examination* on behalf of the Kelley School of Business at IUPUI, and tested 6 students by the end of June 2006. In addition, Testing Center staff administered 71 individual "Course Test Out" sessions for the Department of Computer and Information Technology (up by 9.2% from 65 test sessions reported for the 2004-05 period): 48 students for *CIT 106* and 23 students for *CIT 115*. • Testing Center staff administered online course/faculty evaluations for several campus units including the Schools of Education, Nursing, Social Work, SPEA, the Community Learning Network, Labor Studies, Liberal Arts, IUPUC and University College. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts' "Shaping Outcomes" grant project funded by the Institute of Museum and Library Services. (Total number of online surveys administered: 1,143 -- up by 49.6% from 764 reported for the 2004-05 reporting period; Total number of respondents: 8,547 -- up by 36.2% from 6274 reported in last year's report.) III.3i. **Development, implementation, evaluation, and adoption of student electronic portfolio.** • Adoption of ePort by more and more departments and faculty members. • Testing Center staff administered the Pre- and Post-PUL Survey and analyzed data for student participants during the Fall 2005 semester. • Mzumara collaborated with Susan Kahn and other ePort faculty in conducting a content analysis of ePortfolio course syllabi and assignments (funded by PRAC).
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.** Many revisions were made to the faculty survey, internal student survey and alumni surveys last year to bring them

	more in line with campus priorities. This year items were revised on the staff survey. III.4b. **Response rates on student surveys.** Falling response rates to our surveys continue to be a concern. We experimented with several changes in our administration procedures this spring in the hopes of both increasing response rates and lowering the amount of staff time we dedicate to survey administration. In the first instance we used an outside firm to verify alumni addresses and in the second we asked the IUPUI Testing Center to create a Scantron version of the recent alumni survey to speed data entry. III.4c. **Use of surveys by campus units.** Graduation Council. Reports on the student and alumni surveys were provided to the following departments and schools in support of their program review efforts – Education, Social Work, Communication Studies and Biology. Survey results were also used to inform the Student Work/Retention CTE project and Civic Engagement efforts.
Activities planned:	III.4a. **Survey items aligned with campus priorities.** Conduct the internal student survey and the recent alumni survey in Spring 2007. These surveys will be used to support several Commitment to Excellence (CTE) projects including Student Work/Retention and Civic Engagement efforts. III.4b. **Response rates on student surveys.** New plans will be developed to increase response rates. Alternating items on our core surveys and going to a two-year cycle for alumni surveys will be studied. III.4c. **Use of surveys by campus units.** Continue to feature survey results to PRAC, the doubling councils, CTE project personnel and faculty in programs undergoing review. Client surveys were conducted for the Biotechnology Training Program and the Nina Mason Pulliam grant.

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<tr><td rowspan="2">Indicators of Progress:</td><td colspan="2">

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

Performance Indicators feature many survey items; Medical School faculty survey reports customized to better serve internal needs.

III.4b. **Response rates on student surveys.**

Response rates on campus surveys.

Survey	Earlier	Prior	Most recent
Alumni	39%	30%	26% ↓
Staff	63% (paper)	70% (web and paper)	53% ↓ (web and paper if requested)
NSSE	39% (web and paper)	30% (web+)	26% ↓ (web only)
Continuing Students	40% (web & paper)	42% (web & paper)	26% ↓ (web only)
Faculty	52%	48%	55% ↑
FSSE	na	na	52%

III.4c. **Use of surveys by campus units.**

Demand for client surveys remains steady. Survey results are being incorporated into the work of planning councils.

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Campus Planning Theme:	**Teaching & Learning**
Objective:	III.5. **Continuously improve services associated with IUPUI's placement testing, course evaluation, classroom testing, national testing, and document scanning programs.**
Timeframe:	On-going
Actions taken to date:	III.5a. **Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).** • Testing Center staff maintained administration of ESL and Chemistry Placement Tests for the ESL Program and Department of Chemistry, respectively, and increased test administration activities for the national testing program. • Testing Center administered 'course test outs' for the

| | Department of Computer Information Technology and Kelley School of Business at IUPUI.

• Howard Mzumara worked with faculty in the ESL Program on a validity study of the ESL test battery.
• Testing Center staff 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 assisted staff at the IUPU Columbus campus with installation of ACT's Internet version of the COMPASS/ESL Placement System.
• Testing Center formally deployed an outreach testing program to offer COMPASS Mathematics placement testing at off-campus test sites (including ongoing test administration for students enrolled in the Upward Bound Program on IUPUI and IU Bloomington campuses).
• Testing Center staff administered online course/faculty evaluations for several campus units including the Schools of Education, Nursing, Social Work, SPEA, the Community Learning Network, Labor Studies, Liberal Arts, IUPUC and University College. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts' "Shaping Outcomes" grant project funded by the Institute of Museum and Library Services. (Total number of online surveys administered: 1,143 -- up by 49.6% from 764 reported last year; Total number of respondents: 8,547 -- up by 36.2% from 6274 reported for the 2004-05 fiscal year.)
• Testing Center staff conducted an annual evaluation of the national Assessment Institute in Indianapolis.

III.5b. **Satisfaction with Testing Center services.**
• Periodic monitoring of exit survey results is used to facilitate coaching of new and existing staff members and for incremental quality improvements in services offered in the Testing Facility.
• Revised placement testing exit survey to reflect changes in placement testing operation.

III.5c. **Information derived from the placement testing and validation processes enhanced.**
• Validation process for course placement continued to use logistic regression and decision theory (classification) approaches to generate probability graphs and classification indices that supplement placement score distributions 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).** • Extend administration of IUPUI's Web-based Spanish Placement Test to college students at the state-wide campuses of Ivy Tech Community College. • Continue efforts to increase number and percentage of students taking computerized, Web-based or paper-and-pencil tests in the Testing Facility. • Continue to accommodate ad hoc test proctor requests on behalf of students at peer institutions in and out of state/country. • Testing Center will continue working with the University Counsel's office in completing the ETS Certification process that would establish IUPUI as a test site for ETS' Internet-based tests such as TOEFL and GRE. III.5b. **Satisfaction with Testing Center services.** • Continue to monitor exit survey results and improve training of proctors and receptionists at the Testing Center. Also, encourage Testing Facility staff to attend staff development workshops or seminars offered through Human Resources Administration. III.5c. **Information derived from the placement testing and validation processes enhanced.** • Continue to collaborate with faculty in exploring the feasibility of using additional predictor measures and conduct sub-group analyses that will help to improve the quality and accuracy of information available to advisors for academic advising and course placement purposes.
Indicators of Progress:	III.5a. **Use of Testing Center services (especially the High School Placement Testing Program; National Testing Program; Scanning/Data Analysis Services; and Educational Measurement, Evaluation, and Statistical Consulting Services).** • Number of students tested in **chemistry** increased by 25.5% (from 874 in 2004-2005 to 1097 in 2005-2006; #Students who took the ESL Placement Tests in the Testing Facility (UN G015) increased by approximately 1% (from 414 in 2004-2005 to 418 for 2005-2006 reporting period.) • Total number of students who took national and state examinations (through the Testing Center's External Testing Program) increased by 18.6% (from 5687 examinees served in 2004-2005 to 6985 examinees served in 2005-2006).

	o Number of students taking non-IU examinations at the Testing Facility increased by 67.3% (from 110 students in 2004-2005 to 184 students in 2005-2006).
	o Number of examinees who completed IU examinations at the Testing Facility increased by 3.6% (from 555 examinees in 2004-2005 to 575 examinees in 2005-2006).
	o Number DANTES examinations administered at the Testing Facility increased by 40% (from 50 examinees in 2004-2005 to 70 examinees in 2005-2006).
	o Number of students who took CLEP examinations at the Testing Facility increased by 21.6% (from 97 students in 2004-2005 to 118 students in 2005-2006).
	o Number of examinees who took a variety of national or certification examinations during the week-end (Saturday) test sessions increased by 26.1% (from 4652 examinees in 2004-2005 to 5867 examinees in 2005-2006).
	• Administration of the Web-based Spanish Placement Test was extended to college students at Ivy Tech Community College (Indianapolis campus).
	• Testing Center staff continued to administer COMPASS/ESL placement tests successfully at remote test sites on-campus and off-campus.
	• Testing Center staff administered 71 individual "Course Test Out" sessions for the Department of Computer and Information Technology (up by 9.2% from 65 test sessions reported for 2004-05): 48 students for *CIT 106* and 23 students for *CIT 115*.
	• Testing Center staff administered online course/faculty evaluations for several campus units including the Schools of Education, Nursing, Social Work, SPEA, the Community Learning Network, Labor Studies, Liberal Arts, IUPUC and University College. In addition, Testing Center staff administered online surveys in support of the School of Liberal Arts' "Shaping Outcomes" grant project funded by the Institute of Museum and Library Services. (Total number of online surveys administered: 1,143 -- up by 49.6% from 764 reported last year; Total number of respondents: 8,547 -- up by 36.2% from 6274 reported last year.)
	• Clifford Marsiglio worked with Dr. Edgar Huang (associate professor, IU School of Informatics New Media Program) in co-facilitating an award-winning poster session on streaming technology (www.iupui.edu/~nmstream) at the New Media Consortium Summer Symposium.
	• David Ryan (manager, scanning services) collaborated with Drs. Diane Billings and Pamela Jeffries to conduct a series of data analyses in support of individual grant projects for

faculty in the IU School of Nursing.

- Howard 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).
- Testing Center staff continued to provide evaluation consulting services in support of four collaborative grant projects: evaluation of the South Central Indiana CAPE Project (with IMIR); IUPUI Course Transformation and Student ePortfolio Project (with OPD); evaluation of the IMLS-funded 'Shaping Outcomes' Project (with the Schools of Liberal Arts and Library and Information Science); and formative evaluation of the Plowshares Peace Studies Program (with Plowshares Program and Indianapolis Peace House staff).

III.5b. **Satisfaction with Testing Center services.**

- **Placement Testing**: Approximately 94% of students are "satisfied" or "completely satisfied" with information received from TC staff; 94% of students are "satisfied" or "completely satisfied" with courtesy displayed by proctors; 94% are "satisfied" or "completely satisfied" with helpfulness displayed by proctors. (Note: The first two indicators are down by a percentage point each from the ratings reported for 2004-05.) Students' perceptions of the accuracy of placement tests in measuring present skills (as reflected by the percentage of respondents who either "agreed" or "strongly agreed" that the respective placement tests are accurate measures of present skills in Chemistry, ESL (English speaking skills), and COMPASS Mathematics: 62% for Chemistry, 64% for ESL, and 57% for Mathematics. Overall results are consistent with those reported in previous years, but suggest ongoing need for incremental quality improvement in testing services.
- **National testing program**: 98% of respondents indicated that test security procedures in the Testing Facility were handled in an efficient manner; 95% reported that proctors made strong efforts to provide a friendly testing atmosphere; 96% indicated being satisfied with the service provided by proctors; whereas 91% of respondents "agreed" or "strongly agreed" that the Testing Facility was free from distractions. These results are quite consistent with those obtained last year.

III.5c. **Information derived from the placement testing and validation processes enhanced.**

- Testing Center generated math placement "audit" reports that assist instructors in the Department of Mathematical Sciences

	to review appropriateness of students' placement in math courses.

Campus Planning Theme:	Best Practices
Objective:	III.6. **Increase the use of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.**
Timeframe:	On-going
Actions taken to date:	III.6a. **Number of units 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 integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** Three fiscal officers have expressed interest in working in as-needed collaborations for economic model consulting and budget planning for academic units needing assistance
Indicators of Progress:	III.6a. **Number of units integrating the use of economic modeling (activity-based costing/management) in annual planning/budgeting.** • Johnson provided economic modeling for program reviews for Departments of English, History, Chemistry, Biology, and Physics. He also provided consulting support IU School of Education, IU School of Dentistry, and IU School of Journalism. Consulting and preliminary economic modeling services for budgeting assessment were provided for the Purdue School of Science. Economic modeling services for the Division of Labor Studies evolved into an interim administrative management and budget oversight assignment during the transition of this academic unit. • Departmental program reviews have been incorporated in departmental and school unit academic planning discussions. Additionally, a large academic unit client's budget tightness has diminished and elevated the integration of academic planning and budgeting. Increased financial stringency in three other academic units resulted in new levels of economic model engagement in the annual planning/budgeting processes.
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.** • Two reports, *Applications by School of Intended Plan* and *Number of International Applicants and Admitted Students* were added to the point-in-cycle website. • Reports provided for use in academic program review were revised to include campus and/or school comparisons. **III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** No action was taken this year.
Activities planned:	**III.7a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.** Additional summary views will be added to the Point-in-cycle website. **III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** Staff will meet with deans to discuss IMIR products and information needs.
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.** Two reports, *Applications by School of Intended Plan* and *Number of International Applicants and Admitted Student,* were added to the point-in-cycle website **III.7b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses.** No formal action was taken this year. However, reports provided for academic program review were revised based on user feedback and numerous positive comments were received about additions to the point-in-cycle website.
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.** Best practices indicators developed and data were gathered for each of the goals. We made a start at developing indicators for Research, Scholarship, and Creative Activity. New committee on "Attract and Support a Better Qualified and More Diverse Student Population" suggested revisions to the indicators for that objective. IV.1b. **Documented use of indicators by central senior administrators and school deans.** Performance indicators in the 2005 Performance Report were used by the Chancellor in several of his speeches to the community. PAII data were used in the Chancellor's annual report to the President. The deans projected enrollments using enrollment trend templates provided by IMIR. Some use of performance indicators is evident in the reports of the Doubling Task Forces (see Appendix E), the Fiscal Futures Team (Appendix F), and the 2006 ICHE Goal 6 Report (Appendix G).
Activities planned:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Continue working with relevant committees and offices to revise or develop indicators where needed. Assign traffic lights for the Best Practices Indicators and refine data collection process (see Appendix H). Continue using available data to evaluate indicators that have been in use for the past several years (some of the Teaching and Learning indicators, the Civic Engagement indicators, and the Diversity indicators). IV.1b. **Documented use of indicators by central senior administrators and school deans.**
Indicators of Progress:	IV.1a. **Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.** Development of indicators in mission areas and goals where we have had "place holder" indicators thus far. Ongoing use of those indicators that do not appear to require revision. IV.1b. **Documented use of indicators by central senior administrators and school deans.**
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.** • Moved to common web Portal which should provide a basis for more consistent measures of web access. • Purchased Microsoft Project Manager to track progress on PAII projects.
Activities planned:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** Train PAII staff to use Project Manager system.
Indicators of Progress:	IV.2a. **Increasingly useful set of indicators for monitoring PAII performance in use.** • Common web Portal was established. • Focus of staff retreat was on project management. • Planning for staff training sessions on Project Manager system completed.
Campus Planning Theme:	**Best Practices**
Objective:	IV.3. **Advance institutional effectiveness collaborative initiatives.**
Timeframe:	On-going
Actions taken to date:	IV.3a. **Staff participation in Institutional Effectiveness activities.** An increased number of faculty, administrators, and staff participated in discussion and evaluation of performance indicators this year. IV.3b. **Proposals developed, submitted, and funded.** Began developing a proposal to FIPSE for an interstate collaboration on high school-college and two-year to four-year institution articulation using student electronic portfolios and electronic transcripts. IV.3c. **Presentations and publications related to IUPUI's institutional portfolio.** One presentation at a national conference and one at a regional conference.
Activities planned:	IV.3a. **Staff participation in Institutional Effectiveness activities.** Continue to work with existing committees and to form new committees to address gaps in the performance indicators. IV.3b. **Proposals developed, submitted, and funded.** Complete and submit FIPSE proposal. If not successful, consider resubmitting or submitting to other funding agencies. IV.3c. **Presentations and publications related to IUPUI's institutional portfolio.** Full-day pre-conference workshop, in collaboration with Portland State University, at this year's Assessment Institute,

	presentation at EAIR, and, hopefully, others. Possible article on the experiences of IUPUI and Portland State on using online institutional portfolios for accreditation self-studies.
Indicators of Progress:	IV.3a. **Staff participation in Institutional Effectiveness activities.** Several new committees were involved in discussing and evaluating IUPUI's performance indicators this year, expanding the circle of faculty, staff, and administrators engaged with the indicators. These included a committee focused on the indicators for "Attract and support a well-prepared and diverse student population," one of the campus's "Excellence in Teaching and Learning" goals, and a subcommittee of the campus-wide Council on Civic Engagement that addressed campus performance on the full set of indicators under "Excellence in Civic Engagement." Already existing performance indicator committees, including the PRAC PI Subcommittee, the Best Practices Committee, and the Chancellor's Diversity Cabinet, continued their discussions and work on the indicators as well. IV.3b. **Proposals developed, submitted, and funded.** Completion, submission, and funding of proposal. IV.3c. **Presentations and publications related to IUPUI's institutional portfolio.** Presentations completed and publications accepted on iPort.
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.** • All Doubling Task Forces reported using data this year in their annual reports (see Appendix E). The Enrollment Management Task Force reported "collaboration with the Office of Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research."

	• The Council on Retention and Graduation reported reviewing student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes. • Other Doubling Councils reported analyzing student enrollment and survey data to continue their work. • A faculty member in Physical Education used the AIP norm setting tool (What would cause me to fail as an instructor? You fail as students?) in classes at start of the semester. She reported that this worked much better than past efforts with norm setting in classes and found the tool to be a great help. • SPEA used the AIP to streamline the admissions process and to ensure proper backup procedures are in place. • University College uses the AIP in the 21st Century Scholars program to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result the process was streamlined and various check points were added to evaluate the process. • PAII staff continue to collaborate with staff in the Office of Human Resources Administration to conduct monthly facilitator meetings for faculty and staff interested in the Accelerated Improvement Process. To date over 35 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned (see Appendix I). • The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation reviews; Student Life and Diversity to inform the campus-wide smoking policy; University College to improve advising; Medicine to improve the Biotechnology Certificate program. • All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions. • The Economic Model was used by Nursing, Dentistry and Law to inform their financial planning. In the Dentistry accreditation report the Economic Model process received special notation.
	V.1b. Implementing Improvements suggested by NCA reaccreditation review. See III.3i on development, implementation, evaluation, and adoption of student electronic portfolio, which the NCA reviewers saw as an important addition to IUPUI's assessment strategies. Also, see IV.1a on campus use of an increasingly stable set of performance indicators.

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. **Implementing Improvements suggested by NCA reaccreditation review.** **Delete this objective.** With the NCA review now almost four years behind us, implementation of recommendations well under way, and new campus leadership in place, this is no longer a high priority.
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). • Over 35 AIP efforts have been documented. By way of example, participants have reported that these efforts have increased the effectiveness of classes, admission processes and recruitment. V.1b. **Implementing Improvements suggested by NCA reaccreditation review.** N.A.
Campus Planning Theme:	**Best Practices**
Objective:	V.2. **Continuously improve the professional development of PAII staff**
Timeframe:	On-going
Actions taken to date:	V.2. **Professional development plans implemented and deployed** • Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops or training opportunities as part of the ongoing staff development activities in PAII. • Professional development plans are taken into account whenever recruitment and hiring decisions are made in the respective units. • Offered discretionary/incentive bonus awards to staff members.
Activities planned:	V.2. **Professional development plans implemented and deployed** • Continue to hold a division-wide staff retreat once per year.

	• Maintain flexibility in work schedules that helps to empower individual staff members to pursue professional development or training opportunities as needed. • Continue to maintain discretionary/incentive award bonus plans in PAII.
Indicators of Progress:	V.2. **Professional development plans implemented and deployed** • Upgraded two positions in Testing Center and gave bonus awards to selected TC staff members. • New academic degree and certifications earned by TC staff. • A total of three staff retreats conducted by PAII during 2005-2006.
Campus Planning Theme:	**Best Practices**
Objective:	V.3. **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.3a. **Number of consultations for planning, evaluation, and improvement purposes provided by PAII staff (internal and external).** See Indicators of Progress V.3b. **External funding received.** See Indicators of Progress
Activities planned:	V.3a. **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.3b. **External funding received.** Develop specific proposals and submit to appropriate external agencies.

Indicators of Progress:	V.3a. **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.3b. **External funding received.** • External funding of $45,404 was received for evaluation projects. • The Testing Center and Information Management and Institutional Research are in the third year of the <u>Community Alliance for Process in Education (CAPE) project evaluation: School improvement, K-12 professional development, and higher student achievement</u> contract with Phi Delta Kappa, International, fiscal agent for The Lilly Endowment, Inc. Third year of three-year contract for $214,951. Fiscal year 2005-06 expenditures: IMIR - $1,016; TC - $635; Total - $1,651. • The Testing Center was funded for a Commitment to Excellence Project entitled *Infrastructure for Course and Program Innovation (including the IU Student e-Portfolios).* – Total Amount of Award: approximately $1,000,000 shared among eight offices/units at IUPUI. (Year 3 Budget outlay to Testing Center: $14331.00; *FTE service commitment to the project:* 8% FTE as member of Project Assessment Team.). Mzumara also is evaluating Online Critical Care Courses. (Testing Center contract - $1,710- 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: <u>Nina Mason Pulliam Scholars Program multi-program longitudinal evaluation</u>. Six-year contract for $593,376. Subcontract with Arizona State University for IUPUI Portion: $336,211. Fiscal year 2005-06 expenditures: $5,765.
Campus Planning Theme:	**Best Practices**
Objective:	V.4. **Contribute evaluation resources for community activities and programs**
Timeframe:	
Actions taken to date:	V.4a. **Number of evaluation studies funded and conducted for campus constituents.** • A total of 4 major evaluation studies was funded and conducted through the Testing Center:

<table>
<tr><td></td><td colspan="2">

o Course Transformation and Student ePortfolio Project: Howard Mzumara, David Ryan, and Mary Rebecca Lewis (graduate assistant) assisted ePort Core and OPD staff with Web-based administration of Pre- and Post-PUL Survey to student participants during Fall 2005 and conducted data analysis for the ePort pilot study to evaluate the efficacy and effectiveness of student ePortfolios at IUPUI.
o Shaping Outcomes (OBPE) Project: Howard Mzumara and Ranjita Shinde (graduate assistant) coordinated the project evaluation activities in support of IMLS-funded "Shaping Outcomes" project on Outcomes Based Planning and Evaluation (OBPE). (Information about the 'Shaping Outcomes' project and course is available at www.shapingoutcomes.org and www.shapingoutcomes.org/course)
o Plowshares Project: Howard Mzumara obtained a new contract (funded by the Plowshares Program/Indianapolis Peace House) and conducted a formative evaluation study for the Plowshares Program. (Details of the Plowshares Project are available at: http://www.plowsharesproject.org/).
o South Central Indiana CAPE Evaluation Project: IMIR and Testing Center staff successfully completed the collaborative evaluation study of South Central Indiana's Community Alliance to Promote Education (CAPE) Project that was funded by Phi Delta Kappa International.

