

Indiana University-Purdue University Indianapolis



2007 - 2008

ANNUAL REPORT

Planning and Institutional Improvement



COMPONENT OFFICES:

- Economic Model
- Information Management and Institutional Research
- Institutional Effectiveness
- Testing Center
- Planning and Institutional Improvement/Senior Advisor to the Chancellor

Table of Contents

Mission and Goals.....	1
Components of the Office.....	2
PAII Highlights – FY 2007-2008	4
FY 2007-2008 Goals, Implementation Strategies and Performance Indicators for PAII....	7
Summary of Progress on Goals and Objectives – FY 2007-2008	11
FY 2008-2009 Goals, Implementation Strategies, and Performance Indicators for PAII.....	46
FY 2007-2008 Teaching, Research, and Service Report.....	50

Appendix A	IUPUI Priorities Linked with IU President’s Priorities	67
Appendix B	Resource Planning Committee Meeting Summaries for 07-08 AY.....	69
Appendix C	IUPUI 2007-08 Accomplishments/2008-09 Initiatives	81
Appendix D	2007 Assessment Institute in Indianapolis	88
Appendix E	Schools, Offices, and Organizations Served.....	96
Appendix F	IUPUI Program Review Questionnaire and Program Review Evaluation.....	104
Appendix G	Assessing Student Learning Outcomes – IUPUI Summary Response to ICHE Goal 6	107
Appendix H	Information Gateway Web Site	149
Appendix I	Diversity Indicators	151
Appendix J	NCCI Proposal	152
Appendix K	New Graduate Student Survey	158
Appendix L	List of Winners of PUL Awards (April 08).....	177
Appendix M	Making Connections: Helping Students Chart a Course for Success During Their IUPUI Experience (AAC&U Greater Expectations Institute)	178

2007-2008 Annual Report

Office of the 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

Planning and Institutional Improvement includes the Senior Advisor to the 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 campus planning and accountability activities, including the annual print and online IUPUI *Performance Report*. Current responsibilities include leadership of the IUPUI student electronic portfolio (ePort), a key assessment and improvement initiative carried out in collaboration with the Center for Teaching and Learning, University Information Technology Services, and participating schools and departments; coordination of ePort with new programs related to the IUPUI Academic Plan and first-year experiences; and ongoing development of the IUPUI online institutional portfolio.

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 ~

July 1, 2007 – June 30, 2008

1. IUPUI received honorable mention for “Building a Culture of Evidence to Improve Learning” in the inaugural “Leveraging Excellence” competition sponsored by the National Consortium for Continuous Improvement (<http://www.ncci-cu.org/>). IUPUI was the only single institution to be recognized—the other awardees were consortia of institutions.
2. IMIR staff created the Information Gateway, a portal for campus-wide and school-based data related to students, faculty, and mission (<http://reports.iupui.edu/gateway/>).
3. Pike provided leadership for development of a new survey of students’ workplace skills and civic engagement as part of the national Voluntary System of Accountability (<http://www.voluntarysystem.org/index.cfm>). The survey project is supported by a grant from the Fund for the Improvement of Postsecondary Education.
4. Coordinated the self study process in preparation for IUPUI’s recertification by the NCAA (<http://www.planning.iupui.edu/587.html>), and (<http://www.ncaa.org/wps/ncaa?ContentID=3>).
5. Developed IUPUI priorities to complement President McRobbie’s strategic goals for Indiana University and the first progress report on these goals.
6. Conducted searches for the Associate Vice Chancellor for Academic Affairs and 4 Faculty Fellows for Academic Affairs.
7. Assisted with searches for the Vice Chancellor for Finance and Administration; deans of the Schools of Optometry and Public and Environmental Affairs; Assistant Chancellor for Diversity, Equity, and Inclusion; and Director of the Office of Equal Opportunity.
8. IMIR staff worked with members of the Chancellor’s Diversity Cabinet in revising performance indicators for IUPUI diversity initiatives (<http://www.iport.iupui.edu/pr/di/details.aspx>) (<http://www.iupui.edu/~divrsity/docs/January%202008%20Diversity%20Report.pdf>).
9. Mzumara completed a 3-year evaluation of an outcomes project in the School of Liberal Arts that was funded by the Institute of Museum and Library Studies.

10. Kahn helped create and implement the software development plan for IUPUI's student electronic portfolio.
11. IMIR staff developed new tools for campus enrollment planning, including models for forecasting enrollment, determining the probability of a student enrolling at IUPUI, forecasting graduation rates, and predicting first-year grade point averages for new students.
12. IMIR staff developed and administered a new survey for graduate and graduate professional students at IUPUI.
13. Johnson served as vice chair of the 2007 IUPUI Campus Campaign and will chair the 2008 campaign (campaign.
<http://www.campuscampaign.iupui.edu/default.htm>).
14. Conducted a national assessment conference that attracted over 1000 participants from 43 states and 8 other countries, including Canada, Greece, India, Japan, Nepal, New Zealand, South Africa, and the United Kingdom
(<http://www.planning.iupui.edu/institute>).
15. Conducted 8 program reviews. The following units were reviewed: the School of Informatics; the School of Law-Indianapolis admissions function; the Departments of Anthropology; Sociology; Tourism, Conventions, and Event Management; World Languages and Cultures; the Honors Program; and the Bachelor of Science in Public Affairs program.
16. Contributed partial funding and conducted competition for Integrative Department Grants that will support implementation of the student electronic portfolio at IUPUC and in the departments of Tourism, Conventions, and Events Management and Computer, Information, and Leadership Technology. Kahn organized two ePort symposia that provided a forum for previous grantees to report on their projects and discuss related academic and implementation issues
(<http://www.ctl.iupui.edu/extras/idg/index.asp>).
17. Kahn developed a new, shorter format for the print version of the *2007 IUPUI Performance Report* (<http://www.iport.iupui.edu/pr/details.aspx>).
18. Provided partial funding for awards for 10 campus units judged to be engaged in exemplary work in implementing the Principles of Undergraduate Learning.
19. Mzumara led a year-long study involving faculty from interested academic units in the pursuit of best practice in designing and administering student course evaluations.

20. Testing Center staff collaborated with the Department of Mathematical Sciences and Purdue University's Aviation Technology Center to establish a remote site for mathematics placement testing at the Aviation Technology Center at the Indianapolis International Airport.
21. IMIR staff developed reports for IUPUI schools on instructional costs and productivity using data from the national Delaware Study.
22. IMIR staff developed peer group analyses for the schools of Engineering and Technology, Liberal Arts, and SPEA, as well as University College and the University Library.
23. Kahn participated as a member of the team that attended a summer institute sponsored by the Association of American Colleges and Universities. Kahn co-authored the team report, which is a plan for integrating University College's new Personal Development Plan with the Principles of Undergraduate Learning, the RISE initiative, and the student ePort.
24. Worked with an interdisciplinary campus group to make plans for launching a P-16 Council for IUPUI in Fall 2008.
25. The Google page rank for iPort and IMIR sites has increased from 5/10 to 6/10. (The PAII site attained the rank of 6 in 2007.) The number of visits to the iPort site is up by 118%, to the IMIR site by 21%, and to the PAII site by 38%.

Summary of Progress on Goals and Objectives - FY2007-2008

Goal I:	Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	Best Practices
Timeframe:	2006-2008
Objective:	I.1. Assist in developing campus plans (e.g., Uday Sukhatme's Academic Plan).
Actions taken to date: Activities planned: Indicators of progress:	I.1a. Academic Plan developed and implementation priorities established. Academic Plan and priorities have been developed and disseminated. (See http://www.iupui.edu/administration/acad_affairs/actionplan/) Priorities implemented and performance indicators agreed upon and achieved. Objective attained.
Objective:	I.1b. Assist Chancellor in convening Resource Planning Committee
Actions taken to date: Activities planned: Indicators of progress:	I.1b. Deans and faculty leaders engaged in resource planning for the campus. Assisted the Chancellor in convening the Resource Planning Committee (RPC), which includes deans, faculty leaders, and vice chancellors (see Appendix B). Involve new VC Dawn Rhodes in the leadership of the RPC. RPC members engaged in real decision-making.

Objective:	I.2. Develop a short list of campus priorities for strategic investment.
Actions taken to date:	I.2a. A short list of priority strategies associated with the Academic Plan becomes a guide for action and investment at IUPUI. President McRobbie has developed IU priorities and IUPUI plans and priorities have been linked to these. (See Appendix C.)
Activities planned:	Keep attention focused on campus priorities as decisions are made.
Indicators of progress:	
Objective:	I.3. Communicate broadly the campus mission/vision.
Timeframe:	Ongoing
Actions taken to date:	I.3a. Online annual report for IUPUI further developed using electronic institutional portfolio. <ul style="list-style-type: none"> • Online annual report revised to shorter format consistent with changes to print report. Unit highlights are now available in full online via links from the main performance report site. New format brings PIs and report narrative together so that they can be seen on the same page, with links to relevant data also on the same page.
Activities planned:	<ul style="list-style-type: none"> • New format has been well received and will be continued for the 2008 Performance Report. • A timeline was developed for management of the 2008 report development. • We are planning to use our project tracking system—OnTrak - to monitor progress during the development stage.
Indicators of progress:	<ul style="list-style-type: none"> • All PIs were evaluated. • Report completely developed and published on the web by December 15, 2008.

<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).</p> <ul style="list-style-type: none"> • New format of print and online Performance Report communicates relationships among goals, activities, and PIs more efficiently and clearly. • Neither the faculty nor the staff surveys were conducted in 2007-08. • Continue new format. • With the next iteration of the faculty and staff surveys, an item on understanding campus plans will be included. • Surveys have not been conducted in the past two years.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>I.3c. Participation in PAII national conference maintained at 1,000.</p> <ul style="list-style-type: none"> • The Assessment Institute in Indianapolis continues to attract nearly 1,000 participants each year, and proposals for presentations continue to be strong. (see Appendix D). • For the 2008 Institute, we continue our efforts to engage a diverse group of participants who range from advanced practitioners to newly appointed assessment practitioners. • The Assessment Institute in Indianapolis attracted over 1,000 people from over 300 different colleges and universities and 38 corporations, 43 states and Washington DC, Puerto Rico, Virgin Islands, American Samoa and 8 countries outside the US (Canada, Greece, India, Japan, Nepal, New Zealand, South Africa, and United Kingdom).

<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>I.3d. Number of national and international invitations for PAII staff maintained at 100.</p> <ul style="list-style-type: none"> • PAII staff received invitations to make presentations or to consult with international and national organizations, but were unable to accept all of these. • Continue to monitor and increase PAII dissemination efforts • PAII staff received 64 (41 in 2006- 2007, 101 in 2005-2006, 102 in 2004-05) invitations to make presentations or to consult with international and national organizations, but were unable to accept 56 (20 in 2006-2007, 28 in 2005-2006, 37 in 2004-05) of these.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>I.3e. Number of external information requests maintained at 210.</p> <ul style="list-style-type: none"> • PAII staff continue to respond to hundreds of information requests from external constituents. • Continue to monitor and increase PAII dissemination efforts. • PAII staff continue to respond to hundreds (404 in 2007-2008, 392 in 2006-2007, 251 in 2005-2006, 144 in 2004-2005) of information requests from external constituents.
<p>Actions taken to date:</p>	<p>I.3f. Improved PAII website – increased Google Page Rank for home page and main section pages.</p> <ul style="list-style-type: none"> • Cross-linked the Web site from other major sites, such as IUPUI sites and search engines. • Monitored broken links and Web page user statistics via Google Analytics. • Systematically analyzed and implemented best practices for Web server performance settings. • Moved the static content to a separate domain for better Web server performance. • Implemented strategies to isolate each Web site on a separate IP address to address Web site migration and management effectively.

Activities planned:

- Redesign the major Web sites to follow revised campus identity guidelines as set by the Visual Identity team.
- Develop the new Web sites/Web applications using the latest Web technologies like ASP.NET, jQuery and Yahoo User Interface.
- Monitor "YSlow" performance grades for major pages on PAII Web sites. As of 6/30/2008, most of the Web pages are getting an F grade (30 to 50/100). Our target is to improve these grades to B/C and, in some cases, to A.

Indicators of progress:**Comparison of Google Page Rank on main Web sites**

Web site address	Google Page Rank		
	As of 30/6/06	As of 30/6/07	As of 30/6/08
http://planning.iupui.edu/	n/a	6/10	6/10
http://imir.iupui.edu/	5/10	5/10	6/10
http://iport.iupui.edu/	5/10	6/10	6/10
http://iport.iupui.edu/pr/	5/10	5/10	5/10
http://iport.iupui.edu/pi/	5/10	5/10	5/10
http://tc.iupui.edu/testing	n/a	4/10	4/10
http://reports.iupui.edu/	n/a	n/a	4/10

Actions taken to date:	I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).																																												
Activities Planned:	<ul style="list-style-type: none">Usage statistics for PAII Web sites.Monitor site usage and take necessary actions to promote usage.																																												
Indicators of progress	<table><tr><th rowspan="2">Web site address</th><th colspan="4">Site Usage</th></tr><tr><th colspan="2">July 1 '06 – Jun 30 '07</th><th colspan="2">July 1 '07 – Jun 30 '08</th></tr><tr><td></td><td>Visits</td><td>Pageviews</td><td>Visits</td><td>Pageviews</td></tr><tr><td>http://planning.iupui.edu/</td><td>30,897</td><td>112,377</td><td>42,507</td><td>172,849</td></tr><tr><td>http://imir.iupui.edu/</td><td>10,782</td><td>53,165</td><td>13,021</td><td>53,102</td></tr><tr><td>http://iport.iupui.edu/</td><td>8,156</td><td>19,008</td><td>17,737</td><td>48,389</td></tr><tr><td>http://iport.iupui.edu/pr/</td><td>-</td><td>2,075</td><td>-</td><td>10,611</td></tr><tr><td>http://reports.iupui.edu/ (site published on Jan-2008)</td><td>-</td><td>-</td><td>1,365</td><td>4,838</td></tr><tr><td>http://tc.iupui.edu/testing</td><td>8,736</td><td>131,040</td><td></td><td></td></tr></table>	Web site address	Site Usage				July 1 '06 – Jun 30 '07		July 1 '07 – Jun 30 '08			Visits	Pageviews	Visits	Pageviews	http://planning.iupui.edu/	30,897	112,377	42,507	172,849	http://imir.iupui.edu/	10,782	53,165	13,021	53,102	http://iport.iupui.edu/	8,156	19,008	17,737	48,389	http://iport.iupui.edu/pr/	-	2,075	-	10,611	http://reports.iupui.edu/ (site published on Jan-2008)	-	-	1,365	4,838	http://tc.iupui.edu/testing	8,736	131,040		
Web site address	Site Usage																																												
	July 1 '06 – Jun 30 '07		July 1 '07 – Jun 30 '08																																										
	Visits	Pageviews	Visits	Pageviews																																									
http://planning.iupui.edu/	30,897	112,377	42,507	172,849																																									
http://imir.iupui.edu/	10,782	53,165	13,021	53,102																																									
http://iport.iupui.edu/	8,156	19,008	17,737	48,389																																									
http://iport.iupui.edu/pr/	-	2,075	-	10,611																																									
http://reports.iupui.edu/ (site published on Jan-2008)	-	-	1,365	4,838																																									
http://tc.iupui.edu/testing	8,736	131,040																																											
Goal II:	Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.																																												
Campus Planning Theme:	Best Practices																																												
Timeframe:																																													
Objective:	II.1 Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).																																												
Actions taken to date:	II.1a. At least 25 units assisted with planning annually. <ul style="list-style-type: none">PAII staff continue to provide planning assistance to campus units. (See Appendix E.)Supported IUPUI Police Services and School of Nursing by providing an economic model update; Kelley School of Business MBA program in off-campus center; School of Social Work with a training site for grant at off-campus center; Community Learning Network in programming, off-campus center																																												

<p>Activities planned:</p> <p>Indicators of progress:</p>	<p>development, and fee analysis; and in process in the analysis of School of Nursing's Dedicated Education Unit concept for clinical nursing.</p> <ul style="list-style-type: none"> • PAII will continue to orient new deans to the planning process and assist in other planning activities. • Completion of the analysis of School of Nursing's Dedicated Education Unit concept for clinical nursing. • PAII staff assisted 16 IUPUI units with planning this year, 23 in 2006-2007, 24 in 2005-2006, 33 in 2004-05, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>II.1b. At least 50 planning consultations/projects conducted annually.</p> <ul style="list-style-type: none"> • PAII staff continue to provide planning assistance to campus units. • PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served. • PAII staff participated in 37 consultations/projects this year, 51 in 2006-2007, 59 in 2005-2006, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02.
<p>Objective:</p>	<p>II.2. Provide leadership and information support for planning</p>
<p>Actions taken to date:</p> <p>Activities planned:</p>	<p>II.2a. Expanded information infrastructure for campus enrollment planning.</p> <ul style="list-style-type: none"> • Developed new tools for campus enrollment planning: <ul style="list-style-type: none"> - Developed model designed to forecast campus enrollment over the next 10-20 years. - Demonstrated that it was possible to model probability of a student enrolling for use in campus enrollment forecasting and resource allocation. - Developed a model designed to forecast 6-, 8-, and 10-year graduation rates. • Developed a model for predicting first-year grade point average for new students. The model has been incorporated into admission procedures for Fall 2009. • Continue to work on (1) a model to forecast enrollment,

<p>Indicators of progress:</p>	<p>(2) a model to evaluate the probability of a student enrolling, and (3) the prediction of first-year grade point averages.</p> <ul style="list-style-type: none"> • Update the admissions point-in-cycle Web site to include (1) enrollment information for admitted students, (2) by-school views of admission reports, and (3) graphs for admitted student qualification. • Develop a slate of reports to monitor key enrollment indicators during the registration cycle. • The model for predicting first-year grade point average formed the basis for the proposed Fall 2009 admission standards.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>II.2b. Expanded use of online enrollment trend database by deans and directors.</p> <p>Continued to monitor hits on the Web site. Held workshop on use of the new IMIR Information Gateway Web site.</p> <p>Continue to monitor hits on the Web site. Hold workshops on best practices in use of data.</p> <p>Use of point-in-cycle Web site increased this year to 29,105 page views, up from 26,373 for 2006-07. There were 27,395 page views for the IMIR Management Indicators site. This figure may be somewhat inflated due to testing of the new site. Figures for 2006-07 were not available due to changes that affected our ability to track hits for the site.</p>
<p>Actions taken to date:</p> <p>Activities planned:</p>	<p>II.2c. 1/4 (about 5) of the deans report using IMIR survey or database information in their annual reports.</p> <ul style="list-style-type: none"> • Relevant survey results and other data included in print and online Performance Report. • Conducted two workshops on use of the IMIR Information Gateway for academic and administrative staff. • Continue reporting these data. • Conduct additional workshops on the Information Gateway for deans and their staffs.

Indicators of progress:	<ul style="list-style-type: none"> Participants' evaluations of the workshops were quite favorable. The average overall evaluation was 4.36 on a 5-point scale. (Overall workshop/information presented was useful.)
Goal III:	Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Campus Planning Theme:	
Timeframe:	Ongoing
Objective:	III.1. Continuously improve information support for the campus assessment process.
Actions taken to date: Activities planned: Indicators of progress:	III.1a. Inventory of information resources available to support assessment. <ul style="list-style-type: none"> See Indicators of Progress. Continue to seek ways to provide useful resources to the campus community. We will continue evaluating the newly deployed Web site and make improvements as needed. The Testing Center continues to seek people to partner and/or co-sponsor the evaluation resources segment of the division Web site. PAII Web sites provide access to annual assessment and planning reports. Periodically, <i>Assessment Update</i> issues are provided at no cost to PRAC members, and each dean is invited to register a PRAC member for the Assessment Institute in Indianapolis at no cost. The electronic Institutional Portfolio contains reports on assessment activities and is the repository for the annual campus performance report.

Actions taken to date: Activities planned: Indicators of progress:	III.1b. Redesigned Civic Engagement Inventory to support and campus assessment process Project is currently suspended—no resources.
Actions taken to date: Activities planned: Indicators of progress:	III.1c. Increased use (to 5) of peer group analysis by discipline. <ul style="list-style-type: none"> • Worked with five deans to make use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College). • Work with additional deans and the Assistant Chancellor for Diversity, Equity, and Inclusion on peer group analyses. • Informal feedback from the deans indicated that the peer group analyses were helpful.
Objective:	III.2. Continuously improve the academic and administrative program review processes.
Actions taken to date:	III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed. <ul style="list-style-type: none"> • All deans were invited to a briefing that included a short presentation on program reviews. Meetings with deans that oversee departments scheduled for reviews in 2009-2010 are being scheduled. Conducted 8 program reviews. The following units were reviewed: the School of Informatics; the School of Law-Indianapolis admissions function; the Departments of Anthropology; Sociology; Tourism, Conventions, and Event Management; World Languages and Cultures; the Honors Program; and the Bachelor of Science in Public Affairs program. Follow-up meetings were conducted with Mechanical Engineering, Electrical and Computer Engineering, University College Advising.

Activities planned:	<ul style="list-style-type: none"> The departments of Philosophy and Physical Education and programs in Nursing and Philanthropic Studies will be reviewed and follow-up sessions for Informatics, Anthropology, Sociology, Tourism, Conventions, and Event Management, World Languages and Cultures, and the Bachelor of Science in Public Affairs program will be conducted. Planning meetings will be scheduled for appropriate departments/units.
Indicators of progress:	<ul style="list-style-type: none"> 3 reviews were planned. 8 reviews and 3 follow-up sessions were conducted.
Actions taken to date:	<p>III.2b. Reviewers' ratings monitored for suggested improvements.</p> <ul style="list-style-type: none"> Ratings were compiled and actions taken as necessary. (See Appendix F.) The Program Review and Assessment subcommittees on Program Review and Advanced Practice continue to provide feedback on the self-studies before they are submitted to the external review team.
Activities planned:	<ul style="list-style-type: none"> The Program Review subcommittee will develop revised program review guidelines and a rubric to use to provide feedback to units on their self-studies.
Indicators of progress:	<ul style="list-style-type: none"> Reviewers' ratings were monitored: no needs for change were noted.
Actions taken to date:	<p>III.2c. Program review guidelines used to address interrelationship of cost outcomes and issues of quality, access, and manageable total expenditures.</p> <ul style="list-style-type: none"> Completed six program review budget tables for the departments of World Languages; Informatics; Sociology; Tourism, Conventions, and Event Management; and Anthropology; and SPEA's BS in Public Affairs.
Activities planned:	<ul style="list-style-type: none"> Conduct program reviews as planned for 2008-09.
Indicators of progress:	<ul style="list-style-type: none"> Completion of six program reviews in such a way that readers increasingly value the budget dimensions of the program review process.

Actions taken to date: Activities planned: Indicators of progress:	III.2d.SLA template for self-study in use. <ul style="list-style-type: none"> Accomplished. None planned. The new template is provided to all SLA departments.
Objective:	III.3. Continuously improve the campus practice of assessment.
Actions taken to date: Activities planned: Indicators of progress:	III.3a. Number of units assisted with assessment remains steady at 30. <ul style="list-style-type: none"> See Indicators of Progress PAII staff will continue to respond to requests for assessment projects. (See Appendix E.) PAII staff responded to 32 IUPUI unit requests for assistance with assessment in 2007-2008, 34 in 2006-2007, 43 in 2005-2006, 55 in 2004-2005, 34 in 2003-04, 34 in 2002-03, and 75 in 2001-02. (See Appendix E.)
Actions taken to date: Activities planned: Indicators of progress:	III.3b. Number of assessment consultants/projects remains steady at 150. <ul style="list-style-type: none"> See Indicators of Progress PAII staff will continue to consult with other units on assessment projects. PAII staff fulfilled 187 requests for assistance with assessment in 2007-2008, 144 in 2006-2007, 158 in 2005-2006, 202 in 2004-2005, 90 in 2003-04, 173 in 2002-03, and 189 in 2001-02.

<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>III.3c. Cadre of campus assessment professionals developed and supported.</p> <ul style="list-style-type: none"> • Worked with assessment professionals in Health and Rehabilitation Sciences, Nursing, and University College on campus-wide study of student success. • Worked with PRAC Advanced Practice Group on assessment issues. • Worked with Michele Hansen on methods of accounting for self-selection in assessment and evaluation. <ul style="list-style-type: none"> • Continue to work with Michele Hansen and the PRAC Advanced Practice Group on assessment and evaluation issues. <ul style="list-style-type: none"> • Work with all three groups/individuals is ongoing; everyone has indicated that the collaboration has been beneficial.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>III.3d. DFW rates reduced, due in part to placement testing in chemistry, English, English as a Second Language, mathematics, and world languages.</p> <ul style="list-style-type: none"> • Maintained use of pre-requisite check system for placement in mathematics and maintained high placement compliance rates of 80% or higher for placement in college-level mathematics courses. <ul style="list-style-type: none"> • Conduct a comprehensive validation of mathematics and chemistry placement test criteria and adjust placement cutoff scores as needed. <ul style="list-style-type: none"> • Overall, students who comply with placement test recommendations have higher success rates in their college-level mathematics or chemistry classes than students who do not comply with the placement test recommendations. • Placement distributions indicate an upward trend in the number of beginning students who place in college-level mathematics courses (i.e., courses above MATH 110/MATH 111) and in Chemistry C105 course.

<p>Actions taken to date:</p>	<p>III.3e. Information derived from the placement testing and validation processes enhanced.</p> <ul style="list-style-type: none"> Maintained use of logistic regression and decision theory (classification) approaches to generate probability graphs and classification indices that supplement placement score distributions and calculation of success rates or failure (“DFW”) rates. Whenever possible, validation procedures for course placement in mathematics incorporated multiple predictors (i.e., COMPASS placement score, high school GPA and high school percentile rank).
<p>Activities planned:</p>	<ul style="list-style-type: none"> Continue to evaluate the efficacy of placement test scores and incorporate additional predictor measures (e.g., high school GPA, high school percentile rank, SAT/ACT scores, student demographic characteristics, etc.) in conducting validation studies. Collaborate with Writing Program faculty in conducting a pilot validation study to assess the appropriateness and utility of SAT writing scores for placement in freshman writing courses at IUPUI.
<p>Indicators of progress:</p>	<ul style="list-style-type: none"> Relatively high course placement compliance rates (because few students appeal their placement test results); continued use and enforcement of placement test requirements for beginning and transfer students who do not have appropriate college-level course credit. Continued use of placement “audit” reports in facilitating faculty review of the appropriateness of students’ placement in mathematics courses.
<p>Actions taken to date:</p>	<p>III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.</p> <p>Online SET/Course Evaluation: (# units served: 14)</p> <ul style="list-style-type: none"> Maintained the total number (14) of units assisted with creation and administration of online course/faculty evaluations. <p>Web-based Placement Testing: (# units served: 7)</p> <ul style="list-style-type: none"> Testing Center maintained administration of the three Web-based language placement tests (French, German, and Spanish) and continued to extend administration of the

<p>Activities planned:</p>	<p>online language placement tests to college students at the state-wide campuses of Ivy Tech State College.</p> <ul style="list-style-type: none"> • Testing Center continued to use the Internet version of the COMPASS Mathematics Placement system to facilitate outreach placement testing activities on campus and at off-campus test sites. • Testing Center staff collaborated with the office of Orientation Services and UITS in developing a Web-based test reservation system for scheduling placement tests and national exams. <p>• Continue to expand Testing Center's Web-based course evaluation services and assist new units that transition from paper-and-pencil evaluations to Web-based surveys.</p> <p>Placement Testing:</p> <ul style="list-style-type: none"> • Continue to collaborate with faculty in the Department of World Languages and Cultures in seeking appropriate placement tests for Chinese, Japanese, and Latin courses. • Assist the Department of Chemistry in developing a computerized or Web-based version of the Chemistry Placement Test. • Testing Center staff will continue to provide evaluation consulting services in support of development, implementation, and use of student ePortfolios. • Testing Center will continue to work closely with the office of Orientation Services, IUPU Columbus, Ivy Tech State College, and partner with high schools that are interested in finding ways to expand outreach placement testing services for students. • Testing Center staff will continue to collaborate with CTL staff in assisting faculty to develop appropriate Web-based surveys for student evaluation of teaching.
<p>Indicators of progress:</p>	<ul style="list-style-type: none"> • Testing Center staff administered online course/faculty evaluations for 14 academic units, including the Schools of Education, Health and Rehabilitation Sciences (SHRS), Labor Studies, Law, Liberal Arts, Library and Information Science (SLIS), Nursing, Social Work, Public and Environmental Affairs (SPEA), Herron School of Art and Design, University College, and IUPU Columbus, plus Web-based evaluation surveys for the American Association of State Highway and Transportation Officials (AASHTO) and the Assessment Institute in Indianapolis. • Placement Testing: Maintained use of the 3 Web-based

	<p>language placement tests and increased the number of students taking the Web-based placement tests for the Department of World Languages and Cultures: Total number of students tested in world languages: 1,634, up by 61.3% from 1,013 tests administered in 2006-2007 (French Placement Test – up by 76.1%, from 138 tests administered in 2006-2007 to 243 tests administered in 2007-2008; German Placement Test – up by 98.6%, from 73 tests administered in 2006-2007 to 145 tests in 2007-2008; Spanish Placement Test – up by 53.4%, from 812 tests administered in 2006-2007 to 1,246 tests administered in 2007-2008).</p>
<p>Actions taken to date:</p> <p>Activities planned:</p>	<p>III.3g. Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.</p> <ul style="list-style-type: none"> • Minor progress was made in evaluating the ePortfolio initiative partly because the infrastructure for the student ePort project is still in development phase. • Directed ePort initiative in 2007-2008, including: further development of software planning document based on needs analysis; investigation of commercial ePort tools; evaluation and distribution of incentive grants to departments and schools; extensive consultation and collaboration with units adopting ePort; coordination of faculty development offerings; participation in planning for RISE initiative and Personal Development Plan (PDP) to ensure that ePort is integrated; reports on progress to IUPUI administration and Faculty Council. • Mzumara will continue to serve as a member of the ePort assessment team and provide evaluation consulting services to faculty working on integrative development grants. • Continue and possibly expand grants; expand faculty development offerings; appoint Faculty Scholars to help define faculty software and development needs; continue working with RISE and PDP initiatives; report on progress to ePort stakeholders.

Indicators of progress:	<ul style="list-style-type: none"> • Preliminary work on developing scoring rubrics is well underway for selected units that secured Integrative Department Grants. • Nine programs (including the Undergraduate Research Opportunities Program--UROP) are currently using ePort. Three units have new grants to plan implementation of PULs and ePort; grants include a campus-wide project at IUPUC. The planning document for the Personal Development Plan includes integration with ePort, providing the potential to reach large numbers of students.
Actions taken to date:	<p>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.</p> <ul style="list-style-type: none"> • Mzumara served as a member of the ePort assessment team and participated in consultation meetings that provided assessment-related assistance to faculty working on Integrative Department Grants. • Extensive consultation this year with IUPUC Division of Education, Department of Visual Communication, Department of Biology (Honors Program), School of Dentistry, Department of Computer and Information Science, UROP (NSF grant), "Visions for Vocation" Lilly grant. Faculty development programs included two ePort Symposia; all participating units attended and presented at least once.
Activities planned:	<ul style="list-style-type: none"> • Mzumara will continue to serve as a member of the ePort assessment team and provide evaluation consulting services to faculty working on Integrative Department Grants in the Department of Computer & Information Science and School of Engineering & Technology. • Consult with above units and with units newly awarded Integrative Department Grants. Work with RISE planning team to integrate ePort into RISE assessment. Participate in Personal Development Plan Task Force to assist with integrating PDP into ePort. Expand faculty development offerings, including a kick-off event designed to help departments/units get a good start on planning their ePort initiatives, a workshop on curriculum mapping, and an ePort Symposium first semester. Possible offerings second semester include a

Indicators of progress:	<p>workshop on rubric development and an IU-wide ePort Symposium.</p> <ul style="list-style-type: none"> • Ongoing consultation with seven units, including UROP, on using ePort for assessment.
Actions taken to date: Activities planned: Indicators of progress:	<p>III.3i. Improvements in course placement services accomplished through use of outreach testing services.</p> <ul style="list-style-type: none"> • Maintained partnership among IUPUI, IUPU Columbus, and the statewide campuses of Ivy Tech State College in offering placement testing services to students admitted to any of these institutions. • Testing Center will continue to expand the partnership between IUPUI/IUPU Columbus and the statewide campuses of Ivy Tech to enhance outreach testing services for students. • Testing Center will continue to seek new partnerships with ACT and high schools that are interested in collaborating with IUPUI in providing outreach placement testing services. • Testing Center will continue to collaborate with the Department of Mathematical Sciences in administering the COMPASS Mathematics Placement Test at off-campus test sites. • A total of 27 tests were administered remotely as part of the outreach placement testing services offered by the Testing Center. • Testing Center collaborated with the Department of Mathematical Sciences and Purdue University's Aviation Technology Center to establish a remote testing site at the Aviation Technology Center located at the Indianapolis International Airport.
Actions taken to date:	<p>III.3j. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.</p> <ul style="list-style-type: none"> • Continued to use exit survey results in monitoring quality of testing services offered in the Testing Facility.

<p>Activities planned:</p> <p>Indicators of progress:</p>	<ul style="list-style-type: none"> • Reinforce the administration of exit surveys and continue to monitor and use the exit survey results to make incremental quality improvements in Testing Center services. • Placement Testing: 95.4% of students either “agreed” or “strongly agreed” that proctors were knowledgeable about testing procedures; and 96.5% of respondents either “agreed” or “strongly agreed” that the proctors’ level of helpfulness was satisfactory. • National testing program: 97.0% of respondents were satisfied with the service provided by proctors; 96.7% “agreed” or “strongly agreed” that test security procedures were handled adequately; and approximately 94% of respondents reported that proctors made strong efforts to provide a friendly testing atmosphere. • Scanning Services: 97.1% of respondents rated the overall quality of services/products as “very good” or “excellent”; 100% of respondents were “satisfied” or “very satisfied” with both the level of courtesy and level of helpfulness displayed by scanning staff; 100% of respondents were “satisfied” or “very satisfied” with the knowledge level and timeliness of reports/results turnaround; and 96.5% of respondents were “satisfied” or “very satisfied” with the quality of reports they received from scanning services.
Objective:	III.4. Continuously improve survey programs.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>III.4a. Survey items aligned with campus priorities.</p> <ul style="list-style-type: none"> • Developed and administered a new survey for graduate and professional students. • Used results from the Continuing Student Survey to evaluate implementation of the PULs. • Continue to use survey results to inform strategic initiatives (e.g., RISE) at IUPUI. • Requests for information about the graduate student survey have been made by the Graduate Office, Student Life, and the School of Medicine. • The report that was based on results from the Continuing Student Survey was used in a subsequent report to the ICHE.

<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>III.4b. Response rates on student surveys increased by 10%.</p> <ul style="list-style-type: none"> • The Continuing Student Survey was administered in two parts over the last two years, which reduced the length and time required to complete each survey. • The issue of over-surveying students on campus was brought to the attention of APPC members. • Efforts will be undertaken to coordinate/reduce the amount of surveying occurring on campus by bringing together relevant parties to discuss strategies. • A reduction in the number of requests for survey samples.
<p>Actions taken to date:</p> <p>Activities planned:</p> <p>Indicators of progress:</p>	<p>III 4c. Increased timeliness and quality of survey reports.</p> <ul style="list-style-type: none"> • The Graduate Professional Survey report will be completed by mid-August, representing the shortest turnaround time ever for a major IMIR survey. • Lessons learned from reporting on the GPS will help in simplifying the report production process generally. • Comparable production time on major IMIR surveys, allowing for the added time needed when working on multiple surveys.
<p>Objective:</p>	<p>III.5. Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.</p>
<p>Actions taken to date:</p>	<p>III.5a. Number of consultations for economic models (activity-based costing/management) to support unit planning, management, and evaluation remains steady at 10.</p> <ul style="list-style-type: none"> • Completed 6 program review budget tables, which are mini economic models, for the Departments of World Languages; Informatics; Sociology; Tourism, Conventions and Event Management; Anthropology; and SPEA's BS in Public Affairs. Began a project analysis of the School of Nursing's Dedicated Education Unit concept for clinical nursing.

Activities planned:	<ul style="list-style-type: none"> • Provide program budget data models for departmental planning beyond program reviews or out-of-cycle program review efforts for 2008-09.
Indicators of progress:	<ul style="list-style-type: none"> • Only 6 (of the goal of 10) support consultation activities were provided.
Actions taken to date:	<p>III.5b. At least 6 schools continuing to use economic models.</p> <ul style="list-style-type: none"> • Supported School of Nursing economic model update. Provided economic model data for the School of Dentistry's review of graduate programs; Kelley School of Business MBA program in off-campus center; School of Social Work training site for grant at off-campus center; Community Learning Network in programming, off-campus center development, and fee analysis; follow-up to IUPUI Police Services' 1997-98 economic model.
Activities planned:	<ul style="list-style-type: none"> • Provide economic model update and consultative support as requested.
Indicators of progress:	<ul style="list-style-type: none"> • Six units continued their use of economic models. • Continued requests for economic modeling support on and off campus.
Objective:	III.6. Develop a more uniform and concise set of campus-wide performance indicators.
Actions taken to date:	<p>III.6a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.</p> <ul style="list-style-type: none"> • The Dean of Faculties' Academic Plan is based on the same 10 major goals for Teaching and Learning, Research, Scholarship, and Creative Activity, and Civic Engagement that were developed in 2001-2002. Standards for evaluating performance are being developed for Teaching and Learning and Research goals and indicators. • Revised performance indicators for diversity initiatives (Diversity Cabinet). • Began revising the performance indicators related to IUPUI Teaching and Learning goals.

<p>Activities planned:</p> <p>Indicators of progress:</p>	<ul style="list-style-type: none"> • Encourage development of similar standards for Civic Engagement and Research, Scholarship, and Creative Activity. • Continue revising the performance indicators related to IUPUI Teaching and Learning goals. • Begin revising the performance indicators related to IUPUI Research and Civic Engagement goals. • Development of standards to define parameters of green, yellow, and red traffic lights for each PI. • Chancellor's diversity report (with new performance indicators) was prepared on time. • Revised Teaching and Learning indicators are being vetted with constituent groups.
<p>Objective:</p>	<p>III.7. Contribute evaluation resources for campus programs and community organizations</p>
<p>Actions taken to date:</p> <p>Activities planned:</p>	<p>III.7a. At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.</p> <ul style="list-style-type: none"> • Testing Center conducted a total of 3 grant-funded evaluation studies: <ul style="list-style-type: none"> ○ <i>Shaping Outcomes (OBPE) Project:</i> Mzumara and Shinde (graduate assistant) coordinated the evaluation activities in support of the Institute of Museum and Library Services (IMLS)-funded "Shaping Outcomes" project on Outcomes-Based Planning and Evaluation (OBPE). ○ <i>Plowshares Peace Studies Project:</i> Mzumara served as principal evaluator for the Plowshares Project (www.plowsharesproject.org/). ○ <i>Student ePortfolio Project:</i> Mzumara served as a member of ePort assessment team and provided evaluation consulting services in support of faculty working on Integrative Department Grants. • Mzumara will continue to serve as a member of the assessment team that offers professional support to faculty working on the student ePortfolio project at IUPUI and as principal evaluator for the Plowshares Peace Studies Project.

Indicators of progress:	<ul style="list-style-type: none"> • Testing Center staff successfully completed a 3-year evaluation of the Shaping Outcomes project that was funded by the IMLS. • Testing Center obtained an allocation of \$36,761 in grant funds for the evaluation consulting services offered during the 2007-2008 fiscal year.
Actions taken to date: Activities planned: Indicators of progress:	III.7b. New Web site, including program evaluation resources, designed, deployed and, updated. <ul style="list-style-type: none"> • No substantive progress was made during this year. • Continue to develop the evaluation resource site and work toward ultimate integration of the resource site with the revamped PAII Web site. • No progress was made this year.
Actions taken to date: Activities planned: Indicators of progress:	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). <ul style="list-style-type: none"> • Maintained a total of about 226 units using Testing Center services. • Maintain existing clients and seek new clients to increase the total number of units that use Testing Center services. • Testing Center (including testing and scanning services) served a total of 226 units.
Actions taken to date:	III.7d. Ongoing collaboration accomplished through development, implementation, and use of off-campus high school outreach testing services. <ul style="list-style-type: none"> • Testing Center maintained the partnership with selected high schools, plus IUPU Columbus and Ivy Tech State College. • Testing Center collaborated with Department of Mathematical Sciences and assisted Purdue

<p>Activities planned:</p> <p>Indicators of progress:</p>	<p>University's Aviation Technology Center in launching a remote testing site at the Aviation Technology Center located at the Indianapolis International Airport.</p> <ul style="list-style-type: none"> • Testing Center will continue to expand outreach services and enhance existing partnerships with interested high schools, IUPU Columbus, and Ivy Tech. Testing Center will continue to assist students who opt to take their placement tests remotely at test sites located at ACT Centers and other off-campus test sites around the country. • Testing Center served a total of 27 students via remote administration of placement tests at off-campus test sites.
Goal IV:	Provide analysis, interpretation, and reports to internal and external constituents.
Campus Planning Theme:	
Timeframe:	Ongoing
Objective:	IV.1. Continuously improve management information reports and analysis capability for academic managers.
<p>Actions taken to date:</p> <p>Activities planned:</p>	<p>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.</p> <ul style="list-style-type: none"> • Provided reports on instructional costs and productivity to IUPUI schools, using data from the Delaware Study. • Added one report, student headcount by ethnicity, to the management indicators Web site. • Added pages to the point-in-cycle Web site that show heads and hours by school. • Began integrating the 5-year trend and management indicators Web sites into one system that will allow for school- and department-based reports. • Developed "Information Gateway" site that organizes information resources in a subject-based environment. • Continue to conduct the Delaware Study. • Add enrollment status to and expand views of admissions point-in-cycle reports. • Continue to work on integrating the 5-year trend and

Indicators of progress:	<p>management indicators Web sites into one system that will allow for school- and department-based reports.</p> <ul style="list-style-type: none"> • Results from Delaware Study were presented at the Executive Vice Chancellor's meeting of IUPUI deans. • Student headcount by ethnicity report now available on the management indicators Web site. • By school views for hours and heads now available on the point-in-cycle Web site. • Information Gateway now available.
Actions taken to date: Activities planned: Indicators of progress:	<p>IV.1b. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.</p> <ul style="list-style-type: none"> • Feedback from the Deans of Science and Liberal Arts indicate that information from the Delaware Study of Instructional Costs and Productivity was useful. • Users attending the Information Gateway workshops indicated the workshop and information presented was useful. • Continue to work with Science, Liberal Arts, and other schools to improve the accuracy and utility of information from the Delaware Study. • Feedback from the Deans of Science and Liberal Arts indicate that the information from the Delaware Study of Instructional Costs and productivity was useful. • 93% of users attending the Information Gateway workshop indicated the workshop and information presented were useful.
Objective:	IV.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).
Actions taken to date: Activities planned: Indicators of progress:	<p>IV.2a. Performance Report completed on schedule</p> <ul style="list-style-type: none"> • IUPUI staff work completed on schedule; publication delayed by two weeks because of printing delays. • Revise campus work schedule to accommodate possibility of design and printing delays. • Report published by early January.

Actions taken to date:	IV.2b. At least 1500 <i>Performance Reports</i> distributed <ul style="list-style-type: none">3,000 2006-2007 reports were distributed by Communications and Marketing.																						
Activities planned:	<ul style="list-style-type: none">Continue shorter print format—makes report less expensive to design, print, and distribute.																						
Indicators of progress:	<ul style="list-style-type: none">3,000 Performance Reports distributed.																						
Actions taken to date:	IV.2c. iPort page views increased from 965/day to 1,015 <p>Revised format for iPort and Performance Report. Co-presented workshop on institutional portfolios at Assessment Institute.</p>																						
Activities planned:	Continue revised format. Co-present national online workshop on institutional portfolios via Academic Impressions and co-present workshop at Assessment Institute.																						
Indicators of progress:	<table><tr><th>Web site address</th><th colspan="2"></th></tr><tr><td rowspan="9">http://iport.iupui.edu/</td><td>No. of Visits:</td><td></td></tr><tr><td>07-08: 17,737</td><td></td></tr><tr><td>06-07: 8,156</td><td>+117.47%</td></tr><tr><td>Absolute Unique Visitors:</td><td></td></tr><tr><td>07-08: 15,423</td><td></td></tr><tr><td>06-07: 7,130</td><td>+116.31%</td></tr><tr><td>Page views:</td><td></td></tr><tr><td>07-08: 48,389</td><td></td></tr><tr><td>06-07: 19,008</td><td>+154.57%</td></tr></table>	Web site address			http://iport.iupui.edu/	No. of Visits:		07-08: 17,737		06-07: 8,156	+117.47%	Absolute Unique Visitors:		07-08: 15,423		06-07: 7,130	+116.31%	Page views:		07-08: 48,389		06-07: 19,008	+154.57%
Web site address																							
http://iport.iupui.edu/	No. of Visits:																						
	07-08: 17,737																						
	06-07: 8,156	+117.47%																					
	Absolute Unique Visitors:																						
	07-08: 15,423																						
	06-07: 7,130	+116.31%																					
	Page views:																						
	07-08: 48,389																						
	06-07: 19,008	+154.57%																					
Actions taken to date:	IV.2d. Campus diversity initiatives evaluated and documented <ul style="list-style-type: none">Assisted in preparing a report to IU on the success of IUPUI diversity initiatives (Enhancing Minority Attainment project, EMA).Revised performance indicators for diversity initiatives undertaken by the Diversity Cabinet.																						

Activities planned:	<ul style="list-style-type: none"> Continue to work with the Assistant Chancellor for Diversity, Equity, and Inclusion to revise performance metrics for diversity at IUPUI.
Indicators of progress:	<ul style="list-style-type: none"> Both the EMA report and the Chancellor's Diversity Report were completed on time.
Goal V:	Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.
Campus Planning Theme:	
Timeframe:	
Objective:	V.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.
Actions taken to date:	V.1. At least one workshop on peer group analysis conducted for school personnel. <ul style="list-style-type: none"> Worked individually with 5 schools to develop peer group analyses.
Activities planned:	<ul style="list-style-type: none"> Once workshops for the Information Gateway have been completed, conduct workshops on peer group analysis.
Indicators of progress:	<ul style="list-style-type: none"> Deans indicated the peer analyses were helpful.
Campus Planning Theme:	
Timeframe:	Ongoing
Objective:	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. <p>2007-08</p> <ul style="list-style-type: none"> Provided consultation to School of Engineering and Technology on implementing ePort to support student development of critical thinking skills, after NSSE results indicated that E & T students gave themselves the lowest rating on campus in this area. Provided consultation to School of Dentistry on use of ePort to support student understanding of professional

<p>Actions taken to date:</p>	<p>ethics in clinical settings after assessment findings indicated a need for improvement.</p> <ul style="list-style-type: none"> • IMIR staff developed new tools for campus enrollment planning, including models for forecasting enrollment, determining the probability of a student enrolling at IUPUI, forecasting graduation rates, and predicting first-year grade point averages for new students. • IMIR staff developed and administered a new survey for graduate and graduate professional students at IUPUI. • Worked with assessment professionals in Health and Rehabilitation Sciences, Nursing, and University College on campus-wide study of student success. • IMIR staff developed reports for IUPUI schools on instructional costs and productivity, using data from the national Delaware Study. • IMIR staff developed peer group analyses for the Schools of Engineering and Technology, Liberal Arts, and SPEA, as well as University College and the University Library. • Revised performance indicators for diversity initiatives undertaken by the Diversity Cabinet. • IMIR staff created the Information Gateway to provide easy access to information to be used in evaluation and assessment (http://reports.iupui.edu/gateway/). <p>2006-07</p> <ul style="list-style-type: none"> • IMIR provided data to the Enrollment Management Council and academic deans that were used to improve enrollment projections for Fall 2007 and subsequent years. • IMIR conducted a series of analyses for the Admissions Office that are being used to provide automatic admissions for some students. • IMIR, along with other campus units, provided Derrick Price with data to conduct an extensive study of the factors related to retention at IUPUI. Price produced a report commissioned by the Council on Retention and Graduation. • IMIR is working with the Chancellor's Diversity Cabinet to develop new performance indicators for evaluating and improving the campus climate for diversity. • Progress report on ICHE Goal 6 (produced by PAII staff) includes improvements made in schools based on
--------------------------------------	---

assessment of student learning of PULs (See Appendix G).

- Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus (<http://www.planning.iupui.edu/improvement/>).
- Provided consultation for the School of Nursing simulation mannequin in clinical courses; course evaluation study for Testing Center; business plan for School of Public and Environmental Affairs' Executive Education program; course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternate course format; facility budget planning for School of Social Work's Department of Child Services \$5 million 3-year grant; clinic budget planning for Oral Surgery Clinic; integration of the Division of Labor Studies into the School of Social Work; strategic budget planning for the School of Science; and budget planning for the Assessment Institute.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.
- The Council on Lifelong Learning Task Force reported that the General Studies Faculty Advisory Committee met within a revised format as part of the Council for Lifelong Learning to address Program Review recommendations and program policy issues.

2005-06

- All Doubling Task Forces reported using data this year in their annual reports. 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 plan continuation of their work.