Testing Center staff provided evaluation consulting services to several IUPUI faculty members in support of other grant projects based in the IU Schools of Nursing and Medicine.
Mzumara co-authored a conference paper and two draft manuscripts with faculty in the IU School of Nursing.

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<tr><td></td><td>V.4b.</td><td>Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.

Testing Center upgraded the Computer Support Specialist (TE08) to Technical Projects Development Supervisor (PAO10) position to support formal deployment of outreach testing services.

</td></tr>
<tr><td>Activities planned:</td><td>V.4a.</td><td>Number of evaluation studies funded and conducted for campus constituents.
Howard Mzumara will continue to serve as an evaluator in support of Testing Center projects including the IUPUI Course Transformation and Student ePortfolio Project (funded by Commitment to Excellence funds), Shaping Outcomes (OBPE) Project funded by IMLS grant; and Evaluation of the</td></tr>
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		Plowshares Peace Studies Program (funded by the Plowshares Program/Indianapolis Peace House).
	V.4b.	**Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.** • Testing Center will continue to explore ways to collaborate with colleagues at Ivy Tech Community College in developing and implementing an outreach testing program that will offer placement testing to students in local area high schools and at other off-campus test sites.
Indicators of Progress:	V.4a.	**Number of evaluation studies funded and conducted for campus constituents.** • Testing Center staff conducted data collection, analysis, and/or wrote evaluation reports for the respective evaluation studies. • Howard Mzumara coordinated evaluation activities for four major evaluation studies at the Testing Center.
	V.4b.	**Improvements in course placement services accomplished through development and implementation of off-campus/high school outreach program.** • Testing Center will continue to explore ways to collaborate with colleagues at Ivy Tech Community College in developing and implementing an outreach testing program that will offer placement testing to students in local area high schools and at other off-campus test sites.

FY2007-2008 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.		
I.1a. Assist in developing campus plans (e.g., Uday's Academic Plan)	1.1a. Academic Plan developed and implementation priorities established.	Trudy
1.1b. Assist Chancellor in convening Resource Planning Committee.	1.1b. Deans and faculty leaders engaged in resource planning for the campus.	Trudy
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
I.3 Communicate broadly the campus mission/vision.	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Trudy, Susan, Amol
	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).	Susan, Mike
	I.3c. Participation in PAII national conference maintained at 1000.	Karen, Trudy
	I.3d. Number of national and international invitations for PAII staff maintained at 120.	Karen, Trudy
	I.3e. Number of external information requests maintained at 210.	Karen et al.
	I.3f. Improved PAII website – increased Google Page Rank for home page and main section pages.	Karen et al.
	I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).	Amol
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	II.1a. At least 25 units assisted with planning annually.	Karen, James, Trudy
	II.1b. At least 50 planning consultations/projects conducted annually.	Karen et al.
II.2. Provide leadership and information support for planning.	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
	II.2c. ¼ (about 5) of the deans report using IMIR survey or database information in their annual reports.	Gary, Susan, Karen
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. Inventory of information resources available to support assessment.	Karen
	III.1b. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.	Susan, Amol
	III.1c. Increased use (to 5) of peer group analysis by discipline.	Gary

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
III.2.	Continuously improve the academic and administrative program review processes.	III.2a.	Program review introduced to new deans and the 8-year schedule for review of units completed.	Karen, Trudy
		III.2b.	Reviewers' ratings monitored for suggested improvements.	Karen
		III.2c.	Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.	Karen, James
		III.2d.	SLA template for self-study in use.	Karen
III.3	Continuously improve the campus practice of assessment.	III.3a.	Number of units assisted with assessment remains steady at 40.	Karen et al.
		III.3b.	Number of assessment consultations/ projects remains steady at 150.	Karen et al.
		III.3c.	Cadre of campus assessment professionals developed and supported.	Trudy, Karen, Gary
		III.3d.	DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics, and world languages.	Howard
		III.3e.	Information derived from the placement testing and validation processes enhanced.	Howard
		III.3f.	At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.	Howard
		III.3g.	Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.	Susan, Howard
		III.3h.	Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.	Susan, Howard
		III.3i.	Improvements in course placement services accomplished through use of outreach testing services.	Howard
		III.3j.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Howard
III.4.	Continuously improve survey programs.	III.4a.	Survey items aligned with campus priorities.	Gary,
		III.4b.	Response rates on student surveys increased by 10%.	Mike
		III.4c.	Increased timeliness and quality of survey reports.	
III.5.	Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.5a.	Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.	James
		III.5b.	At least 6 schools continuing to use economic models.	James
III.6.	Develop a more uniform and concise set of campus-wide performance indicators.	III.6a.	Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Susan, Gary, Karen
III.7.	Contribute evaluation resources for campus programs and community organizations	III.7a.	At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.	Howard
		III.7b.	New Web site, including program evaluation resources, designed, deployed, and updated.	Howard

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
	III.7c. At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).	Howard
	III.7d. Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services.	Howard
Goal IV. Provide analysis, interpretation, and reports to internal and external constituents.		
IV.1. Continuously improve management information reports and analysis capability for academic managers.	IV.1a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Kathy
	IV.1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.	Kathy, Gary Trudy
IV.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).	IV.2a. Performance Report completed on schedule	Susan
	IV.2b. At least 1500 Performance Reports distributed.	Susan
	IV.2c. iPort page views increased from 965/day to 1015.	Susan
	IV.2d. Campus diversity initiatives evaluated and documented	Gary, Susan, Trudy
Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.		
V.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.	V.1. At least one workshop on peer group analysis conducted for school personnel.	Gary
V.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	Karen et al.
	V.2b. Shortened Continuing Student Survey and pre-survey announcement letter added to increase the response rate.	Gary, Mike
	V.2c. Alumni surveys for Nursing, Education, and SPEA modified to increase response rates.	Gary, Mike
	V.2d. Deans' annual reports placed on the Web by IMIR staff.	Amol
V.3. Advance institutional effectiveness through collaboration.	V.3a. Continued participation by 5 PAII staff on committees assigning campus performance indicators.	Susan
	V.3b. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen
Goal VI. Continuously improve effectiveness of PAII personnel and services.		
VI.1. Collect information about PAII effectiveness.	VI.1a. Increasingly useful set of indicators for monitoring PAII performance in use.	Kathy, Karen
VI.2. Implement project management	VI.2a. All PAII staff oriented and trained to use project management tools and techniques.	Amol
	VI.2b. At least 5 projects executed using project management tools	Amol

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
VI.3.	Continuously improve the professional development of PAII staff.	VI.3a.	Professional development plans designed and deployed.	Karen et al.
VI.4.	Develop and implement a diversity plan for PAII.	VI.4a.	Diversity plan and implementation strategy developed	Susan
VI.5.	Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	VI.5a.	At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).	Karen et al.
		VI.5b.	At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort.	Susan

2005-2006 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

Hamilton, S. and **Kahn, S.** (Spring 2006). E450—English Capstone Senior Seminar.

Mzumara, H. R. (Summer II 2006). EDUC Y520 Class #: 4797, Strategies for Educational Inquiry.

Guest Speaker in IUPUI Courses/Sections

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

Banta, T. W. (2006, March) Guest reviewer, U551, Karen Whitney Instructor, Student review of HESA program.

Black, K. E. (Spring 2006). E450—English Capstone Senior Seminar. Sharon Hamilton and Susan Kahn, instructors.

Black, K. E. (Spring 2006). EDUC U551 Administrative Practices. Karen Whitney, instructor.

Johnson, J. N. (February 24, 2006). Guest lecture *Resource Allocation at IUPUI: RCM and Economic Modeling* for LEADERSHIP in Dynamic Organizations Series course, Organizational Leadership Studies Program.

Johnson, J. N. (June 14, 2006). Guest lecture *Resource Allocation at IUPUI: RCM and Economic Modeling* for HESA C565, Introduction to College and University Administration.

Mzumara, H. R. (Spring 2006). S724, 27295: Theory, Practice, and Assessment of Social Work Teaching. Dr. Valerie Chang, instructor.

Other Courses

Graduate Student Program Committees

Banta, T. W. Beth Armstrong

Banta, T. W. Andrew Jones

Banta, T. W. Mark Long

Banta, T. W. Mark Christopher Volpatti

Graduate Assistants Mentored

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

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., Mary Rebecca Lewis, M.S., Department of Psychology, I/O Program

Mzumara, H. R., Ranjita Shinde, M.S., Department of Psychology, I/O Program

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

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

Wince, M. Lewis, Mary Rebecca, M.S. Industrial/Organizational Psychology

Thesis/Dissertation Committees

Banta, T. W. (Member) Karen Black

Banta, T. W. (Member) Brendon Saunders

Banta, T. W. (Member) William Crabtree

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

Mzumara, H. R., (October 2005). Member/Proctor, University of Calgary Faculty of Graduate Studies Oral Examination Committee, David Jan Cowan, Ph.D., Environmental Design, University of Calgary, Canada.

Mzumara, H. R., Thesis Committee Member - Nathan K. Studebaker, M.S., I/O Psychology, Purdue School of Science at IUPUI.

Letters of Support for Colleagues Seeking Promotion or Recognition

Banta, T. W.   8 letters; 6 phone references

Kahn, S. 2 letters

Mzumara, H. R. 1 letter

Awards/Recognition

Banta, T. W. Finalist in the Indianapolis "Tribute to Women" recognition program

Banta, T. W. (2006) Tobias Center Founding Faculty

Publications

Refereed Articles

Banta, T. W. (2005). How much have we learned? *BizEd 4*(6), 35-38. Tampa, Florida: Association to Advance Collegiate Schools of Business, International.

Other Published Articles

Banta, T. W., Lefebvre, L. A. (2006). Leading change through assessment. *Effective Practices for Academic Leaders* 1:4, 1-16. Sterling, VA: Stylus.

Banta, T. W., Black, K. E. (2006). Program review at Indiana University-Purdue University Indianapolis. Contribution to Bresciani, M. J., *Outcomes-Based Academic and Co-Curricular Program Review*. Sterling, VA: Stylus. www.planning.iupui.edu

Kahn, S. --3 book reviews in *Assessment Update*

Books and Book Chapters

Mzumara, H. R. (in press). Evaluation of an Advanced Technological Education Project. In Gullickson, A. R., Horn, J., & Farland, J., Building educational capacity through guided evaluation practice.

Commissioned Papers

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

Presentations

Keynote Addresses-International

Keynote Addresses-U.S.

Banta, T. W. (2006, April). "Assessment as a Strategy for Transformational Leaders." North Carolina State University Undergraduate Assessment Symposium.

Hamilton, S., and **Kahn, S.** (2005, October). *Electronic portfolios for learning and assessment.* Presented as keynote workshop at University of Arkansas-Little Rock Assessment Expo.

Peer Reviewed Papers/Presentations-International

Banta, T.W. (2005, August) *Does Management Information Influence Academic Decision Making?"* European Association for Institutional Research Conference, Riga, Latvia.

Hamilton, S., and **Kahn, S.** (2005, November). *Enhancing student success through electronic portfolios.* Presented at International Society for the Scholarship of Teaching and Learning, Vancouver, B.C.

Mzumara, H. R. (2005, November). *Evaluating e-Portfolios as Tools for Assessing Student Learning: Progress Report on the IUPUI e-Portfolio Project*. Paper presented at the annual meeting of the American Evaluation Association, Toronto, Ontario, Canada.

Mzumara, H. R., et. al. (2005, November). Developing an AEA Public Statement on Educational Accountability. Presentation given at the American Evaluation Association's Town Meeting on Educational Accountability, Toronto, Ontario, Canada.

Peer Reviewed Papers/Presentations-National

Banta, T. W. (2006, April) "Validity of Institutional Quality Comparisons." National Council on Measurement in Education. San Francisco.

Hansen, M. J., **Black, K. E**., Evenbeck, S. E., and Williams, G. A., (May 2006). *Learning and Changing Through Academic Program Reviews: An Empowerment Evaluation Approach to Improving First-Year Programs.* Scholarly Paper presented at the 46th Annual Association for Institutional Research Forum, Chicago, Illinois.

Black, K. E., Morrow, A. K., and Hundley, S. P. (July 2005). *Using Best Practices to Enhance Performance and Create a More Effective Learning Environment.* Presented at Society for College and University Planning (SCUP), Washington, D. C.

Hamilton, S., **and Kahn, S.** (2006, June). *Using Sakai and OSP to influence teaching and learning.* Presented at Sakai Conference, Vancouver, B.C.

Hatcher, J., **and Kahn, S.** (2005, October). *Electronic institutional portfolios: Communicating institutional mission and effectiveness.* Presented at Assessment Institute in Indianapolis.

Billings, D. M., Jeffries, P. R., & **Mzumara, H. R.** (2005, November). *Predictors of professional socialization in online courses to prepare nurses for employment in critical care.* (Manuscript under review).

Huang, E., & **Marsiglio, C.** (2006, June). *Searching for an ideal streaming technology.* Online document retrieved on 08/14/2006 from: www.iupui.edu/~nmstream

Mzumara, H. R., Shinde, R. D., & Wolf, B. L. (2006, May 17th). *Shaping Outcomes: Evaluating an instructor-mediated online course in Outcomes-Based Planning and Evaluation.* Presentation given at the 46th Annual Forum for the Association for Institutional Research (Session 37-235), Chicago, IL.

Strevy, S. R., Billings, D. M., & **Mzumara, H. R.** (2006, January). *Factors related to transition to practice after participating in online courses to prepare nurses for practice in critical care.* (Manuscript under review).

Peer Reviewed Papers-Regional/Local

Cowan, J., **Kahn, S**., and Lucas, L**.** (2006, February). *Integration and application of knowledge: It's not just for the capstone anymore!* Presented at Edward C. Moore Symposium, IUPUI, Indianapolis.

Mzumara, H. R., Shinde, R. D., & Wolf, B. L. (2006, May 15th). *Shaping Outcomes: Evaluating an online course in Outcomes-Based Planning and Evaluation.* Presentation given at the second meeting of the IMLS/IUPUI Steering Committee for the Shaping Outcomes Project, Indianapolis, IN.

Technical Reports

Mzumara, H. R. (2005, December). *Validity of COMPASS Mathematics Placement Test Scores for Course Placement at IUPUI: Spring, Summer, and Fall 2004 Cohorts.* Indianapolis, IN: IUPUI Testing Center.

Mzumara, H. R., Shinde, R. D., Lewis, M. R., & Ryan, D. M. (2005, December). *Evaluation report of 2005 Assessment Institute*. Indianapolis, IN: IUPUI Testing Center.

Invited Presentations – National, Regional and Local

Banta, T. W., Levy, R., Weed, E. (2005, August) "Assessing Performance Funding" panel and presentation "Evidence Based Improvement in Higher Education" at the annual meeting of the Tennessee Association for Institutional Research. Nashville, TN.

Banta, T. W. (2005, September). "Assessing Learning." Faculty convocation at Seton Hall University. South Orange, New Jersey.

Banta, T. W. (2005, November) Panel presentation with Benjamin, R. "What should reporters ask?" Hechinger Institute on Education and the Media; Seminar for Higher Education Reporters. Teachers College, Columbia University.

Banta, T. W. (2005, December) "Engaging Faculty in Assessment." Middle States Association of Colleges and Schools. Baltimore, MD.

Banta, T. W. (2006, February) "Portfolios: Pitfalls and Possibilities" and "Strategies for Implementing and Sustaining Assessment." Northern Nevada Assessment Conference. Reno.

Banta, T. W., Dooris, M. (2006, February). "Institutional Assessment and Data Management." CIC Planning/Improvement/Assessment Meeting. Michigan State University, E. Lansing, MI.

Banta, T. W. (2006, March). **"**Integrity in Student Affairs Practice" and "External Factors Influencing Institutions." ACPA. Indianapolis.

Banta, T. W. (2006, March). "Assessment of International Service Learning." International Service Learning Workshop. Indianapolis.

Banta, T. W. (2006, June) "Building an Evidence-Based Culture." ACE Council of Fellows Weekend. Washington DC.

Banta, T. W. (2006, June) Presentation and panel discussion. NASPA/AAHE Assessment Conference. Phoenix.

Banta, T. W. (2006, July). "Assessment Boot Camp for IR Professionals at Two-Year Colleges" and "Using Assessment Findings to Make a Difference at Two-Year Colleges." Southeastern Association for Community College Research (SACCR). Nashville, Tennessee.

Merrill, H. S**, & Johnson, J. N.** *Strategic Planning Focuses Your Daily Thinking.* Hendricks College Network, Purdue Cooperative Extension Office, Hendricks County, Indiana on May 4, 2006.

Invited Workshops

Black, K. E., Hundley, S. P., Helman A. J. (November 2005). *From Soup to Nuts: Program Review as a value-Added Assessment Activity.* The Assessment Institute in Indianapolis.

Hundley, S. P., and **Black, K. E.,** (November 2005).*Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates*. The Assessment Institute in Indianapolis.

Kahn, S. (2005, November). *Documenting engagement and service.* Presented at Campus Compact and NCA-co-sponsored conference, Engagement and Service: Focusing on Criterion 5. Indianapolis, November 2005.

Burdick, D., and **Kahn, S.** (2005, November*). Integration and Application of Knowledge.* IUPUI Center for Teaching and Learning, Indianapolis.

Ciccone, A., and **Kahn, S.** (2005, September). Workshops on assessment, electronic portfolios, and faculty evaluation and development. Universidad Central del Caribe, Puerto Rico.

Conferences/Seminars Convened

Banta, T. W. (October 30 – November 1, 2005) Assessment Institute in Indianapolis

Grants

Federal Government

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 FTE as Principal Evaluator.

Foundation/Other

Borden, V. M. H., & **Mzumara, H. R.** *CAPE evaluation project for South Central Indiana***:** *School Improvement, K-12 Professional Development, and Higher Student Achievement.* Contract with Phi Delta Kappa International, fiscal agent for The Lilly Endowment, Inc. Three-year contract for $214,951. Fiscal year 2005-06 expenditures: (remainder of 2004-05 funds) IMIR - $1,016; TC - $635; Total - $1651.59. (Note: Grant work was officially completed in August 2005)

Bortner, M., and **Borden, V.**. 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. IMIR fiscal year 2005-06 expenditures: $5,765

Mzumara, H. R. (2003-2006) Commitment to Excellence Project entitled *Infrastructure for Course and Program Innovation (including the IU Student e-Portfolios).* Funded by IUPUI's Commitment to Excellence Funds – Total Amount of Award: approximately $1,000,000 shared among eight offices/units at IUPUI. (Estimated Year 3 Budget outlay to Testing Center: $14,331)

Mzumara, H. R. (2005-2006). *Longitudinal Study of Online Critical Care Courses.* (Internal contract project with IU School of Nursing. Primary project funded by FIPSE.)

Grant Proposals

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. *Journal of Higher Education*—Manuscript reviewer

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

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

Kahn S., *Assessment Update*, Book Review Editor

Kahn S., Blackwell Publishing, manuscript reviewer

Mzumara, H. R. - The Evaluation Checklist Project Website, Board Member, The Evaluation Center, Western Michigan University: http://www.wmich.edu/evalctr/checklists/ (Number of checklists reviewed: 1)

Mzumara, H. R., *American Journal of Evaluation* (Total number of manuscripts reviewed: 1)

Mzumara, H. R. American Evaluation Association (Total number of professional development workshop proposals reviewed: 58)

Research Panels, Boards and Committees

Elected Positions

Appointed Positions

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

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

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

Kahn, S., Higher Learning Commission, North Central Association of Colleges and School, Academic Quality Improvement Program.

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

Mzumara, H. R. Chair (then immediate past chair), Professional Development Committee, American Evaluation Association (AEA)

Mzumara, H. R. Co-chair, Pipeline Task Force, American Evaluation Association (AEA).

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. Indianapolis Public Schools – Strategic planning and evaluation

Banta, T. W. Phi Beta Kappa Executive Committee

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

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

Black. K. E. Conducted three management and governance review site visits for The United Way of Central Indiana. Reviewed Fairbanks, YMCA of Greater Indianapolis, and the Boys and Girls Club of Indianapolis.

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

Mzumara, H. R. Member of School Board, Indianapolis Junior Academy.

Consultancies

Banta, T. W. (2005, July). Southern Illinois University-Edwardsville retreat. "The Future of Assessment in Higher Education." Costa Rica.

Banta, T. W. (2005, August). Evaluation of American Council on Education FIPSE project on assessing effectiveness of international education experiences.

Banta, T. W. (2005, September). "Assessing General Education Outcomes," "Involvement in Outcomes Assessment for Education Support and Administrative Leaders," and presentation at Faculty Seminar. University of North Carolina-Chapel Hill.

Banta, T. W. (2006, January). Strategic planning review. University of Cincinnati.