Activities planned:

- 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 back-up 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 checkpoints 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.
 - 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.
-
- Will continue to work with departments and schools to assist faculty in using ePort to assess and improve student mastery of PULs and disciplinary outcomes.
 - Results of the survey of graduate and graduate professional students at IUPUI will be distributed.
 - IMIR will continue to work with the Enrollment Management Council to identify areas where additional information is needed to improve enrollment management efforts.

Indicators of progress:	<ul style="list-style-type: none"> • A model predicting first-year grade point average for new students has been incorporated into admission procedures for Fall 2009. • Workshop conducted on use of the Information Gateway was well received. • Five disciplines made use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College). • Results from the Continuing Student Survey were used to evaluate implementation of the PULs.
Actions taken to date: Activities planned: Indicators of progress:	V.2b. Shortened Continuing Student Survey and pre-survey announcement letter added to increase response rate. <ul style="list-style-type: none"> • The second version of the shortened Continuing Survey was administered • The current objective will be modified to continue to work on survey administration methods that will increase response rates. • The response rate for the survey was 25.1%.
Actions taken to date: Activities planned: Indicators of progress:	V.2c. Alumni surveys for Nursing, Education, and SPEA modified to increase response rates. <ul style="list-style-type: none"> • Met with school representatives last year to develop alternative methods of administering the survey. • When the Alumni Survey is again administered, we will implement the changes discussed with the schools. • Plans have been developed for alternative administration of the alumni surveys for Nursing, Education, and SPEA.

Actions taken to date: Activities planned: Indicators of progress:	V.2d. Deans' annual reports placed on the Web by IMIR staff. <ul style="list-style-type: none"> • IMIR staff updated a total of 9 Deans' annual budgeting reports on the web. • IMIR staff will continue to provide this assistance. • IMIR staff updated a total of 9 Deans' annual budgeting reports on the web.
Objective:	V.3 Advance institutional effectiveness through collaboration.
Actions taken to date: Activities planned: Indicators of progress:	V.3a. Continued participation by 5 PAII staff on committees assigning campus performance indicators. <p>Four staff members participated in evaluation of Performance Indicators this year. With the development of quantitative standards for evaluation of PIs, the need for committee participation may be greatly reduced and this goal may no longer be relevant.</p> <p>Development of performance standards for all indicators.</p> <p>Number of PAII staff involved in PI evaluation.</p>
Actions taken to Date: Activities planned: Indicators of progress:	V.3b. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented. <ul style="list-style-type: none"> • PAII staff participated in AIP projects. • Continue to respond to requests to participate in AIP projects. • PAII staff participated in two (International Affairs, and a joint project with Admissions, University College, and the Enrollment Center) of the 5 campus AIP projects (Financial Aid; Housing; International Affairs; the Center on Philanthropy; and a joint project with Admissions, University College and the Enrollment Center) completed.

Goal VI:	Continuously improve effectiveness of PAII personnel and services.
Campus Planning Theme:	
Timeframe:	Ongoing
Objective:	VI.1. Collect information about PAII effectiveness.
Actions taken to date:	VI.1a. Increasingly useful set of indicators for monitoring PAII performance in use. <ul style="list-style-type: none"> Monitoring of attainment of goals for achievement levels set last year continues.
Activities planned:	
Indicators of progress:	
Objective:	VI.2. Implement project management
Actions taken to date:	VI.2a. All PAII staff oriented and trained to use project management tools and techniques. <ul style="list-style-type: none"> We have developed a new version of our project tracking tool – OnTrak. This new version will enable us to track team projects more effectively.
Activities planned:	
Indicators of progress:	
Actions taken to date:	VI.2b. At least 5 projects executed using project management tools. <ul style="list-style-type: none"> IMIR staff continue to use the modified version of project tracking system – OnTrak.
Activities planned:	
Indicators of progress:	

Campus Planning Theme:	
Timeframe:	Ongoing
Objective:	VI.3. Continuously improve the professional development of PAII staff.
Actions taken to date: Activities planned: Indicators of progress:	VI.3a. Professional development plans designed and deployed <ul style="list-style-type: none"> • See indicators of Progress. • Continue to hold staff retreats at least once a year. • Maintain flexibility in work schedules to allow staff members to pursue professional development or training opportunities as needed. • Continue to maintain discretionary/incentive award bonus plans in PAII. • Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops/training opportunities as part of the ongoing staff development activities in PAII. • Offered discretionary/incentive bonus awards to staff members.
Campus Planning Theme:	Diversity
Timeframe:	Ongoing
Objective:	VI.4. Develop and implement a diversity plan for PAII.
Actions taken to date: Activities planned: Indicators of progress:	VI.4a. Diversity plan and implementation strategy developed. <ul style="list-style-type: none"> • Plan and strategy were developed in 2006-2007. Mid-year progress report was submitted. End-of-year report not yet requested. • Continue reporting. • Actual implementation.
Campus Planning Theme:	Best Practices
Timeframe:	Ongoing

Objective:	VI.5. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.
Actions taken to date: Activities planned: Indicators of progress:	VI.5a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external). <ul style="list-style-type: none"> • Received the 2008 Leveraging Excellence Award from the National Consortium for Continuous Improvement. • Continue to provide consultations. • PAII staff consulted with internal and external units on 591 requests or projects.
Actions taken to date: Activities planned: Indicators of progress:	VI.5b. At least 2 presentations and 1 publication produced annually related to IUPUI's institutional portfolio and student ePort. <p>Accomplished.</p> <p>Will submit proposals for presentations and publications.</p> <p>11 presentations and 2 publications.</p>

IUPUI Priorities for 2008-09

Prepared for 2/25/08 Budget Hearing

Teaching and Learning

1. Utilize cluster hiring and other strategies to recruit, hire, and retain outstanding faculty with strong research records and diverse backgrounds (1, 2, 5, and 6)
2. Increase summer bridge programs, advising, tutoring and financial aid for at-risk freshmen (3)
3. Recruit more out-of-state and international students (3 and 5)
4. Increase certificate and degree opportunities for adult learners in Indiana (3 and 6)
5. Start an Honors College (3)
6. Develop a multicultural center and hire a senior administrator for diversity, equity, and inclusion (3, 4, and 5)
7. Develop new programs to reduce health disparities (e.g., School of Public Health) and to contribute to economic development (e.g., motorsports engineering) (5 and 6)

Research and Scholarship

1. Create and support Signature Centers, thus strengthening interdisciplinary collaboration (2, 5, and 6)
2. Expand graduate programs in the life sciences and other strategic areas to support the hiring of additional strong faculty researchers and to support the research goals of the campus (1, 5, and 6)

Civic Engagement

1. Develop Translating Research Into Practice (TRIP) initiative to advance Indiana's economic and health and life sciences-related development (2, 5, and 6)

Increase Resource Base

1. Design an Innovation Center to provide classrooms and space for collaborative activity among science, engineering, and business faculty (4, 2, 1, and 6)
2. Develop strategy for increasing resources for selected schools (e.g., Schools of Science, Liberal Arts, and Law-Indianapolis) (2 and 6)

3. Develop a campus master plan that emphasizes flexible space, solves chronic problems for the campus, and provides a clear guide for the future (4)
4. Develop University Hall with offices for IUF, Alumni Office, International Affairs, academic centers, campus and university administration (4, 2, and 5)

President's Priorities

1. Recruitment and retention of excellent faculty members
2. Facilitation of intercampus research collaboration, especially between Bloomington and IUPUI
3. Significant increases in graduation rates and numbers for bachelor's degrees and certification programs
4. Development of a new master plan to guide an aggressive building program focused on providing new buildings and facilities for the arts, humanities, social sciences, international studies, the life sciences, and economic development, as well as improved student housing in Bloomington
5. Expansion of academic initiatives focused on (a) life and health sciences, (b) arts and humanities, and (c) international partnerships; and
6. Increased commitment to economic development in Indiana.

Resource Planning Committee

~ Meeting Summary~

August 23, 2007

Present: Banta, Bantz, Boukai, Cochran, Mac Kinnon, Martin, Murtadha, Windsor, White, and Yurtseven

Guests: Garland Elmore and Laurie Antolovic

1. Garland Elmore and Laurie Antolovic distributed and explained UITs data on unit costs for all UITs services and user satisfaction. Antolovic reported that of the UITs budget of \$100M, \$10M comes from state, federal, and private grants and contracts awarded to UITs staff.

Unit costs, use, and user satisfaction have guided many of the changes UITs staff have made in their operations over the past ten years. The last strategic plan for UITs was completed in 1997 and councils have been appointed to consider what should go into a new plan.

Questions were raised about consultation with faculty regarding UITs services. In 1997 a University Technology Committee and four task forces comprised of representatives of all IU campuses provided general direction for strategic planning. Now everyone agrees that faculty, staff, and students must be involved in developing the next plan.

Clearly, Elmore and Antolovic, as UITs vice presidents, are continuously monitoring, costs, use, and user satisfaction in order to improve the services offered to faculty, staff, and students. Several members commended UITs for this attention to quality. Yurtseven observed that we should encourage other University Administration Units to use data sources in the way UITs does to monitor the effectiveness of their activities and services.

White suggested that administrative and/or program reviews be considered for UITs and other service units. Regardless of how good a unit is, it can often benefit from counsel from peers who can offer different perspectives on their work.

Finally, several members said that our committee needs to continue to monitor information on UITs costs because the \$100M spent on UITs services may indicate a higher priority than we are willing to give it in light of shrinking resources. That is, do we need the best IT program in the country, or might we be willing to accept some cuts there in order to reallocate to other areas in need of funds?

2. Martin distributed tables showing costs for unavoidables over time and trends in state appropriations and assessments. In addition to unavoidables, salaries for administrators and staff in support centers make up the total figure for annual assessments levied on the academic units.
3. Banta distributed a second component of the IUPUI priorities for 2007-08 and beyond that were developed in late June and early July and sent to President McRobbie. After the meeting, these two sets of priorities were sent to all members of the Resource Planning Committee via email.

Resource Planning Committee
~ Meeting Summary ~
October 12, 2007

Present: Banta, Bantz, Boukai, Jones, Mac Kinnon, Martin, Sukhatme, White, Windsor, Yurtseven

UITS

We have acknowledged that UITS staff collect more data on use and satisfaction with services than any other administrative support unit. Nevertheless, there are major campus concerns that UITS staff are not addressing.

Mac Kinnon reported that UITS staff do not support on-line courses after 5:00 p.m. or on weekends unless the user pays an extra fee of some \$50/hr. Sukhatme's own experience has shown him that Oncourse CL does not work as it should. White noted that over the years UITS has withdrawn routine support for more and more areas and has begun to charge extra for work in those areas. The following questions were raised:

1. \$100M seems like a huge amount of money to be paying for a university-wide service about which there are so many complaints. Are we paying for a Cadillac when a Chevrolet might meet our needs? How does \$100M compare with the IT budget for other multi-campus Big 10 institutions?
2. How much is IUPUI paying for phone service, and how many phones are supported (i.e., what is the cost/phone jack)?
3. How much does IUPUI pay for computer maintenance, and how many computers are supported?
4. Does IU need to own its own supercomputer, or could we purchase the service elsewhere for less money? For instance, could the NSF grid meet many of our needs? (High-end users at IUPUI seem more satisfied with UITS services than do those who have less sophisticated needs, but the School of Medicine has even had trouble obtaining the customer service from UITS that would permit access to supercomputing for its high-end users.)
5. SOM and E&T, like most other schools, have set up their own internal IT service providers because they don't receive sufficient support from UITS. How much money are we paying for these extra-UITS services?

6. Are UITS executives implementing Garland Elmore's offer to our committee to involve faculty, staff, and students in developing the next UITS strategic plan?

UITS-Related Action Items

- A. Jack Windsor announced that Brad Wheeler, Vice President for IT, would appear before the IFC Executive Committee on October 25 to answer questions. The list of six questions above may be helpful to Jack as he prepares for that session.
- B. Bob Martin will gather information about items 1, 2, 3, and 5 above and send that to us via email in the next 10 days☺.
- C. Yurtseven, Windsor, and Banta will convene a group of IT directors to ask them about their IT experiences with UITS. How do they rate the service? What are the most common complaints they hear from faculty, staff, and students? What services used to be provided routinely by UITS staff that now cost extra? What IT services are most needed in the near term? over the next few years?
- D. Finally, Resource Planning Committee (RPC) members will compile their own list of issues/new products and services that we think UITS should consider.
- E. Compiling data from all the sources above will give us our own list of issues to discuss with Brad Wheeler at a future meeting.
- F. Compiling these data also will be helpful if we decide to recommend that UITS undergo a comprehensive review by external peers.

Flat Tax

Martin distributed documents that he and Roger Schmenner had shared at Deans' Council meetings in September and October. The principal benefit of a flat tax would be to make the method for calculating assessments simpler, more transparent, and more predictable. Deans could plan more effectively if they could predict the size of their annual assessments with more certainty.

White thanked Martin and Schmenner for their willingness to consider alternatives to the current assessment methodology. He observed that Science and Liberal Arts would appear at the outset to be significant beneficiaries of a move to a flat tax, but he wondered if this advantage would fade over time and ten years from now, Science and Liberal Arts would again be in a seriously underfunded position. Jones stated Medicine's position: A flat tax would increase the SOM assessment by \$25-\$38M

annually. This could contribute to a decision by the SOM, perhaps mandated by IU Trustees or the state legislature, to declare its independence from IUPUI.

Reducing Overhead Costs

Members of this committee have as a goal the reduction of overhead costs. One way to do that is to set a goal for overall reductions, using benchmark data as a guide. Banta suggested an interim step toward that goal: Surveying academic units to determine how much of a cross-cutting service they wish to provide and how much they would like a central office to provide. She distributed a draft interview form focused on faculty development that would be sent to deans for completion. Then members of the OPD Advisory Committee would interview the deans to obtain more in-depth information. RPC members suggested that deans be consulted about the best person or group to provide the information. Suggestions included associate deans for academic or student affairs, budgetary affairs committees, and curriculum or teaching-focused committees. Changes in the questionnaire also were suggested to make it clear that the purpose of the exercise is to find areas where costs can be cut. Is it more efficient for a school to provide a needed product/service or to pay a central office to do it? In the course of this survey, deans and their representatives might be asked to consider their costs for faculty development and allocate them between (1) their own faculty/staff and (2) a central office.

Resource Planning Committee ~ *Meeting Summary* ~ November 30, 2007

Present: Banta, Bantz, Boukai, Harrison, Mac Kinnon, Schmenner, Sukhatme, White, and Windsor

1. **UITS.** Charles has talked with Brad Wheeler and they have agreed that Trudy and Laurie Antolovic will develop a list of UITS services provided to IUPUI, along with their costs. This list can provide a basis for prioritizing the services and possibly finding ways to cut the campus expenses.
2. **1%/yr reduction in overhead.** In his inaugural address, President McRobbie introduced an initiative he called “Degrees of Excellence.” In order to increase IU degree production, every year for the next five years he has asked IU campus administrators to reduce “existing non-academic budgets” by 1%. For IUPUI, that figure is \$592,500 each year. This money will be retained on this campus and will be used “for initiatives targeting degree or program completion or financial aid,” as McRobbie stated in his address.
3. **“Flat tax” proposal.** Roger and Camy explained that “flat tax” no longer describes this proposal, which was intended originally to render the taxation process transparent and predictable, thus enhancing deans’ planning capacities. The current proposal would shift the mechanism for calculating the campus assessment each year from the 3-driver model to one that charges units a proportional share of (1) the costs of services they use and (2) general services such as those provided by some of the central administrators housed in the AO Building. Units would not pay for the expenditures associated with services they do not use. Roger proposes to divide the campus units into three “focused factories,” including (1) Columbus; (2) Medicine, Dentistry, HRS, and Law; (3) all others. Roger and Camy are developing a model that will be presented to the deans and to the Resource Planning Committee for consideration. They acknowledged that while they hope the new system will be more transparent and predictable, it will not be simpler.
4. **Tuition split associated with enrollment shaping.** Some of the deans have raised questions about the treatment of new out-of-state tuition in calculating the campus assessment, using the current 3-driver model. Uday and Camy explained that after the 50-50 split of tuition with the campus, each school’s increase in credit hours from out-of-state students will be subtracted from the SCH driver used to calculate the campus tax for that school. Thus the additional tuition income will not be taxed.
5. **2008 planning/budgeting hearings.** Ben reiterated the interest of Planning and Budgetary Affairs Committee members in conducting hearings every year. Bob White inquired about the purpose of the hearings since they no longer provide an

opportunity for deans to present proposals for a share of campus reallocation funds. One such purpose that could be pursued this year is attaining a better understanding of the relationship between Bloomington and Indianapolis in core campus schools. Roger and Trudy will work on a set of questions about administration, faculty governance, and budgets that would be appropriate to ask of the Bloomington and Indianapolis deans of Business, Education, Informatics, Journalism, Library and Information Science, and Public and Environmental Affairs. Ben and Jack will work on questions to be asked of the following administrative units: Academic Affairs, Student Life, Research Development, and UITS.

The hearings will begin in early February so that information about budget projections for the coming year will be available for consideration.

Resource Planning Committee

~ Meeting Summary ~

March 28, 2008

Members present: Banta, Bantz, Boukai, Jones, Schmenner, Sukhatme, White, Yurtseven

Guests: David Lewis, Sherry Queener

1. David Lewis presented a request for a 5% annual increase in funding for the University Library to avoid having to make further cuts in the acquisition of journals, particularly in the sciences. Various alternatives were explored, from making further cuts in personnel to using assessments from other schools to subsidize acquisitions in the most costly disciplines. Lewis was asked to provide for the committee comparative costs for personnel, materials, and S&E in the libraries at IUB and at peer institutions.
2. Schmenner asked Carl Rhine, chief local services provider (LSP) for SPEA, KSB, and several other schools, to provide a written report on the possibilities for LSPs to take over provision of the services UITS currently provides. Rhine said that UITS provides essential enterprise-wide systems that are of high quality, while LSPs address specific software needs and problem-solving for individual faculty in the schools. He doubted that LSPs could take on any additional responsibilities from UITS. He did suggest that UITS look more carefully at the options that exist for outsourcing various jobs. He also called our attention to a long list of current special projects UITS staff are developing. RPC members would like to see the costs of the special projects along with the sources of funding since some appear to be associated with grants.

RPC members again expressed frustration at the lack of UITS consultation with faculty/staff concerning prioritization of projects and expenditures. However, Yurtseven called our attention to the fact that the Faculty Council Technology Committee, chaired by Hasan Akay, plays a consultative role. Bantz reminded us that the President has asked VP Brad Wheeler to develop a new 10-year plan for UITS by October 2008. This may give us an opportunity to request broader involvement in UITS decision-making regarding outsourcing and project prioritization.

3. Banta distributed activity-based cost data for her offices and asked if this might provide an example for other units. Schmenner observed that similar data are available for Campus Facilities Services projects. Some RPC members thought the

information was too detailed. Time for discussion ran out, but we agreed to continue to pursue costs and priorities for administrative units.

4. Sherry Queener presented evidence in support of her request for an increase in the percentage of the graduate application fee allocated to the Graduate Office. The numbers of graduate applications her office must process have increased significantly, but the budget has not increased to support the extra work. Queener provided a table showing the application fee income going to each school and the income the Graduate Office currently receives, which is only from Graduate Non-Degree applications. The work required, with no participation in the income stream, is particularly large for the schools of Medicine, Dentistry, and Law because their applications must be handled as paper or flat files and Graduate Office staff must enter the data manually. Bantz wondered why this was the case. Queener responded that PeopleSoft has not developed a way to integrate the application systems used by the professional schools with SIS.

Queener asks for 20% of the graduate application fee next year, with subsequent increases to reach 50%. Bantz asked for comparable data on fees and their disposition from peer institutions and suggested that we consider increasing the application fee by 20% if it is not already near the top of the range among our peers and other institutions in Indiana. Such an increase would protect academic units from an immediate loss of income.

Postscript. Queener subsequently supplied information that the application fees are set for IUB and IUPUI by the trustees, that the last change occurred in 2003, and that among 24 regional peers IUB/IUPUI at \$50 are in the middle range in terms of graduate application fees: Iowa State (\$30), Ball State (\$35), Indiana State (\$35), Western Kentucky (\$35), University of Kentucky (\$40), and University of Wisconsin (\$45) are lower than IUB/IUPUI, whereas Purdue (\$55), University of Minnesota (\$55), University of Indianapolis (\$30-55 by program), Iowa (\$60), University of Michigan (\$60), University of Pennsylvania (\$70), and Northwestern (\$75) are higher.

Resource Planning Committee

~ Meeting Summary ~

June 30, 2008

Members present: Trudy Banta, Charles Bantz, Bill Blomquist, Tim Brown, Joyce Mac Kinnon, Pat Rogan, Roger Schmenner, Dawn Rhodes, Uday Sukhatme, Jack Windsor, Bob White, Oner Yurtseven

Guest: Camy Harrison

Committee Purposes. Following introduction of committee members, Chancellor Bantz offered a description of the context for the work of the Resource Planning Committee (RPC). This group should be looking ahead for responses to a changing environment for resources. State support undoubtedly will continue to decline, and we need to look elsewhere for financial support. Some of our academic programs will bring in revenue that can subsidize other programs. Private donors and foundation support can be helpful. Our enrollment shaping initiative places emphasis on recruiting out-of-state and international students who will bring non-resident tuition to IUPUI. Public-private partnerships, such as the one that built the University Place Hotel and Conference Center, can help us with some projects.

Other committee members offered these suggestions:

In addition to looking for new sources of revenue, we need to think about cutting administrative expenses. What services do we need most in academic units as well as in central administration and what might we be able to do without?

R. Schmenner is still looking at ways to modify RCM so that units pay only for services that they use. The most important goal is to make the assessment process more transparent. He reminds us that fuel costs are increasing at a rapid rate and while Campus Facilities Services absorbed some of the increases this year, this cannot become a pattern—the academic units must be assessed for these extra costs. Increased efforts to conserve energy must be implemented campus-wide.

Several members indicated that the assessment process must be more transparent. Others suggested looking carefully at the services provided centrally for the purpose of setting priorities and making decisions about what we should continue to do and what should be curtailed. J. Mac Kinnon suggested that we look carefully at the faculty accountability models in place in Medicine and HRS. She also believes that the RPC should have a connection with the master planning process.

As we observe the development of the new Indiana University research office, we should look carefully at the research-related services provided in the schools to see if they are still needed. Members wondered what impact the price of gas will have on our enrollment and in patterns of course-taking. Will students try to take more courses on fewer days in order to minimize trips to the campus? Will staff be interested in working more hours on fewer days?

Vice Chancellor Dawn Rhodes expressed an interest in having planning and budget construction more closely linked. She would like the committee to be an information sharing group with two-way communication. She plans to bring to the RPC for discussion questions and matters of concern that she has identified. She also would like to ask RPC members to disseminate information about financial matters to their colleagues in other schools as well as to their own staff in addition to bringing the concerns of schools to RPC. Finally, she agreed that the administrative units need to make sure they are providing value to the schools and look for ways to cut costs by being more efficient and focusing on the right services.

Highlights of the FY09 approved budget were presented by Camy Harrison. The general fund increased 7.7% over the previous year due to a 3.9% increase in the state appropriation, which included direct support for the Columbus campus, special funding for research, fee increases, and enrollment change (no longer dependent solely on student headcount, but moving toward more credit for number of undergraduate degrees granted). RPC members may be asked to help determine how the enrollment change funding will be distributed. In the last few years, Chancellor Bantz has held that money centrally for investment in new areas. Nevertheless, the schools need to be incented to produce more degrees. Members commented on the positive effects of a flexible salary policy. Bantz said we should thank the President as well as Board of Trustees members for that flexibility whenever we have the opportunity to do that. The trustees value the concept of merit pay and Harrison thanked the deans for supplying narrative for the trustees concerning strategies for determining pay differentials for faculty.

President McRobbie began building a fund for his own use this year. Our first payment to that pool was approximately \$500k; this will go up each year as part of the University tax.

\$2M in bad debt last year is being collected. The uncollected remainder may need to be added to the assessment for the schools, but this has not happened this year. Harrison indicated that an increase of \$1M due to increased use of fee courtesy by employees and their families was a surprise.

The new office of Vice President for Research Administration took \$547M from IUPUI's budget this year, but the special research appropriation from the state was used to fund this. We need to determine how to fund it in future years.

Funding for student financial aid was discussed. Our studies demonstrate that financial aid for freshmen contributes significantly to their retention. Nevertheless, upper

division students also need support as they try to finish their degrees. The 1 percent per year reduction in administrative costs is being used to fund scholarships at all levels.

Sukhatme reported that about 600 seniors who seem very close to being able to graduate were identified and contacted by individuals in the schools. The students were asked if IUPUI could provide any special assistance to help them graduate.

Priorities for fund raising by the IU Foundation identified in discussion included:

1. Endowed chairs in strategic areas such as motor sports and African-American Studies
2. Space—buildings with classrooms and labs
3. Scholarships and fellowships
4. Honors College
5. International travel

At a future meeting we should take a look at the IU Foundation annual report to see how the dollars raised are spent. We might ask Jim Perin to speak with us about this. In particular, we would like to know where the \$1B raised in the IUPUI campaign was spent.

We need campus housing, and this should be on our list of priorities for the next several years. Unfortunately, since our history with housing is short, we have had no time to build reserves. Thus each new unit we add must be self-financing.

A final comment was made about the need to emphasize sustainability and recycling of buildings as the master plan is developed.

IUPUI 2007-08 Accomplishments/2008-09 Initiatives

Teaching and Learning

1. Utilize cluster hiring and other strategies to recruit, hire, and retain outstanding faculty with strong research records and diverse backgrounds [President's Priority (PP) #1]

Cluster appointment

- The IUPUI Public Scholars of Civic Engagement initiative, hosted by the Museum Studies Program in the School of Liberal arts, was established to craft relationships and sustainable campus-community partnerships with area museums and cultural institutions and to involve undergraduate and graduate students in those collaborations in meaningful ways through service-learning and community-based research. Three African-American faculty hired in 2007 are building such partnerships and developing the Olaniyan Scholars program, targeting undergraduate students interested in African American and African diaspora studies.

Diversity

- Supporting the Recruitment of Underrepresented Faculty (SRUF) began in 2006. During 2006-2007, 13 offers were made and 11 offers were accepted to begin the 2007-2008 academic year. During 2007-2008, 20 offers have been made, and to date, 12 have been accepted to begin the 2008-2009 academic year. Additional funding has been added to SRUF this year to support additional recruitment of underrepresented faculty.
2. Increase summer bridge programs, advising, tutoring and financial aid for at-risk freshmen (PP #3)

2007/08 Accomplishments

Summer Academy Bridge

- Increased from 11 sections to 17, serving 385 students

Summer Preparatory Program in Mathematics

- Piloted summer 2007; enrolling 63 students; 59 completed the program.
- First-semester GPA earned by participants: 2.17 compared to 1.97 by others

Advising

- Created listservs for advisors to stay in contact with learning community students in their second semester of enrollment
- Changed policy for students on probation to require participation in a support intervention

- Continued to see approximate 70% semester-to-semester retention rate of students on probation who participated in mentoring
- Integrated academic advising and career services for more holistic student planning (new office is Academic and Career Development)
- Reorganized services related to experiential learning (student employment, internships) to coordinate with the IUPUI Solution Center (new office is Career and Employment Services)
- Established campus-wide advising council
- Established campus-wide career services council
- Created health-sciences advising and career information podcasts and Web site

Tutoring

- Qualified as a site for nationally certifying student mentors through the Center for Reading and Learning Association.
- Made all tutoring services available on-line
- Enhanced marketing and recruitment efforts

Financial aid for at-risk freshmen

- Offered a \$1500 renewable scholarship to 21st Century Scholars who participated in Summer Academy Bridge

2008/09 Initiatives

Summer Academy Bridge

- Expanded to 21 sections, preparing to serve 525 students for summer 2008
- Added a section for international students

Summer Preparatory Program in Mathematics

- Expanded to 5 sections
- Offered the opportunity to participate to regular conditional admit students but did not require participation of that group

Advising

- Will implement new dismissal policy in which students earning below a 1.0 in their first semester of enrollment will be dismissed
- Will implement a new electronic check-in and tracking system to allow for better access to advisors and improved record keeping
- Will require students in all UCOL U110 courses to complete a personal development plan in their first semester of enrollment

Tutoring

- Will include peer mentoring support for two more Gateway courses
- Will enhance tutoring training
- Will increase Study Skills workshops to student athletes groups and to Ball Hall

Financial Aid for at-risk freshmen

- Instituted a grant for 21st Century Scholars, which is linked to participation in Summer Academy Bridge. The grant will provide for unmet need ranging from \$1,000 to \$10,000; the average per student is \$3,200.
3. Recruit more out-of-state and international students (PP #5)

2007-08 Accomplishments

- Increased funding was provided to support expanded recruitment efforts and to offer [scholarships](#) to attract well qualified out-of-state and international students.
- Regional high schools targeted for added non-resident recruiting are in Chicago, Louisville, Cincinnati, as well as several cities in Michigan. Targeted international recruitment plan includes emphasis on India and China.
- The number of non-resident undergraduate enrolled students (domestic and international) increased 20.6% between Fall 2006 and Fall 2007. IUPUI reached an all-time record level of international enrollments in Fall 2007, 1128 students – a 20% increase from the previous fall. **Non-resident undergraduates** increased from 3.0% of the total undergraduate population in Fall 2006 to 3.7% in Fall 2007.
- The number of undergraduate **non-resident beginner admits** for Fall 2008 is up 15.9% over last year with domestic non-residents up 12.8% and international non-residents up 23.6%. Non-residents increased their share of all beginner admits from 8.1% in Fall 2007 to 8.6% this year.

2008-09 Initiatives

- Complete development and implementation of new recruitment plan to build applicant pool for Fall 2009 and 2010.
 - Continue implementation of expanded and enhanced recruitment communications efforts with prospective and admitted students and expand out-of-state recruiting at high schools and college fairs.
 - In Fall 2007, IUPUI developed a comprehensive international recruitment plan, with particular focus on undergraduate recruitment.
4. Increase certificate and degree opportunities for adult learners in Indiana (PP #3 and 6)

2007-08 Accomplishments

- The Community Learning Network has developed new off-campus centers in central Indiana at Park 100 in northwest Marion Co. and in Greenwood.

2008-09 Initiatives

- The CLN, in collaboration with IUPUI schools, will develop at least three (3) academic program offerings and promote the availability of the General Studies degree completion option for adult learners at Park 100, Greenwood, and Carmel;
- The CLN, in collaboration with IUPUI Admissions Office and University College, will provide increased recruiting, academic advising and access to student services at off-campus centers targeted at adult learners.

- The CLN will promote the use of all the off-campus centers to increase customized business and industry training, contract training, and lifelong learning opportunities by 10%.
- The CLN will increase enrollments and expand lifelong learning opportunities for returning Iraq and Afghanistan veterans.

5. Start an Honors College (PP #3)

2007-2008 Accomplishments

- Task Force appointed to survey peer institutions and to conduct site visits to 5 Honors Colleges
- Program review conducted with external reviewers from other outstanding honors colleges
- Vision Paper for IUPUI Honors College drafted and shared broadly with academic units and faculty governance leaders to solicit their feedback
- Honors Professional Admissions Program developed in collaboration with professional schools

2008-2009 Initiatives

- Establish External Advisory Board and Appoint Honors Council comprised of IUPUI faculty to guide expansion of Honors Program
- Identify space for Honors College in University Library and plan renovations
- Arrange for team from National Council of Honors Colleges to visit campus and make recommendations
- Conduct national search for Founding Dean

6. Develop a multicultural center and hire a senior administrator for diversity, equity, and inclusion (PP #3 and 4)

- Kenneth Durgans, recruited from Rensselaer Polytechnic Institute, will assume the new position of assistant chancellor for diversity, equity, and inclusion on July 1.
- Plans for a multicultural center were developed by a broadly representative campus committee and an interim director of the center has begun to implement the plans.

7. Develop new programs to reduce health disparities (e.g., School of Public Health) and to contribute to economic development (e.g., motorsports engineering) (PP #5 and 6)

- In Fall 2008, Motorsports Engineering will become the first BS degree in motorsports to be offered in the U.S. Attracting both in-state and out-of-state students, enrollment is projected to be 21 students over the first years and to increase to 106 students by the fourth year. An internship with motorsports companies in Indianapolis is mandatory.

Research and Scholarship

1. Create and support Signature Centers, thus strengthening interdisciplinary collaboration (PP #2, 5, and 6)

2007-08 Accomplishments

- Ten of fifty applications were selected to receive Signature Center funding in 2007-08, increasing the total number of funded centers to 29. The 10 new centers are housed in medicine, science, informatics, engineering and technology, and liberal arts.
- Seed funding for collaborations between IUPUI and Purdue West Lafayette has been made available through a new internal funding program, IARP (Intercampus Applied Research Program).
- External funding on the IUPUI campus for this fiscal year (2007-2008) totals \$294M, up by 16.6% compared to the same period last year. In 2007 IUPUI received \$114 million in research awards from the National Institute of Health (NIH), \$17 million from foundations, and \$2.1 million from the National Science Foundation (NSF). An IUPUI-Purdue partnership has just received \$25M for the Clinical and Translational Research Institute.
- The 2008 annual review from Arizona State University's Center for Measuring University Performance ranked IUPUI among the top 50 public research universities in the country.

2008-09 Initiatives

- Purdue will be hosting a forum in fall 08 to help signature center directors make connections with Purdue faculty.
2. Expand graduate programs in the life sciences and other strategic areas to support the hiring of additional strong faculty researchers and to support the research goals of the campus (PP #1, 5, and 6)

2007-08 Accomplishments

- IUPUI has become a center for promoting teaching in the STEM disciplines, with the formation of the Urban Center for the Advancement of STEM Education and the garnering of external grants including the Woodrow Wilson Indiana Teaching Fellowship, the Teach Science Noyce Scholarship (funded by NSF), and the \$2.9M GK-12 Science Education Program, which is a partnership between the Schools of Science and Medicine at IUPUI and is funded by NIH.

2008-09 Initiatives

- Develop partnerships to promote the diversity of our student population and increase the proportion of our students who participate in exchanges with other institutions, including those overseas.
- Develop an Honors College to complement the programs currently bringing high-achieving students to IUPUI and to increase enrollments in graduate and professional programs.

Civic Engagement

1. Develop TRIP initiative to advance Indiana's economic and health and life sciences-related development (PP #5 and 6)

IUPUI faculty are conducting important research and making significant contributions to improving all aspects of people's lives. Their research mission demonstrates the value of generating knowledge and taking that knowledge where it can be used to make lives better. Such scholars **Translate Research Into Practice**. The IUPUI TRIP Initiative has implemented a variety of programs to identify, showcase, and encourage translational scholarship on the IUPUI campus.

2007-08 Accomplishments

- Chancellor Bantz officially launched the TRIP Initiative on October 15, 2007 with a luncheon and panel discussion featuring five translational research scholars as part of IUPUI's contribution to celebrating the inauguration of IU President Michael McRobbie. The TRIP Website was launched to describe the initiative, highlight examples of translational scholarship, and encourage communication among faculty, students and the community. Visit www.trip.iupui.edu.
- An online database of translational scholars has been established allowing faculty to enter and manage information about their translational research.
- A TRIP Community Showcase event was held on April 22, 2008 in the new IUPUI Campus Center. The event featured 14 IUPUI translational scholars during an evening reception open to the community and campus.

2008-09 Initiatives

- Hold another TRIP Community Showcase event featuring additional IUPUI translational scholars in October, 2008.
- Schedule additional Dialogue Space luncheon opportunities throughout the academic year.
- Continue to implement other TRIP programs such as development of a white paper on translational scholarship at IUPUI, encouraging faculty across schools and programs to engage in translational scholarship, and exploring funding for a national conference on translational research.
- Partner with the recently created Indiana Clinical and Translational Sciences Institute (CTSI) to identify and promote those basic science laboratory discoveries that become treatments and products to improve everyday life.

Increase Resource Base

1. Design an Innovation Center to provide classrooms and space for collaborative activity among science, engineering, and business faculty (PP #4 and 2)
 - The Innovation Center is currently undergoing space planning. It remains a priority for the campus for capital appropriations. Private philanthropy is being planned for it in anticipation of seeking state support.

2. Develop strategy for increasing resources for selected schools (e.g., Schools of Science, Liberal Arts, and Law-Indianapolis) (PP #2 and 6)
3. Develop a campus master plan that emphasizes flexible space, solves chronic problems for the campus, and provides a clear guide for the future (PP #4)
 - The master plan for the IUPUI campus proceeds apace. The master planners have routinely met with the committees formed by the campus and with others. The subcontractors for space planning and traffic/parking have also met with interested people and with those who could provide the needed data. The master planners have shared their initial thinking and the plan will be refined iteratively over the next months.
4. Develop University Hall with offices for IUF, Alumni Office, International Affairs, academic centers, campus and university administration (PP #4 and 2)
 - University Hall is currently undergoing space planning. It remains a priority project for the campus. Financing will be an important next step.

President's Priorities

1. Recruitment and retention of excellent faculty members
2. Facilitation of intercampus research collaboration, especially between Bloomington and IUPUI
3. Significant increases in graduation rates and numbers for bachelor's degrees and certification programs
4. Development of a new master plan to guide an aggressive building program focused on providing new buildings and facilities for the arts, humanities, social sciences, international studies, the life sciences, and economic development, as well as improved student housing in Bloomington
5. Expansion of academic initiatives focused on (a) life and health sciences, (b) arts and humanities, and (c) international partnerships; and
6. Increased commitment to economic development in Indiana.



The 2007 Assessment Institute

The Westin Indianapolis
Indianapolis, Indiana

November 4-6, 2007

HOTEL RESERVATION DEADLINE
October 3, 2007

INSTITUTE REGISTRATION DEADLINE
October 12, 2007

REGISTER ONLINE AT:
www.planning.iupui.edu/institute



The 2007 Assessment Institute

November 4-6, 2007

STATEMENT OF MISSION

The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on Outcomes Assessment in Higher Education and is designed to provide opportunities for:

- individuals and campus teams new to outcomes assessment to acquire foundation knowledge about the field,
- individuals who have worked as leaders in outcomes assessment to extend their knowledge and skills,
- those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute.



How to plan your Institute experience

The Institute is designed to introduce you to innovations in assessment that you can use. You may choose concurrent workshops that provide a more in-depth perspective on a particular topic or the Best Practices Presentations to gather ideas about specific instruments or techniques. Be sure to make some time for networking and enjoying the city of Indianapolis.

What you'll learn at the Institute

You will learn about new techniques and approaches in a variety of outcomes assessment areas, including general education and major fields as well as civic engagement, student development, electronic portfolios, first year experience and faculty development, each of which has its own track throughout the schedule. Several sessions are designed for beginners and others are for the more experienced practitioner.

Who should attend the Assessment Institute

Faculty, student affairs professionals, and administrators who have an interest in or responsibility for assessment should attend. Maximize the benefit of the Institute for your institution by bringing a campus team.

Keynote Panel

- **Clifford Adelman**, *Senior Associate*
The Institute for Higher Education Policy
- **Thomas A. Angelo**, *Professor of Higher Education and Director,*
University Teaching Development Centre
Victoria University of Wellington, New Zealand
- **Trudy W. Banta**, *Professor of Higher Education and Senior Advisor*
to the Chancellor for Academic Planning and Evaluation
Indiana University-Purdue University Indianapolis
- **Peter T. Ewell**, *Vice President*
National Center for Higher Education Management Systems (NCHEMS)
- **George D. Kuh**, *Chancellor's Professor of Higher Education and Director,*
Center for Postsecondary Research
Indiana University
- **Jeffrey A. Seybert**, *Director, Research, Evaluation and Institutional*
Development
Johnson County (KS) Community College

Track Keynotes and Workshops

Emphasizing assessment in:

• Civic Engagement – Keynote

Andrew Furco, *Assistant Adjunct Professor,*
Policy, Organization, Measurement, and
Evaluation, Graduate School of Education,
University of California, Berkeley

• ePortfolios – Keynote

Jeff Haywood, *Vice-Principal for Knowledge*
Management, Chief Information Officer and
Librarian, University of Edinburgh

• Faculty Development – Keynote

Marilla Svinicki, *Director, Center for Teaching*
Effectiveness and Professor and Area Chair
for the Department of Educational Psychology,
University of Texas at Austin

• First-Year Experience – Keynote

Randy Swing, *Co-Director and Senior Scholar,*
Policy Center on the First Year of College

• Student Development and Diversity – Keynote

Charles C. Schroeder, *Interim Vice President*
for Student Affairs, North Georgia College &
State University



Pre-Institute Workshops

Pre-Institute workshops are optional in-depth sessions offered on Sunday, November 4, for an additional fee.

Track Keynotes & Related Workshops

Keynote sessions feature leaders in assessment of Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, and Student Development and Diversity.

Other Concurrent Workshops

Concurrent 75-minute interactive workshops will provide access to experts in all the tracks listed above plus Accreditation, Major Fields, Assessment Methods, Community Colleges, and General Education.

Best Practices Presentations

Some forty 30-minute presentations will focus on specific processes, methods, or initiatives. These presentations draw from all Institute tracks.

Poster Sessions

Assessment methods, practices, and findings that are best shared in a visual format and one-on-one discussion are presented during the poster sessions.



Sunday, November 4

9:00 a.m. - 3:30 p.m.

See workshop descriptions on next page

Monday, November 5

7:30 a.m.

Registration and Continental Breakfast

9:00 - 10:00 a.m.

Opening Plenary Panel: Clifford Adelman, Thomas A. Angelo, Trudy W. Banta, Peter T. Ewell, George D. Kuh, and Jeffrey A. Seybert

10:15 - 11:15 a.m.

- Track Keynote Sessions:
First-Year Experience, ePortfolios, Civic Engagement, Faculty Development, and Student Development and Diversity
- Best Practices Presentations

11:30 a.m. - 12:30 p.m.

Institute Luncheon (optional)
(\$20 per person – see registration form)

12:45 - 5:00 p.m.

- Concurrent Workshops – Featured Presenters
- Concurrent Workshops – All Tracks
- Best Practices Presentations

5:00 - 7:00 p.m.

Poster Sessions

5:30 - 6:30 p.m.

High Tea

Tuesday, November 6

7:30 a.m.

Continental Breakfast

9:00 - 10:00 a.m.

- Plenary Panel

10:15 - 11:30 a.m.

- Concurrent Workshops - All Tracks
- Best Practices Presentations

11:30 a.m. - 12:30 p.m.

Lunch on your own in Indianapolis

12:45 - 3:30 p.m.

- Concurrent Workshops – Featured Presenters
- Concurrent Workshops - All Tracks
- Best Practices Presentations

Pre-Institute Workshops — Sunday, November 4

Pre-Institute workshops are optional in-depth sessions offered on Sunday for an additional fee. If you plan to attend a Pre-Institute workshop, refer to the descriptions below as you make your selections on the registration form.

FULL-DAY WORKSHOPS 9 a.m. – 3 p.m.

- 1A** **Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education**
Barbara E. Walvoord, University of Notre Dame
- 1B** **Making the Move to an Online Accreditation Self-Study**
Susan Kahn, IUPUI; and Kathi A. Ketcheson, Portland State University
- 1C** **Multiple Faculty Development Perspectives on the Electronic Portfolio Experience**
Sharon J. Hamilton, Elizabeth J. Rubens, Susan Kahn, Lynn Ward, John Gosney, and Mary Price, IUPUI

HALF-DAY WORKSHOPS 9 – 11:30 a.m.

- 1D** **A Comprehensive Assessment for a Large Entering Student Unit: Planning, Implementing, and Using Assessment Results**
Scott Evenbeck, Michele J. Hansen, and Gayle Williams, IUPUI
- 1E** **Hidden Sources of Assessment Data: There's Gold in Them There Assignments!**
Marilla D. Svinicki, University of Texas at Austin
- 1F** **Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates**
Stephen P. Hundley, IUPUI
- 1G** **Assessing Campus-Wide Assessment Programs**
Barbara Miller, DePauw University; and Suzanne Swope, Emerson College

HALF-DAY WORKSHOPS 1 – 3:30 p.m.

- 1H** **Moving From One-Shot Wonders to a Coherent Campus Plan for Diversity: Using Assessment Results to Create a Campus Culture of Diversity**
Karen M. Whitney, IUPUI; and A. Katherine Busby, University of Alabama
- 1I** **Does Your Assessment Information Help You Plan?**
Ephraim Schechter, HigherEdAssessment.com
- 1J** **From Soup to Nuts: Program Review as a Value-Added Assessment Activity**
Karen E. Black and Stephen P. Hundley, IUPUI



IUPUI

Founded in 1969 as a partnership by and between Indiana and Purdue Universities, Indiana University-Purdue University Indianapolis is an urban research university with a growing reputation for innovation. We offer more than 200 degree programs - from associate to doctoral and professional - and IUPUI is among the top 20 institutions nationally in the number of health-related degrees and in the number of graduate professional degrees granted. Nearly 30,000 students study at IUPUI, coming from all over the world, all 50 states, and all 92 Indiana counties. The campus is located just west of downtown Indianapolis, with easy access to city and state centers of government, business, and the arts. Restaurants, sports venues, parks, galleries, museums, the White River State Park, and the Indianapolis Zoo are within a short walking distance of the campus.

Indianapolis

The population of the Indianapolis Metropolitan Statistical Area (MSA) is 1,700,201. Indianapolis is referred to as the “Crossroads of America” and more than half of the nation’s population lives within a day’s drive of Indianapolis.

Downtown Indianapolis

Downtown Indianapolis is a vibrant and exciting place to live, work, and relax. Many of the city’s more than 200 restaurants and taverns are within walking distance of the Westin Indianapolis.

There are more than 200 retail stores in downtown areas, which include Circle Centre Mall, Massachusetts Avenue, the Indianapolis City Market, and other center city districts.

The White River State Park is Indiana’s first urban state park, offering a variety of recreational facilities and natural green spaces. The 250-acre park and canal feature the world-class Indianapolis Zoo and White River Gardens, as well as significant art, history, recreational, and sports venues.

Indianapolis is home to 22 galleries and 10 performing arts theatres, including the Eiteljorg Museum of American Indians & Western Art; the Indiana State Museum, which houses Indiana’s only IMAX theatre; the Indianapolis Museum of Contemporary Art; and the Indianapolis Artsgarden.

NAME

TITLE

INSTITUTION/ORGANIZATION

ADDRESS

CITY

STATE

ZIP

EMAIL ADDRESS

DAYTIME PHONE

FAX NUMBER

SPECIAL ACCOMMODATIONS OR DIETARY NEEDS

INSTITUTE REGISTRATION		# OF PEOPLE	TOTAL
Individual	\$275.00 x		
Group	\$265.00 x		
Luncheon (Nov. 5)	\$20.00 x		

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

OPTIONAL PRE-INSTITUTE WORKSHOPS (see descriptions on pg. 5 of brochure)

		# OF PEOPLE	TOTAL
FULL DAY MORNING AFTERNOON	<input type="checkbox"/> 1A	\$140.00 x	
	<input type="checkbox"/> 1B	\$140.00 x	
	<input type="checkbox"/> 1C	\$140.00 x	
	<input type="checkbox"/> 1D	\$70.00 x	
	<input type="checkbox"/> 1E	\$70.00 x	
	<input type="checkbox"/> 1F	\$70.00 x	
	<input type="checkbox"/> 1G	\$70.00 x	
	<input type="checkbox"/> 1H	\$70.00 x	
	<input type="checkbox"/> 1I	\$70.00 x	
	<input type="checkbox"/> 1J	\$70.00 x	
		TOTAL	

PAYMENT OPTIONS

☐ CHECK/MONEY ORDER ☐ VISA ☐ MC ☐ AMEX

CARD #

EXP DATE

CREDIT CARD BILLING ADDRESS

CITY/STATE/ZIP

SIGNATURE

REGISTRATION INFORMATION

Registrations will be accepted until **October 12, 2007** on a first-return basis. There will be a service fee of \$15 for all cancellations made prior to October 23, 2007. There will be no refunds of any kind after October 23, 2007.

Make checks payable to **MP Records Communications** and mail to:

Mark Records
The 2007 Assessment Institute
MP Records Communications
9840 Westpoint Drive, Suite 260
Indianapolis, IN 46256
PHONE: (317) 841-8202
FAX: (317) 841-8206
EMAIL: mark@mprecords.com

HOTEL ACCOMMODATIONS

The Westin Indianapolis (Institute site) - Rooms are reserved at The Westin Indianapolis, 50 South Capitol Avenue, Indianapolis, IN 46204. The number of Institute rooms is limited. Reservations can be made by calling 1-317-262-8100, or through the Westin Central Reservation Offices at 1-800-937-8461. Be sure to identify yourself as attending the 2007 Assessment Institute to be eligible for the Institute rate. **The hotel deadline to obtain these rates is October 3, 2007.**

The Westin Indianapolis Room Rates:

Single Occupancy: \$125 + \$18.75 tax
Double Occupancy: \$125 + \$18.75 tax
Triple Occupancy: \$135 + \$20.25 tax
Quad Occupancy: \$135 + \$20.25 tax

EARLY HOTEL DEPARTURE FEES

There will be an early departure fee of one night's room and tax in the event that you check out prior to your reserved check-out date. Guests wishing to avoid this fee must advise the hotel at or before check-in of any change in their length of stay.