Banta, T. W. (2006, March). "Assessment in Student Affairs," "Assessment Overview for Campus Leaders," and "Planning, Implementing, and Improving Assessment." University of Missouri, St. Louis.

Banta, T. W. (2006, May). Examine infrastructure to support assessment, baccalaureate outcomes, and how assessment data may be aggregated and managed. California State University, Channel Islands.

Kahn, S. Universidad Central del Caribe, Puerto Rico (assessment, electronic portfolios, faculty development and evaluation)

Kahn, S. University of Arkansas-Little Rock (assessment and electronic portfolios)

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

University Service

University Committees

Banta, T. W. Diploma Signature Resolution Committee, Chair

Banta, T. W. IU-Wide Program Review Policy Committee, Co-Chair

Burton, K. SES IUIE Assessment Sub-Group Committee

Burton, K. NRC Survey Advisory Committee

Burton, K. Institutional Research Council

Mzumara, H. R. Committee of Data Stewards

Campus Committees

Banta, T. W. Administrative Review, Research Compliance

Banta, T. W. Chancellor's Staff

Banta, T. W. Council of Deans

Banta, T. W. Council of Deans Agenda Planning Committee, Chair

Banta, T. W. Council of Deans Retreat Planning Committee, Chair

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

Banta, T. W. Dialogue Group

Banta, T. W. Enrollment Management Council, Executive Committee

Banta, T. W. Executive Vice Chancellor Search Committee, Chair

Banta, T. W. Faculty Council

Banta, T. W. Faculty Council Planning Committee

Banta, T. W. Faculty Council Budgetary Affairs Committee

Banta, T. W. Fiscal Futures Team

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. P-16 Connections Committee, Chair

Banta, T. W. Program Review and Assessment Committee

Banta, T. W. Solution Center Advisory Committee

Banta, T. W. Tobias Center Faculty

Black, K. E. Search and Screen Committee for Executive Director of Information Management and Institutional Research

Black, K. E. Best Practices Indicator Working Group, Chair

Black, K.E. Program Review and Assessment Committee
Program Review Subcommittee (co-chair)
Advanced Practices Subcommittee

Burton, K. Enrollment Management Council

Burton, K. Enrollment Management Council Steering Group

Burton, K. Academic Policies and Procedures Committee

Burton, K. Undergraduate Admissions Committee

Burton, K. Financial Aid and Scholarship Policy Advisory Committee

Burton, K. Foundations of the First Year Experience Committee

Burton, K. Solution Center Internal Advisory Board

Calistes, R. Enrollment Management Council

Dobbs, B. Campus Campaign solicitor

Dobbs, B. United Way solicitor

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

Johnson, J. N. Best Practices Indicator Working Group.

Johnson, J. N. IUPUI Instructional Technology Roundtable

Johnson, J. N. IUPUI Campus Campaign Steering Committee

Johnson, J. N. Division of Labor Studies Budgetary Affairs Committee

Kahn, S. "Attract and Support" Performance Indicator Committee (chair).

Kahn, S., Assessment Institute Planning Committee.

Kahn, S. Best Practices Indicator Working Group.

Kahn, S. Community of Practice on Integration and Application of Knowledge (co-chair)

Kahn, S. Council on Civic Engagement
　　　CCE Assessment Subcommittee (co-chair)
　　　CCE Steering Committee

Kahn, S. ePort Core Committee
　　　ePort Assessment Committee
　　　ePort Knowledge Base Committee (chair)
　　　Working group on PRAC grant (chair)

Kahn, S. Program Review and Assessment Committee
　　　ePort Subcommittee
　　　Performance Indicator Subcommittee (chair)

Kahn, S. Retention and Graduation Council

Kahn, S. Search and Screen Committee, Center for Service and Learning, Assessment Specialist

Kahn, S. Search and Screen Committee, Office for Professional Development, Assessment Specialist

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

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 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. Educational Leadership & Policy Studies faculty

Banta, T. W. Higher Education & Student Affairs faculty

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

Mzumara, H. R. School of Education Graduate Program (Adjunct Faculty)

Professional Associations:

Banta, T. W. American College Personnel Association (ACPA).

Banta, T. W. American Educational Research Association (AERA).

Banta, T. W. Association for the Study of Higher Education (ASHE).

Banta, T. W. European Association for Institutional Research (EAIR).

Banta, T. W. Golden Key International Honor Society, Phi Beta Kappa, Phi Kappa

Banta, T. W. Phi, Phi Delta Kappa, Phi Alpha Theta, Pi Lambda Theta, Kappa Delta Pi

Banta, T. W. Society for College and University Planning (SCUP).

Black, K. E., Member, Association for Institutional Research

Black, K. E., Member, Association for the Study of Higher Education

Kahn, S. Professional and Organizational Development Network in Higher Education

Kahn, S. Association for Institutional Research

Kahn, S. National Coalition for Electronic Portfolio Research

Kahn, S. AAC&U Associate

Mzumara, H. R. Member, American Educational Research Association

Mzumara, H. R. Member, American Evaluation Association

Mzumara, H. R. Member, American Psychological Association (Division 5)

Mzumara, H. R. Member, National Council on Measurement in Education

Mzumara, H. R. Member, National College Testing Association

Mzumara, H. R. Member, Indiana Evaluation Association

Training:

Conferences and Institutes:

Black, K. E. Association for the Study of Higher Education, Philadelphia, PA (November 17-19, 2005).

Mzumara, H. R. Assessment Institute, Indianapolis, IN (October 30 - November 1, 2005).
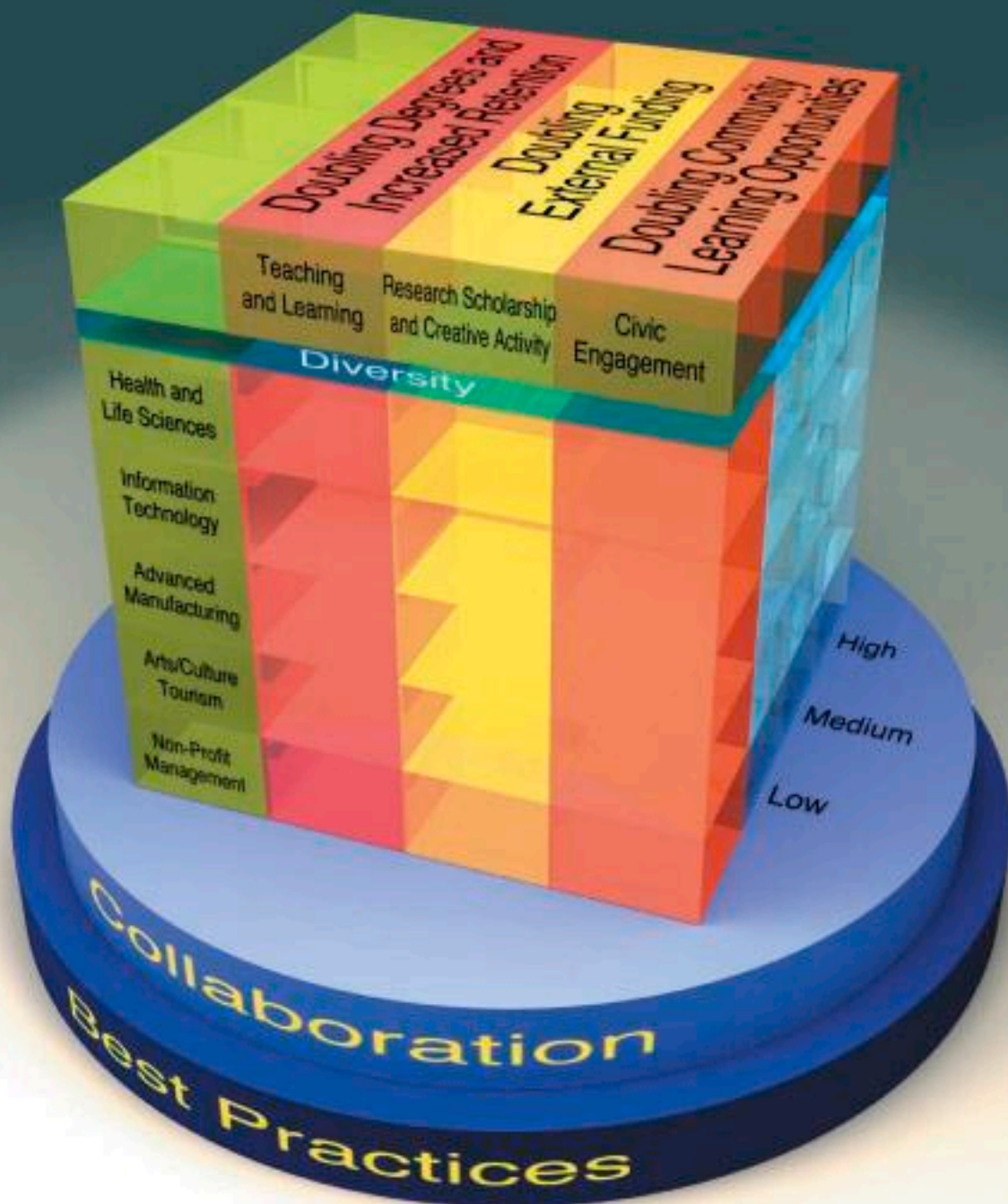
Mzumara, H. R. American Evaluation Association, Toronto, Canada (November 3 – 6, 2005)

Mzumara, H. R. Annual Meeting of the American Evaluation Association, San Francisco, CA (April 7-11, 2006).

Mzumara, H. R. Association for Institutional Research Forum, Chicago, IL (May 14 – 18, 2006).

Workshops

Black, K. E. *Seven Habits of Highly Effective People* (May 23-25, 2006)

Doubling Degrees and Increased Retention
Doubling External Funding
Doubling Community Learning Opportunities

Teaching and Learning
Research Scholarship and Creative Activity
Civic Engagement

Diversity

Health and Life Sciences
Information Technology
Advanced Manufacturing
Arts/Culture Tourism
Non-Profit Management

High
Medium
Low

Collaboration
Best Practices

Mission

Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

2005

Assessment Institute

October 23-25, 2005
Indianapolis, Indiana

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

PRESENTS THE

2005
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Institute

October 23-25, 2005

**University Place Conference Center & Hotel
Indianapolis, Indiana**

FEATURING

Thomas A. Angelo
Victoria University of Wellington (New Zealand)

Trudy W. Banta
Indiana University – Purdue University Indianapolis

Douglas J. Eder
Southern Illinois University, Edwardsville

Peter T. Ewell
National Center for Higher Education Management Systems

J. Joseph Hoey
Georgia Institute of Technology

George D. Kuh
Indiana University

Jeffrey A. Seybert
Johnson County (KS) Community College

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S U N D A Y , O C T O B E R 2 3

Optional Pre-Institute Workshops

9:00 A.M. – 3:00 P.M.   **ALL-DAY WORKSHOPS**

1A **Portfolio Perspectives, Possibilities, and Problems: A Workshop to Explore the Implementation and Impact of Electronic Student Portfolios**
Sharon J. Hamilton, Heather L. Eaton, Sharmin T. McGown, Megan Palmer, David J. Sabol
IUPUI

David Tosh
University of Edinburgh (United Kingdom)

Thomas Cochran
Zayed University (United Arab Emirates)

1B **Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education**
Barbara E. Walvoord
University of Notre Dame

9:00 – 11:30 A.M.   **CONCURRENT WORKSHOPS**

1C **Electronic Institutional Portfolios: Communicating Institutional Mission and Effectiveness**
Susan Kahn, Julie A. Hatcher
IUPUI

1D **Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates**
Stephen P. Hundley, Karen E. Black
IUPUI

1:30 – 4:00 P.M.   **CONCURRENT WORKSHOPS**

1E **Assessing Administrative and Support Areas**
Ephraim I. Schechter
HigherEdAssessment.com

1F **From Soup to Nuts: Program Review as a Value-Added Assessment Activity**
Karen E. Black, Stephen P. Hundley, Amanda J. Helman
IUPUI

1G **The ABCs of Automated Essay Scoring**
Mark D. Shermis
Florida International University

Scott Elliot
Vantage Learning

See registration form for fees

MONDAY, OCTOBER 24

7:30 – 8:45 A.M.   **CONTINENTAL BREAKFAST AND REGISTRATION**

9:00 – 10:00 A.M.   **PLENARY SESSION
[Some] of The Best Things Anybody Ever Said About Assessment**
Douglas J. Eder and Keynote Panel

10:15 A.M. – 4:35 P.M.   **BEST PRACTICES FAIR**

10:15 – 11:30 A.M.   **CONCURRENT WORKSHOPS**

2A   **Tales from the Front Lines: Establishing a Program of Assessment in Student Affairs**
Michael A. Cairns, Kristen E. Salomonson, Matthew A. Klein
Ferris State University

2B   **Learning the Long Way: Starting the Outcomes Assessment Journey**
Teena Zindel-McWilliams, Kris Muschal, Gail Bauer, Faith Brenner, Steve Gilbertz
Richland Community College

2C   **STARS: Linking Sophomores, Faculty Advisors, and Academic Departments**
Donald R. Whitaker, Sherry A. Woosley
Ball State University

2D   **The Long Road to Building an Assessment Culture: A Three Year Review of the Trials and Tribulations in Implementing an Assessment Program**
William D. Murry
Duquesne University

2E   **Using the Video Case Method for Programmatic Assessment of a Secondary Education Program**
Jennifer M. Conner, Paula A. Magee, Joshua S. Smith
IUPUI

2F   **Closing the Assessment Loop: An Exploration of How Process Design Can Maximize the Enhancement of Academic Outcomes**
Thomas J. Kopp, Joseph L. Rosetti
Siena College

2G   **Assessment of Student Learning in General Education: A Faculty-Driven Model**
Loretta Knapp, Margaret F. Boorstein
Long Island University

Best Practices Fair
OCTOBER 24 & 25, 2005

The Best Practices Fair will feature assessment instruments, methods, and approaches from test developers and practitioners in higher education. You will see and have a chance to discuss with their developers successful assessment approaches and instruments currently in use on campuses across the country. Some topics include: assessment in the major and general education, surveys, electronic assessment tools, and assessment plans.

Sessions with National Assessment Leaders and Concurrent Workshops
OCTOBER 24 & 25, 2005

In-depth sessions with individuals successful in their assessment initiatives, many of whom regularly serve as consultants at colleges and universities across the country.

For complete descriptions of workshops, see our website:

www.planning.iupui.edu

MONDAY *continued*

2H **Fishing for Faculty Buy-In: Achieving an Integrated Assessment Culture by Understanding the Faculty Experience and Focusing on Key Assessment Principles**
Kendall Grant
Brigham Young University - Idaho

2I **Putting Student Engagement to Use: Tales from Three Campuses**
George D. Kuh, Indiana University
Alan R. Belcher, University of Charleston-West Virginia
Barbara S. Pennipede, Ann Marie Pesavento, Pace University
Edwin A. Rugg, Kennesaw State University

2J **Qualitative and Quantitative Assessment to Accomplish Continuous Improvement**
Paul Duesing, Dave McDonald, Lake Superior State University
Kevin Schmaltz, Western Kentucky University

11:30 A.M. – 12:45 P.M.   **LUNCH**

12:45 P.M. – 2:00 P.M.   **CONCURRENT WORKSHOPS**

3A **Building Student-Centered Assessment Plans in Student Affairs Units**
Susan L. Aloi, Elizabeth A. Jones
West Virginia University

3B **You Can't Make a Pig Fat by Weighing It: Gathering Data is a Useless Exercise Unless We Do Something With It**
Elizabeth Daugherty, Barbara Thompson
Columbus State Community College

3C **Deconstructing Assessment: Using Learning Outcomes as a Framework to Build Consensus, Culture, and Accountability**
Robin L. Wright, Arlene E. Carney, Leanne M. Wirkkula
University of Minnesota

3D **Developing Rubrics to Create a Common Language, Set Standards, and Facilitate a Campus-Wide Culture of Assessment**
Gail Gibson Sheffield, Eric Holmlund, Virginia A. McAleese
Paul Smith's College

3E **Assessment Results: Curricular Evolution Founded on Assessment**
Nancy Thannert, George Meier
Robert Morris College

3F **Facilitating Assessment through Common Course Syllabi: Theory and Practice**
Iris Berdrow, Bentley College
Randi Stocker, Connie Rowles, Kathy E. Johnson, IUPUI

3G **Solving the General Education Assessment Problem**
Elizabeth Fountain
City University, Bellevue, Washington

3H **Refuting Myths About Assessment: Helping Faculty, Staff, and Students Understand Assessment's Benefits and Challenges**
Marilee J. Bresciani, Matthew B. Fuller
Texas A&M University

3I **Academic Audits: Program Reviews of the Future, Minus Audit Trails**
Cynthia S. Burnley, William G. Kirkwood
East Tennessee State University
William F. Massy, Jackson Hole Higher Education Group Inc.
Janice VanDyke, Southwest Tennessee Community College

3J **Assessment of an Industrial Technology Program at SWIC: A Continuous Cycle for Improvement**
Shauna Scribner, Joyce Ray
Southwestern Illinois College

2:15-4:15 p.m. CONCURRENT WORKSHOPS

4A **Thomas A. Angelo,** Victoria University of Wellington

4B **Trudy W. Banta,** IUPUI; **Douglas J. Eder,** Southern Illinois University-Edwardsville; and **Linda Suskie,** Middle States Commission on Higher Education

4C **Peter T. Ewell,** National Center for Higher Education Management Systems

4D **George D. Kuh,** Indiana University

4E **Jeffrey A. Seybert,** Johnson County (KS) Community College

4F **Jerry K. Stonewater,** Higher Education Management Systems, Miami University (Ohio) and **Susan K. Wolcott,** WolcottLynch Associates

4G **Engineering and Engineering Technology Faculty,** IUPUI

5:00-6:00 p.m.   **HIGH TEA**

TUESDAY, OCTOBER 25

7:30-8:15 a.m.   **CONTINENTAL BREAKFAST**

8:30-9:30 a.m.   **PLENARY SESSION**
Re-engineering Assessment: Reconsidering our Tools and Practices
J. Joseph Hoey

9:45 a.m.-2:55 p.m.   **BEST PRACTICES FAIR**

9:45-11:00 a.m.   **CONCURRENT WORKSHOPS**

5A   **Assessing Leadership Development: Evidence of Ineffable Learning Outcomes**
Dianne C. Gardner, Jill Benson, Erin Marie Elder
Illinois State University

5B   **Preparing for the Quality Enhancement Plan: Considerations for Community Colleges**
Suzanne Morales, Janice Anderson
Central Texas College, Killeen

5C   **Can We Fatten a Hog Just by Weighing It? Using Program Review to Improve Teaching Effectiveness and Learning Outcomes**
Thomas A. Angelo
Victoria University of Wellington

5D   **Community Engagement and Accreditation: External Pulls and Internal Strategies**
Julie A. Hatcher, IUPUI
Amy Driscoll, Carnegie Foundation for Advancement of Teaching

5E   **Developing and Using Curriculum Maps with Assessment Results for Program Improvement**
John Mahaffy, Gloria Messick Svare, Karen Kopera-Frye, Jeanne M. Hilton
University of Nevada, Reno

5F   **Leadership in Campus Assessment: Is the Effort Worth the Investment?**
Margaret A. Malmberg, Sandra S. Bowles, Alan R. Belcher, Karen Merriman
University of Charleston-West Virginia

5G   **Critical Thinking by Design: An Integrated Approach to Assessment**
Patti H. Clayton, North Carolina State University
Robert G. Bringle, IUPUI

5H   **Creating and Sustaining a Culture of Assessment in a Non-Accreditation Milieu**
Don Watts, Maureen Mitchell, Barb McNicol
Mount Royal College

5I   **Revising an Assessment Program: Embedding Learning Outcomes into the Curriculum**
Thomas R. Cochran, Thomas Davies, Lea Wells
Zayed University (United Arab Emirates)

5J   **A Constructivist Approach to Authentic Assessment**
Gilah Pomeranz, Shepherd Anderson
Sinclair Community College

11:00 a.m.-12:30 p.m.   **LUNCH ON YOUR OWN**

12:30-1:30 p.m.   **PLENARY SESSION**
Using Survey Data in Assessment
Keynote Panel

1:45-3:00 p.m.   **CONCURRENT WORKSHOPS**

6A   **Using Action Inquiry to Enhance Assessment in Student Affairs**
Melanie A. Rago, Jeff S. McKinney, Glenda D. Musoba
Indiana University

TUESDAY *continued*

6B **Developing a Communications 101 Departmental Final Exam and Using the Data to Improve Teaching and Learning**
David Deitemyer
Moraine Valley Community College

6C **Evaluation Rubrics Custom Designed to Meet Your Needs**
Ginny M. Hamilton, Kenneth W. Warfield
Shawnee State University

6D **Establishing a Central Office for Assessment: Sharing Our Experiences from Seton Hall University**
John W. Collins, Joseph Molitoris, M. Janet Easterling, Pamela F. Foley, Danielle Mirless, Heather Stewart, Kristen Jakubek
Seton Hall University

6E **Integrating Discipline-Specific and Regional Accreditation: Assessment as the Uniting Element**
Allen P. Dupont, Joni E. Spurlin
North Carolina State University

6F **Toward a Unified Theory of Everything: Integrating Assessment and Planning on the Way to Accreditation**
Allan J. Aycock, Sue D. Achtemeier
University of Georgia

6G **Assessing Undergraduate Writing Skills**
Libby A. Barlow, Steve P. Liparulo, Dudley W. Reynolds, Marjorie Chadwick, Wyman H. Herendeen, Sarah Fishman-Boyd
University of Houston