The 2007 Assessment Institute



INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

The Westin Indianapolis
Indianapolis, Indiana
November 4-6, 2007

REGISTER ONLINE AT:
www.planning.iupui.edu/institute

NON-PROFIT ORG.
U.S.
POSTAGE
PAID
PERMIT #803
INDIANAPOLIS, IN

Indiana University-Purdue University Indianapolis
Planning and Institutional Improvement
355 N. Lansing St., AO 140
Indianapolis, Indiana 46202-2896

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

Schools, Offices, Organizations	Economic Model	IMIR	PAII	Testing Center	OIE
ACADEMIC UNITS					
Business		Information Requests (3)		Information Requests (1) Evaluation/Assessment (2)	Evaluation/Assessment (2)
Continuing Studies		Information Requests (9)		Evaluation/Assessment (9)	Information Requests (1)
Dentistry		Evaluation/Assessment (1)		Evaluation/Assessment (1)	
Education		Information Requests (2)	Urban Education PhD Planning	Information Requests (1) Evaluation/Assessment (4)	Evaluation/Assessment (1)
Engineering & Technology		Information Requests (6)	Interior Design accreditation Technology program review Mechanical Engineering program review ECE review	Information Requests (2) Evaluation/Assessment (1)	Evaluation/Assessment (2) Presentation/Workshop (1)
Graduate School		Information Requests (3)			
Health and Rehabilitation Sciences				Information Requests (1) Evaluation/Assessment (1)	
Herron		Information Requests (2)	Consultation on new degree	Evaluation/Assessment (2)	Evaluation/Assessment (1) Presentation/Workshop (1)
Informatics		Information Requests (2)	Program review	Publication (1)	
Journalism		Information Requests (1)		Evaluation/Assessment (1)	
Labor Studies					
Law			Program review	Evaluation/Assessment (2)	

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

Liberal Arts		Information Requests (8) Evaluation/Assessment (3) Management Reports (1)	Anthropology program review Sociology program review World Languages program review Philosophy program review	Information Requests (1) Evaluation/Assessment (4) Grant Project (1)	
Medicine		Information Requests (2)		Information Requests (2) Evaluation/Assessment (41)	
Music					
Nursing		Information Requests (4) Evaluation/Assessment (1)	Program review planning	Information Requests (1) Evaluation/Assessment (3)	Information Requests (1)
Physical Education and Tourism Management		Information Requests (2) Evaluation/Assessment (1)	TCEM program review Physical Education program review	Evaluation/Assessment (1)	Information Requests (1)
Public & Environmental Affairs (SPEA)		Information Requests (10) Evaluation/Assessment (3)	BSPA program review Criminal Justice program review	Information Requests (3) Evaluation/Assessment (8)	
Science		Information Requests (11) Evaluation/Assessment (1)	IT proposal consultation Assessment consultation	Evaluation/Assessment (7)	Evaluation/Assessment (1)
Social Work		Information Requests (4)		Evaluation/Assessment (2)	
University College		Information Requests (26) Evaluation/Assessment (2) Management Reports (2) Grant Project (1)	Advising program review Evaluation/Assessment (1) Committee Service (1)	Evaluation/Assessment (10)	Planning Support (2)
Administration/ Academic Support Units					
Academic Core Group (Sukhatme)			Consultation		Planning Support (1)
Academic Operational Reporting Committee (Sukhatme)		Information Requests (1)			
Athletics Committee			Evaluation/Assessment (1)		
Center for Service Learning		Publications (2)			

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

Enrollment Services		Information Requests (30) Evaluation/Assessment (4) Planning Support (1) Committee/Service (1)	Evaluation/Assessment (1)	Information Requests (3) Evaluation/Assessment (1)	
External Affairs – Communication & Marketing		Evaluation/Assessment (3)			Publications (1)
Human Resource Administration		Evaluation/Assessment (2)			
International Affairs		Information Requests (3)	Evaluation/Assessment (1)	Information Requests (3) Evaluation/Assessment (2)	
Office for Women		Information Requests (2)			
Passport Office		Information Requests (2)			
Professional Development		Information Requests (2)		Evaluation/Assessment (2)	Committee/Service (1) Presentation/Workshop (5)
ROTC		Information Requests (1)			
Student Life and Diversity		Information Requests (1)			
University College Admissions Committee		Information Requests (1) Committee Service (1)			
University Library		Information Requests (3)			
UITS		Information Requests (2) Evaluation/Assessment (1)	Student Success (planning) Task Force Consultation on ePort	Evaluation/Assessment (1)	Committee/Service (1) Presentation/Workshop (1)
CAMPUS-WIDE ORGANIZATIONS					
Academic Policies and Procedures Committee			Committee Service (1)		
Academic Unit Reporting (AUR) Committee		Committee/Service (1)			
Council of Deans		Presentation/Workshop (1)	Agenda development Retreat planning		
Council on Graduation and Retention		Information Requests (1) Planning Support (1)			Committee/Service (1)
Diversity Cabinet		Information Requests (2) Evaluation/Assessment (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

Enhancing Minority Attainment (EMA) Task Force		Information Requests (1)			
Enrollment Management Council		Information Requests (1) Planning Support (1)	Steering Committee		
FASPAC Committee		Committee Service (1)			
Faculty Council		Evaluation/Assessment (1)	Consultation on ePort		
IMIR Management Reports		Management Reports (1) Planning Support (1)			
IMIR Web Products		Management Reports (4)			
Indianapolis SIS Users Group		Committee/Service (2)			
IUPUI Surveys		Evaluation/Assessment (5) Management Reports (1)			
Program Review and Assessment Committee		Information Requests (1) Management Reports (1)	Coordination Committee Service (1)	Evaluation/Assessment (1)	Committee/Service (2)
Solution Center			Consultation on Life Sciences Fair		
CAMPUS ADMINISTRATION					
Assistant Executive Vice President		Information Requests (1)			
Chancellor's Office		Information Requests (23) Evaluation/Assessment (1)	Launched searches for: <ul style="list-style-type: none"> • Director, Equal Opportunity • SPEA dean • Optometry dean • Vice Chancellor for Diversity, Equity, and Inclusion Multicultural Center development Launched reviews for deans of <ul style="list-style-type: none"> • Social Work 		

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

			• University Library Evaluation/Assessment (1)		
Executive Vice Chancellor & Dean of Faculties Office		Information Requests (9) Evaluation/Assessment (1) Management Reports (1) Planning support (1) Committee Service (1)	2 Faculty Fellows searches Chair of search for Associate VC Honors program review Committee Service (1)		Committee Service (1)
Vice Chancellor for External Affairs		Planning support (1)			
Senior Advisor to the Chancellor for Academic Planning and Evaluation		Information Requests (12) Evaluation/Assessment (4) Management Reports (4) Planning Support (5)			
Senior Advisor to the Chancellor for Academic Planning and Evaluation – Office of Institutional Effectiveness		Information Requests (1) Management Reports (1)			
Vice Chancellor for Student Life		Planning Support (1)			
UNIVERSITY ADMINISTRATION					
Access & Success Conference		Information Requests (1)			
Diversity Cabinet		Information Requests (2) Evaluation/Assessment (1)			
Higher Education & Student Achievement (HESA)		Committee/Service (1)	Curriculum Revision Committee		
IU Goals Framework			Development of IUPUI response Preparation of progress report		
Institutional Research Council		Committee/Service (2)			

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

Student Information Systems		Committee/Service (4)			
University Budget Office		Information Requests (1)			
University Planning, Institutional Research and Accountability		Information Requests (1) Committee/Service (3)			
OTHER IU OR PURDUE CAMPUSES					
IU Columbus		Information Requests (3)		Information Requests (2)	Evaluation/Assessment (1)
IU East		Information Requests (1) Evaluation/Assessment (1)			
IU Kokomo		Information Requests (1)			
Purdue West Lafayette			Information Request (1)		
LOCAL COMMUNITY					
Bureau of Labor Statistics		Information Requests (1)			
Chartwells		Information Requests (1)			
Christian Theological Seminary			Evaluation/Assessment (1)		
Clarian Health Partners Community Advisory Board			Member		
Colleges and Universities		Information Requests (2)			
CUE Deans (Consortium for Urban Education)			Member		
GRADES Council Executive Committee			Executive Committee member		
Indiana Association for Institutional Research		Committee/Service (1)			
Indianapolis Public Schools		Information Requests (1)			
IUPUI Student		Information Requests (1)			
Simon Youth Foundation Board and Education Committee			Executive Committee Board Education Committee chair		

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

United Way of Central Indiana			Evaluation Assessment (3)		
STATE					
Ivy Tech State College				Evaluation/Assessment (3)	
NATIONAL					
Agency or Company:					
ACSP RFP		Grant Project (1)			
American College Personnel Association			Co-Chair of Senior Scholars		
Assessment Institute		Committee/Service (2) Presentation/Workshop (1)	Planned annual event Presentation/Workshop (1)		Planning Support (1) Presentation/Workshop (2)
Assessment Update		Committee/Service (1)	Planned and edited 6 issues	Evaluation/Assessment (1)	Committee Service (1) Publication (2)
Association for the Study of Higher Education		Publication (1)	Member (2)		
Association for Institutional Research		Committee Service (1) Publication (1)	Member		
Captioning Survey		Information Requests (1)			
Colleges and Universities		Information Requests (7)	Information Request (15)		
CSRDE Data Exchange		Evaluation/Assessment (1)			
FIPSE Assessment RFP		Grant Project (1)			
FIPSE Grant		Grant Project (1)			
Funded national research projects:					
Hossler Retention Survey		Evaluation/Assessment (1)			
Hosting Visitors			1 visitor		
M.A. Rooney Foundation		Committee/Service (1)			
Miscellaneous Agencies		Information Requests (1)		Evaluation/Assessment (2)	Presentation/Workshop (2)
Miscellaneous Manuscript Reviews		Committee/Service (1)	4 reviews		
Miscellaneous Professional Service				Evaluation/Assessment (2) Committee/Service (3)	
NASULGC Voluntary System of Accountability		Committee/Service (1)	Task Force member		

Schools, Offices, and Organizations Served by PAII Staff in 2007-2008

National Postsecondary Education Cooperative (NPEC)		Committee/ Service (1)	Executive Board		
NCCI Leveraging Excellence Award		Information Requests (1)			
NDIR Chapter		Information Requests (1) Committee Service (1)			
Nina Mason Pulliam Charitable Trusts		Management Reports (1) Grant Project (2)			
NSSE Deep Learning		Evaluation/Assessment (1)			
NSSE Expenditures Research		Evaluation/Assessment (1)			
NSSE/FSSE Consulting		Committee/Service (1)			
Research in Higher Education		Committee/Service (1)			
Review of Higher Education		Committee/Service (1)			
INTERNATIONAL					
European Association for Institutional Research			Presentation		
Hosting Visitors			3 visitors		
International Society for Exploring Teaching and Learning			Presentation/Workshop (1)		

**2007-2008 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS**

Anthropology, Law Admissions, Sociology, TCEM,

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	2				
Tour of Department and Special Facilities	1	1			
Descriptive Overview of Department	1	1			
Meeting with Chair or Program Director	2				
Undergraduate Student Interviews	2				
Graduate Student Interviews	2				
Faculty and Staff Interviews	1	1			
Meeting with University Support Representatives		2			
Meeting with Representatives of Related Departments	1	1			
Meeting with Entry Support Directors					2
Meeting to Discuss Graduate Concerns					2
Research Representatives Meeting					2
Meeting with School Dean	1	1			
Mtg. with IU Chair of Dept. of Recreation & Park Administration	2				
Concluding Discussion	2				

**2007-2008 IUPUI PROGRAM REVIEW EVALUATION
SUMMARY FOR DEPARTMENTS**

Anthropology, Law Admissions, Sociology, TCEM, Informatics,

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?**

Self-study was well done, vita available to team and campus information provided. Yes. For the most part, yes. On occasion, the self-study had us flipping back and forth to answer our questions. Yes, except the CD attached to the self-study booklet was not readable, probably because I use a Mac.

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

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

3. **Did you have the necessary office equipment to complete your work efficiently?**
Yes. Did not request or require any office equipment, some teams I've worked with have had laptop computers. On-site work, yes. Drafting our report had to wait until we got home but that's a good thing, I think.
4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
Meetings with faculty/students. Would have liked more time with senior university staff and the students in the program. As a whole very good. Needed more time with university administration, the school dean, and the IU dept. head. I'd definitely hang on to the social functions (dinner, drinks, etc.) because they broke the ice nicely for our interviews. The time was adequate. I would have liked to have a little more time with the faculty. The session with Associate Deans could be lengthened.

5. **Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)**
 Yes. Needed more time with senior university staff and students in the program. Yes and no – as always I wondered about the students we didn't talk to. I would have preferred to have met the faculty in each discipline as a group. We had mixed groups and the information was gathered in a fragmented and sometimes duplicate manner. I would also have liked to spend a little more time with the teaching faculty to learn better what and how they taught. This is because many of the disciplines are new and it was difficult to get a sense of what was being taught in some of the courses. We met almost all school administrators, faculty, staff and some undergraduate and graduate students.

6. **Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).**
 All very strong. The team was a nice mix. They gelled together very nicely. It was great. This was a well designed team. I liked the internal/external composition, a new asst. professor and an industry representative. Excellent. The diversity among members allowed us to place IUPUI's Dept. of Sociology into context within the School of Liberal Arts and within the university move generally. Each of us was an insider at one level and an outsider at another. Strength: representatives from most disciplines, from the business world, and from inside IUPUI, who knew the School. Weakness: missing an expert in the Media and HCI. Very good team. The review team was well composed. Especially the representative from business world gave different perspective on the success of a school.

7. **What general suggestions would you offer to improve future reviews?**
 None. Not as many peripheral. Ask depts. To deal more with disciplinary specific goals and curricula. Good balance! Thanks for the time allocated to team discussion. Keep up the superb preparation (advance guidelines, advance descriptions and explanations, and especially time to read and digest the self-study) before reviewers arrive. Consider inviting interested outsiders, perhaps a State Government official and/or community leader, to the banquet so that the reviewers can get a sense of their expectations on, and the perception of, the School. Consider student presentations, perhaps in the form of posters and/or their media art products, to showcase the School's accomplishments. The self-study did not explain that the school was in a transition period in terms of management and the curriculum. The review team got the information during the review.

8. **Please rate the overall process of the program review. (Please circle one)**
 poor (0 responses) fair (0 responses) good (1 responses) excellent (6 responses)

Assessing Student Learning Outcomes

IUPUI Summary Response to ICHE Goal 6

July 2008

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). Between 2005 and 2007 several faculty groups worked on revisions and on May 1, 2007 the following principles were approved by the Faculty Council:

1. **Core Communication and Quantitative Skills** - the ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundation skills necessary for all IUPUI students to succeed.
2. **Critical Thinking** - the ability of students to engage in a process of disciplined thinking that informs beliefs and actions, remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs, and actions based on new information.
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.
6. **Values and Ethics** - the ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at IUPUI. They form a conceptual framework for all students' general education. Rather than being taught only in a set of specified courses offered primarily during a student's first two years of college, the PULs permeate the entire undergraduate curriculum, including the major field of study. Expectations related to the PULs that begin in the first year and continue through graduation speak to what graduates of IUPUI will know and be able to do upon completing their degrees and thus define the meaning of an IUPUI baccalaureate degree, regardless of major.

Engaging Learning Opportunities for Students

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 several other disciplines upon matriculation and students are placed in courses appropriate to their levels of achievement.
2. Advisors work with incoming students to create a Personal Development Plan (PDP). The PDP outlines students' academic and career goals, and integrates them with the PULs. Advisors, faculty, and students provide opportunities for students to reflect upon their progress toward achieving their plans. In fall 2008, all students in UCOL Learning Communities will pilot the PDP. In 2009, all incoming first-year students will develop a PDP.
3. 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.
4. 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.
5. Students engage in experiential learning opportunities throughout their undergraduate programs, including undergraduate research, international study abroad, service learning, and other experiential opportunities such as internships, clinicals, practica, and the like. Beginning fall 2008, the RISE to the Challenge program will be developed, wherein we develop assessment and transcripting policies and procedures for these experiential learning opportunities, cross-referenced with the PULs.
6. 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.
7. 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

Various mechanisms have been established at IUPUI to ensure that the seven processes listed above are occurring and that they are having a positive impact. These mechanisms include both locally developed and national surveys, comprehensive academic program reviews, performance indicators, and annual assessment reports. Beginning fall 2008, IUPUI will have its first Undergraduate Curriculum Advisory Committee, a collaborative committee comprising faculty elected through the faculty governance system and faculty appointed by the Office of

Academic Affairs, to ensure that curricula are designed to support and provide the processes listed above.

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 in a seven-year cycle and review teams are directed to comment on the quality of curricula, methods of instruction, and the evidence of student learning in general education (based on the PULs) as well as the major field of study. Each unit prepares a self study, which is reviewed first by a faculty subcommittee of the Program Review and Assessment Committee (see page 3 for a description of PRAC).

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 (see www.iport.iupui.edu and <http://www.iport.iupui.edu/pi/>).

Annual Assessment Reports

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?
----------------------------------	---	--	---	-----------------------------------	--

An oversight group, the Program Review and Assessment Committee (PRAC), with representation from each academic unit as well as student affairs, 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 and the Division of Student Affairs. The content of the campus report is reviewed by a PRAC subcommittee, and suggestions for improvement of approaches to instruction and student support services, as well as assessment methods, are offered.

ePort

IUPUI's electronic portfolio (ePort) enables students and faculty to document student learning of the PULs, using authentic student work produced in and out of the classroom as evidence of achievement for both accountability and improvement. Work that students collect and submit to ePort can provide a rich source of documentation for the annual assessment reports and guide faculty efforts to improve curriculum and pedagogy. As faculty members and departments incorporate ePort into their curricula, they simultaneously refine courses and whole curricula to address desired learning outcomes more deliberately and effectively. Thus, ePort supports improvement in learning outcomes at the same time that it demonstrates these outcomes.

Assessment Findings and Responsive Actions

Surveys

The *IUPUI Continuing Student Survey* contains a series of questions that ask students to *rate their knowledge and abilities* in the areas described in the PULs. A careful examination of student responses to these questions can provide a general gauge of the extent to which undergraduates at IUPUI believe they have the abilities that comprise the PULs. In addition, comparing the average responses of lower- and upper-division students can suggest how experiences encountered at IUPUI contribute to learning and development. The table below presents the overall means and means for lower- and upper-division students to the knowledge and ability questions.

PUL/Survey Question	All Students	Lower-Division	Upper-Division
<u>Core Communication & Quantitative Skills</u>			
Reading and understanding books articles, and instruction manuals	4.39	4.19	4.49
Solving mathematical problems	4.39	4.19	4.49
Finding useful information on the internet for work-related projects	4.37	4.22	4.47
Writing clearly and effectively	4.23	4.03	4.33
Speaking clearly and effectively	4.13	3.98	4.20
Working as part of a team to solve problems	4.26	4.11	4.34
Preparing a presentation that I will deliver to a group	4.14	3.90	4.27
Writing a final report on a project or other work assignment	4.23	4.00	4.35
Understanding a statistical report	3.60	3.43	3.70
<u>Critical Thinking</u>			
Thinking critically and analytically	4.17	3.96	4.30
Evaluating other people's ideas and proposed solutions	4.18	4.03	4.29
Systematically review and improving own ideas about how to approach an issue/problem	4.17	3.98	4.28
Creatively thinking about new ideas or ways to improve existing things	4.14	4.00	4.22
Discussing complex problems with co-workers to develop a better solution	4.12	4.01	4.18

PUL/Survey Question (Continued)	All Students	Lower-Division	Upper-Division
<u>Integration and Application of Knowledge</u>			
Applying what I learned in college to issues and problems I face every day	4.07	3.92	4.16
Gathering information from a variety of sources when deciding what action to take	4.19	3.97	4.30
Finding new ways to use my skills and knowledge as I encounter new situations/problems	4.15	4.00	4.24
Putting ideas together in new ways	4.12	3.99	4.20
<u>Intellectual Depth, Breadth, and Adaptiveness</u>			
Having a general understanding of subjects other than the one in which I majored	4.11	3.97	4.18
Learning independently	4.32	4.16	4.42
Learning new approaches to work or to advanced studies	4.08	3.91	4.18
Trying different approaches to solving a problem	4.11	3.95	4.20
Having an in-depth understanding of my major field of study	3.96	3.71	4.12
<u>Understanding Society and Culture</u>			
Dealing with conflict among co-workers and friends	4.08	3.99	4.13
Working effectively with people of different races, ethnicities, and religions	4.40	4.33	4.44
Communicating effectively with people who see things differently than I do	4.18	4.07	4.25
<u>Values and Ethics</u>			
Exercising my responsibilities as a citizen (voting, staying current with community and political issues)	3.96	3.77	4.04
Making informed judgments when faced with ethical dilemmas	4.25	4.11	4.32
Recognizing the consequences of my actions when facing a conflict	4.45	4.36	4.50

An examination of these results reveals that students tended to rate their abilities in domains related to the PULs as high or very high (i.e., between 4 and 5 on a 5-point scale). All but three of the items have means of 4.00 or greater for all students, and two of the items rated below 4.00 have means of 3.96. It is also notable that *upper-division students rated their abilities more highly than lower-division students* on every outcome measure. Although the difference between upper- and lower-division students is not conclusive evidence of the value added by an IUPUI education, the consistency of the results across all of the PULs suggests that attending IUPUI does make a difference in student learning.

Program Review

In response to the review of academic advising in University College, the staff undertook a pilot program in 2007-08 to assign specific advisors to all incoming beginning students in the Fall of 2008. This is a priority because the assignment of an advisor ensures that a beginning student has a connection with an individual on campus and fosters greater student learning and increased student satisfaction with advising. A new senior advisor for learning communities has been hired in response to the recommendation that better training be provided for learning community teams. The functions of career counseling/planning and advising have been integrated and the career staff have been relocated to University College. A monthly reading/discussion group has been established to move toward increased professionalization of advising. One meeting of this group was devoted to learning more about the scholarship of advising and was facilitated by a faculty member in the School of Education.

School of Engineering and Technology faculty conducted several reviews for which follow-up meetings were conducted. As a result of the reviews, the school made several changes, including having the dean schedule a meeting with all department chairs every 2 weeks in which chairs are given the opportunity to participate in more school level decisions. The school has formed a recruitment and retention committee and The Freshman Technology Center to increase enrollment, retention, and graduation rates. Faculty across disciplinary boundaries are collaborating in research proposal development with the school's dean of research. The school has restructured to provide more support staff to departments.

The Departments of Communication Technology, Engineering Technology, and Computer, Information and Leadership Technology in the School of Engineering and Technology conducted a joint review. The review team recommended a reorganization of the technology departments. As a result, the five technology departments were consolidated into three without loss of programs. More courses are offered on line and the Facilities Management master's option in technology was introduced in the fall semester (www.engr.iupui.edu/facmgt). Four courses for the program were developed, put online and taught during the 2007-08 academic year.

Responding to recommendations from the Mechanical Engineering review team, faculty have set a goal to reach \$1M (from \$600,000) in research expenditures by 2010. In addition, the faculty plans to expand collaboration with central Indiana industry by providing more interns, graduates, and capstone projects while collaborating with employers on research and development projects. New or vacant faculty positions in renewable energy and biomechanics have been filled. Investments have been made in laboratories. Responding to the

recommendation that graduate programs be established, the department has proposed a new graduate certificate in systems engineering.

The Electrical and Computer Engineering faculty have invited the dean and his staff to meet with them monthly to improve communication. A three-year course offering plan has been developed and posted to the ECE website. In response to the issue raised about the declining quality of students in the program, tutoring services for sophomore and junior courses have been implemented. In addition, a student advisory committee has been established. Student involvement issues have been addressed in part by (1) providing the IEEE student chapter with office space, (2) securing teaching labs with computer-controlled electronic locks so that ECE students have more access, (3) communicating with ECE students regularly via email and bulletin board announcements, and (4) initiating recruitment events. Computers, printers, and network switches in the laboratories have all been upgraded and a computer upgrading plan is being written. Finally, as a result of this review and the 2004 ABET visit, the department conducted its first comprehensive planning process in which vision and mission statements were written and approved; goals and objectives for teaching and learning, research and service, and engagement were written and prioritized; and an implementation plan was approved. Supporting the implementation plan are faculty annual performance evaluation guidelines, faculty rewards guidelines, tenure and promotion criteria, the ECE research plan, a peer review of teaching plan, a marketing plan, a laboratory maintenance and upgrade plan, and a graduate and undergraduate enrollment plan. Finally, the dean has instituted a *Meeting with the Dean* series for students.

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 that the goal is not being achieved at an acceptable level (a yellow light). Although the data suggest there are increasing levels of faculty participation in professional development opportunities related to teaching and learning, the effective use of technology to improve teaching and learning was rated very negatively.