6H **Providing Common Assessment Language and Concepts to the University Community: A Case for Assessment Information Papers**
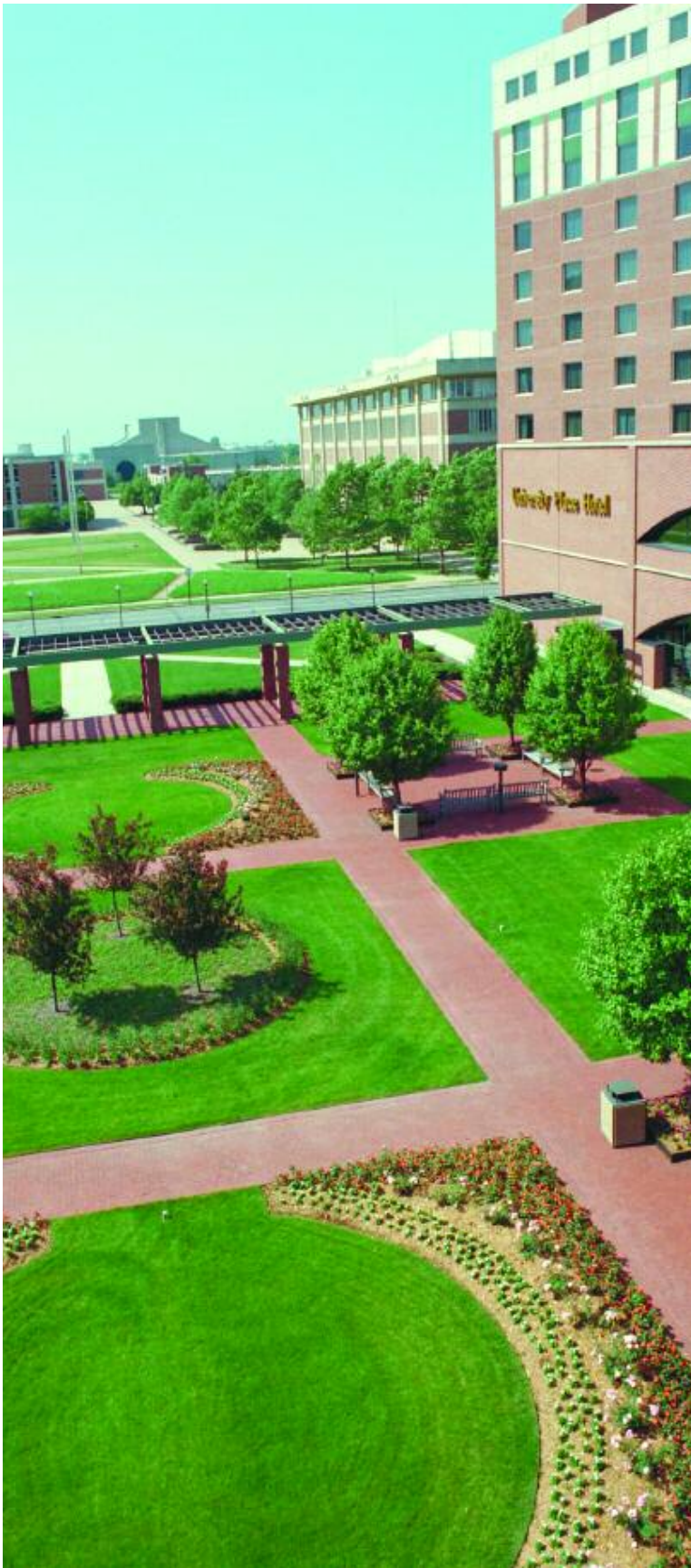*Donald H. Bennion*
Eastern Michigan University

6I **Building Your Assessment Village**
Donna L. Sundre
James Madison University

6J **Assessment at Small Technical or Professional Universities: Don't Reinvent the World**
Paul C. Jackson, Frank Murray
California Maritime Academy,
California State University

Concurrent Workshops

Consider attending the following workshops that are in your area of interest.

Accreditation	**2D, 3D, 5D, 6D**
Campus-wide Approaches	**2F, 3F, 4B, 4C, 4D, 5F, 6F**
Community College	**2B, 3B, 4E, 5B, 6B**
Engineering & Engineering Technology	**2J, 3J, 5J, 6J**
General Education	**2G, 3G, 4E, 4F, 5G, 6G**
Methods	**2C, 2F, 3C, 4A, 4F, 5C, 6C**
Majors	**2E, 3E, 4G, 5E, 6E**
Student Affairs	**2A, 3A, 4D, 5A, 6A**
Engaging Faculty	**2H, 3H, 5H, 6H**
Assessment Basics	**2I, 3I, 5I, 6I**

Hotel Information

Rooms are reserved at the University Place Conference Center and Hotel by calling (317) 269-9000 or (800) 627-2700 and at the Radisson Hotel City Centre Indianapolis by calling (800) 333-3333. The number of rooms at institute rates is limited. Call the hotel directly to make hotel reservations. To be eligible for the special conference rates, please identify yourself as registering for the Assessment Institute. The hotel deadline to obtain these rates is September 21, 2005.

Hotel Room Rates:

Single Occupancy	$113 + $16.95 tax
Double Occupancy	$128 + $19.20 tax

Institute Registration

Register online at **www.universityplace.iupui.edu**
You may register online regardless of payment method.

Make checks payable to *University Place*
and mail with form to:

> Heather Fuller
> The 2005 Assessment Institute
> University Place Conference Center
> 850 West Michigan Street
> Indianapolis, IN 46202
>
> PHONE (317) 274-3280
> FAX (317) 274-3878
> EMAIL: hfuller@iupui.edu

Registrations will be accepted until September 30, 2005 on a first-return basis. The University Place Conference Center will charge a service fee of $15 for all cancellations. Registration can be done online. Online registration payment methods are Visa, MasterCard, AMEX, Diner's Club, Discover and check.

PLEASE NOTE: There will be no refunds of any kind after October 17, 2005.

REGISTRATION FORM

Also register online at www.universityplace.iupui.edu

NAME _____

TITLE _____

INSTITUTION/ORGANIZATION _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

EMAIL ADDRESS _____

DAYTIME PHONE _____ FAX NUMBER _____

SPECIAL ACCOMMODATIONS OR DIETARY NEEDS _____

CONFERENCE REGISTRATION

Individual $285.00 x _____   _____

Group $275.00 x _____   _____

(Group = price per person for three or more persons from the same organization registering with a single payment)

I'm interested in the Engineering/Engineering Technology track.

☐ YES   ☐ NO

OPTIONAL PRE-INSTITUTE WORKSHOPS

(If you wish, you may select one from each time slot)

ALL DAY		# OF PEOPLE	TOTAL
☐ 1A	$140.00 x	_____	_____
☐ 1B	$140.00 x	_____	_____
MORNING			
☐ 1C	$70.00 x	_____	_____
☐ 1D	$70.00 x	_____	_____
AFTERNOON			
☐ 1E	$70.00 x	_____	_____
☐ 1F	$70.00 x	_____	_____
☐ 1G	$70.00 x	_____	_____
	TOTAL		_____

PAYMENT OPTIONS   CIRCLE ONE

CHECK/MONEY ORDER   VISA   MC   AMEX   DINER'S CLUB   DISCOVER

CARD # _____ EXP. DATE _____

SIGNATURE _____

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
ACADEMIC UNITS					
Business		Information Requests (6)	Evaluation consultation (AACSB) (2)	Other (29)	
Continuing Studies		Information Requests (1)		Evaluation/Assessment (3)	
Dentistry		Evaluation/Assessment (1)	Information Requests (1)	Evaluation/Assessment (2) Other (46)	
Education	Planning (1)	Information Requests (3) Evaluation/Assessment (1) Teaching/Advising (1)	Graduate Studies Committee – 8 meetings HESA faculty member – 6 meetings ELPS faculty member – 6 meetings	Information Requests (1) Evaluation/Assessment (1) Other (1)	
Engineering & Technology		Information Requests (3)	Planning – Speaker at Deans' Advisory Council meeting Program reviews in 3 engineering departments Program reviews in Interior Design Planned Technology review	Information Requests (2) Evaluation/Assessment (1) Other (5)	Evaluation/Assessment (1)
Graduate School		Information Requests (1)			
Health and Rehabilitation Sciences	Planning (1)		Program review planning (1)	Information Requests (1) Evaluation/Assessment (1)	
Herron		Information Requests (2)		Evaluation/Assessment (2)	
Informatics	Evaluation/Assessment (1)		Consultation on evaluation		
Journalism			Program review planning (1)		
Labor Studies		Information Requests (1)		Evaluation/Assessment (1)	
Law		Information Requests (2)		Evaluation/Assessment (1) Other (13)	
Liberal Arts		Dean's Office • Information Requests (3) • Management Reports (1) • Planning (1) Communication Studies	Dean's Office • Information Requests (1) Communication Studies - planning program review	Dean's Office • Information Requests (1) • Evaluation/Assessment (2)	

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		• Evaluation/Assessment (1) Economics • Information Requests (2) English • Evaluation/Assessment (1) History • Evaluation/Assessment (1) World languages & Cultures • Information Requests (1)	English – • program review (1) • Guest speaker in class • Evaluation/Assessment (AIP facilitator) History - Program review	World Languages & Cultures • Information Requests (1)	
Library & Information Science		Information Requests (1)	Program review planning		
Medicine	Planning (1)	Information Requests (4) Evaluation/Assessment (2)	Public Health – evaluation Life Sciences data resources - evaluation	Department of Medicine • Grant Project (1) • Other (3) CME • Information Requests (2) • Evaluation/Assessment (25) Neurology • Other (1) Obstetrics and Gynecology • Information Requests (1) • Evaluation/Assessment (1) Anesthesiology • Information Requests (1) • Evaluation/Assessment (1) Public Health	Evaluation/Assessment (1)

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
				• Evaluation/Assessment (1)	
Music					
Nursing	Evaluation/Assessment (1)	Information Requests (4)	Consultation on evaluation (1)	Information Requests (1) Evaluation/Assessment (3) Report Development (2) Publications (2)	
Physical Education and Tourism Management		Information Requests (1)		Evaluation/Assessment (2)	
Public & Environmental Affairs (SPEA)		Information Requests (6)	Planned program reviews (2) Evaluation/Assessment (1) (AIP facilitator)	Information Requests (1) Evaluation/Assessment (1) Present/Workshops (1) Other (11)	
Science	Mathematics • Evaluation/Assessment (1) Psychology • Evaluation/Assessment (1)	Dean's Office • Information Requests (1) • Report Development (1) Biology • Evaluation/Assessment (1) Chemistry • Information Requests (1) • Evaluation/Assessment (1) Mathematics • Information Requests (1) • Evaluation/Assessment (1) Physics	Biology • Consultation with chair • Review Chemistry review Physics	Chemistry • Other (1) Geology • Information Requests (1) • Evaluation/Assessment (1) Mathematics • Information Requests (2) • Report Development (1) • Other (1) Physics • Information Requests (1)	

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		• Information Requests (1) • Evaluation/Assessment (1) Psychology • Information Requests (2)	• Program review planning • Program review Psychology – program review followup	Psychology • Evaluation/Assessment (1)	
Social Work		Information Requests (1) Evaluation/Assessment (1)	Program review	Information Requests (2) Evaluation/Assessment (1) Present/Workshops (1)	
University College		Dean's Office • Information Requests (24) • Evaluation/Assessment (8) Admissions Committee • Information Requests (1)	Consultation on evaluation (1) Program review - Advising	Dean's Office • Information Requests (3) • Evaluation/Assessment (4) Upward Bound • Evaluation/Assessment (2) Orientation • Information Requests (1) • Evaluation/Assessment (3)	
Academic Support Units					
Affirmative Action					
Center on Philanthropy					
Center for Service & Learning					
Center for Research and Learning					
Communications and Marketing		Information Requests (2)			Report Development
Community Learning		Information Requests (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Network					
Enrollment Services		Information Requests (14) Evaluation/Assessment (1) Planning (1) Other (1)			
Graduate Studies			Evaluation (2)		
Information Management and Institutional Research				Information Requests (1 Evaluation/Assessment (1)	
International Affairs		Information Requests (1) Evaluation/Assessment (1)	Invited presenter - evaluation		
Office for Women			Advisory Council – planning (3)		
Professional Development		Information Requests (6) Present/Workshop (1)	Advisory Board – planning (2)	Other (2)	
Riley Hospital – Automotive Safety Unit				Other (1	
Student Life and Diversity					
Testing Center					
University Library		Information Requests (1)			
UITS					
CAMPUS-WIDE ORGANIZATIONS					
Academic Policies and Procedures Committee		Committee/Service (1)			
Admissions Committee					
Advisory Committee for the Continuing Studies					

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Noncredit Program at IUPUI					
Campus and Community Life				Information Requests (1) Evaluation/Assessment (1)	
Chancellor's Diversity Cabinet					
Civic Engagement Council		Grant Project (1) Planning (1)			
Council of Deans			10 meetings (planned agenda for most meetings)		
Committee on Teacher Education			Chair – 6 meetings		
Council on Graduation and Retention					
Dialogue Group			4 meetings		
ePortfolio			Planning – 3 meetings	Information Requests (1) Evaluation/Assessment (1)	
Enrollment Management Council		Information Requests (1) Planning (1) Management Reports (1) Committee/Service (2)	Steering Committee (10 meetings)		
Facilities Services			Evaluation meetings (2)		
FASPAC Committee		Evaluation/Assessment (1) Committee/Service (2)			
Faculty Council			Member – 9 meetings		
Faculty Council Planning Committee			Ex Officio member – 6 meetings		

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Faculty Council Budgetary Affairs Committee			Ex Officio member – 6 meetings		
Fiscal Futures Team			8 meetings		
Gateway Group		Information Requests (1) Evaluation/Assessment (1) Grant Project (1)			
Graduation and Retention Council		Evaluation/Assessment (1) Planning (1)			
Human Resources			Accelerated Improvement Process – consulting (3) Guest speaker in course for staff		
International Affairs			Consultation on planning		
IUPUI Board of Advisors			4 meetings - presenter on evaluation at 1		
IUPUI Online					
IUPUI Surveys		Evaluation/Assessment (11)			
Ivy Tech – IUPUI Task Force		Planning (1)	Planning (1)		
Management Reports		Information Requests (1) Grant Project (1) Management Reports (1)			
Office for Women Advisory Council			3 meetings		
Partners in Career and Professional					

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Development					
Planning/Accountability		Evaluation/Assessment (5) Planning (4)			
Program Review and Assessment Committee			Support – 20 meetings		
Program Review					
Reporting Users Group					
Research & Sponsored Programs					
Smoking Policy Group					
Solution Center		Information Requests (3) Committee/Service (1)	Solution Center Board – 5 meetings		
Students & Student Organizations		Information Requests (5)			
Student Electronic Portfolio					Committee/Service
Team IUPUI			served		
Tobias Center			2 meetings		
Other Campus Support Offices					
CAMPUS ADMINISTRATION					
Chancellor's Office		Information Requests (10) Evaluation/Assessment (1)	Deans' Retreat planning Consulted on Sherree's hiring practices reviews Coordinated Chancellor's		

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
		Planning (2)	management review Chaired EVC Search Committee		
Executive Vice Chancellor & Dean of Faculties Office		Information Requests (8) Evaluation/Assessment (1)			
Vice Chancellor for Administration & Finance		Information Requests (2)	Planned and scheduled planning/budgeting hearings		
Vice Chancellor for External Affairs					
Vice Chancellor for Planning and Institutional Improvement		Information Requests (2) Planning (1) Report Development (3)			
Vice Chancellor for Research		Information Requests (1)	Research compliance – program review Consultation on PIs - evaluation		
Vice Chancellor for Student Life and Diversity		Information Requests (4) Evaluation/Assessment (2)	Diversity Indicators – 2 meetings – evaluation Diversity Plan – 2 meetings – planning Guest speaker in graduate education course taught by VC Whitney (AIP)		
UNIVERSITY ADMINISTRATION					
Academic Leadership Council			Consultation on program review Consultation on planning		
FACET		Present/Workshop (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Institutional Development and Student Affairs		Planning (4) Committee/Service (1)			
IUIE		Evaluation/Assessment (1)			
International Affairs					
Media Relations (Univ)		Information Requests (1)			
UITS		Evaluation/Assessment (2)			
University Budget Office		Information Requests (1)			
University Faculty Council			Evaluation of general education (1)		
University Planning, Institutional Research and Accountability		Information Requests (1) Report Development (1)			
OTHER IU OR PURDUE CAMPUSES					
IU Bloomington		Information Requests (1)	Graduate studies and research – evaluation, consultation		
IU Columbus				Information Requests (1)	
IU Kokomo		Information Requests (1)		Evaluation/Assessment (1)	
IU Northwest			Planning (2)		
IPFW			Planning (2)		
Purdue West Lafayette			Consultation, evaluation		
LOCAL COMMUNITY					
American Academy of Clinical Toxicology					
Arthritis Foundation					
Central Indiana Diversity Roundtable					
Clarian Health Partners Community Advisory			2 meetings		

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Board					
CUE Deans (Consortium for Urban Education)			8 meetings		
GRADES Council Executive Committee			10 planning sessions		
Indiana Association for Institutional Research		Present/Workshop (1)			
Indiana Campus Compact					
Indiana Commission on Higher Education					Evaluation/Assessment (developed FIPSE proposal)
Indiana Pathways to College Network					
Indiana Project on Academic Success (IPAS)					
Indiana State Museum					
Indiana Supreme Court				Other (1)	
Indianapolis Metropolitan Planning Organization		Information Requests (1)			
Indianapolis Public Schools					
Indianapolis Star					
Ivy Tech State College – Indianapolis			Evaluation (ePort) 2 meetings		
K-12 Community - Southern Indiana CAPE Project		Grant Projects (1)			
K-12 Community - Central Indiana K12 Community					
Lilly Endowment					
Marketing Research Firm		Information Requests (1)			
Martin University					
Phi Beta Kappa Executive Committee					

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Salvation Army					
Sigma Theta Tau					
Simon Youth Foundation Board and Education Committee			6 meetings		
United Way			3 management reviews of United Way agencies		
NATIONAL					
Agency or Company, External					
Academic Impressions					
American Academy of Clinical Psychologists					
American Academy of Clinical Toxicology				Evaluation/Assessment (2	
American Association of Colleges & Universities					
American College Personnel Association			4 meetings, 1 presentation on evaluation		
American Council on Education			Evaluation consultant (2) Invited speaker - evaluation		
ASSHTO					
American Evaluation Association					
American Institutes for Research/College Board					
American Strategic Management Institute					
America's Best Colleges		Information Requests (1)			
Assessment Institute		Present/workshop (1)		Evaluation	
Association for the Study of Higher Education					
Association for Institutional Research		Present/workshop (2)			

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Black Issues in Higher Education					
CAEL Bahama Project		Present/workshop (1)			
Carnegie Association for the Advancement of Teaching and Learning		Present/workshop (1)			
CBS					
Cisco Academy					
Coalition of Urban and Metropolitan Universities					
College Board					
College Guidebook					
College/University					
Common Data Set					
Delta Upsilon International Fraternity					
Educational Agencies and Commercial Publishers					
Enterprise Fund Management Company					
Funded national research projects					
Hosting Visitors					
Invited keynote Addresses					
Invited or refereed presentations/papers					
Lumina Foundation					
National Association of GED Administrators					
National Center for					

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
Education Statistics (NCES)					
National Coalition for Continuous Improvement					
National Coalition on Electronic Portfolio Research					
National Learning Communities Conference					
National Postsecondary Education Cooperative (NPEC)			Board meeting (4) Telephone conferences (12)		
National Science Foundation (NSF)		Information Requests (2)			
National Teaching and Learning Forum					
National Research Council Assessment of Research Doctorate Programs		Evaluation/Assessment (1)			
Nina Mason Pulliam Charitable Trusts		Information Requests (1) Grant Projects (1)			
North Central Association and other Accrediting and Oversight Agencies		Information Requests (1)			
Other Organizations			• Council on Institutional Cooperation – invited presenter, evaluation • Hechinger Institute – invited panelist, evaluation • Middle States Association – invited speaker, evaluation • Midwestern Higher		

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
			Education Compact – consultation, evaluation • NASPA – invited speaker – evaluation • TENNAIR – presenter (2 sessions), evaluation • Information Requests (1)		
Other Universities	Information Requests (6)	Information Requests (11)	• Columbia College Chicago – assessment consultation • CSU Channel Islands – evaluation • North Carolina State University – speaker on evaluation • Robert Morris University – consultation on evaluation • Seton Hall University – invited speaker, evaluation • University of Alabama – evaluation consultant • University of Arkansas Little Rock - visit • University of Cincinnati – consultant on planning • University of Iowa – consultation on evaluation • University of Missouri St Louis – consultation on evaluation • University of Nevada Reno – invited speaker, evaluation • University of North		Evaluation/Assessment (14) Information Requests (40)

Schools, Offices, and Organizations Served by PAII Staff in 2005-2006

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
			Carolina Chapel Hill – invited speaker • Winona State University campus visit, evaluation • Information requests (13)		
Peterson's					
Plowshares Project				Evaluation/Assessment (1	
Princeton Review		Information Requests (1)			
Publications					
Society for College and University Planning			Presentation		
Urban 13/ Coalition for Urban & Metro Universities					
US Department of Education					
Virtual Meeting Strategies				Information Requests (1) Evaluation/Assessment (4)	
WISCAPE					
INTERNATIONAL					
Academic Cooperation Association					
European Association for Institutional Research		Present/Workshop (1)	Refereed presentation (1)		Refereed presentation (1)
Hosting Visitors			Japanese visitors (2) South African visitors (1)		
Invited keynote addresses					
Refereed presentations					
Rutlege Publishing					
Other					
Other Colleges/Universities					Evaluation/Assessment (1)

2005-2006 IUPUI PROGRAM REVIEW EVALUATION
SUMMARY FOR DEPARTMENTS
Research Compliance, Administrative Management, BME, ECE, ME, English, History, Chemistry, Social Work, Biology, Physics, and Advising Center

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

1. **Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?**
   Yes. English department should be praised for a very frank assessment of the current state of the department and the challenges it faces. Student work needs to be presented in meaningful ways. I don't think it's possible to do a thorough job of evaluating student work in the present format. I would have liked the university mission and goals statement ahead of time in terms of presentation and clarity. We had more than enough materials on which to do our evaluation.