A yellow light was also assigned to the goal of enhancing undergraduate student learning. The data continue to show that IUPUI is moving toward a more inclusive, welcoming, learning environment, with assessment efforts on the rise and improvements in student satisfaction. Student advising, however, is lagging behind other components of this goal, with current student

and alumni surveys consistently documenting that this is an area needing improvement. Likewise, first-to-second year retention rates have not improved significantly, and they lag well below the retention rates of our peers.

The Student Electronic Portfolio

The IUPUI student electronic portfolio (ePort) is designed to provide evidence of both achievement and improvement in each of the PULs as they are learned within various contexts—first-year experiences, the major, and RISE experiences, for example. 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 software matures and is more widely adopted across the campus.

The implementation of ePort is integrated with several concurrent initiatives, such as the establishment and maintenance of faculty Communities of Practice based on the PULs, implementation of a Personal Development Plan in first-year experiences, the RISE initiative (including undergraduate research, international learning, service learning/community engagement, and other experiential learning opportunities, such as internships, practica, and clinical and field experiences), and faculty development. This progress report therefore includes information about these integrative aspects of ePort implementation.

Since the academic year 2005-2006, implementation of ePort has been supported at the department/program level by two-year Integrative Department Grants, designed to engage department faculty in conversations about and improvement of student learning. The goal is to integrate the Principles of Undergraduate Learning explicitly into discipline-specific learning outcomes, and to develop assignments that 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 planning for 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 submitted to ePort to document growth and achievement in student learning.

Recipients of early Integrative Department Grants, including the Department of Secondary Education, the Division of Education at IUPU Columbus, and the Department of Visual Communication have made significant strides toward building curricula that more intentionally incorporate and assess the PULs and related discipline-specific learning outcomes, using customized versions of the ePort learning matrix. Current grantees, including the Biology Honors Program, the School of Engineering and Technology, the Department of Computer and Information Science, and the School of Dentistry are making good progress. For the 2008-2010 round of grants, new projects have been funded in the Department of Computer, Information, and Leadership Technology and the Department of Tourism, Convention, and Event Management. In addition, the IUPUC campus is beginning a campus-wide initiative to implement ePort.

The availability of modest funding support to implement ePort at the department, program, and school levels has generated considerable interest among IUPUI schools and departments, where faculty have begun to see ePort as a means of supporting learning and assessment of both disciplinary outcomes and the PULs. The ePort team, made up of representatives of the Center for Teaching and Learning, the Consortium for Learning and Scholarship, Planning and Institutional Improvement, and University Information Technology Services, works intensively with these departments, both to guide and advise them on implementation of ePort and to seek their feedback on ongoing development of the software. Development priorities for the coming year include continuing to build assessment capabilities that will automate aggregation and disaggregation of assessment outcomes based on student work submitted to ePort.

1. **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.
2. **The Personal Development Plan.** The ePort team is working with University College to integrate the Personal Development Plan into ePort. Beginning in Fall 2008, all students in UCOL-sponsored first-year seminars will create a reflective PDP that delineates their goals for their education and beyond, focusing on how their mastery of the PULs and participation in RISE experiences will help them achieve those goals. Students will include the PDP in their ePortfolios and revisit it periodically over the course of their education at IUPUI. A task force on the PDP has recommended that it be implemented in all first-year experience seminars (i.e., those sponsored by schools other than University College, as well as the UCOL ones), and revised during the second semester, at the point when students enter a major, and prior to graduation. These revisions would provide opportunities to students to interact with ePort periodically.
3. **The RISE Initiative:** IUPUI's new academic plan calls for all IUPUI undergraduates to participate in two experiences captured in the acronym "RISE"—Undergraduate **R**esearch, **I**nternational Learning, **S**ervice Learning, or other **E**xperiential Learning opportunities, such as internships, practica, and clinical and field experiences—during their college careers. Some of these experiences will take place within courses; others will not be associated with specific courses, but will still be represented on students' transcripts. The faculty, administrators, and units responsible for RISE have agreed that RISE experiences shall focus on the PULs and shall include a reflective component that will be incorporated into students' ePorts, along with other relevant

materials from a given experience. The process is already well under way in the area of undergraduate research, where IUPUI faculty members are leading a national NSF-funded project that is using electronic portfolios to assess intellectual growth resulting from mentored undergraduate research. Our Center for Service and Learning has also done a considerable amount of work on using reflection to document service and civic engagement. Detailed planning for RISE will begin this fall, with implementation planned for Fall 2009. As the RISE project takes shape, we will continue to work on integrating it with the PULs and ePort.

4. **Faculty Development:** The Center for Teaching and Learning provides support for faculty who wish to learn how to use ePort to document progress and achievement in the PULs. The Center works with the ePort team to co-sponsor several workshops each semester, including an ePort kick-off for faculty members beginning new Integrative Department Grants, a once-a-semester ePort Symposium that brings together grantees to exchange information and ideas, and sessions on such topics as curriculum mapping and reflection. Intensive individual technological, pedagogical, and assessment support is also provided. Every Center-sponsored 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.
5. **Integrative Department Grants:** These grants provide resources, including funding and technological, pedagogical, curricular, and assessment expertise to departments seeking to develop their curricula in ways that explicitly integrate the PULs throughout the major, providing opportunities for students to achieve a basic level of competence in all of the PULs, and, beyond that, 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.

The above five 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. This intentionally incremental approach is enabling 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.

Annual Assessment 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. Some examples of evidence and responsive improvements drawn from the 2007 reports from academic units are summarized below:

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Business	Carefully structured homework exercises and carefully coded	A representative sample of courses reported using Kelley's new course assessment strategy.

	tests (FA), pre- and post-test score improvements (HR & OM), `research papers (team and individual), course evaluations (HR), and survey responses (OM)	Financial Accounting (FA) course faculty will be encouraged to provide more elaboration on the recommended process for solving the problems. Other FA improvements will include generating a "must know" list and providing weekly timed quizzes. One Human Resources (HR) course faculty will place more emphasis throughout the course on relevant class material; and more course review time will be applied near the end of the semester. Both actions are expected to help increase student learning. The Operations Management (OM) group is planning to analyze the pattern of errors in exams to determine a more effective way to present the material. They will also generate a list of "typical problems" associated with both homework exercises and tests.
Dental Hygiene	Surveys and Feedback from students, faculty, patients, advisory committee, and alumni.	A significant effort was made to analyze all curricular components in the Associate Degree Program for their relevance and value in addressing the student learning competences and program goals. As a result of this comprehensive analysis, a number of curricular changes were made: contact hours and/or credit hours were reduced in two courses; credit hours were increased in the Head & Neck Anatomy course and the Clinical Periodontics course, based on student, faculty and external assessments. Assessment tools also were evaluated for their relevance to student learning goals. The need for more assessment tools to promote critical thinking and problem solving was identified and specific tools are being developed for several of the clinical DH courses for 08-09. Assessment of changes made in the 2007-08 curriculum were reviewed, based on their assessments ,and found to be successful. New clinical experiences initiated in 2007-08 were successfully implemented, and received positive feedback from community partners, students, and faculty involved. They will be continued for the coming year. A change in the scope of legal practice for hygienists in Indiana resulted in the creation of a new course in local anesthesia that will be offered Fall 2008 for the first time. Assessment of clinical competence exams found that no changes were needed for the coming year in existing exams. Two new

		competence exams will be added. Utilization of online instruction in the Evidence-Based Learning, Preventive Dentistry and Clinical Practice II courses in the AS program, and the Educational Methodology courses in the BS program were initiated and assessed based on student evaluations and student achievement (grades). Students liked the online components of the courses very much and requested that more courses utilize online approaches to instruction. Feedback from current BS degree completion students led to the decision to offer the H406 and H407 Educational Methodology courses once a year instead of once every two years. This feedback coupled with increased student enrollment in the program led to the decision to offer the course annually. Progress on the BS entry-level curriculum has been delayed due to a request by the Dean.
Education <ul style="list-style-type: none"> Secondary 	Benchmarks At the end of the first year students and faculty provide a rating of disposition along 30 dimensions. Students write a reflection reporting on areas of growth and/or concern cited by the faculty. Prior to student teaching, students view and analyze a content pedagogy teaching case.	Faculty review the results of the benchmarks in light of program and course objectives. Modifications are made to address areas of weakness.
Engineering and Technology <ul style="list-style-type: none"> Architectural Technology 	Syllabi for each course (and each of its sections) specify at least one PUL and one ABET program outcome. Instructors are charged with assessing any PUL and ABET program outcome noted for a given course, reporting the findings and recommending actions for course improvement. At least one course is identified to assess each PUL and ABET program outcome. Homework assignments, lab reports, projects and presentations, final exams in	Architectural Technology full and part-time faculty are educated in and involved in the collection of work items and outcomes data. Courses assess all of our accreditation-based program outcomes and we think will prove to be good indicators of student learning as we stabilize the administrative groups of both areas. We were reviewed and recommended for full ABET accreditation for ART (6 years); and continue to develop our ART BS degree.

	<p>courses</p> <ul style="list-style-type: none"> • Capstone project reports • Student satisfaction surveys • Student exit surveys • Alumni surveys • Employer surveys • Industrial Advisory Board appraisals • Faculty end-of-semester reflections • Internship reports done by Graduates <p>We have mapped these onto the IUPUI Principles of Undergraduate Learning to show that all PULs are thus assessed and have found patterns that indicate students are meeting or exceeding our expectations. We continue to refine the connection between work items and measurable outcomes to better substantiate this data.</p>	
<ul style="list-style-type: none"> • Biomedical Engineering 	<p>Course outcomes, available on the BME website and in individual course handouts, are associated with specific ABET program outcomes, which in turn are mapped to university PULs.</p> <p>Program outcomes and objectives have been defined and submitted to our constituents, who have provided suggestions and feedback.</p> <p>Ultimately our assessment process will use four key measurements:</p> <ul style="list-style-type: none"> • Student learning through student works, including homework, laboratory, and exam performance; • Industry's satisfaction with our graduates using surveys 	<p>Student performance on measures of course outcomes continues to influence the development and refinement of courses. Senior courses were offered for the first time in the fall; as a result of student performance and feedback in these and other courses, several changes have been made:</p> <ul style="list-style-type: none"> • Assignments in several courses in the junior year have increased emphasis on writing, as well as on open-ended problem solving; • Textbooks used in the junior-level curriculum have been re-evaluated, and in two cases (Biosignals and Systems; Biomedical Computing) replaced with books that give a stronger analytical foundation; and • The Biosignals and Systems course is being re-worked to include an introduction to Simulink, useful for the senior-level Quantitative Physiology course. <p>Over the summer we will discuss the student learning outcomes as a faculty to determine changes for next year.</p>

	<p>and focus groups;</p> <ul style="list-style-type: none"> • Alumni satisfaction using surveys and focus groups; and • Matriculation rates, graduation rates, job placement, graduate school admissions, and advancements. <p>Our first undergraduate degrees were awarded in May 2008. Because we did not yet have any graduates during 2007, at present (1) has been used as our primary assessment tool, supplemented with student feedback on their experiences in our new BME courses and university/peer feedback from continued communication with our advisory board and other constituents. We have selected several courses for more targeted assessment of ABET outcomes/PULs. At present all homework and exams are being collected, scanned, and stored, in order to provide data on the evolution of our curriculum and student learning over several subsequent semesters.</p>	<p>We continue to be guided by feedback from the 2005 BME department review: in particular, all faculty now have offices, and about half have allocated laboratory space, in the same engineering building, rather than being scattered all over the engineering and medical areas. The consolidation of faculty space will continue in the upcoming year. Furthermore, the capstone senior design class, offered for the first time this year, was taught by Bill Combs, an engineer from Medtronic, who introduced ideas of entrepreneurship into the course. Elective courses continue to be developed to meet the needs and interests of our undergraduate students.</p>
<ul style="list-style-type: none"> • Biomedical Engineering Technology 	<p>Every course has specific objectives that are linked to the Program Outcomes as required for ABET accreditation. Every Program Outcomes is mapped to one or more of the PULs.</p> <ul style="list-style-type: none"> • Reports assessed using rubrics: <ul style="list-style-type: none"> ○ Course project reports (written & oral) ○ Capstone project reports (written & oral) 	<p>Every semester, course coordinators are required to review all assessment data and propose changes to each course as indicated. In addition to changes in individual courses, the following changes were made that affected the curriculum as a whole:</p> <ul style="list-style-type: none"> • To improve problem solving: continued recitation session for ECET 107 and added a session for ECET 157. • To improve mastery of the knowledge, techniques, skills and modern tools of their discipline, new laboratory equipment was purchased and assignments written. • To improve student understanding of

	<ul style="list-style-type: none"> ○ Research reports ○ Formal laboratory reports ● Final exam questions targeted to specific objectives ● Student satisfaction survey ● Student & faculty course objective surveys. <p>Industrial Advisory Board appraisals</p>	<p>appropriate professionalism in the workplace, guidelines for practicum students were designed and implemented.</p> <ul style="list-style-type: none"> ● To improve student's awareness of reference quality and literature searches as well as proper citation methods, guidance materials were posted in BMET 420 and 440.
<ul style="list-style-type: none"> ● Computer Engineering 	<p>Our learning goals are embedded in our assessment of Program Outcomes for ABET accreditation. Each of the Program Outcomes is mapped to the PULs.</p> <ul style="list-style-type: none"> ● Capstone project reports ● Laboratory reports ● Final exams ● Midterm exams ● Student satisfaction surveys ● Alumni surveys ● Employer surveys ● Industrial Advisory Board appraisals ● Student Advisory Council ● Oral presentations ● Term papers/project reports 	<p>Curriculum Changes:</p> <ul style="list-style-type: none"> ● ECE400 Senior Seminar is being discontinued and reconstituted as ECE 200 Sophomore Seminar to give students earlier exposure to subjects such as interviewing, resume writing, entrepreneurship, and internships. This change has been formalized this year and will be run for the first time this fall. ● ECE 492 Senior Design is being converted to a two-semester course. ECE 487(1 cr.) and 488(2 cr.) will be the new course numbers. Students will receive project assignments about one-half of the way through the first semester. ● Feedback from Faculty and Course Outcomes Survey showed that students were struggling with the current structure of C Programming courses(ENGR 197 and ECE 264). Faculty developed a plan to create one C Programming course to cover material presented in both courses. The new course ECE 262 will be 4 credits and will contain the same material covered in the two previous courses. ● Faculty voted for the creation of an Engineering Economics course based on feedback from our Industrial Advisory Board and alumni. The new course will be one of a few courses that will satisfy a new Economics requirement on the Plan of Study. ● A new General Education elective was proposed and passed by the department faculty. Engineering Project Management is in the process of being approved for future offerings. Feedback from Industrial Advisory Board and alumni spurred this change.

<ul style="list-style-type: none"> Computer Engineering Technology 	<p>Every course has specific objectives that are linked to the Program Outcomes as required for ABET accreditation. Every Program Outcome is mapped to one or more of the PULs.</p> <ul style="list-style-type: none"> Reports assessed using rubrics: <ul style="list-style-type: none"> Course project reports (written & oral) Capstone project reports (written & oral) Research reports Formal laboratory reports Final exam questions targeted to specific objectives Student satisfaction survey Student & faculty course objective surveys. Industrial Advisory Board appraisals 	<p>Every semester, course coordinators are required to review all assessment data and propose changes to each course as indicated. In addition to changes in individual courses, the following changes were made that affected the curriculum as a whole:</p> <ul style="list-style-type: none"> To improve problem solving: continued recitation session for ECET 107 and added a session for ECET 157 <p>To improve mastery of the knowledge, techniques, skills and modern tools of their discipline, new laboratory equipment was purchased and assignments written.</p>
<ul style="list-style-type: none"> Computer Graphics Technology 	<ul style="list-style-type: none"> Syllabi for each course identify Learning Outcomes based on ABET accreditation requirements. <p>These Outcomes are tied to the IUPUI Principles of Undergraduate Learning.</p> <ul style="list-style-type: none"> Laboratory written and oral project reports Homework assignments, quizzes, final exams in courses Course projects and presentations Capstone projects and reports Student satisfaction surveys Student exit surveys Faculty formative and summative reflections 	<p>Based on outcomes of the assessment measures, several programmatic changes were made:</p> <ul style="list-style-type: none"> The CGT program decided to initiate a student laptop program fall 2008. The Associate Degree Option for both the Interactive Multimedia Development and Technical Animation & Spatial Graphics tracks were made comparable. Here are some of the specific changes made: <ul style="list-style-type: none"> Math 153 (1st semester) and Math 154 (2nd semester) were replaced with Math 159 (however, students can still take Math 153 and Math 154 in place of Math 159). CGT 216 was moved from the 4th semester to the 3rd semester. CGT 299 was added to the 3rd semester. TCM 340 was moved from the 6th semester to the 3rd semester. IET 104 was dropped as a requirement in the 3rd semester. CIT 141 replaced CIT 140 in the 3rd semester. CGT 241 was moved from the 5th

		<p>semester to the 4th semester.</p> <ul style="list-style-type: none"> ○ CGT 251 and 299 were added to the 4th semester. ○ CSCI N355 was dropped as a requirement in the 4th semester.
<ul style="list-style-type: none"> • Computer and Information Technology 	<p>Our learning goals have been specified for most courses using the ABET criteria at: http://cit.iupui.edu/fcptcourses.shtml</p> <p>As the first step toward “institutionalizing” the collection of artifacts, during the past year CIT began an effort to collect artifacts for assessment via electronic portfolios. Some of the best e-portfolios include:</p> <ul style="list-style-type: none"> • http://joebaker.iupui.epsilen.com/ • http://mteng.iupui.epsilen.com/ • http://pfisk.iupui.epsilen.com/ 	<p>There haven’t been any significant curricular changes during the past year as a result of assessment. Instead, we have taken this past year to “clean up” our curriculum because there were a number of long-overdue housekeeping changes. We expect more substantive changes during the next year as we undertake a strategic planning process.</p> <p>CIT did meet with its Industrial Advisory Committee, but there were no substantive assessment results from that meeting.</p>
<ul style="list-style-type: none"> • Construction Engineering Management Technology 	<p>Every course syllabus contains both the IUPUI Principles of Undergraduate Learning (PUL) and the ABET a-k outcomes as required to satisfy ABET accreditation for a particular course.</p> <p>Every instructor has been requested to review the importance of the PULs and ABET outcomes with the students at the outset of every semester.</p> <p>The following measures continue to be utilized:</p> <ul style="list-style-type: none"> • Individual and group projects • Capstone project presentations 	<p>Changes continue to be made in both courses offered and in the course sequence. Also, given the extensive reorganization of the program and re-alignment within the departments of Electrical & Computer Technology and Mechanical Engineering Technology, assessment analysis has been deferred to the conclusion of the 2008-2009 academic year.</p> <p>Changes during the reporting year include:</p> <ul style="list-style-type: none"> • Increased use of technology vis-à-vis software applications within the classroom. • Increased access to technology with the implementation of new computer classroom labs in the ET Lower Level. • On-going review by the Industry Advisory Board of current curricula and program requirements. • Online course offerings continue to be increased. • Renewed emphasis on the importance of

	<ul style="list-style-type: none"> • Laboratory reports • Final exams • Student evaluations • Department committee meetings • Industrial Advisory Board (IAB) meetings • Interviews of industry representatives who hire our students • Student feedback in focus groups 	<p>student evaluations at the conclusion of each semester.</p> <ul style="list-style-type: none"> • Began development of additional course electives to address current industry needs with targeted implementation of Fall 2008.
<ul style="list-style-type: none"> • Electrical Engineering Technology 	<p>Every course has specific objectives that are linked to the Program Outcomes as required for ABET accreditation. Every Program Outcome is mapped to one or more of the PULs.</p> <ul style="list-style-type: none"> • Reports assessed using rubrics: <ul style="list-style-type: none"> ○ Course project reports (written & oral) ○ Capstone project reports (written & oral) ○ Research reports ○ Formal laboratory reports • Design & build project (assessed using rubrics) • Final exam questions targeted to specific objectives • Student satisfaction survey • Student & faculty course objective surveys. • Industrial Advisory Board appraisals 	<p>Every semester, course coordinators are required to review all assessment data and propose changes to each course as indicated. In addition to changes in individual courses, the following changes were made that affected the curriculum as a whole:</p> <ul style="list-style-type: none"> • To improve problem solving: continued recitation session for ECET 107 and added a session for ECET 157 • To improve mastery of the knowledge, techniques, skills, and modern tools of their discipline, new laboratory equipment was purchased and assignments written.
<ul style="list-style-type: none"> • Freshman Engineering & Technology 	<p>The Freshman Engineering Program is a service unit for the other engineering departments. In 2007 the Freshman Technology Program was created. It occupies offices in the same suite as Freshman Engineering. Both programs</p>	<p>Curricular changes are made in response to assessment findings from the engineering departments as well as results of assessment of the freshman courses. Results from course outcome surveys, project report evaluations, and peer evaluations have produced changes in project design, instruction about teamwork, and other teaching methods.</p>

	<p>share the same support staff. Goals of both programs encompass adjustment to college life and mastery of strategies for student success. Additionally, Freshman Engineering provides preparation for advanced courses in the engineering curriculum.</p> <p>The learning community courses (ENGR 195 and TECH 102) are built on the University template and learning objectives are mapped to PULs and ABET criteria. Similarly, in all other freshman courses, objectives are mapped both to ABET criteria and PULs. Sources of assessment data include:</p> <ul style="list-style-type: none"> • Hourly and final exams • Online quizzes • Oral presentations • Project reports • Student satisfaction surveys • Course outcome surveys • Peer evaluations 	<p>Significant changes in freshman engineering courses during 2007 include:</p> <ul style="list-style-type: none"> • Providing report writing instruction in ENGR 196 • Teaching two sections of ENGR 195 and ENGR 196 as components of Themed Learning Communities (TLCs). One grouping was linked with public speaking (COMM-R 110) and the other was linked with writing (ENG-W131).
<ul style="list-style-type: none"> • Interior Design Technology 	<p>Syllabi for each course (and each of its sections) specify at least one PUL and one CIDA program outcome. Instructors are charged with assessing any PUL and CIDA program outcome noted for a given course, reporting the findings and recommending actions for course improvement. At least one course is identified to assess each PUL and CIDA program outcome.</p> <p>Homework assignments, lab reports, projects and presentations, final exams in courses</p>	<p>Interior Design Technology full and part-time faculty are educated in and involved in the collection of work items and outcomes data. Courses assess all of our accreditation-based program outcomes and we think will prove to be good indicators of student learning as we stabilize the administrative groups of both areas. We have completed extensive self-study for our CIDA visit in October of 2007. We were reviewed and recommended for full CIDA accreditation for the INTR BS degree (6 years).</p>

	<ul style="list-style-type: none"> ● Capstone project reports ● Student satisfaction surveys ● Student exit surveys ● Alumni surveys ● Employer surveys ● Industrial Advisory Board appraisals ● Faculty end-of-semester reflections ● Internship reports done by Graduates <p>We have mapped these onto the IUPUI Principles of Undergraduate Learning to show that all PULs are thus assessed and have found patterns that indicate students are meeting or exceeding our expectations. We continue to refine the connection between work items and measurable outcomes to better substantiate this data.</p>	
<ul style="list-style-type: none"> ● Mechanical Engineering 	<p>Our learning goals are embedded in assessment of our Program Outcomes for accreditation by the Accreditation Board of Engineering and Technology (ABET). Each of the Program Outcomes is mapped to the PULs. The correspondence maps, relating our program outcomes to PULs, prepared jointly with the ECE department, are depicted at our assessment web site from http://www.engr.iupui.edu/me/fpuls.shtml.</p> <p>With the assessment measures that are in place, we are continuously monitoring the effectiveness of the curriculum established in Fall 2003.</p> <p>Sources of assessment data</p>	<ul style="list-style-type: none"> ● Exit surveys showed that the expected improvements in the fall 2003 curriculum are mostly being met, with the exception of the outcomes of the new statistics course. Measures are planned to address this finding. ● The student satisfaction survey results led to: <ol style="list-style-type: none"> a. More emphasis placed on co-op, internship, and job placement services. Regular oral presentations have been scheduled each semester to assess quality. b. A student learning center was established and sponsored by the department. The center was organized and staffed by the student organizations. The center was assessed by the satisfaction survey. c. Recitation schedules have been adjusted to meet student needs. More recitations were conducted by the course instructors. The effects have been assessed in the Student Satisfaction Survey. ● Jury evaluation of capstone design projects led to: <ol style="list-style-type: none"> a. More emphasis on prototyping and

	<p>include:</p> <ul style="list-style-type: none"> • Capstone design project reports • Laboratory reports • Final exams • Hourly exams • Term papers/project reports • Oral presentations and jury evaluations • Student satisfaction surveys • Alumni surveys • Employer surveys • Course outcomes surveys • Exit surveys • Faculty feedback mechanism • Industrial Advisory Board appraisals <p>Student Advisory Board appraisals</p>	<p>evaluation.</p> <ul style="list-style-type: none"> b. More emphasis on project management. c. More emphasis on project presentation. <ul style="list-style-type: none"> • Course outcomes surveys led to: <ul style="list-style-type: none"> a. Addition of term papers/technical writing exercises in certain classes to improve research and writing skills. b. Increased faculty supervision during the first six weeks, inter-group evaluations. c. Emphasis on solving more examples in various classes. <p>New curriculum has been developed based on the exit survey results. The curriculum streamlined the courses and emphasized important components, such as statistics and contemporary issues like six sigma in engineering.</p>
<ul style="list-style-type: none"> • Mechanical Engineering Technology 	<ul style="list-style-type: none"> • Learning goals for major are specified by Program Outcomes that are based on ABET program accreditation requirements. • Each of the major's Program Outcomes is mapped to the Principles of Undergraduate Learning and to the ABET student learning outcomes requirements. • Course learning objectives are mapped to Program Outcomes. <p>Assessment measures include:</p> <ul style="list-style-type: none"> • Laboratory written and oral project reports. • Capstone design project written and oral reports. • Assessed homework assignments linked to course learning objectives. • Assessed exam questions linked to course learning 	<p>Full-time faculty reviewed courses and prepared End of Semester Reflections that indicated the following changes were made based on course assessments:</p> <ul style="list-style-type: none"> • MET 111 – Identified the need to change the textbook. • MET 111 – Lab reports were weaker compared to past semesters: planning underway to address the issue. • MET 213 – Identified the need to change the textbook. • MET 213 – Lecture portion of course moved to online; assessment was that the experiment worked well but with room for improvement. Planning underway to address issues from move to online lecture. • MET 214 – As a result of prior semester's assessment, additional lecture emphasis was placed on mapping between Mohr's stress coordinate system and the physical part's coordinate system (x,y). This was stressed during lecture and additional homework problems on this topic were included. • MET 214 – Handouts developed for areas of 3-D moment diagrams.