2. **Please rate the sections of the self study:**

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

3. **Did you have the necessary office equipment to complete your work efficiently?**
   Yes. I think we could have been more effective with a computer linked to a projector. It was nice to have a laptop. Everything was made convenient for us.

4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
   It's a "push" to get everything in, but it's hard to see where any of the sessions could have been eliminated . . . session with grad students was useful and well attended. The session with undergrad majors was less useful as only 2 undergrads were present . . . It is always difficult to get undergrads to participate . . . But if only 2 students are going to come, the session could certainly be shortened or eliminated. Yes. Eliminate meeting with former chair. Replace with current leadership. I have no complaints. Not sure we needed the associate deans session. The schedule of interviews felt relentless, but in the end proved helpful to hear all points of view. The session with the "service" units was not productive. A meeting with a campus leader would have been better. The service reps were challenged with questions about campus policy. Too much time. Suggest eliminating meeting with mid-level administrators. One additional meeting with students (lunch maybe?). I think we had enough time for all aspects. I found the time about right until the end – some extra time before the presentations would have been better.

5. **Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)**

Yes. It would have been helpful to have the participants keyed to sections of the self-study since their comments often reflected perspectives specific to particular programs or sub-disciplines. I feel they should do a better job of talking to each other. People who seem clueless sometimes are very informative! Good cross section. Yes, with the exceptions. Mid-level administrators did not add much. Also would like more time with students outside of class situation. Suggest meeting with undergraduate and graduate students as separate groups. Eliminate sessions with lower level administrators. We need a meeting with VP research and Dean of the School of Medicine. We asked to meet with several not scheduled. Yes, however, having time to speak with other review teams would have been helpful to get a bigger picture of the school and university so a complete context could been gained.

6. **Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).**

The initial composition was quite good. When one extern dropped out late in the process and could not be replaced, that clearly hurt . . . I was initially concerned that two of the externs were coming from institutions that are neither peers nor aspirations of IUPUI-Georgia State College and University, Northern Arizona University, and Cleveland State University sounded like a fairly uninspiring set if institutions. I was <u>very pleasantly</u> surprised by the caliber of the 2 externs I met, finding them to be thoughtful and insightful. The Rep. from Education was quite appropriate and helpful. Scott Massey, from the IN Humanities Council was great at expressing the perspective of the community. The strengths and weaknesses were balanced by different backgrounds. If felt/feel out numbered as the lit person. I expect to be involved as we complete the final report. The review team worked very well. Everyone expressed themselves openly and everyone was engaged. Good balance. Very Good. Suggest more industry representation especially someone who has no connection with IUPUI. Composition of BME review team was excellent. Good representation of community and academic specialists. One member could not participate at all in the meetings and my time was limited due to family medical emergency. I felt we were a very well balanced team.

7. **What general suggestions would you offer to improve future reviews?**

When AI's teach a substantial portion of credit hours, interviews should be scheduled in advance, not at the last minute . . . The questions to guide team from the Department was quite helpful. It would be a good exercise for Dean's Office and helpful for review team to have a short list of questions that would provide information on the school's view of the department and what it sees as critical issues for the dept. – especially if those differ. Campus/University questions? Have someone meet with review team at breakfast who can answer questions about the review process and expectations. My major question is whether you should continue to conduct reviews when you have so much agreement about problems that are likely to go unsolved following a review. There needs to be ½ hour "take a walk" breaks, maybe one each day. I really missed not having a good cappuccino for 2 full days. The very first session was supposed to offer IUPUI's strategy. A repeat session later in the review? Reduce the time to 1 ½ or 2 days. Limit review to 1 ½ days. Focus on most important issues. I see limited value in meeting with other departmental review teams. More time for team meetings on site. None at this time. I know someone will groan when I say this, but one more day of being together would have been better to rough out our report.

8. **Please rate the overall process of the program review. (Please circle one)**
   0=poor   0=fair   6=good   7=excellent

2005-2006 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS

Research Compliance, Administrative Management, BME, ECE, ME, English, History, Chemistry, Social Work, Biology, Physics, and Advising Center

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	6	2			
Tour of Department and Special Facilities	4	3	1		
Descriptive Overview of Department	3	4			
Meeting with Chair or Program Director	3				5
Undergraduate Student Interviews	3	5			
Graduate Student Interviews	4				4
Faculty and Staff Interviews	4	3	1		
Meeting with University Support Representatives		2	1	2	3
Meeting with Representatives of Related Departments	4	3		1	
Meeting with Entry Support Directors	3		2		3
Meeting to Discuss Graduate Concerns	2	2			4
Research Representatives Meeting				2	6
Meeting with School Dean	7		1		
Interviews with Associate & Assistant Deans of University College & Liberal Arts	2	2	1		3
Concluding Discussion	5	2			1

Doubling Research
in Health and Life Sciences

January 12, 2006

Present: Laurie Antolovic', Trudy Banta, Charles Bantz, Craig Brater, Marion Broome, Tim Brown, Pam Crowell, Garland Elmore, Peg Fierke, Jan Froehlich (by phone), Bob Hickey, Bob Jones, Doug Lees, Greg Lindsey, Steve Mannheimer, Bob Martin, Mike Patchner, Nasser Paydar, Doug Perry, Bill Plater, Mark Sothmann, Amy Warner, Bob White, Karen Whitney, Gayle Williams, Jack Windsor, Oner Yurtseven

Chancellor Bantz opened the meeting by asking for ideas related to doubling research in the health and life sciences (H/LS). Dean Brater described the development over the last decade of a strategic plan for the School of Medicine (SOM) aimed at advancing the school to a position within the top 10 public medical schools in terms of NIH funding. This aspiration involves doubling NIH funding, and a business plan has been developed with this target in mind. Faculty recruitment and the expansion of space for research are two major strategies. The school intends to build on its three primary areas of research strength: cancer, diabetes, and neurosciences. These also happen to be areas of strength for Eli Lilly & Co. Brater emphasized that reaching the SOM goals will require help from units across the campus and cited the co-location of School of Science (SOS) math faculty and SOM biostatistics faculty in the new facility at the head of the canal as one example. Biomedical engineering is another.

Broome noted the undergraduate teaching mission of the School of Nursing (SON), which makes it impossible to find the dollars to acquire the space for research that would enable SON to contribute to doubling research in the way that SOM is organizing to do. Broome is also concerned about the loss of the two top research producers in SON to the 18-20 Plan in the next five years.

Yurtseven asked about the study of research space needs commissioned last year by Vice President McRobbie. Bantz reported that although many believed the study merely produced a wish list rather than a realistic plan, new architectural development plans for IUPUI and IUB have been developed to address the needs that were identified. Respondents for IUPUI said 2 million additional square feet were needed to meet demand in the foreseeable future. The architects found room for 6 million square feet on the main campus plus Stadium Drive. But we must ask, Are we only interested in research space? And are we willing and able to raise the $400-625M needed to build the space, particularly since we know that the state will not fund the operation of the buildings?

Brater observed that the SOM has received $62M ($15M for the $55M Information Sciences building, $33M for a $80M cancer building, and $14M for a new medical facility in Ft. Wayne) from the state in recent years that did not come from the higher education budget, but rather from economic development funds. Brater noted that

as the state seeks return on its investment, economic development funding will increasingly be the most likely source of new money for higher education facilities.

Brater reported that Mickey Maurer is seeking state funds for an Eminent Scholars program that would enable universities to recruit faculty who can bring established research programs with them. Some 21st Century funds may be used for this, but even in the short session of the legislature, new money will be sought.

Several deans noted that the lack of indirect cost recovery (ICR) funding from the state constitutes a major handicap in doing research for the state. Originally the state established this policy because state funds supported much of the infrastructure at public universities, but this is no longer the case. And to make matters worse, the fact that we get no ICR funding from the state could have an adverse impact on the ICR rates we negotiate with the federal government and with industry. Those funders may say, "Why should we support the work you are doing for the state?"

The method for distributing recent increases in federal ICR rates was questioned, and in response Antolovic' reported that the 1½% increase is coming to IUPUI and IUB in proportion to the federal funding awarded on each campus. The newest 1%, however, is going to the Office of the President.

Froehlich proposed changing the focus for awarding campus-level Research Incentive Funds from work that supports the NIH roadmap to that which emphasizes cross-disciplinary collaboration. (The SOM has just funded some proposals that support collaboration between IU and Purdue, and there was an unanticipated level of participation in the competition.) Froehlich's proposal was generally supported.

Brater suggested that each school investigate what its peers are doing in H/LS to determine the number of new faculty and amount of new space it will take for other schools to become competitive in this regard.

White is pleased that several programs in the School of Liberal Arts (SLA) (e.g., medical anthropology and GIS in Geography) support SOM. But he wonders if other kinds of research will be lost in the shuffle. Froehlich said that she has looked at this from one perspective—internal research support—and has found that the proportion of funds awarded to social scientists is larger than the proportion awarded to medical faculty, based on the numbers of each on the IUPUI faculty.

Bantz reported that new gifts for undergraduate scholarships will give the campus a greater number of capable students who can be involved in undergraduate research. For example, since the Cox Scholars must earn 25% of their college costs, they could be employed on campus to assist in faculty research. Principal investigators should be encouraged to put salaries for undergraduate trainees into their grants.

Lees asked if Cox Scholarships will be available for students in the Purdue schools. Bantz said that this is under discussion, but a positive outcome seems quite possible.

Lindsey reported on a proposal for a Center on Health Policy that SPEA is preparing for approval by the Board of Trustees. State health policy development will be the focus of the center's work.

Bantz asked Froehlich and Banta to confer about the possibility of developing a research plan for the campus that parallels the SOM strategic plan.

Doubling Teaching and Learning Goals
in Health and Life Sciences

January 11, 2006

Present: Laurie Antolovic', Darrell Bailey, Trudy Banta, Charles Bantz, Bill Barton, Marion Broome, Tim Brown, Janice Cox, Garland Elmore, Andy Gavrin, Randall Halverson, Bob Hickey, Bob Jones, Nick Kellum, David Lewis, Greg Lindsey, Steve Mannheimer, Bob Martin, Henry Merrill, Nasser Paydar, Bill Plater, Becky Porter, Bob Sandy, Mark Sothmann, Rosalie Vermette, Amy Warner, Jeff Watt, Bob White, Karen Whitney, Jack Windsor, Oner Yurtseven

Chancellor Bantz began by asking the question, "How can we double degrees and retention at IUPUI and make this campus a destination for students interested in majoring in health and life sciences (H/LS) fields?"

Broome identified one of the major obstacles to achieving these goals: Two of three students (approximately 500 per year) hoping to get into nursing at the junior level are not accepted. These are some of our best students, with GPAs of 3.0 and above. What can we do to convince these students to stay at IUPUI?

Options suggested included:

- Developing a new degree – BS in Health Sciences
- Encouraging students to take the BSPH or BSPA degrees offered by SPEA
- Encouraging students to take Exercise Science in Physical Education
- Encouraging students to take BME and BMET programs in Engineering & Technology (E&T)
- Creating an advising center focused on H/LS majors
- (At Columbus) Asking Ivy Tech to prepare pre-nursing students during their first two years

Whereas majors in the School of Science (SOS) would appear to be a logical alternative for nursing students, the nursing curriculum does not require the same introductory level science courses as science majors must take. Thus nursing students must repeat some of their introductory science courses if they change majors. The SOS is working on alternatives that may assist in solving this problem. Sandy offered one possible solution: Increase the difficulty level of the required science courses, perhaps having the students interested in nursing take the entry-level courses for science majors.

Porter noted that first-generation students need a major to help them persist, and they tend to choose the most visible, well-known majors. Thus if we brand IUPUI effectively as an H/LS campus, first-generation students will be more likely to choose majors in these fields.

Bailey mentioned the new Crispus Attucks magnet middle and high school that will prepare students for careers in medicine. IUPUI will be a major partner in developing the curriculum for this new school.

Lindsey described collaboration between SPEA and the Kelley School of Business (KSB) to offer a joint health marketing class. He also noted recent growth in the Bachelor of Science in Public Health, Health Administration major, which is focused on preparing students to serve the growing sector that combines business and health care. Hospitals, private practices, and health industry companies like Anthem, need employees who understand both life sciences and business. Professors involved in entrepreneurship education (the Johnson Center) are working with IURTC to develop products based on intellectual property generated at IUPUI.

Yurtseven identified quality control and quality improvement as areas where IUPUI can play a role in the health care industry. Six Sigma experts affiliated with E&T have won contracts with hospitals to improve some of their business and administrative processes.

Patchner said that the business of health care is an area of study in the MSW program.

Porter asked us to consider the implications of the three-year baccalaureate degrees being offered in Europe. Should we consider developing five-year programs to produce the advanced degrees that will make American universities more competitive in the world marketplace?

Sothmann noted that both students and parents want to know if there will be a job at the end of a program of study. We should identify and advertise that link for H/LS majors.

Gavrin observed that we need to make plans that include increasing numbers of students in H/LS. For instance, organic chemistry labs already are scheduled continuously from 8 a.m. to 10 p.m. There is no more capacity in that gateway course.

White pointed out that the School of Liberal Arts (SLA) provides the humanistic component of H/LS degrees. SLA faculty also have developed minors like Medical Sociology and majors with H/LS connections. Jones noted that more humanities majors could go to medical school if more undergraduates were invited to take courses with medical students. Up to 30% of the spaces in some classes at the University of Illinois Chicago medical school are reserved for undergraduates.

Broome described the tension between doubling degrees and doubling research in H/LS: Expensive research-oriented faculty don't teach as much as faculty who concentrate on teaching and developing undergraduates. Thus it's hard to decide where to invest—research or teaching.

Emphasizing H/LS would be a strong focus for marketing IUPUI in other states. Students tend to go where they have friends or other connections. Thus the more bright young scholars and the more students from out of state we attract, the more such students we can expect to attract in the future.

Incorporating undergraduate research in the curriculum strengthens H/LS majors. Several present at the meeting noted that we need to put more undergraduates in research labs in the School of Medicine (SOM). Grant funds should be earmarked for undergraduate lab assistants. This would help with retention as well as we employ more students on campus. Jones observed that there are jobs in the SOM that can be done by all students, not just the most promising scholars. However, one caveat is that pausing to orient an undergraduate takes time a faculty member might spend more productively.

To make real progress, the campus must **invest** in H/LS.

Council on Civic Engagement
Annual Report 2005-2006
Submitted by Bob Bringle and Julie Hatcher

1. **What aspects of the charge to your council have provided the foci for your work and what specific goals have you been pursuing?**
The Council on Civic Engagement (CCE), which is comprised of representatives from each school and many centers, serves as a campus-level means for overseeing the civic engagement mission of the campus. The goals for the 2005-6 Council were derived from the initial charge given in September 2004, and feedback gained from each School during participation in the Carnegie Foundation for the Advancement of Teaching pilot project on elective classification for Community Engagement in 2005.
   - Advance campus progress towards the Chancellor's Doubling Goals for Civic Engagement.
   - Develop plans for Experiential Learning Notation on transcripts.
   - Acquire evidence for the Carnegie elective classification for Community Engagement.
   - Evaluate and update the campus Performance Indicators for civic engagement
   - Revise the Civic Engagement Inventory; providing input to the group responsible for developing the campus-wide electronic Faculty Activity Report (FAR).
   - Develop a draft Civic Engagement Strategic Plan for the campus.
   - Develop infrastructure to support and assess international civic engagement.
   - Develop campus capacity to represent civic engagement to internal and external audiences.

2. **How have you approached each of these goals, i.e., what activities have you pursued related to each goal?**
The CCE met three times and five working groups meet to address particular goals and bring recommendations back to the Council. Staff from the Center for Service and Learning (CSL) are liaisons for each working group.
   - *Academic Affairs*: The Academic Officers Committee of Indiana University endorsed a policy for transcript notation of Experiential Learning (e.g., service learning class, internship, clinical). Working with the Registrar, a campus plan to determine the structure and authority for use of the notation system, as well as informing faculty and departments about this notation, is under development. An academic appointment for "Public Scholar" has been approved for faculty distinction in civic engagement. In addition, academic appointments for "Community Scholar" and "Community Associates" were approved for community partners and the first two Community Associates were appointed.
   - *Assessment*: Information for the Carnegie classification project was acquired in spring 2005, including information gathered by CCE members from their units and through IMIR. The Performance Indicators for civic engagement were updated on the IUPUI Institutional ePortfolio (www.iport.iupui.edu). The web-based Faculty Annual Report (FAR) is being developed under the auspices of the Office of Academic Policies, Procedures, and Documentation and meetings were held with them.
   - *Strategic Planning:* A preliminary draft of a Campus Strategic Plan for Civic Engagement was circulated and a subset of CCE members reworked the draft during an all-day retreat in spring 2006. See the attached summary of progress to date.
   - *International Civic Engagement:* A definition of international civic engagement was drafted and reviewed by CCE. Campus activities included hosting a major conference titled "Engaging the

World: Developing a Campus-Wide Approach to International Service-Learning" in conjunction with the International Partnership for Service Learning and Leadership (March 2006).

- *Communications, Publicity, Community Relations*: Discussion focused on a more coherent way to represent civic engagement to external communities through the campus website and a user friendly inventory. The term "Community Engagement" was selected for the front page of the IUPUI website. Information gathered through the Carnegie pilot project was shared with Communication and Marketing to highlight faculty engagement. A model used by Informatics was recommended for review and revision. The Assessment working group met with representatives of the Office of Communications and Marketing to discuss interest in updating and redesigning the Civic Engagement Inventory; the Offices of Planning and Institutional Improvement and of Communications and Marketing both have web developers available to work on this task. The second annual "Showcase for Civic Engagement" was held in April 2006 to highlight faculty and student engagement. The first "Plater Medallion For Civic Engagement" were awarded to ten graduating seniors for their exemplary commitment.

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

- Doubling Initiative: Since 2000, the number of service learning classes, faculty, students and hours contributed to the community has steadily increased. This year, the statistics indicate a significant spike in service learning classes. This increase is a direct result of the Engaged Department and Civic Collaborative initiatives coordinated by CSL and funded through the Commitment to Excellence funds. According to the information gathered by CSL (*as of 6/29/06*), the campus has doubled the number of service learning classes and the faculty who teach service learning classes; nearly doubled the number of students enrolled in service learning classes; doubled the number of schools that offer service learning classes; and from the community perspective has provided nearly four times the amount of hours to an expanding range of community organizations.

Academic Year	Faculty	Service Learning Classes	Schools	Students	Hours	Community Agencies
2005-06*	100	156	15	2,797	51,462	297
2004-05	53	52	12	2,075	48,105	209
2003-04	50	41	10	2,001	25,307	210
2002-03	57	42	9	1,889	15,758	128
2001-02	56	37	8	1,922	20,037	71
2000-01	48	28	7	1,440	13,006	35

*2005-6 data collection not yet complete.

- Evidence for campus performance on campus goals was compiled into the campus report submitted to the Carnegie Foundation for the elective classification for Community Engagement. As one of twelve campuses that participated in the pilot project, IUPUI has been selected to receive distinction as one of the first one hundred colleges and universities to be classified for "Community Engagement".
- The Performance Indicators for civic engagement also provide evidence at the institutional level for campus performance.

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

The campus can achieve the primary indicator for Civic Engagement of the Chancellor's Doubling Initiative (i.e., service learning) through a centralize campus unit and targeted programs to support and increase faculty and departmental leadership.

As one of the chief advocates for civic engagement on campus, CSL can engage the campus in worthwhile conversations (e.g., meeting with Deans, Conversations on Civic Engagement); activities (e.g., American Democracy Project, Political Engagement Project, Engaged Department initiative), and contribute to scholarship associated with faculty work on civic engagement.

Although there is improved institutional capacity for documenting civic engagement, we still know that we are underreporting civic engagement. There needs to be better use of a revised Civic Engagement Inventory to increase a) campus ability to report on civic engagement, and b) external constituents understanding of campus resources and expertise to address community issues.

We are poised to implement more extensive assessment of students' learning outcomes for civic engagement (e.g., knowledge, skills, and abilities that results from service learning), improve the quality of service learning in courses and civic engagement across the campus, and implement a means for collecting exit narratives on civic learning from graduates.

We have suggested to the development group that a uniform FAR be pursued for the campus and that it include a mechanism for flagging or tagging civic engagement activities listed by faculty. The "flag" would in turn generate an automatic e-mail message inviting the faculty member to enter the activity or initiative in the CEI.

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?**

We have given examples of internal (e.g., academic units, centers, Registrar, IMIR, Communications and Marketing, APPD) and external collaborators (e.g., Carnegie Foundation for the Advancement of Teaching, Campus Compact) in descriptions of past activities. We plan for these collaborations to continue and expand.

Council on Retention and Graduation
2005-2006

What aspects of the charge to the Council have provided the foci for the Council and what specific goals have you been pursuing?

The Council was asked to examine current activities, to look for best practices, and to develop plans for improving the retention and graduation rates of our students, particularly among those not well represented. The Council's work builds on earlier work by the Doubling Task Force (http://academicaffairs.iupui.edu/pdf/goals2010/RetentionTLTF.pdf) and the Foundations of Excellence in the First Year Task Force (http://uc.iupui.edu/staff/research_projects.asp) as well as the ongoing work of University College and the Gateway Group.

The Council works with the Council on Enrollment Management and all the schools in projecting enrollments. Activities of the Council on Enrollment Management have focused on numerical projections with the Council on Retention and Graduation focusing on the academic programs and practices as well as on administrative policies and practices which have impact on retention and graduation.