	<p>objectives.</p> <ul style="list-style-type: none"> • Student satisfaction survey linked to Program Outcomes. • Graduation examination questions linked to Program Outcomes. • Alumni surveys linked to Program Outcomes. • Employer surveys linked to Program Outcomes • Feedback from Industrial Advisory Board. <p>Faculty End of Semester Reflection documents.</p>	<ul style="list-style-type: none"> • MET 310 – Major change in software used by course from Algor to Ansys Workbench, to bring software more in line with industry standards. Change necessitated revision of all laboratory assignments. • MET 310 – Textbook judged inadequate and changed for fall semester. <p>MET 350 –Spreadsheet analysis of series pipe systems added. Addition was a result of assessing required body of knowledge in this area by the course instructor.</p>
<ul style="list-style-type: none"> • Organizational Leadership and Supervision 	<ul style="list-style-type: none"> • Syllabi for all courses include goals that embed one or more of the IUPUI Principles of Undergraduate Learning [PUL]. • Specific assignments within each course are designed to measure competence in the specified PUL[s] for that course. • The department maintains and updates a list showing that all PUL outcomes are measured at several points in the sequence of core courses utilizing: <ul style="list-style-type: none"> • Quizzes. Midterm exams. Final exams. • Evaluation of oral and written reports. Reports draw content from research, multiple assigned readings, community involvement activities, group projects, simulations, analysis of case studies, or other structured assignments. • Surveys of student attitudes toward progress in meeting 	<ul style="list-style-type: none"> • Department was awarded an IUPUI grant to explore the portfolio approach to assessment. Pilot project begins fall 2008. • Renewed efforts to define a ladder of competence levels for 200, 300, and 400-level courses within the department. Competences are defined by the IUPUI Principles of Undergraduate Learning. • Long term goal established to connect a portfolio approach to the ladder of competences. Students' portfolios will document competence at each level.

	<p>course objectives. Students' self evaluation of performance in meeting PUL outcomes.</p> <ul style="list-style-type: none"> • Alumni surveys. • Industrial Advisory Board appraisals. 	
• Technical Communications	<p>Technical Communication does not have majors. The program assesses oral presentations and written reports for the departments in the school utilizing:</p> <ul style="list-style-type: none"> • Oral presentations for engineering majors • Written reports for lower level technology majors • Oral presentations for upper- level technology majors 	<p>TCM has done some self-evaluation and reflection on the assessment tools and techniques used for our program, resulting in the following:</p> <ul style="list-style-type: none"> • With the demands made on everyone's time becoming more and more of a concern, TCM is limiting assessment activities per course to one semester each calendar year. • TCM has shared its rubrics for both oral and written assignments with the ET faculty in order to encourage a consistent approach to our students. • TCM faculty offer to participate as jurors for senior design presentations for both engineering and technology students. • TCM faculty make presentations to Tech 102 and senior design classes on oral presentations, PowerPoint, and written reports, as requested by faculty. • For technology students, we continue to educate our adjunct faculty about the importance of consistent assessment and the results of our efforts as part of our strategy for improvement. • TCM has begun to evaluate TCM 340 for the first time. Using the instructors' rubric for the evaluation of the students' final portfolios, we have collected data from a representative sample of 11 students. • We continue to look at curricular changes that may need to be made to stay current with the demands of the modern workplace. Those may include Wikis, collaborative software, and podcasts.
Herron	<p>Assignments, projects, exams in courses, Sophomore Advancement Reviews, artist's statements at sophomore and senior levels, capstone courses,</p>	<p>Students who do not meet expectations in the Sophomore Advancement Review are placed on probation or denied advancement; now they are given instructions about what to do prior to being considered for a subsequent review.</p>

	student surveys, alumni surveys, internship supervisors' reviews, 2nd looks assessments, senior exhibitions, senior portfolio, video tape/DVD, teaching portfolio, lesson plans, written reflections on teaching & lesson plans, use of rubrics	A new text was adopted for the Herron Themed Learning Community and a new section was added in Fall 2007; Visual Community Design (VCD) faculty plan devoted more time to teaching research and writing skills; all VCD students are now required to take a speech course.
Informatics <ul style="list-style-type: none"> • Informatics • Media Arts & Science • Health Information Administration (HIA) 	<ul style="list-style-type: none"> • School-wide strategic planning process in Fall 2007 (including a subcommittee on undergraduate education) • Program Review of IUPUI portion of the school in Spring 2008 • Alumni survey • Survey of current students conducted by the IGS (Informatics Graduate Students) • Feedback from Career Services staff • Feedback from Student Services staff • Feedback from alumni • Feedback from employers, internship participants, community members, and colleagues from other schools at IUPUI. • Feedback from advisory board members • Ideas from meetings with Deans, Academic Policies and Procedures Committee, Council on Retention and Graduation and Retention, Enrollment Management Council. 	<ul style="list-style-type: none"> • Complete revision of undergraduate MAS curriculum, including development of foundation year courses, to start Fall 2009 • Task force to expand and enhance undergraduate Informatics curriculum • Friday-only course • 12-week courses • Other course formats include 8-week courses, hybrid courses (taught in both synchronous and asynchronous modes), one-week intensives, Saturday portfolio classes and learning communities. • Continued focus on N100 and I101 as gateway courses • Revision of Y195 course • Development of more online courses • Development of student evaluation system for online courses • Common syllabus template • Capstone experience that blends HIA and MAS students • Faculty annual review process that recognizes – and rewards – faculty for excellence in teaching through salary merit • Responding promptly to student complaints about courses rather than waiting until end-of-semester student evaluation data indicate problems • Mentoring and shadowing of new faculty who are having issues with their teaching • Continuing to expand internships and other experiential learning opportunities. • “Don’t cancel class” initiative of Career Services staff • Canceling two unproductive – and costly – international exchanges where our school received no benefits • Articulating a clearer message about what

		<p>Informatics is and what students can do once they have this degree</p> <ul style="list-style-type: none"> • Revision of the school's Web site, so that information such as plans of study, information on courses, etc. are up-to-date and can be used by faculty in advising students • Significant funding for new scholarships based on merit • Diversity initiatives, including a diversity plan for the school, with particular emphasis on women in IT
School of Journalism	<ul style="list-style-type: none"> • Student survey • Student course evaluations - written comments • Student focus groups • Interviews with media executives • Internship placement evaluations • Bi-weekly curriculum discussions • Curriculum review 	<ul style="list-style-type: none"> • Added a speech course requirement to the B.A. Degree • Changed number of credits in the major from 33 to 47 • Completely revised J100, Introduction to Computer Methods for Journalists • New requirement for every major to have a camera capable of both still and video photography and introduction of multi-media throughout the curriculum • Require a minimum of 20 percent up to a maximum of 100 percent of course assignments to participate in The Sagamore, JagRadio and JagBytes • Added student mentors to Introduction to Mass Communication and Critical Issues Seminar • Created a Public Relations Society of America student chapter • Revitalized the Journalism Student Association • Send a week J-Gram via e-mail to all majors and intended majors with current news of interest • Started a new monthly publication, JagJournal, published by our students, for current students and alumni.

Liberal Arts <ul style="list-style-type: none"> • Anthropology 	Analysis of retention and graduation data indicated the need for streamlining the Senior Project, the capstone experience for Anthropology majors.	Increased coordination of skills and learning outcomes between upper-level courses and the Senior Project that prepare students for successful completion of the final requirement in the major.
<ul style="list-style-type: none"> • Communication Studies 	Departmental administration of questionnaires to and interviews with currently enrolled majors; exit interviews with seniors.	<ul style="list-style-type: none"> • Adoption of Civic Engagement as primary mission of department; wrote and received Civic Engagement grant to integrate CE throughout the curriculum. • Restructured undergraduate curriculum to reflect more open curriculum with 3 core course requirements. • Created new faculty position (Director of Undergraduate Studies) to address undergraduate student and curricular needs.
<ul style="list-style-type: none"> • Economics 	Evaluation of curriculum in light of the department's focus on health economics on the graduate level.	Elective course offerings that allow majors to prepare for graduate studies with a health economics concentration.
<ul style="list-style-type: none"> • English 	Assessment of the effectiveness of the electronic portfolio in detailing student learning outcomes in the capstone course.	Discussion about the transition from piloting the electronic portfolio in select capstone courses to use of this tool for broader and more varied groups of English majors.
<ul style="list-style-type: none"> • Geography 	Development of assessment measures for student learning outcomes in hybrid and online courses.	Evaluation of various examples of assessment strategies in selected courses, combinations of traditional in-class and newer online formats.
<ul style="list-style-type: none"> • History 	Evaluation of student learning outcomes in the capstone course has led to re-consideration of requiring an introductory course to the major.	Discussion (based on systematic analysis of assignments) about how to effect coordination between introducing majors to the requisite skills and knowledge in the field and enabling seniors to complete the capstone course successfully—irrespective of the concentration students chose (American history; European history; African, Asian, and Latin American history).
<ul style="list-style-type: none"> • Philosophy 	Dissemination of best practices developed in introductory Philosophy courses required for liberal arts students.	Department-wide reporting of award-winning teaching practices and how they can benefit students in all introductory-level Philosophy classes.
<ul style="list-style-type: none"> • Political Science 	Evaluation of the balance among the major components of the capstone course (skills, knowledge, and career planning)	Integration of school and campus-wide focus on career planning with departmental goals for the major.

<ul style="list-style-type: none"> • Religious Studies 	Systematic analysis of capstone course assignments in relation to the Principles of Undergraduate Learning.	Explicit integration of the Principles of Undergraduate Learning into the rationale for and design of the senior project.
<ul style="list-style-type: none"> • Sociology 	Inclusion of career planning as part of capstone course for majors.	Discussion about how the school's efforts toward expanding career planning for its students should be coordinated with the goals the department has already implemented for Sociology majors.
<ul style="list-style-type: none"> • World Languages and Cultures 	Development of comprehensive assessment plan for all language majors.	Implementation of assessment plan and improvements based on assessment analyses.
Medicine <ul style="list-style-type: none"> • Health Professions Programs 	Learning Goals for Majors that Encompass PULs are Specified 1. Clinical experience evaluations 2. Final practical exams 3. National certification exams 4. Employer surveys	All benchmarks for student achievement were met in 2007 – 08 but one; participation in scholarly or creative activities. Benchmark is 50%, programs reported 40.54%. First occurrence below threshold. Will monitor for trends and discuss with the program directors.
Nursing	<i>Undergraduate</i> <ul style="list-style-type: none"> • National Council of State Boards of Nursing Licensure Examination (NCLEX) • Educational Benchmarking Inc (EBI) Exit survey • Alumni survey • Employer focus groups • Assessment Technologies Institute (ATI) RN Comprehensive test • Capstone evaluation • IUPUI Continuing Student survey <i>Graduate</i> <ul style="list-style-type: none"> • Educational Benchmarking Inc (EBI) Exit survey • Alumni survey • Employer focus groups • Typhon Nurse Practitioner Student Tracking System • CNS Competence Evaluation 	<ul style="list-style-type: none"> • Simulations are designed to incorporate PBL to facilitate critical thinking in a non-treating learning environment • Faculty continue to make changes to course content and teaching pedagogies based on feedback • Introduction of the dedicated educational unit to increase the effectiveness of clinical teaching • Introduction of the Self-Tracking and Assessment to Success (STATS) program • As a result of a comprehensive program review, admission to 3 specialty majors was suspended • Curriculum changes have been made to strengthen students' depth and breadth of knowledge, and statistical and writing skills

<p>Physical Education and Tourism Management</p> <ul style="list-style-type: none"> • Department of Physical Education • Tourism, Conventions, and Event Management 	<p>(a) Exit Interviews with graduating seniors; including a written survey.</p> <p>(b) Interviews with placement sites for both capstone and mid-curricular field experiences.</p> <p>(c) Service-learning community site evaluations.</p> <p>(d) Undergraduate student research activities (local and national presentations).</p> <ul style="list-style-type: none"> • 2007 Comprehensive program review • Senior exit survey 	<p>(a) Formed a working group to look at curriculum improvements; these include course modifications, new course proposals, and collapsing of some courses.</p> <p>(b) Initiated a Freshman-to-Senior benchmarking program to be able to gather formative and summative data regarding student academic performance and learning; intent is to utilize an electronic portfolio.</p> <p>(c) More focused effort on student preparation prior to involvement in community-based experiences.</p> <p>(d) Increased internal communication network of interested faculty in working with undergraduate research.</p> <ul style="list-style-type: none"> • The program review committee recommended conducting a strategic curriculum study to avoid redundancy and to present opportunities for students to broaden their general education. A committee consisting of three TCEM faculty members was formed to address this area soon after the recommendations were made public. The committee relied on an existing model developed by the department to assist in competence identification and also on IUPUI's matrix of Principles of Undergraduate Learning. The committee presented its recommendations to the TCEM faculty for approval in Spring 2008. The department unanimously approved the revised curriculum, which will take effect fall 2009. • Began offering courses in an accelerated format (12 weeks) to meet student needs. • Launched a two-year project that will utilize ePortfolio as the mechanism in which to document and assess Principles of Undergraduate Learning and other TCEM student outcomes.
<p>Public and Environmental Affairs</p> <ul style="list-style-type: none"> • All Majors 	<p>Student performance in gateway, capstone courses and other courses; DFW rates and grade distributions; school & campus student surveys; NSSE; retention and graduation data; student, employer and faculty evaluation of internships; focus groups; internal and</p>	<ul style="list-style-type: none"> • Admission guidelines were revised in response to concerns about student preparation for written communication and quantitative skills. W131 was added as an admission requirement. • In response to performance issues related to quantitative skills, faculty in each major evaluated the quantitative courses in their majors to determine appropriate math

	<p>accreditation reviews; course learning outcomes mapped to degree learning outcomes</p>	<p>prerequisites.</p> <ul style="list-style-type: none"> An interactive student success seminar was developed by faculty/staff in response to concerns expressed by faculty and students regarding student readiness and efforts to reduce the number of students on probation. The seminar helps students 1) identify their learning styles and adapt to different teaching styles, 2) improve study skills, 3) develop educational goals and start to implement strategies to achieve those goals, 4) address time management issues, and 5) interact with faculty on ways to become a better student and achieve academic goals. The seminar, which is available to all SPEA students and a requirement for students on probation, is offered several times each semester. Student response to the program has been overwhelmingly positive and the creation of an online program is in progress. Articulation agreements were reached with Ivy Tech for the BS in Public Affairs, BS in Public Health (Environmental Health Science), BS in Health Services Management, and the BS Criminal Justice.
<ul style="list-style-type: none"> Criminal Justice (Criminal Justice and Public Safety Management majors) 		<ul style="list-style-type: none"> A new course SPEA-J275 Diversity Issues in the Criminal Justice System received final approval and was added to the curriculum; all majors are required to take this course, which addresses an important gap in the curriculum. Focused computer skills and provided additional flexibility by adding SPEA-J426 Mapping and Analysis for Public Safety as an option for students to meet computing requirements. Faculty members continue to make course enhancements to ensure achievement of student learning outcomes for individual courses and the degree. Examples include 1) emphasize improvement of writing skills (J272, J324), 2) individual meetings with students who fail or have below average performance on a first test (J201, J150), 3)

		incentives for attending class and being on time (J101), 4) developing internships to improve experiential learning, 5) offering increased student flexibility with online courses (J101), 6) linking knowledge, skills and abilities needed for specific jobs to course learning outcomes and involving students in service learning (V100 Learning Community linked to J101).
<ul style="list-style-type: none"> • Environmental Health Science (formerly Environmental Science and Health) 		<ul style="list-style-type: none"> • Curricular changes, leading to accreditation, were approved and the major was awarded full accreditation by the National Environmental Health Science and Protection Accreditation Council to 2012. • Faculty revised the minor in Environmental Health Science. • Faculty continue to work on reducing DFW rates by revising course content and increasing support for students to strengthen quantitative skills, chemistry gaps, and critical thinking skills through individual meetings and group tutoring sessions(E451) and faculty continue to work on critical thinking skills in lower level courses by emphasizing problem-solving (E162, H316).
<ul style="list-style-type: none"> • Health Services Management (formerly Health Administration) 		<ul style="list-style-type: none"> • The process of phasing out the Health Administration major in the BS Public Health degree moved forward with approval of the BS in Health Services Management. There are now separate degree programs for environmental health and health services management. • The degree changes previously approved for the Health Administration major were transferred to the BS Health Services Management degree. This degree emphasizes communication skills, quantitative skills, critical thinking issues, diversity, and ethical issues facing the health care field. • The BS Health Services Management curricular changes include: <u>General Education:</u> 1) Communications: increased the number of

		<p>communications courses from 3 to 4 – added a second communications course</p> <p>2) Social Sciences: dropped the requirement for POLS-Y 103 OR PHIL-P 120</p> <ul style="list-style-type: none"> • <u>Health Services Management Major:</u> <ol style="list-style-type: none"> 1) Dropped a requirement that incoming students had to have an associate degree in the health care field; the major is open to all students, but we still retain the articulation agreement with Ivy Tech for students with associate degrees/credentials in a health care field 2) Expanded the concentration with 13 courses to a major with 18 courses. 3) Added a new 1 credit SPEA-H126 Introduction to Careers in Health Administration to introduce students with fewer than 55 credit hours to the health care field. 4) Added to the major courses in general management, health services management, applications in health services (skill-focused courses), and an experiential requirement and the capstone. Emphasized ethics with SPEA-H474, a course in health care ethics. • The general management section has increased options with courses from public affairs; these courses address finance (V352), performance measurement and program evaluation (V379), diversity (V443), and negotiation and dispute resolution (V435).
Public Affairs (Management, Policy Analysis, and Civic Leadership majors)		<ul style="list-style-type: none"> • BSPA faculty completed a self-study of the program leading to the internal program review in the spring semester. As part of the self-study, faculty reviewed/revised learning outcomes for courses and degrees and mapped the curriculum to the degree learning outcomes and the PULs. • The course director reviewed/revised the course objectives and learning outcomes of V170 Introduction to Public Affairs and SPEA-V473 Management, Leadership and Policy (capstone course) to ensure a seamless and logical progression of knowledge and

		<p>skills emphasized in the courses. Both courses were refocused to include experiential learning, increase course rigor, and emphasize critical thinking, writing, and oral communication. The course director also implemented a previously developed final self assessment in V473 to determine student perceptions of mastery of the outcomes for the class and the majors.</p> <ul style="list-style-type: none"> • The course director revised the learning outcomes for V261, V369 and the graduate information systems course to ensure appropriate rigor, progression of knowledge and skill acquisition, and reduce overlap issues.
Science <ul style="list-style-type: none"> • Psychology 	<p>Surveys, student feedback on end-of-class evaluations, test scores, DFW rates, and attendance.</p>	<ul style="list-style-type: none"> • Survey data collected from students entering B311 Introductory Laboratory in Psychology revealed a very wide range of competence in the ability to use SPSS to analyze data. B305 Statistics is a prerequisite for B311 and is the course in which data analysis is learned. A set of standardized SPSS modules was created and required in all sections of B305 Statistics during the 2006-07 school year to insure that all students who enroll in B311 Introductory Laboratory in Psychology in the future will enter the course with a fundamental competence in SPSS. • An in-depth discussion was implemented in B310 Lifespan Development on a topic about which only 4% of the class were knowledgeable during the previous semester. After the in-depth discussion was implemented the following semester, 90% of the class was knowledgeable about this topic. • Three items on the B104 Psychology as a Social Science end-of-semester evaluation were rated lower than desired. After the implementation of a new teaching technique called “5-minute Trainer,” the scores on all three of these items increased the following semester. • The number of B105 Psychology as a Biological Science students not passing the cumulative final exam was not acceptable. A more active learning approach to the class was

		<p>introduced, and this transformation was piloted in 2 out of 5 sections during both the Fall 2007 and Spring 2008 semesters. For the two semesters, the average on the cumulative final exam has been no different for the traditional vs. transformed sections: 73.1% vs. 72.8%, respectively. It must be kept in mind that all sections take the same exams. These exams are based on material from the textbook and the multiple-choice questions are generated from the publisher's test bank. The traditional sections are given this material in lecture format during class periods, whereas the transformed sections do not receive traditional lectures over the material. The students are responsible for reading the material and instructors go over some of the material during one session per week, and the students engage in application exercises during the other weekly session. The next step in the course transformation is to adapt the exams to more accurately assess the objectives of the transformed course. This should provide a better measure of the success of the transformation in improving retention and understanding of course material. Dr. Neal-Beliveau taught one traditional and one transformed section in Fall 2007. The overall class average was higher for the transformed section (81% vs. 76%); however, those sections have 200 more points available to them during the semester (700 vs. 500) and exams make up 46% of their final grade compared to 64% for the traditional sections. The DFW rate was 19.7% for the transformed section vs. 21.4% for the traditional section. Class attendance, which has been shown to be very important for success in gateway courses, was also much higher for the transformed sections.</p>
Social Work <ul style="list-style-type: none"> Bachelor of Social Work 	<p>Information from Office of the Registrar and University College.</p> <p>Focus Groups; Course/Instructor and Student</p>	<ul style="list-style-type: none"> Increased systematic development of service learning opportunities at the freshman, sophomore, and junior levels. Invested more faculty efforts in service as mentors for undergraduate research projects. Intensified the oversight by faculty of some

	<p>Learning Assessment System; Course Learning Objectives Classification System. Exit surveys; service learning surveys</p> <p>Student video tapes; practicum mid-semester and final student evaluations.</p> <p>Analysis of documentation on the millennials.</p> <p>Systematic curriculum assessment, particularly in the area of international social work.</p> <p>Linkages between teaching and international research.</p>	<p>field practicum agencies.</p> <ul style="list-style-type: none"> Developed new practicum sites. Developed more online courses and teaching approaches to address different student learning styles. Recognizing students' struggles with different roles and time commitments, our <i>Introduction to Social Work</i> course was offered as an eight week compressed course. Faculty assessed the need for students to have further knowledge on legal matters in relation to vulnerable populations. As a result a new course was created: <i>Law, Inequality, and Poverty</i>. Revisions were made to the course <i>Global Society: Human, Economic, Social and Political Issues</i>. Development of modules on international content. Development of an undergraduate field placement in South Africa. International research project involving faculty and students.
<ul style="list-style-type: none"> Bachelor of Science in Labor Studies 	<p>Analysis of course objectives and syllabus format.</p> <p>Analysis of 2006-2007 end-of-semester course evaluation system.</p>	<ul style="list-style-type: none"> Revisions of course objectives. Adoption of common syllabus format. Adoption of a system-wide student evaluation system.
<p>University College</p> <ul style="list-style-type: none"> Summer Bridge Program 	<p>End-of-Course Questionnaire; GPA and Retention Reports; student participation statistics; and student profiles.</p>	<ul style="list-style-type: none"> Because of positive assessment results, the Bridge program was expanded to over 525 seats in 2008. Students who are awarded the First Generation Scholarship will be required to participate, and students who are 21st Century Scholars will be offered an additional scholarship award for participation if they are eligible. A special section for international students will be offered in summer 2008.
<ul style="list-style-type: none"> First Year Seminars 	<p>End-of-Course Questionnaire; GPA and retention data; student participation statistics; and student profiles.</p>	<ul style="list-style-type: none"> The annual Learning Community May Colloquium's theme for 2008 was "Self: Promoting Student Development." A second part of the colloquium was the Common Theme Project. The book selected was "A Long Way Gone" and students will be