Retention efforts for IUPUI have centered on the retention of entering students, and this year the Council has led efforts to examine specifically the retention of the fall first-time full time cohort. These students represent only 32% of those who begin study at IUPUI in a given 12-month period; but this is the cohort whose retention is reported as our official retention rate. IUPUI compiles a comprehensive report on retention initiatives each year (https://www.slashtmp.iu.edu/public/download.php?FILE=keeckert/8033ra4Tkw. This report gives the wide range of programs in academic and administrative units to enhance student retention. Council efforts have highlighted the curricular (e.g., learning communities, first year seminars, bridge programs, etc.) efforts that have resulted in enhanced retention, and the Council has responsibility for commissioning and reviewing program evaluations which continue to affirm the effectiveness of the programs (https://www.slashtmp.iu.edu/public/download.php?FILE=keeckert/5844587IZIU).

The Council has also coordinated IUPUI's efforts to assess and impact student retention beyond the first year. We have reviewed student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes (http://registrar.iupui.edu/emc/ppt/bottleneck.pdf). School-level reviews have suggested that the Council increase its work with upper division students, and schools

are now also reviewing data on the success across schools in moving seniors to graduation
(https://www.slashtmp.iu.edu/public/download.php?FILE=keeckert/72463cqFr6Q).

The Council has commissioned reports on the impact of student finances (not only financial aid but looking at the impact of finance in general for our entering students where low income and first generation students are over-represented relative to many peer institutions). We are now reviewing the proportion of students on the Bursar checklist, precluded from registration, with Student Financial Aid reviewing records on an individual basis. Derek Price, of DVP-PRAXIS LTD, is conducting a study to propose a set of quantitative research activities to more accurately identify the characteristics of students who initially enroll full-time at IUPUI but do not continue to enroll into the second and third academic year.

His research agenda is the following:

- Consultation with the Council and with administrative leadership and institutional research on database development;
- Quantitative analysis of longitudinal cohort database to assess factors contributing to student retention and/or stop-out;
- Preliminary report on the factors that influence student retention;
- Final report on student retention including recommendations for subsequent qualitative research.

For the first time, IUPUI will have longitudinal analyses of student retention which include student preparation, participation in initiatives to support retention, and student finance analyzed over time.

With increasing numbers of transfer students, the Council has participated in a redefinition of the collaborative relationship with Ivy Tech with a report forthcoming this summer with recommendations for enhancing the relationship (including increased joint programming and tracking of students).

A component of the Council's work is identifying means beyond increasing the retention and graduation of "native" students to doubling the number of graduates. The initiatives with seniors and with Ivy Tech are part of this effort, but the Council also recommended increased attention to the assessment of prior learning as a campus strategy.

Appendix A is a listing, with actions taken, of specific objectives for 2005-2006.

How have you approached each of these goals (what activities have we pursued related to each goal)?

> The goals (identifying best practices, reviewing activities, activities, develop plans) have included highlighting data on student success including new measures (e.g., specially with the cohort of fall first-time full-time students and students on Bursar checklist), a comprehensive review of all campus programming with wide distribution of best practices, and collaborative programming with the other Councils to attend to IUPUI's doubling goals.

What evidence have you collected and considered for each of the goals and what variables are we tracking to assess progress?

> The reports cited above have been considered for each of the goals. The variables include primarily the one-year retention rate and six-year graduation rate, but the Council has broadened the variables to the success of students beyond the first year and to the mediated variables (i.e., participation in learning communities as a function of admission status) ultimately associated with increasing the retention and graduation rates.

> The Council developed a CTE proposal (https://www.slashtmp.iu.edu/public/download.php?FILE=keeckert/65772TueeR8) to extend the work with upper division students and will continue to seek means to extend these analyses.

> Appendix B is a Council Report "Asking the Right Questions" from Fall, 2005. The development of indices appropriate for an urban campus is an ongoing priority.

What have we learned in connection with each goal, and what actions are being taken to address our findings?

> We have learned that addressing only the retention of entering students will not "solve" our low graduation rate. We are losing many students in each year of their enrollment. Among the issues identified are students seeking particular degrees (e.g., Nursing) and their leaving IUPUI when not successful in entering the desired programs. The Council collaborated in the development of a successful CTE project for Undergraduate Education in the Health and Life Sciences and the provision of campus resources to help students move across degree programs and find other alternatives in a more intentional way will retain and graduate students at IUPUI.

> The Council continues to consider the transfer of students to other programs. Many highly qualified students (including those on prestigious scholarships) move, for example, to Purdue University where retention is not included in our official data, in contrast with internal IU transfers who continue to be tracked across campuses. Statewide data would give all campuses more accurate retention and graduation data.

Particularly on a campus where many students begin with the intent of transferring to Purdue and where they do that, including those students in our reports would give more accurate reflections of retention and graduation rates.

With what other groups or individuals has the Council engaged to pursue our goals and objectives? Are these any other groups or individuals we hope to engage in the coming months?

The Council works closely with the other Councils and with the Gateway Group. The Gateway Group originated in the planning of a group of faculty, staff, and students and whose work includes the following:

- Coordinating communication among those involved in gateway courses across the curriculum
- Disseminating information on best practices for promoting learning in these courses, obtained either through campus experimentation and research or findings from other campuses
- Seeking funding and other resources to foster innovation and improvement
- Promoting existing resources available through University College, the Center for Teaching and Learning, and other campus units
- Fostering best organizational and administrative practices to support student success
- Identifying work that needs to be done in connection with the improvement of gateway courses and early student success and funding task groups to accomplish this work
- Reporting on progress with respect to student achievement in gateway courses and organizational changes that have occurred to better support these courses

The Gateway Group worked with the Office of Information Management and Institutional Research to identify courses that enroll high numbers of first-time full-time freshmen. Most of the efforts of the Gateway Group revolve around these courses.

OPD, in conjunction with the Gateway Group is now discussing and thinking critically about models of student retention and focusing primarily on the factors that can be influenced by individuals, programs, and other institutional efforts. These include institutional, academic integration and social integration variables. The Gateway Group is IUPUI's primarily group for bringing all together, in conjunction with the Council on Retention and Graduation and all the schools, for enhancing student learning and persistence with entering students. SLD (https://www.slashtmp.iu.edu/public/download.php?FILE=keeckert/92057jKFtmd) and other campus units continue to implement the recommendations of the Foundations of Excellence in the First Year report (http://uc.iupui.edu/uploadedFiles/Assessment/ImprovementPlan.pdf).

The Council is the context for considering new programs, particularly those developed across units, such as the new Mathematics Bridge Program and the Mini-Bridge Program launched in 2006.

Appendix A

Draft/7-14-06

TOP TEN FOR RETENTION AT IUPUI

1. <u>Increase scholarship support coupled with academic support for low income and first generation students, targeting the Twenty-first Century Scholars</u>. National data confirm the very strong association between family income and earning a baccalaureate degree. IUPUI can build on the success of Indiana's Twenty-first Century Scholars program be increasing both financial support and academic support for students enrolled at IUPUI.

   ACTION:
   a. To begin addressing the lack of need-based scholarships at IUPUI, the Office of Student Scholarship Services (OSSS) implemented an incentive scholarship for incoming freshman who have received an admission-based (merit) scholarship and who have an expected family contribution of less than $5000. The incentive scholarship will match the amount of the admission-based scholarship. Approximately 200 offers were extended and the projection is that 50-60% of the scholarships will be accepted. The initiation of the federal Academic Competitiveness Grants for Pell recipients will provide additional funding for low income students during the first two years of study.
   b. In addition to increased funding, increases in academic support is essential. OSSS in collaboration with University College expanded the summer bridge program with a focus on first generation students. Recognizing that it was not feasible for some of the students to leave their jobs for a two week period, a weekend format is being piloted. If this approach is successful, it will provide a structure that will permit further growth of the summer bridge program.

2. <u>Coordinate communications for prospective and entering students</u>. Present efforts are disjointed and uncoordinated. There is, for example, no letter from the Chancellor. A systematic program of communication (printed materials, emails, letters, post cards, handwritten notes from students, phone calls) should be implemented.

   ACTION: A subcommittee on marketing of the Enrollment Management Committee is working on this initiative. A communications calendar has been developed and available at http://registrar.iupui.edu/emc.

3. <u>Commission qualitative and quantitative research</u> on students who have left and those who have stayed to better understand the factors impacting student success (and then address the factors working against success that are under our control).

ACTION:
Derek Price, of DVP-PRAXIS LTD, is conducting a study to propose a set of quantitative research activities to more accurately identify the characteristics of students who initially enroll full-time at IUPUI but do not continue to enroll into the second and third academic year.

His research agenda is the following:

- Consultation with the Council and with administrative leadership and institutional research on database development;
- Quantitative analysis of longitudinal cohort database to assess factors contributing to student retention and/or stop-out;
- Preliminary report on the factors that influence student retention;
- Final report on student retention including recommendations for subsequent qualitative research.

For the first time, IUPUI will have longitudinal analyses of student retention which include student preparation, participation in initiatives to support retention, and student finance analyzed over time.

4. <u>Implement a scorecard</u> for all schools on implementation of powerful pedagogies and programming associated with retention (scholarships, scholarship coupled with academic support, honors, service learning, learning communities and first year seminars, study abroad, undergraduate research, etc.)

   ACTION: Priority for 2006-2007.

5. <u>Support faculty development to enhance diversity in the curriculum</u>. Involvement with diversity increased engagement in learning. IUPUI's students are diverse. We need to increase our attention to diversity in the curriculum

   ACTION: As part of a grant from the Lumina Foundation, the Center for Teaching and Learning staff developed the Diversity and Learning Website (www.opd.iupui.edu/meiupui). The website was designed to be a one-stop, user-friendly comprehensive online resource for faculty interested in issues of multicultural education. The website consists of five resource areas: (1) a revised multicultural classroom resource guide; (2) multicultural teaching techniques; (3) the Multicultural Teaching and Learning module; (4) a collection of faculty essays, and (5) a dynamic listing of campus resources. Additionally, the CTL partnered with the Office for Multicultural Professional Development to host the first Multicultural Teaching and Learning Institute in March. Twenty-four participants explored various topics including what is multicultural education, how to facilitate difficult dialogues and how to incorporate inclusive teaching strategies.

6. <u>Implement an enhanced program of involvement and support for parents and family members,</u> particularly important for our low income and first generation students.

   ACTION: New parent newsletter, fall program.

7. <u>Develop models on campus and with community partners where work can be an asset rather than a deficit</u> in students' educational experiences, not only through internships but also through curricular involvement and through engaging employers as partners in supporting student success.

   ACTION: Priority for 2006-2007.

8. <u>Inventory administrative and academic policies and procedures</u> and determine their impact on student success and then address places where we are not satisfied with our performance (e.g., no academic forgiveness in place for entering students coupled with a five-year limit on changing F to W leaves many students in limbo).

   ACTION: Ongoing. The campus has broadened participation in the early warning and administrative withdrawal initiatives.

9. <u>Focus on the fall, full time, first time cohort</u>. Engage faculty, staff, and students in strategies to engage and understand the cohort in particular (increased communications, exit interviews, ongoing contact, re-entry scholarships, etc.).

   ACTION: Cohort identified, contacts ongoing.

10. <u>Enhance the coordination of student financial aid and bursar policies and procedures, enlisting academic units as partners</u> in understanding issues and serving students, in ways that result in enhanced service to students.

    ACTION: The Office of Student Financial Aid Services (OSFAS) and the Office of the Bursar continue to move forward with collaborations to enhance services to IUPUI students. For example, OSFAS has initiated contacts with students in the first time full time cohort who can not register due to a Bursar hold and have offered to work with the students to explore avenues to remove the hold. Educational sessions have been provided for the academic unit personal so that they have a better understanding of the federal and state regulations which mold the policies of OSFAS and the Office of the Bursar. Enhancements in student self service are anticipated with the implementation of SIS upgrade in February 2008. Review of business practices underlying student services is being conducted in anticipation of the move to the Campus Center. (OSFAS staff are the customer service representatives for in person transaction for both the OSFAS and the Office of the Bursar.)

Appendix B

DRAFT/10-26-05

Asking the right questions

There is a lot of attention to the retention of students in higher education. A recent documentary on PBS framed the issue as follows:

- If students don't make it through high school, we ask what is going on with the school system, with the teachers, with the parents, with the community, with the social support system for students.

- When we address the same issue for college students, we seem to "blame" the students or "blame" the campus.

We are dealing with very complex issues in both cases, and we might do well to think about the right questions. Then, we can seek better solutions.

Here are some possible "right" questions:

- <u>Do Indianapolis Public Schools students succeed</u>? No, they don't according to the Schott Foundation. Nearly ¾ of the boys who start IPS finish in four years. Indianapolis cannot succeed if we don't turn that around. If anyone can do that, it's Dr. White. How can we support him, teachers, students, and parents? This is the right question.

- <u>What colleges have a great retention rate for their students</u>? The answer is those schools that admit well prepared students and students with relatively high family incomes. Family income is highly associated with students being successful in higher education. Mortensen shows that 73% of students in families in the top quartile of income have baccalaureate degrees have by age 24. The percentage for students from families in the bottom quartile is 9%. What campuses are serving large numbers of low income and under prepared students? That is the right question.

- <u>What is the brain drain problem in Indiana</u>? Why do so many of our students leave? We can approach this is two ways. First, students who come here to study from out of state are likely to leave. Second, students from here who finish college need jobs. My own son was featured in an article on the brain drain stating why he had taken a job in the west. That's where he found a job. We need to educate our own young people and we need to provide jobs for them. It's a bit of a chicken and the egg. How can we simultaneously increase Indiana's chances for success? Two simple answers— educate more of our own students and provide jobs for them.

- <u>Why is education so tough in Indiana</u>? Well, we have the mythology that we are an agricultural state composed of heads of households supporting their families on the family farm. How many are there? The answer is --. This is --% of the population of Indiana. So, maybe we are not an agricultural state in the way we think of ourselves. And, we think our young people can get good jobs in manufacturing without college degrees. Well, last year we lost – of those jobs. What's the right question? How can we help our leaders and ourselves to understand that we're in a new time, not an agricultural state in the way we like to think of ourselves and not a provider of good jobs without higher education.

- <u>Whose fault is it</u>? This is a favorite question in Indiana. We blame the colleges. We blame the schools. We blame the parents. Maybe we need a big mirror and all take a close look. My son came home from grade school and said that his teacher noted that we have three fingers pointing at ourselves when we point at someone else.

It took the Sputnik crisis to get our country to focus on science education. For awhile (my generation), we did a good job, especially with middle income and above white males. In the 1980's, Ronald Reagan visited Indianapolis and delivered his "a nation at risk" talk in which he stated that we would have declared war on another country who did to our education system what we had done to it ourselves.

I don't think we have a lot of time to get our act together. Declare an emergency. Form a coalition of citizens, business, parents, teachers, students and government to get this state on track to help students succeed. Stop cooking the books with our educational statistics. Ask

- Are students succeeding in K-12?
- Are they getting into college?
- Are they graduating from college?

And ask

- What is the role of government?
- What is the role of the schools?
- What is the role of the colleges?
- What is the role of the parents?

Every day, I talk and email with college students, faculty, and staff, and with the parents of our students. Guess what. All care about our students. Indiana's colleges and universities work together, with support from the Lilly Endowment and the Lumina Foundation, to improve education in our state.

Maybe we should ask

- Which schools are successful and why?
- Where do Hoosier children go to college?
- Are they successful?
- How can we build an educational system in Indianapolis that gets students from pre-kindergarten to a baccalaureate degree, by working together?

Enrollment Management Council
Annual Report 2005-2006

1. What aspects of the charge to your council have provided the foci for your 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.

EMC members developed a set of priorities and an action plan with nine major goals. Recognizing that we could not address all of them immediately, the council focused on three areas in 2005-06:

a. Developing a campus-wide enrollment forecasting system that accommodates the information needs of IUPUI's wide array of programs and services.
b. Coordinating initiatives focusing on prospective and continuing students, especially in the area of recruitment and in communications and marketing.
c. Exchanging information among schools and offices on effective practices for recruiting and serving new and continuing students, including addressing diversity in all aspects of our activities.

For the full list of priorities visit the *Enrollment Management Priorities and Action Plan*
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?

a. Supported by the Office of Information Management and Institutional Improvement (IMIR), the EMC worked with the academic units in establishing enrollment targets for the Fall 2006 semester as the initial step in creating a plan for both long-term and strategic enrollment management. Enrollment trends over the past ten years were shared with the schools which, in turn, projected their headcount for 2006-2010. They also provided their optimal number of students (an aspirational goal) and their capacity for student majors.

   IMIR then projected the number of credit hours each school would teach in 2006-2010, using enrollment patterns from Fall 2005. This induced course load assumed that students in one school would continue to take the same average number of credits in another. If the headcount of the student school went up, so did the number of credits those students would take in other schools. If the headcount of the student school went down, so did the number of credits taken elsewhere. This model is of special importance for schools with reliance on service courses with enrollments from other majors.

      For more information on this initiative visit http://registrar.iupui.edu/emc/projections/

b. In late 2004-05 the EMC developed a coordinated calendar of communications shared with students from Enrollment Services and other central offices. This year EMC members worked together to create a common recruitment calendar that also included school-based activities. In addition to improved coordination, this exercise prompted schools to consider joint activities in recruiting related populations. Members can use both calendars in preparing their recruiting and communications strategy for the year by being able to avoid potential conflicts and in reinforcing messages and deadlines or promoting common functions such as JagDays or Campus Day. The calendars will be updated on a regular basis. For details on these calendars visit http://registrar.iupui.edu/emc/index.shtml
c. Presentations were made to the EMC membership on campus-wide (central) initiatives, including recruitment, best practices, and communications/marketing efforts directed at prospective and current students. Additional presentations included the strategic use of scholarships, internationalization, and recruitment for diversity at both the undergraduate and graduate levels. Each presentation was intended to educate EMC members and included discussion and related activities to encourage incorporation of these topics and goals within their schools. Details on these presentations are available by visiting http://registrar.iupui.edu/emc/emc-meetings.shtml

In an effort to avoid duplication of effort and to share innovative activities, the council also created a Web-based repository of sample materials schools provide their students. http://registrar.iupui.edu/emc/communication/

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

a. We have generated the initial sets of enrollment projections. Each school has been asked to review the data and make adjustments, as appropriate. Members will review the data again after Fall census to see how close the projections were and will include both the adjusted totals and the Fall official numbers in running the reports again. Each year we hope to better refine the reports and make the data increasingly accurate and more useful.
b. The calendars are available and will be updated on a regular basis.
c. Presentations and the exchange of information and materials among EMC members remain an important part of each meeting and of our work in general.

To review the complete *Enrollment Management Priorities and Action Plan*, including benchmarks for completion and success, visit http://registrar.iupui.edu/emc/em-priorities.pdf

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

a. The reports will be calibrated and the process refined each year and council members will share actions they will take in response to the data. Enrollment Services will use the information to help target its recruiting efforts on those majors where schools demonstrate they have available capacity.
b. Calendars will be kept current and units encouraged to continue and expand opportunities for coordination and collaboration.
c. We will continue to identify areas where additional information or resources are needed by EMC members in improving their enrollment management efforts.

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 other enrollment management-related groups including the Retention and Graduation Council (RGC), Council on Lifelong Learning, Graduate Affairs Recruitment Committee, Strategic Scholarship Coordinating Committee, FASPAC, Transfer Student Task Force, Ivy Tech Transfer Group, Gateway Group, Multicultural Outreach Advisory Group, the Diversity Council, and the Orientation Advisory Committee as well as with the other primary campus planning and governance committees such as Chancellor's Cabinet, Academic Policies and Procedures Committee (APPC), Center for Teaching and Learning, Civic Engagement Council, and the Faculty Council. This is achieved primarily through cross-representation, invitations to presentations, and inclusion on each group's agenda or reports on the other groups' activities. Moreover the EMC, the RGC, and APPC include representatives from virtually all academic units.

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

The EMC is in contact with a number of community organizations such as the Urban League, Wesco, Christamore House, Center for Leadership Development, Indiana Black Expo, local Community Centers, and others to help us discuss issues and strategies related to recruiting for diversity at the university.

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

July 1, 2006

Council on Lifelong Learning
Annual Report 2005-06

The 2005-06 Council on Lifelong Learning identified several important threads in its founding year. The work of the Council was conducted through three general meetings, two focused meetings and other small discussions throughout the year. These threads include:

- Continue the development of the General Studies degree and support for adult learners as recommended in the 2004-05 Program Review;
- Develop the concept and pilot for an accelerated 12-week format program for degree completion in collaboration with academic programs in schools;
- Collaborate with the Council on Retention and Graduation to formalize Prior Learning Assessment (PLA) and promote its use for adult learners where appropriate;
- Identify initiatives for continuing education units (including institutes or centers with outreach components) at IUPUI to collaborate on increased program opportunities for lifelong learners and efficiency and effectiveness of delivery.

Summary of Council's Charge from Chancellor Bantz and Dean Plater

The Council will advocate and champion policy issues and good practices that impact adult learners at IUPUI focusing on four primary areas of responsibility:

(1) Provide academic oversight of the General Studies undergraduate degree program;
(2) Advise on the development of accelerated programs, weekend college, online learning, prior learning assessment and related support services to retain and graduate adult learners;
(3) Promote continuing education and professional development (non-credit) opportunities available through the Community Learning Network and enhancing collaboration between all IUPUI continuing education units; and
(4) Coordinate with the Councils on Enrollment Management, Retention & Graduation, and Civic Engagement in the recruitment and retention of adult students.

Accomplishments in 2005-06

- General Studies Faculty Advisory Committee met within this revised format as part of the Council for Lifelong Learning to address Program Review recommendations and program policy issues.

- Initiated discussions educating Council members about Prior Learning Assessment (PLA) in preparation for collaborating with the Council on Retention and Graduation in 2006-07.

- Supported the proposed accelerated degree program managed by CLN for a 2007 launch. Three business courses in the 12-week format were piloted in spring 2006 and produced positive support from faculty and students. Information has been gathered and discussed with deans, chairs and academic units about impacts on scheduling, enrollment services, and operations. In spring 2007 with the support of Kelley School of Business, the first certificate option in the accelerated format will be launched.

- Promotion of lifelong learning with a two page color spread featuring Chancellor Bantz with a statement on lifelong learning and listing of 20 selected continuing education programs with URLs in the March "SignUp" catalog published by the Continuing Studies Department in the Community Learning Network (CLN).

Summary of Primary Meetings

Four primary meetings were held during the 2005-06 fiscal year:

1) October 14, 2005 - The inaugural meeting of the Council was attended by 21 members (14 unable to attend). This meeting included a brief inquiry to define the many dimensions of lifelong learning, a review of the Charge from Chancellor Bantz and Dean Plater, and a discussion of resources available to further the Council's work.

   Members were asked to indicate preference of work assignments for work group meetings in the areas of General Studies Advisory, Accelerated Weekend & Evening College, and Continuing Education & Professional Development opportunities. The final 40 minutes were devoted to discussions within these three work groups.

2) December 8, 2005 – This focused meeting of the Council included invited representatives of continuing education units and programs. The agenda broadly addressed the topic of continuing education collaboration at IUPUI. This meeting, attended by 14 people (14 unable to attend), included a review of the programs represented and identified ways to collaborate in promoting continuing education as part of the overall marketing and promotion of the campus in the traditional media and on the web. Other program ideas and possible collaborations were also discussed.

3) January 18, 2006 – The first item of business at this Council meeting was discussion of the Council's charge with specials guests Dean Plater and Prof. Bart Ng, President of IFC. This meeting was attended by 22 members (13 unable to attend). The discussion at this meeting also included articulations with Ivy Tech where appropriate, update on the plans for the accelerated program pilot, and a concept paper on PLA. The final 30 minutes were devoted to discussions within the three work groups.

4) April 6, 2006 – The agenda for this meeting included discussion of P-16 Education and interactions with lifelong learning at IUPUI and the Ivy Tech plans. The final 40 minutes were devoted to discussions within these three work groups. This meeting was attended by 18 members (17 unable to attend).

Full minutes of these meetings available from Linda Stein, CLN.

Respectfully submitted by Henry S. Merrill
Interim Associate Vice Chancellor for Lifelong Learning

2006 Annual Doubling Diversity Report
Prepared By: Karen M. Whitney
Vice Chancellor For Student Life & Diversity
July 2006

Charge:
What aspects of the charge to your council have provided the foci for your work and what specific goals have you been pursuing?

The Chancellor's Diversity Cabinet received its charge from Chancellor Bantz December 4, 2003 to identify how we can double our achievements in diversity. Achievements in diversity have focused on the 13 diversity goals designed to achieve our Campus Vision For Diversity (See Attached Appendix A).

Since 2004 our focus toward doubling diversity has been to strengthen the campus wide commitment and leadership through the distribution of best practices via annual campus conferences on diversity and the establishment of a "Good Works" resource website of all the good diversity work occurring at IUPUI (http://www.iupui.edu/diversity/docs/Achieving_Diversity_4_15_2006.pdf). Additionally we have continued to focus and improve our approach to assessment, planning and performance measurement which garnered a 2006 City of Indianapolis Mayors Award (http://www.iupui.edu/news/releases/060210_mayors_award.htm) .

An Integrated Doubling Approach:
How have you approached each of these goals, i.e., what activities have you pursued related to each goal?

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 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.

Since 1999, the following activities have occurred intended to advance the Diversity goals:
- 1999 Campus Climate Study Conducted
- 2000 Established Chancellors Diversity Cabinet
- 2000 Began Annual Reporting of the State of Diversity at IUPUI
- 2002 Established Vision For Diversity
- 2003 Established Diversity Performance Indicators & Specific Action Items
- 2003: Established Taylor Awards
- 2003: Launched Diversity website
- 2005: Held First University Conference on Diversity
- 2005: Promoted Best Practices & Directory of Diversity Practitioners
- 2005: Held IUPUI Campus Conference on Diversity
- 2006: Held Campus Meeting To Discuss Development of A Campus Planning Framework For Diversity
- 2006: Completed "Achieving Diversity Report" (Institutional Snap Shot)

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

Progress towards the campus vision and goals for diversity is issued annual in the "State of Diversity Report". The most recent report can be found on line at:
http://www.iupui.edu/administration/chancellorsnews/state_of_diversity_06.pdf .

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

Our findings are based upon the Cabinets interpretation of data as outlined by eight diversity performance indicators which were developed and reviewed annually by the Diversity Cabinet. The eight performance indictors are listed in Appendix A. We have learned that many of the indicators have remained at a "Yellow" or cautionary level and that more indicators have slipped to "Red" or an unsatisfactory level of performance.

As such, a more systematic and institutionalized approach has been recommended to improve our overall performance. A new era of planning and focused action is recommended for 2006-07 which would result in the development, implementation, assessment and continuous improvement of a Campus Diversity Plan.

The proposed objectives of a Campus Diversity Plan are:
- Increased faculty, staff, and student awareness of and commitment to the campus vision for diversity
- Identification of key goals, action steps, responsible units and individuals, a time frame for action, and assessment of effort which will work toward realizing our campus vision for diversity
- All diversity performance indicators will be judged by the Diversity Cabinet to be either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action including established continuing support provided to sustain momentum.

Campus Engagement
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?

Since 2004, the Chancellor's Diversity Cabinet has met with the **chairs of the other Doubling Task Forces** to specifically discuss how each of the other Task Forces intended to infuse the campus vision and goals for diversity into each of their areas of responsibility. The Cabinet has also met with **department heads who are directly responsible for advancing our performance** as outlined by the Diversity Performance Indicators. The Cabinet has also met with leaders of the Indianapolis African-American and Hispanic communities through an annual **meeting with the Chancellor's Dialogue Group**.

In the coming months as part of the development of a Campus Diversity Plan the following groups/individuals will be engaged:

Faculty/staff/student governance
Vice Chancellors/Deans/Directors
The Chancellors Diversity Cabinet
School Based and Administrative Unit Based Diversity Committees
Community Leaders
The members from the other Doubling Task Forces

Appendix A
Diversity
Vision, Goals, Performance Indicators

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.

Goals 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 Performance 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

M E M O R A N D U M

To: Chancellor Charles R. Bantz

From: Norman Lefstein
           Chair, Fiscal Futures Team

Date: May 23, 2006

Subject: (1) Strategic Cost Saving and Restructuring
           (2) Team Subcommittee/Faculty Council

Introduction

This memorandum, submitted on behalf of your Fiscal
Futures Team, summarizes the Team's recommendations
concerning items two and four on the committee's agenda dealing
with cost areas of IUPUI, strategic savings and restructuring.
Specifically, item four on our agenda asked that we "consider
opportunities for increased efficiency and effectiveness in campus
administrative services, schools, and school structures." The second
part of this memorandum deals with the third item on the Team's
agenda and relates to the work of the Team's subcommittee that has
met with the leadership of the Faculty Council.[1]

As you will recall, I discussed these agenda items with you
during a meeting in February, which also was attended by Trudy
Banta, Mark Sothmann, and Bob White. During our meeting, you
expressed a preference that the committee, if possible, deal with
specific areas for cost savings and offered several examples, such as
whether IUPUI should continue to operate a university bookstore
and whether certain small schools on the IUPUI campus should be
absorbed by others. In response, I expressed reservations about

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[1] Appendix A is a list of the several matters assigned to the Fiscal Futures Team and is taken
from your memorandum of November 1, 2005, in which you announced appointment of the
Team.

whether the Fiscal Futures Team possessed the requisite expertise and intimate fiscal knowledge of the campus to make recommendations of the kind you were suggesting. Ultimately, we agreed that if we could not make recommendations about specific activities and programs, we should focus our attention more broadly in an effort to determine whether there are procedural steps or processes that could be instituted to enhance the fiscal well being of the campus and its schools.

Subsequently, the Team discussed items 2 and 4 on our agenda and decided that due to insufficient time and lack of expertise, we were unable to formulate recommendations pertaining to specific programs. But after considerable discussion, we agreed upon the two fundamental approaches outlined below, both of which we believe are urgently needed. The first relates to the use of economic modeling analysis and the second deals with the establishment of an advisory committee to the Chancellor or his designee, to be known as the "Resource Allocation Advisory Committee." Because of our belief in the importance of this committee, we strongly suggest that it be appointed prior to the start of the next academic year.

Strategic Cost Savings and Restructuring

ECONOMIC MODELING

As IUPUI and other institutions of higher education across the country confront ever more serious financial difficulties, it is noteworthy that this campus, through its Economic Model Office (EMO), has developed one of the few programs in the country using activity-based costing methodologies. As explained on the web pages of the EMO, the model enables managers to "define the costs of unit activities; identify potential investment or cost saving opportunities; help address the issues of accountability; [and] estimate the cost impact of proposed changes in operations and varying customer demand." As a result of modeling analysis, a unit obtains "a cost-based perspective of…[its] operations," [and] "the decision maker…[has] information for operations improvement."

The Team was informed during its meetings that approximately half of campus academic units, with assistance provided by the EMO, have undergone an economic modeling analysis. Until now, the decision about whether a school should participate in an economic modeling analysis has been voluntary. Our recommendation is that all campus schools, as well as academic and administrative support units, be required to undergo economic modeling analysis on a regular basis, even yearly if deemed feasible and worthwhile.[2] Conceivably, some schools can now do this analysis on their own since they have received instruction from the EMO; others may need assistance from the EMO.

In addition to the benefits of economic modeling already discussed, the Team believes there are important ways in which such regular fiscal reviews can be useful both to programs and to the campus. First and foremost, economic modeling analysis should serve to promote dialogue within schools and, in order to assure that this takes place, we recommend that the data generated be shared with unit budgetary affairs committees. There is concern that in some schools, perhaps in many, such committees are not used effectively and may not be privy to information of the kind produced through an economic modeling analysis.

Overall, we believe the recommendation set forth here will serve to assure that deans and budgetary affairs committees and, as appropriate, entire faculties, are continually engaged in an ongoing conversation about the fiscal status of their schools and the fiscal implications of its decisions. This process should also assure that in each school an early warning system is in place in order to alert schools to the need for fiscal adjustments before financial deficits are incurred.

We also propose that the results of regular economic modeling analysis of academic units, as well as campus support units, be made available routinely to the campus administration.

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[2]While our recommendation about support units necessarily relates to those on the IUPUI campus, we recognize that university-wide support units, notably the University Architect's Office and UITS, impact campus support units. Thus, a similar level of scrutiny of university-wide support units would be beneficial as well.

The campus administration's use of these reports is discussed in the section below.

RESOURCE ALLOCATION ADVISORY COMMITTEE

The approach outlined above will generate considerable fiscal data. Presumably the data will promote ongoing dialogue at the school level, which we believe will be valuable. The question that we address here is how the data will be used at the campus level.

Our recommendation is that the campus administration should establish a permanent or quasi-permanent "Resource Allocation Advisory Committee."[3] We do not conceive of this committee, however, as one that will go off on its own and meet largely by itself as has your Fiscal Futures Team or similar such committees that have served in the past.[4] Instead, we believe that either the Chancellor or his designee, ideally at a level no lower than the Executive Vice Chancellor, should chair this committee and be responsible for developing its agenda. The range of difficult issues to be addressed, as outlined below, requires the leadership of the campus administration at its highest levels. A group of deans and faculty can be useful in offering insights and advice, but they will not possess a complete understanding of IUPUI and its fiscal picture, and they cannot resolve the most difficult financial, restructuring, and other problems of the campus.

Since we are suggesting that the agenda for the Resource Allocation Advisory Committee be developed by the campus administration, it would be anomalous for this memorandum to state with specificity the exact issues to be placed before the committee. But given the economic modeling data to be generated, we believe that it might well be appropriate for the Chancellor or his designee

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[3] In order to be effective, the Fiscal Futures Team believes that the new committee we propose should continue beyond a single academic year. One of the ways in which to achieve this goal would be for members to serve multiple-year terms, perhaps staggering the terms of committee members when they are initially appointed.

[4] Vice Chancellors Trudy Banta and Robert Martin attended almost all meetings of the Fiscal Futures Team. Their contributions to our discussions were extremely valuable, and they also were quite helpful in sending to committee members numerous documents that were essential background reading for our discussions.

to discuss with this new advisory committee subjects such as the following:

- Academic units that may not be acting aggressively enough on economically weak programs and whether a better course of action might be available.
- Support units that may not be acting aggressively enough on economically weak activities and whether a better course of action might be available.
- Curricular duplications and whether any action of the campus might be appropriate.[5]
- Actions that could be taken across units of the campus that could lead to substantial savings, including the cessation of programs, the combination of units and subunits, and a reduction of personnel.
- Whether campus units have strategic plans consistent with strategic priorities of the campus; the rationale for unit strategic plans that differ from the strategic plan of the campus; and what, if anything, should be done about situations when priorities of a unit are inconsistent with those of the campus.

The Resource Allocation Advisory Committee could serve a number of other useful purposes as well, depending on the wishes of the Chancellor or his designee. For example, the committee could offer its views on the annual reports of the Budgetary Affairs and Planning Committees of the Faculty Council; consider potential modifications and changes to the assessments and appropriations among campus units; and assist in identifying investment opportunities that have potential to stimulate growth in new fields or directions for the campus, and those that have a high likelihood of income expansion either from public or private sources.

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[5] One idea that the Fiscal Futures Team discussed was the establishment of a campus-wide standing Committee on Curriculum, to be charged with uncovering duplication in the curriculum and for assessing capacity utilization of those courses where there seems to be significant overlap. Obviously, if such a committee were appointed, the chancellor or his designee could decide that information about curricular duplication should be made available to the Resource Allocation Advisory Committee.

Team Subcommittee/Faculty Council

A subcommittee of the Fiscal Futures Team, comprised of Mark Sothmann as chair, together with Brian Foresman, Roger Schmenner, and Robert White, agreed to work with the Faculty Council leadership to "determine areas of consistency, and methods for resolving disagreements" respecting the following matters: (a) establishing guidelines for an effective school budgetary affairs committee process; (b) current policies on academic program reorganization and closure; and (c) tenure as it relates to campus financial exigency and the salaries of tenured faculty.

With respect to item (b), the subcommittee reviewed the cases of the former School of Allied Health Sciences and Labor Studies. Based on that review, the subcommittee identified six overall concerns detailed in a January 30, 2006, memorandum to the Chair of the Fiscal Futures Team.[6] The subcommittee proposed consideration of an adjudication committee to replace certain cumbersome review aspects of the present policy. Respecting items (a) and (c), the subcommittee recommended that further fact finding with the Faculty Council leadership occur.

With the endorsement of the Fiscal Futures Team, the subcommittee was scheduled to meet with the IUPUI Faculty Council Executive Committee in mid-February. The reorganization of Indiana University precluded that meeting from occurring, and it was not rearranged until April 27. The meeting was productive in clarifying some issues and in reaching consensus that the Executive Committee would identify 2-3 representatives to interface with the subcommittee. Given the productive exchange during the meeting, we are hopeful that a continuing dialogue with the Executive Committee will lead to acceptable agreements on several critical issues.

Due to external events, the subcommittee has not been able to completely address its charge of "determining areas of consistency, and methods of resolving disagreements." Agenda item three to the

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[6] A copy of this memorandum is attached as Appendix B.

Fiscal Futures Team remains an essential conversation for the financial future of the campus and should be pursued further despite the expiration of your Fiscal Futures Team.

<u>Copies to</u>:
Members, Fiscal Futures Team
Vice Chancellor Trudy W. Banta
Vice Chancellor Robert E. Martin

Appendix A

1. Review the mission statement, strategic plan, the Chancellor's State of the Campus address, and related documents and propose a set of strategic priorities for IUPUI (completion date: January 30, 2006);

2. Define a process for reviewing each of three cost areas— administration, support services, and academic units—in light of these priorities (completion date: March 15, 2006); you will need to take into account any University initiatives with respect to RCM that may be launched;

3. Establish a subcommittee to work with Faculty Council leadership to determine areas of consistency, and methods for resolving disagreements, with regard to (a) establishing guidelines for an effective school budgetary affairs committee process that engages faculty substantively, (b) current policies on academic program reorganization and closure, and (c) tenure as it relates to campus financial exigency and the salaries of tenured faculty (subcommittee established by: February 1, 2006, subcommittee report completion date: April 30, 2006);

4. Recommend to the Chancellor ways to implement strategic cost saving and restructuring that will preserve and even enhance IUPUI's strategic priorities, even in the face of mounting deficits for the foreseeable future (first report date: May 15, 2006); you should consider opportunities for increased efficiency and effectiveness in campus administrative services, schools, and school structures.

Appendix B

January 30, 2006

To: Norm Lefstein, Chair
        IUPUI Fiscal Futures Team

From: Mark Sothmann, Chair
        Subcommittee on Policies

Re: Progress Report

The subcommittee formed to interface with the IUPUI Faculty Council
Executive Committee regarding charge #3 in the November 1st 2005 memo
from Chancellor Bantz has conducted two internal meetings. These meetings
reviewed the charge and evaluated two cases where unit/school restructuring
was necessary; the former School of Allied Health Sciences and Labor Studies.
A plan of action has been identified as follows:

Charge #3-   "Establish a subcommittee to work with the Faculty Council
leadership to determine areas of consistency, and methods for resolving
disagreements, with regard to

   (a)   establishing guidelines for an effective school budgetary affairs
           committee process that engages faculty substantively.

The subcommittee will conduct fact finding to determine where there are
concerns by the leadership of the IUPUI Executive Committee with respect to
the structure and practices of school budgetary affairs committees, or lack
thereof. Determination of guidelines will come from those discussions

   (b)   current policies on academic program reorganization and closure

The subcommittee presents the following Overall Concerns with the current
policy
   1.   The current policy is questionable whether it facilitates or
          encourages restructuring to preserve or enhance the educational
          mission of the unit, school, or campus.
   2.   In order to be functional, the current policy is predicated on the
          assumptions that all groups voting on a restructuring plan are at the
          same level of understanding of the plan and the framework for
          making decisions. A review of recent cases has shown that neither
          of those assumptions held.

3.   The current policy does not provide an independent review of a restructuring plan for the Chancellor with representation from all appropriate parties.

4.   No individual/group clearly sets a reasonable timeframe for review and resolution of the issues.

5.   There is no process in place to break a "logjam" in resolving a dispute.

6.   A number of terms used in the policy are ambiguous and need more clarification.

Given these Overall Concerns, the subcommittee proposes that the following be given serious consideration:

1.   A standing committee should be impaneled to hear the cases for program reorganization and closure, to judge their merits, and to recommend action to the Chancellor

2.   This standing committee would be broadly representative of faculty and administration, and it will be seen by all parties as independent. The procedures for naming the subcommittee would be a discussion point with the IUPUI administration and Faculty Council Executive Committee.

3.   The work of the standing committee would be accomplished within firm deadlines

4.   The standing committee would have authority to call for economic modeling or other consultation, as it deems appropriate

5.   The standing committee would take on cases as forwarded to it from the IUPUI Faculty Council Executive Committee or from the Chancellor. Cases where economic projections show a deficit within a period of 3 years would be eligible for review by the standing committee

(c)   tenure as it relates to campus financial exigency and the salaries of tenured faculty

The subcommittee will conduct fact finding with the IUPUI Faculty Council Executive Committee to determine where there are areas of agreement and disagreement, if any.

I will make initial contact with President Bart Ng regarding these issues if you are comfortable with the subcommittee moving forward. The subcommittee would be pleased to respond to any questions raised by the Fiscal Futures Team.

Cc Brian Foresman
     Roger Schmenner
     Robert White

Assessing Student Learning Outcomes

IUPUI Summary Response to ICHE Goal 6

July 2006

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 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 experiences 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 student support and 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 of evidence and responsive improvements drawn from the 2006 reports from academic units are summarized below:

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Business	Surveys and student feedback	Changed advising procedures and advisor availability; created pilot Waiver Exam for students to demonstrate computer knowledge and skills in order to waive computer training class.
Education	Benchmarks	Assessment methods are being modified: As a part of Benchmark 3 students will view a teaching video case and then respond to a series of questions. They will be instructed to bring materials from the three Block courses prior to the benchmark.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Engineering and Technology • Biomedical Engineering	Homework, laboratory, and exam performance; employer and alumni surveys and focus groups; matriculation rates, graduation rates, job placement, graduate school admissions, and advancements.	Retooled laboratory exercises for BME 222 (Biomeasurements); mapped student performance on final exam in BME 241 (Biomechanics) to course outcomes and used to direct changes in lectures.
• Computer and Information Technology	Assignments, tests, lab reports, project reports and presentations, final exams in courses; internship and project reports; student, alumni, and employer surveys; Industrial Advisory Board appraisals	Increased emphasis on oral and written communication skills; standardized the specific tools to be taught in all systems analysis and design courses.
• Construction Technology	Individual and group projects; capstone project presentations; laboratory reports; exams; student and employer surveys; senior exit interviews; peer reviews; Industrial Advisory Board discussions	Implemented additional training for some faculty, reassigned other faculty among courses, varied the course offerings and time of day of offerings; added more case studies, real-life examples and lab experiences to aid integration of course content to industry applications.
• Electrical and Computer Engineering	Capstone project reports; laboratory reports; exams; student, alumni, and employer surveys; Industrial Advisory Board appraisals; oral presentations; term papers/project reports	Moved Matlab from the freshman year to the sophomore year to reduce the gap between the time that student learn it and apply it in ECE 202; required operating systems course; hired professional student advisor; implemented formal exit interviews for graduating seniors; expanded tutoring services; upgraded computers and software in all teaching labs; instituted a required student advising program.
• Electrical and Computer Engineering Technology	Course project reports (written & oral); capstone project reports (written & oral); research reports; formal laboratory reports; Design & Build project (assessed using rubrics); final exam; student and faculty surveys; Industrial Advisory Board appraisals	Required ECET 499, Ethics and Professionalism; upgraded laboratory computers; required more formal training in project management; added new hardware.
• Freshman Engineering	Hourly and final exams, student surveys, oral presentations, peer evaluations, project reports, project assessment survey	Implemented a "hands-on" project component in all ENGR 196 sections.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Mechanical Engineering	Capstone design project reports; laboratory reports; exams; term papers/project reports; oral presentations and jury evaluations; employer, student and alumni surveys; faculty feedback mechanism; Industrial Advisory Board and Student Advisory Board appraisals	Implemented team report-writing format in experimental labs; added peer evaluation mechanism to grading of reports; added more tutoring sessions; increased emphasis on coop, internship, and job placement services; added more use of project management tools in design projects; added formal recitation hours in key sophomore level courses for solving more examples.
• Organizational Leadership and Supervision	Course assignments, exams, projects, term papers, community involvement activities, student and alumni survey, Industrial Advisory Board appraisals.	Added graduation requirement of C or better in all required OLS core courses; added Project Management course and a research writing component to the OLS degree program; hired a teaching assistant to help students with project components and required more frequent drafts of writing submissions earlier in the semester, resulting in over 80% of students completing OLS 490 in one semester; students in OLS 252 online classes who live outside the area now receive a video version of on-campus orientation
• Technical Communications	Oral presentations and written reports	Reworked the assessment tool used by outside jurors for oral presentations, making the form and categories simpler for jurors to use; trained adjunct faculty on the importance of consistent assessment; revised assessment tools and rubrics.
Herron	Assignments, projects, exams in courses, Sophomore Advancement Reviews, artist's statements at sophomore and senior levels, capstone courses, student surveys, alumni surveys, internship supervisors' reviews, 2nd looks assessments, senior exhibition, senior portfolio, video tape/DVD, teaching portfolio, lesson plans, written reflections on teaching & lesson plans, use of rubrics	All art education courses contain PULs and state standards have been developed and refined in art education. Course assignments and activities have been modified in all programs and changes in instruction have been made when appropriate. Visual Communication, and Fine Arts students receive clear information about expectations for Sophomore Advancement Review and are assigned a faculty mentor to assist them if they pass the review. New foundations curriculum for all majors is in place and operating effectively.
Liberal Arts • Communication Studies	Increased use of internships, especially in the gateway courses. Increased opportunities for students to take courses online.	Systematic integration of service learning. Development of more numerous online course offerings at all levels of instruction (including online certificate).

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Economics	Experimental format of its gateway course (E102) but continued use of common final as assessment tool. Requiring electronic copies of the majors' capstone projects	Formed large lecture classes in line with gateway courses in other disciplines. Assessment of all senior projects by department faculty.
• Geography	Major transformation of gateway course.	Online format for introductory courses (student evaluations for Spring 2006 will be used to make adjustments).
• Mathematical Sciences	Exams	Individual student exam scores are compiled and analyzed by subscores on topics corresponding to course outcome objectives. The variations in scores from student to student, section to section, and year to year are analyzed. Average scores have been going up and the variation among sections has been going down over the past few semesters.
University College • Summer Bridge Program	End-of-Course Questionnaire	Altered math component Altered writing component Provided more free time for collaboration Created innovative curricular components Shortened team building/ice breaker activities
• First Year Seminars	GPA and retention data, student participation statistics, and student profiles	Program has been expanded due to positive impact on GPAs and retention. 2004 GPA reports indicated African American TLC participants had a fall semester cumulative grade point average of 2.56 compared to 1.98 for non-participating African Americans who participated in a first-year seminar. This information led us to encourage participation from African American students. We are pleased that these efforts appear to have been successful.
• Critical Inquiry	Course evaluations, grade data, and instructor perceptions	Clarified learning objectives. Approved Faculty Fellowship, "Linking Freshman Writing (W131) and Critical Inquiry (U112) --Developing template/curriculum for linkage of W131 & U112. Developing a U112 linkage with J101 for 2007. Increased training and support for all faculty.

School (with Majors)	Source(s) of Evidence	Responsive Improvements
• Orientation	New Student Exit Survey	FLASH (First year students Learn & Achieve Socially Here) was incorporated into the EXPLORE THE ROAR (campus tour) to create an engaging and interactive tour- while keeping in mind the important learning outcomes of the FLASH program.
• Advising	Student Walk-In Traffic Report	Implemented a new walk-in tracking system that will allow us to keep track of wait time as well as the time students spend with an advisor, to help in ensuring adequate advising coverage. In February 2005 implemented appointments from which we anticipate a decrease in walk-in traffic in 2005-2006.
• Learning Center	Report on contact with students	Will produce an online referral system so students will have 24-hour access to tutor contact information
• Math Assistance Center	Student Surveys Summary Report	Investing in an effort to develop software-based modules that students may use (with guidance from tutors) to achieve needed improvements in specific topical areas
Columbus • Division of Nursing	National licensure exam (NCLEX); clinical performance practicum / capstone evaluation; course evaluations; ATI assessments; ATI NCLEX blueprint predictor; surveys and focus groups.	Offered multiple online courses for the RN-to-BSN program in Spring 2006 to provide flexible degree options for students.
• Division of Education	National PRAXIS exams, locally-developed performance assessments based on national standards (3 program benchmarks), student, employer, field placement teacher, and advisory board surveys	Will begin internal self-study during Summer 2006 in preparation for state and national program review and accreditation. In 2006 will implement second phase of change to field experience expectations.

Surveys

In the 2005 *IUPUI Continuing Student Survey*, 84% 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 81% 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 56% during this time, but even 56% 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 Biomedical Engineering program review, faculty drafted a list of general electives, a proposal describing depth areas with relevant coursework, and a more comprehensive list of approved technical electives. The review team's recommendation to *increase diversity hiring* (especially female) has influenced the program's search and screen activities.

In response to recommendations made by the team that reviewed the programs in the School of Public and Environmental Affairs (SPEA), a professional advisor now assists with course choice and sequencing while faculty advisors provide mentoring and insights on career and internship opportunities. Associate faculty are also encouraged to mentor students. There are increased opportunities for students to connect with faculty in the field, including an Honors track and internships with state agencies. As a result, fewer students report dissatisfaction with many areas on student satisfaction surveys than students did five years ago, and there is an increase in the number of students declaring majors in SPEA programs.

The program review for the internship program area of the Kelley School of Business provided an opportunity for staff to reflect on the process of connecting students with internships and to analyze the goals and virtues of going forward with the program. In addition, Kelley is using employer feedback to assess student learning of the PULs.

An external team member who is responsible for a Public History program on another campus commented that the IUPUI program is the best program he has encountered. As a result of this and other comments made during the review, the co-dean of the University Graduate School offered to match funds provided by the Dean of Liberal Arts to support this program.

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 "engagement of students through the curriculum and co-curriculum 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." However, the panel noted that a growing number of schools and departments are employing sophisticated methods for assessing learning.

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 *yellow light* was assigned to "student academic progress and achievement" to indicate the need for more work to improve advising and retention to graduation. Last year the panel assigned a *red light* for this subgoal, thus improvement has been noted in this area.

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 widely 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.

The academic year 2005-2006 saw a notable change in the implementation of ePort. While continuing to focus primarily on first year students for ePort, COIL initiated Integrative Department Grants, designed to engage faculty at the department level in conversations about student learning. The goal was to integrate the Principles of Undergraduate Learning explicitly into discipline-specific learning outcomes, and to develop assignments that would provide evidence of student learning in both the discipline and relevant Principles of Undergraduate Learning. Each department receiving a grant is provided funding for faculty to engage in significant conversations about student learning, and for a team of specialists in instructional design, instructional technology, assessment, and information resources to support curricular transformation resulting from those discussions. Assignments integrating the Principles with learning outcomes for the major are loaded into ePort to document growth and achievement in student learning. The Department of Secondary Education and the Department of Computer and Information Technology were the recipients of the first round of grants. For 2006-2007, the Department of Biology, the Department of Visual Communication, and the Division of Education at IUPU Columbus have been awarded grants.

We anticipate that this move to implementation of ePort at the department level will intensify the effectiveness of ePort to document student learning not only in the major, but also of our Principles of Undergraduate Learning. Further information is available at http://www.opd.iupui.edu/COIL and then click on ePort.

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. In 2004 and 2005, nine TLCs piloted the ePort. In preparation for use by all 19 TLCs in Fall 2006, we are in the final stages of developing the Learner Profile of ePort, based on findings that students who articulate their goals and tie these goals to learning outcomes, have better success at achieving both their goals and the learning outcomes.

   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 disciplines. Further information is available at http://www.opd.iupui.edu/COIL and then click on Themed Learning Communities.

3. **Communities of Practice** (CoPs): To date, five CoPs have been established, one for each of the PULs, except for Depth, Breadth, and Intellectual Adaptiveness, which is addressed in two additional Communities of Practice, namely Civic Engagement

across all the PULs, and Technology and the Scholarship of Teaching and Learning. With a total engagement of around 80 faculty, these Communities are still fledgling. Nonetheless, they are doing 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. Further information is available at http://www.opd.iupui.edu/COIL and then click on Communities of Practice.

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 was implemented in Spring 2006 with one class of pilot students. Since General Studies boasts the largest number of majors on campus, the involvement of this program provides a significant catalyst for engaging more students and more faculty in ePort as a means of documenting student progress in learning the PULs. Additionally, General Studies caps its curriculum with a capstone course requiring paper portfolios constructed entirely around the PULs. The portfolios are reviewed by faculty from across the campus. It is anticipated that this capstone course will begin using ePort for its capstone portfolios as soon as the infrastructure is fully developed within the Oncourse CL environment.

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 in the Center for Service and Learning 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. Together with the Civic Engagement Across the PULs Community of Practice, the Center for Service and Learning is providing significant leadership in assessing student understanding of the PULs in relation to community engagement.

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 available to individual departments or other campus groups upon request. 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.

7. **Integrative Department Grants**: Probably the most exciting development over the past year has been the startup of Integrative Department Grants. These grants provide

resources from funding to technological, pedagogical, curricular, and assessment expertise to departments seeking to develop their curricula in ways that explicitly integrate the PULs throughout the major, providing not only opportunities for students to achieve a basic level of competence in all of the PULs in relation to the major, but also to grow and develop intellectual competence in the PULs as they progress through the major. This intellectual growth and achievement is documented and assessed using ePort. Two departments were awarded integrative department grants for 2005-2006, and each has developed a model of integration appropriate to its department culture. Three departments have been awarded grants for 2006-2007.

The above seven 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.

Best Practices
2006-07

Goals and Indicators

Goal 1: Conduct effective planning & improvement processes

☐ Yellow

- Planning process results in desired outcomes and improvements
- Planning process engages and responds to stakeholders
- Plans are effectively implemented.
- Plans are evaluated and revised

Goal 2: Provide good stewardship of resources

☐ Green

- Ethical, thorough, accurate, and socially responsible policies and practices are followed
- Efforts are aligned with mission
- Revenue streams are enhanced and diversified
- Faculty and staff positions are allocated to ensure a balance of quality and cost

Goal 3: Respond to and manage expectations of stakeholders

☐ Yellow

- Respond to external groups
- Respond to faculty
- Respond to staff
- Respond to students

Goal 4: Provide effective human & physical resources to further the mission of the institution.

☐ Green

- Retention of employees (faculty/ staff/ student employees)
- Appropriate technology and other resources needed to do job
- Appropriate work environment
- Appropriate space to support the university's mission
- Faculty/Staff professional development opportunities

Goal 5: Communicate and manage reputation of the institution

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- Dissemination of information
- Awareness: Telling our story, How do we best tell others what we do, distilling information
- Internal marketing of services and reputation and brand management
- External marketing of services and reputation and brand management

The Accelerated Improvement Process
at Work at IUPUI
(May 2006)

Office Involved	Process	Contact(s)	Progress
Campus Facilities Services	Activities of Process Improvement Team	Patricia Turner	Working through a number of processes, as well a balance-scorecard approached for CFS operational divisions.

In the midst of completing a way to shorten the hiring process time for Building Services Custodial personnel. Working with that team and in one case of internal candidates – have identified a process to shorten the period from 3-4 weeks down to less than 2 weeks from start to finish. Each of these processes has resulted in saved time and money. Will be looking at the interviewing process after this.

Looking to move thorough a number of our processes this way. |
| Center for Service & Learning | •Website redesign
•Task force planning transfer of College Work Study from Career Center to CSL | Julie Hatcher and Elizabeth Laux | Work on the webpage has gone very well, perhaps because of the level of staff involvement, buy-in that was generated initially through the use of AIP.

Community Work Study Group: 3 meetings to date and plan to have one final meeting at the end of June. Very close to having a final product that includes three flow charts for the Community Work Study process—one for IUPUI administration; one for students; and one for community partners. These flow charts will be converted into checklists for the students and community partners because feedback received from these constituents indicates that the flow charts are a bit confusing & too cumbersome. Overall, the process has worked well and I would recommend using AIP again. |
| Engineering and Technology | Internal student database | Kelly Keelen | Identified data that should be collected and established business rules for the database. |
| Enrollment Center Admissions Multicultural Outreach | Coordination of student outreach activities among 3 offices | Pamela Brown | Using AIP for Outreach Events to determine in which events to participate. Participated in fewer events |

Office Involved	Process	Contact(s)	Progress
			since. Using a modification of AIP for another project that is not working that well, but have learned lessons.
Human Resources Administration	Review of background checks for hourly employees	Juletta Toliver/ Ellen Poffenberger	Continue to use AIP principles to conduct background checks. The background check process is much more efficient and often outside perspectives are sought for ongoing improvements. If steps are followed, background checks can be received and processed, and results returned to departments within 3 business days. Goal is to reduce the turnaround time to two days, but the volume of hourly hires is just too great. Recently support staff received AIP training. Team members have been trading duties to improve internal procedures that were once handled by multiple people or sections within the department, trying to eliminate delays or the inevitable "lost paperwork". Where possible, technology has been incorporated. Will keep AIP in mind to streamline other processes. One key to success is to include individuals from outside the immediate campus unit in which the process resides. The fresh perspective makes a meaningful difference.
International Affairs	Restructure monthly staff meetings	Susan Sutton Sara Allaei	Everyone agrees that meetings are much, much better. They are more focused, more action oriented, less given over to dry reporting. Also used AIP to choose the top ten values for our Vision, Mission, and Values statement for the office - narrowing a list of 27 possible values down to 10 in just one meeting.
Office for Professional Development	ePort Retreat agenda and activities	Lori Spencer	Process used to facilitate retreat.
Multicultural Professional Development	Minority Council's recruitment and involvement processes.	Natasha Flowers	Marilyn will meet with her in September if the council officers are open to the idea.
Orientation	Online reservation system for new students	Andrea Engler	We have continued to use flow charts as we make several changes in the "flow." It is complicated to flow-chart the

Office Involved	Process	Contact(s)	Progress
			processes and work. We have found a couple of errors that had cost us some time. We are in beta testing of the new system and working out bugs daily. AIP helped the team think about the process of serving students in the reservation process as a flow chart. It was just what we needed to communicate with those who were going to create the system. A "Word" document would have been my preference for communicating but that would have been a waste. To flow-chart the process made the difference in moving ahead and not. Will continue to use this process in phase II of this project. We have all kinds of ideas for what else we want the system to do. The new system that this was instrumental in helping us create was a web reservation system for student self-service. The challenges of trying to pull information from PeopleSoft, receiving privileges and access to data to have it be the "intelligent" system that it needed to be have been challenging. We are still working the bugs out, but it is going to be AWESOME and one of very few such systems in the country
Planning & Institutional Improvement	Website redesign	Karen Black	The initial team concluded its work and charged the technical team. The technical team has presented a proposed web design template and organizational structure.
Nursing, School of	Use of On-course by faculty	Dennis Dell	The entire school is going through the AIP process- the training will begin in August. Formed committees, but the School of Nursing is just initiating the process.
Nursing, School of Office of the Dean	10 task forces related to strategic planning	Marion Broome	(see Dennis Dell's response)
Nursing, School of Office of the Dean	Various administrative processes	Donna Anderson	Still using it and even using it at home! It is amazing that one can accomplish so much more in much less time by using this process. I have just been doing things in my own personal space - not with others, so therefore am unable to

Office Involved	Process	Contact(s)	Progress
			comment on the few meetings etc. We hope to do much more of this as a group once the training at the School is complete.
Physical Education and Tourism Management, School of	Classroom management	Betty Jones	I tried a couple of the AIP tools in classes I taught this spring – and found them to be a great help. I used the norm setting tool (what would cause me to fail as an instructor? You fail as students?) at start of semester. That worked much better than my past efforts with norm setting in classes.
Public and Environmental Affairs, School of	Graduate student admission	Nancy Lemons and Andrea Eickhoff	Process used to streamline the admissions process and to ensure proper backup procedures are in place.
Student Life & Diversity	• New resident Orientation • Internal fiscal controls for Housing & Residence Life • Adaptive Educational Services procedures • Fundraising • Student activity fee distribution	Karen Whitney	Adaptive Educational Services (AES) Have not used AIP yet, but intend to evaluate services such as testing and note taking. Campus and Community Life (CCL) Using AIP for the student activity fee allocation. Had to "reassign" some homework to committee members. Therefore, the process did not take the three meetings as expected.
University College	Twenty-First Century Scholars Program	DiAnna Washington and Reggie Session	Used to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result the process was streamlined and various check points were added to evaluate the process.
University Library	Interlibrary loan	Karen Janke	The interlibrary loan process is working well and AIP made this possible in a very short period of time. AIP works well with new policies and procedures that cross departments.

Projects in Process (May 2006)

Office Involved	Process	Contact(s)	Progress
School of Liberal Arts – Department of English	Responding to program review site visit	Susanmarie Harrington	
Enrollment Services	Post-Baccalaureate admissions	Becky Porter	

Potential AIP Projects

Office Involved	Process	Contact(s)	Progress
Academic Affairs Committee of the Faculty Council	More productive meetings	Betty Jones	Exploring use of AIP
Community Learning Network	Solution Center business processes	Amy Warner	Could use a facilitator soon. Have made contact.
Dentistry, School of	AIP training for staff	Margie Beiswanger	Marilyn Bedford or Dan Griffith will contact
Education, School of	More productive meetings	Linda Houser	Not used it lately. Hope to use it as we continue to modify the assessment process in the School of Education.
Health and Rehabilitation Sciences, School of	Communication process	Mark Sothmann	Initial meeting to explore ways in which AIP might assist the process.
Information Management and Institutional Research	Administration of surveys	Mike Wince	Project being explored.
Ivy Tech State College	Transfer Process	Kathleen Lally	Marilyn Bedford will meet with Kathleen and Ivy Tech contact
Liberal Arts	Student information system	Amy Jones	
Parking/Natatorium	AIP training for front-line staff	Carol Pferrer, Julie McKenney	
Purchasing	Business processes	Claudette Canzian	
Registrar, Office of	Communication of and training on new processes	Carla Boyd	Initial meeting to explore ways in which AIP might assist the process.
Research and Sponsored Programs	AIP training for staff	Sid Johnson	

Ongoing Training Process:

Three staff (Marilyn Bedford, Karen Black, and Dan Griffith) went to UW-Madison on June 1 and 2, 2005 to meet with University of Wisconsin-Madison staff to better understand their process improvement efforts.

Initial facilitator training workshop was conducted on June 20, 2005 and October 10, 2005.   The group chose to schedule meetings once a quarter for 2 hours; we met June 20. Future meetings will be scheduled in: Jan. 2006, April 2006, and Late June or July 2006.

Committee on Teacher Education
at
Indiana University-Purdue University Indianapolis

      The Committee on Teacher Education (COTE) at IUPUI includes representatives from the School of Education and the Schools of Liberal Arts, Science, and Physical Education and Tourism Management, as well as Herron School of Art and University College. IUPU Columbus is also represented, as are K-12 public school personnel in the Indianapolis area. The purpose of COTE is to enhance dialogue among those who prepare future teachers. Five regular meetings and a community-wide symposium were held during the 2005-06 academic year. Topics receiving extended consideration at the regular meetings in 2005-06 included the following:

1. The transition of the Indiana Professional Standards Board to the Division of Professional Standards in the Indiana Department of Education and the transition of Licensing Rules 46-47 to Rules 2002 and the potential impact of these changes on practicing teachers.

2. Progress of students and graduates who have taken advantage of the Transition to Teaching program. A new National Science Foundation grant will provide stipends for some IUPUI T2T students beginning in Fall 2007.

3. Increasing the numbers of science and math teachers educated at IUPUI. Commitment to Excellence funds are being sought for a joint SOE-SOS center focused on this issue.

4. The SOE Unit Assessment System.

5. Coaching for Indianapolis Public School teachers in small schools that is being provided by SOE faculty.

6. Initiatives designed to recruit more IUPUI students to majors in teacher education

      In March, COTE, the SOE, and Indianapolis Public Schools (IPS) co-sponsored a reception in the IPS Boardroom and an address by Nancy Hoffman, Vice President, Youth Transitions, with Jobs for the Future in Boston. Hoffman described successful early college high school initiatives in other states and responded to questions about the possibility of undertaking such programs in Indiana. COTE members were joined at this event by additional IUPUI colleagues, public school teachers and administrators, representatives of other colleges and universities in central Indiana, staff from the Indiana Commission for Higher Education and Governor Daniels' Education Advisor, David Shane.