		<p>encouraged to read the text.</p> <ul style="list-style-type: none"> • The Personal Development Plans (PDPs) are a way to have students come up with specific ideas for getting experiences that will help them reach their goals. The plan will help students examine four areas of experience and develop realistic goals in Education, Employment, Extracurricular Activities and Experiential Learning. • A Jump-Start grant (from OPD) has enabled University College to revise how on-line learning communities are conducted. Modules have been developed for incorporation in Fall 08 on-line learning communities. A new program with four pilot sections for on-lines has been introduced. • University College has continued to expand its Themed Learning Community (TLC) sections. • A Task Force was appointed and charged with making recommendations for revising the goals and objectives for the course. The committee submitted a final report in May. Implementation process is scheduled for fall 2008. • A learning community for Crispus Attucks Medical Magnet High School students was developed and piloted during Summer I, 2008.
<ul style="list-style-type: none"> • Critical Inquiry 	<p>Course evaluations; grade data; and instructor perceptions, and qualitative results (in-depth students' perceptions). .</p>	<ul style="list-style-type: none"> • Continued to clarify learning objectives and revised end-of-course questionnaires to reflect the changes. • Resources will be devoted to ensuring that CI faculty members are engaged with each other through a Community of Practice. • Increased training and support for all faculty. • Fall retreat allowed for faculty engagement and professional development. Increased communication and mentoring of faculty was focus of 2007-2008. • Oncourse project site was created for Critical Inquiry (CI) instructors. This project site facilitated sharing of resources, allowed for discussion forums and delivery of information. Brown bag forums were held to discuss CI format and structure. • Critical inquiry academic coordinator and associate researched CI to start developing a

		resource of material and best practices. Additionally, the CI academic coordinator created “University College Critical Inquiry Handbook—A Teacher’s Guide”.
• Orientation	New Student Exit Survey, Transfer Student Exit Survey, Qualitative Survey for Parents.	<ul style="list-style-type: none"> Continued focus on EXPLORE THE ROAR (campus tour) to create an engaging and interactive tour- while keeping in mind the important learning outcomes of the FLASH program (First year students Learn & Achieve Socially Here). There was an improved response to the revised “find my way around campus” intervention. A new technology video was implemented. Continued to work with the Academic Advisors to create a more engaged and collaborative effort in the advising session All programs have been redesigned to be more “hands on” and to facilitate more active learning. The format of the Transfer Orientation was revised. Presentation content and flow was modified for each session of the program to meet the needs of transfer students. The Financial Aid presentation was revised slightly to respond to their comments regarding too much information and too repetitive.
• Advising	Questions related to established learning outcomes for advising included on New Student Orientation Exit Survey and end of course evaluations for first-year seminars	<ul style="list-style-type: none"> Formally merged academic advising and career counseling into new unit called Academic and Career Development.. Focused the year on establishing vision and goals for the unit. Piloted personal development plans (PDPs)in five sections of the first-year seminar course. Awarded two advisor research fellowships Implemented online advising record system to build on electronic record built for each student at the point of admission
• Learning Center	Tutoring Survey; graduating Student Mentors Website; biology mentors and instructors surveys and interviews; end of semester grade reports.	<ul style="list-style-type: none"> As a means of expanding the reach of the mentoring program, the Bepko Learning Center will build partnerships with new Gateway course for the Fall 2008 semester. Supplemental Instruction (SI) DFW rates are lower than Structured Learning Assistance (SLA) rates due to the fact that SI is a voluntary program. Traditionally, the most

		<p>motivated students take advantage of the service. With SLA the program is counted as part of students' grades.</p> <ul style="list-style-type: none"> • The result of this information has forced us to look for additional space for our sessions. • The director and coordinators will solicit feedback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion. • Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish. • The findings of the contact report have prompted us to give the resource mentor “real time” access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual. • The tutor coordinator will prepare promotional pieces that make students aware of the new website in which departmentally free services are listed, as well as tutors for hire. • We will contact Gateway Course Coordinators in the summer to solicit names of potential tutors. At that point emails will be sent to gauge student interest in becoming part of the Tutoring program." • More time in training will be devoted session planning and to the preparation needed to conduct successful sessions • To provide University College advisors, staff and deans with enrollment information for University College courses."
<ul style="list-style-type: none"> • Math Assistance Center 	<p>Student Participation Report, Student Feedback Report</p>	<ul style="list-style-type: none"> • Continued to invest in more modules (including software-based modules) that students may use (with guidance from tutors) to achieve needed improvements in specific topical areas. • Staff scheduling was changed to better coincide with student needs. The allocation of space was adjusted to accommodate the courses higher visitation rates. Expect continued data collection to lead to better

		<p>needs assessment.</p> <ul style="list-style-type: none"> • Currently seeking additional space to handle larger courses. Implemented improved evaluation material to better screen applicants. Expect continued refinement on material to screen/asses applicants. • Efforts to advertize MAC schedules and services will be increased. • Improvements have been made to both the tutor and mentor interview and evaluation processes to help insure that students receive quality help from their peers. • In response to a desire for exam jams that are more reflective of finals and overall course content, Center staff met with course coordinators to discuss, select, and obtain approval of Exam Jam content.
Themed Learning Communities	<p>Student Feedback Questionnaire, Qualitative Research and Analysis (focus groups), Student Participation and Profiles</p> <p>GPA and Retention Analyses, National Survey of Student Engagement, Enrollment Reports</p>	<ul style="list-style-type: none"> • Surveys results are distributed to instructional team members to guide future planning. • Analysis from Student Feedback Questionnaires and NSSE were used in liaison and TLC instructional team retreats to guide future planning. For example: • TLC instructional teams participated in a workshop designed to create stronger interdisciplinary assignments. • Instructional teams discussed items from the AAC&U “College Learning for a New Global Century” report. • Instructional teams attended sessions on how to incorporate initiatives into the TLC curricula including: the Political Engagement Project, the Global Classroom, Service Learning and Campus and Community Life.
Columbus <ul style="list-style-type: none"> • Division of Business 	<p>Business strategy globalization game in capstone. New reflection assignment at the end of the internship as well as reflections throughout the program: in learning communities, management courses, and career planning and professional development courses.</p>	<p>Expanded the number of students taking internships; the final program reflection now requires students to address their learning, curriculum content, PULs, and other aspects of the academic experience. Modify courses and integrated curriculum every semester via team meetings.</p>
<ul style="list-style-type: none"> • Division of Education 	<p>National PRAXIS exams; faculty-developed performance</p>	<p>Changed field experience expectations, including separate course syllabi for practica that link PULs</p>

	assessments based on national standards and PULs for a total of 8 assessment points for each of five programs. Self-assessment process will produce reports to be submitted September 2008 for National Recognition.	and national standards to performance assessments in the field experience; implemented student ePortfolio to evaluate content knowledge at the point of application to professional programs. Created new positions for advising and office of student teaching in response to self-study findings. Will reorganize student teaching and freshman learning communities to coordinate with leadership from these new positions. Assessment teams meet at the close of each semester to evaluate student work.
• Division of Nursing	National licensure exam (NCLEX); clinical performance practicum / capstone evaluation; course evaluations; ATI assessments; ATI NCLEX blueprint predictor; surveys and focus groups. National League of Nursing Accreditation (NLNAC) visit 2/13/2008 which included a self-study of the Columbus LPN to ASN program.	Students will take practice and proctored ATI assessments with a modified benchmark of 70%. Students will remediate until they reach 90% if the 70% benchmark is not met. NLNAC visit was positive and all IU SON programs were accredited for 8 more years. While nursing courses continue to be modified and kept current, focus on course, faculty, and student evaluation will be a priority. Another focus for the Columbus campus of IU SON will be on the BSN program since the LPN to ASN program has been suspended with the last cohort graduating in May, 2009.
• Division of Science	<ol style="list-style-type: none"> 1. Assignments, lab reports, project reports 2. Exams, including common finals in some areas 3. Lab practical exams • 4. Research proposals and reports, including capstone 5. Presentations (individual and group) 6. State board exams 7. Self-evaluation and supervisor evaluation of practicum experiences 8. Midterm and end of semester course evaluations 9. Employer feedback 10. Alumni feedback 	Some psychology courses built in additional time for discussing controversial issues as a basis for critical thinking papers. Other psychology courses used interactive software to create electronic case studies.
Center for Service and Learning	Center for Service and Learning	Used feedback continuously throughout the academic year for improved program implementation. Improved processes for student application and payment.
Office of Community	Student interviews, oral reflections.	Improved program implementation. Increased alternative spring break options.

Service		
Office of Neighborhood Partnerships	Interviews with community partners and residents; student reflections.	Increased and strengthened networks with community partners.
Office of Service Learning Faculty Development (general)	Faculty interviews, focus groups, conference reports.	Improved workshop content. Changed most workshops to community of practice style. Added faculty writing circle opportunity.
Boyer Scholars Program	Pre-post inventory of knowledge, online opinion survey, focus groups.	Used both formative and summative feedback to improve implementation of program.
Faculty Fellows Program	Faculty interviews; Civic-Minded Graduate Scale.	Faculty used Civic-Minded Graduate Scale to improve their service learning courses.
Student Scholarships	Student and staff interviews; faculty and student reflections.	Improved processes for student application and payment. Documented value of program for students and faculty.
CSL Research Collaborative (Signature Center)	Publications, website development; focus groups; oral and written conference evaluation forms.	Used both formative and summative feedback to improve implementation of program. Developed partnership with National Service Learning Clearinghouse.
General student learning outcomes related to civic engagement	Civic-Minded Graduate Scale; short version of student reflection (exit narrative).	Student responses and comments used to improve instrument and program implementation. Faculty used scale to improve service learning courses.
General student opinions on service learning courses	End-of-course student evaluation form for service learning courses.	Anonymous student responses provided to individual faculty for course improvement and documentation of teaching excellence. CSL used aggregated responses to improve faculty development opportunities.
Continuing Studies Associate of Arts in General Studies Bachelor of General Studies	Learning goals for majors that encompass PULs are specified to the extent they are measured in each of the other academic departments. General Studies students take courses in all of the disciplines on campus. Students are therefore exposed to the PULs in a variety of ways. The Learning Community and the Capstone, the only courses taught in the major, both cover the PULs.	Assessment findings are used to further develop the capstone course, serve as a basis for review and update of the curriculum, and serve as a justification for the development of the threshold course.

	In the Capstone course, the students create a portfolio of PUL experiences from their work both at IUPUI and experientially.	
		•
Health and Rehabilitation Sciences	<p>Standardized student evaluations of teaching.</p> <p>National licensure exams.</p> <p>Accreditation reviews.</p>	<ul style="list-style-type: none"> • Faculty agreed on 14 core questions for student assessment of teaching. The revised course evaluations have been used at the end of each semester beginning Spring 2007. • Physical Therapy, Occupational Therapy, and Nutrition and Dietetics graduates exceeded the national average on their respective licensure exams. <p>Both Physical Therapy and Occupational Therapy programs had on-site visits in 2007 and both received full reaccreditation status. Nutrition and Dietetics maintained its full reaccreditation status.</p>

▪ [Can't find what you are looking for?](#)

- [Students](#)
- [Faculty & Staff](#)
- [Alumni](#)
- [Campus](#)
- [Inst. Portfolio](#)
- [Related Links](#)

IUPUI Gateway to Reports - Students

Admissions Reports

Applicants and Admits

- [Point-In-Cycle Reports](#) [IMIR]
- [Undergraduate Admissions by IU Campus](#) [IU Fact Book]

New Students

- [New Undergraduate Students by School](#) [IMIR - Management Indicators]
 - [IUPUI 'New to IU' Undergraduate Profile](#) [IMIR - Five year trend]
 - [IUPUI Profile of Progress](#) [IPORT]
 - [Incoming Beginner Profiles](#) [URR]
- [Academic Preparation of New Beginner Students by IU Campus](#) [IU Fact Book]

Enrollment Reports

Student Headcount

- [Enrollment Trends by School](#) [IMIR - Management Indicators]
 - [IUPUI Student Profile Reports](#) [IMIR - Five year trend]
 - [Point-In-Cycle Reports](#) [IMIR]
 - [Course Class \(Section\) Enrollments](#) [IUPUI Registrar]
- [Enrollment Statistics by Student Level/School](#) [IUPUI Registrar]
 - [Archived Registrar Enrollment Reports](#) [IUPUI Registrar]
 - [Official Enrollment Reports](#) [URR]
- [Web Enrollment Tool - Headcount](#) [URR - * requires IU account]
 - [IUPUI Profile of Progress](#) [IPORT]
 - [Enrollment Profile by IU Campus](#) [IU Fact Book]

Credit Hours

- [Fiscal Year Credit Hours by School](#) [IMIR - Management Indicators]
 - [Fall Term Credit Hours](#) [IMIR - Five year trend]
 - [Induced Course Matrix](#) [IMIR]
 - [Point-In-Cycle Reports](#) [IMIR]

- [Credit Hours by IU Campus](#) [IU Fact Book]
- [Web Enrollment Tool - Credit Hours](#) [URR - * requires IU account]

Other Enrollment Related

- [Financial Aid by School](#) [IMIR - Management Indicators]
 - [Official Financial Aid Reports by Fiscal Year](#) [URR]
- [Student Financial Assistance by IU Campus](#) [IU Fact Book]

Performance and Outcomes Reports

Retention and Graduation Rate

- [One-Year Retention Rates for All Undergraduates by School](#) [IMIR - Management Indicators]
 - [Official Undergraduate Retention Reports](#) [URR]
 - [Official Six-year Graduation Rates Report](#) [URR]
 - [IUPUI Profile of Progress](#) [IPOINT]
- [Retention and Graduation Rates of New First-Year Baccalaureate Students by IU Campus](#) [IU Fact Book]

Other Performance Measures

- [Degrees Conferred by School](#) [IMIR - Management Indicators]
 - [Degrees Conferred by Type](#) [IPOINT]
 - [IUPUI Degrees Conferred](#) [IMIR - Five year trend]
 - [Degrees Conferred by IU Campus](#) [IU Fact Book]
- [First Semester GPA Performance of New Students](#) [IPOINT]
- [Time to Degree - Baccalaureate Degree Recipients](#) [IPOINT]
- [Completions Reports & Historic Degrees Conferred Since 1830](#) [URR]

Student Surveys









- [Continuing Student Satisfaction & Priorities Survey](#) [IMIR]
- [Standardized school means for items from Continuing Student Satisfaction & Priorities Survey](#) [IMIR - Management Indicators]
 - [National Survey of Student Engagement \(NSSE\)](#) [IMIR]
- [Standardized school means for items from National Survey of Student Engagement Survey \(NSSE\)](#) [IMIR - Management Indicators]

[Close]

- - - IUPUI
 - IUPUC
 - Indiana University
 - Purdue University
 - Planning and Institutional Improvement
 - Top
 - Code of Ethics
 - 620 Union Dr, G003, Indianapolis, IN 46202; Ph: (317) 278 2282; Fax: (317) 274 3400
 - Last Updated: 2008-Oct-02-10:46 AM by IMIR Web Team (amp) |
 - Copyright © 2008 The Trustees of Indiana University

Diversity Indicators

Performance Indicators:

-  [Recruitment and Enrollment of a diverse student body](#)
-  [Retention and 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](#)

2008 NCCI Leveraging Excellence Award

~ Using Centralized Data & Analysis Services to Guide Improvement Locally and Globally ~

What is the best practice that has been leveraged? Give a brief explanation of the practice/process itself.

The best practice is a *centralized data and analysis service* that provides information resources for use in outcomes assessment, program evaluation, and institutional research. Extensive use of this service for evidence-based decision-making across campus has led to improved student retention, learning, and academic success, as well as wide recognition of Indiana University-Purdue University Indianapolis (IUPUI) as an institution that has created an authentic “culture of evidence” for student learning. In addition to boosting student achievement, the service has contributed to program improvements within IUPUI, national awards for innovative IUPUI teaching and learning initiatives, adoption of these initiatives by other institutions in the U.S. and abroad, and public demonstration of institutional accountability and student learning in an electronic institutional portfolio (www.iport.iupui.edu). Data and analysis resources regularly supplied by the service, housed in the Office of Planning and Institutional Improvement (PAII), include:

1. Program-specific trend data on student demographics; high school GPA; SAT/ACT scores; college course grades; cumulative GPA; D and F grades and withdrawal rates; attrition and retention rates; program completion/graduation rates; data on post-graduation employment and/or enrollment in graduate/professional school.
2. Probability graphs based on logistic regression and decision theory to determine appropriateness of cutoff scores on students’ placement tests in math and writing and to estimate subsequent course success rates.
3. Scores on nationally standardized tests of discipline-specific skills.
4. Course evaluations with appropriate comparative data.
5. Measures of student engagement in learning and campus services and activities, such as National Survey of Student Engagement (NSSE) responses.
6. Measures of use of and satisfaction with campus programs and services, along with 10-year trend data, for continuing students, recent graduates, faculty, staff, graduate/professional students, and employers, using similar items in the questionnaires to permit triangulation of data among sources.
7. Student perceptions of gains in key intellectual skills related to 6 faculty-developed Principles of Undergraduate Learning, our framework for general education.
8. Peer data and analyses for the institution and for individual units.
9. Performance indicators related to institutional mission and goals.
10. Evaluative data related to civic engagement (Web-based Civic Engagement Inventory).
11. Data and analysis used in Accelerated Improvement Process (AIP) team activities designed to improve campus processes using a team approach.
12. Financial profiles and activity-based costing analyses for individual units.
13. Comprehensive unit profiles (using many of the sources identified above) assembled for periodic program reviews that involve external peers.

14. Web-based template for annual unit reporting that permits aggregation of data across units on a variety of topics.
15. Annual print and Web-based institutional performance report for internal and external stakeholders, using information in unit reports (described in #14 above) and a system of performance indicators to describe progress on institutional planning goals (<http://www.iport.iupui.edu/pi/>).
16. Annual report prepared for the Indiana Commission for Higher Education on improvements in curricula, instruction, and student support services undertaken by academic and administrative units in response to findings derived from the assessment of student learning outcomes (<http://www.planning.iupui.edu/552.html>).

What indicators demonstrate that it is a best practice?

Indicators that the central data and analysis service at IUPUI constitutes best practice include recognition for PAII itself, and, more importantly, awards for innovative practices given to other campus units that have used the data provided to them as evidence of effectiveness to strengthen award applications and nominations.

- 1997 – American Productivity & Quality Center (APQC) award for best practice in measuring institutional performance outcomes.
- 1998 – \$2.7 million grant to IUPUI from the Pew Charitable Trusts for the 6-campus Urban Universities Portfolio Project (UUPP); led by IUPUI, the institutions developed electronic institutional portfolios that provided public accountability using performance indicators matched to the institutions’ urban missions and goals, with a strong focus on student learning. IUPUI was the first institution (subsequently followed by others) to use its iPort as the basis for an online accreditation self-study and for annual performance reports to stakeholders.
- 2000 – Selection of IUPUI to participate in the “Greater Expectations” project of the American Association of Colleges and Universities, based in part on its use of data to guide improvements in undergraduate education.
- 2005 – Selection as one of 13 “Institutions of Excellence” by the Policy Center on the First Year of College. These institutions were chosen after extensive review, including a campus visit; program improvement based on institutional data played a significant role.
- 2006 – Council for Higher Education Accreditation (CHEA) Award for Assessing Student Learning Outcomes.
- 2006 – President’s Higher Education Community Service Honor Role for Community Engagement. IUPUI was one of three institutions in the U.S. selected for the inaugural offering of this award.
- 2006 – Selection of the School of Education at IUPUI for the American Association of Colleges for Teacher Education’s Best Practice Award in Support of Diversity. Data from student and alumni surveys demonstrating the impact on students of diversity experiences in the curriculum were a factor in the selection process.
- 2007 – American College Personnel Association award for Emerging Best Practice in Program Review and Evaluation (research university classification).
- 2007 – Recognition by *U.S. News* for four consecutive years for learning communities, the first-year experience, and service learning; in 2007, recognition also included a fourth area, undergraduate research.

How has the practice/process been leveraged for a broad impact, e.g., implemented by many units/institutions, disseminated broadly, achieved increased scale of impact?

1. Building on its faculty-adopted Principles of Undergraduate Learning and centralized system of gathering and interpreting institutional effectiveness data, IUPUI was the first institution to use a Web-based electronic institutional portfolio (iPort) to make public its self-study for reaccreditation (2002) and the subsequent evaluative report of the visiting team. The report praised IUPUI for the sincere commitment to accountability, especially for student learning outcomes, demonstrated by the online self-study and performance indicators available to anyone with an Internet connection. Since 2002, IUPUI's annual performance report for internal and external stakeholders, which also includes performance indicators with supporting data, has been disseminated via iPort. In the past year, this Web site attracted almost 1,000 page views per day, with visitors from over 150 countries. A Google search for "institutional portfolio" demonstrates that IUPUI's iPort has been widely adapted by other campuses as a framework for assessment and accountability.
In constructing the iPort, the challenge of centrally measuring student learning using authentic evidence resulted in the creation of our electronic student portfolio (ePort). EPort aims to enhance and demonstrate student learning of our Principles of Undergraduate Learning, using individual ePorts for students to track their intellectual journeys and the institutional iPort to aggregate and analyze assessment data in order to improve teaching and learning. The complementary use of ePort and iPort is another model that has been adapted by other universities, most notably Portland State University (see 1st letter attached).
2. Fifteen national assessment conferences and 12 international conferences developed and sponsored by PAII have provided IUPUI faculty and staff opportunities to present their good practices to national and international audiences. The Assessment Institute in Indianapolis is now the oldest and largest national assessment conference.
3. Campuses selected as "Institutions of Excellence" by the Policy Center for the First Year of College in 2002 participated in a national study that resulted in the 2005 Jossey-Bass volume, *Achieving and Sustaining Institutional Excellence for the First Year of College*. The book includes an in-depth case study highlighting IUPUI's use of assessment data for improvement (see 2nd letter attached). John Tagg's *The Learning Paradigm College* also contains an account of this IUPUI practice.
4. Invited chapters/articles on IUPUI's use of assessment data have appeared in *About Campus*; Marilee Bresciani's *Assessing Learning in General Education* (2007, Anker); and *Assessing for Learning* by Peggy Maki (2004, Stylus). Invited chapters/articles about IUPUI's electronic portfolios have appeared in *Change*; *Peer Review*; and *Electronic Portfolios: Emergent Findings about Learning and Engagement*, edited by Barbara Cambridge, Darren Cambridge, and Kathleen Yancey (forthcoming in 2008, Stylus). In 2004, Evenbeck et al. published *Learning and Changing Through Programmatic Self-Study and Peer Review*, a monograph focusing on assessment and improvement practices at IUPUI and Portland State. An invited chapter about IUPUI's program review practices appeared in Marilee Bresciani's *Outcomes-based Academic and Co-curricular Program Review* (2006, Stylus).
5. As a winner of APPC's best practice award in 1997, IUPUI prepared a case study describing its development and use of management information. The study was featured at a working conference of 20 other institutions interested in using aspects of IUPUI's practice (see 3rd letter attached).

6. PAII staff respond to over 250 requests each year from all over the world for information on our data collection, dissemination, and assessment practices (see 4th letter attached).

Describe and quantify the impact on quality, efficiency, service, or learning. Who benefits? How?

Indicators demonstrating that the centralized data and analysis service has been leveraged to create broad impact within the institution and beyond include the following:

1. Ongoing studies of the relationships between student success at IUPUI and both admission test scores and high school performance have allowed us to identify risk factors for entering students, as well as characteristics of students who succeed. This information is used in academic advising and as the basis for evidence-driven programs that have significantly improved student achievement and retention (e.g., a summer “bridge” program, a free summer math program for newly admitted at-risk students, and First-Year Seminars taught by instructional teams that include a faculty member, an academic advisor, a student mentor, and a librarian). The data have also contributed to formulation of admissions policies, with students at significant risk now referred to the local community college. Those who successfully complete community college work are encouraged to transfer to IUPUI. As a result of these initiatives, the number of transfer students from the local community college has grown by over 50 percent in the past decade, and the percentage of IUPUI’s entering students with characteristics that make them “likely to succeed” has increased significantly.

Low retention and graduation rates, as well as survey results showing student dissatisfaction with advising and lack of engagement with the campus, led to the 1996 establishment of University College (UC) as a student-centered, assessment-based unit that coordinates academic support programs for entering students. Initial assessment showing significant positive impact of UC First-Year Seminars on student performance and persistence, coupled with annual program reviews of the seminars, resulted in dramatic expansion of the program, with 85% of new freshmen now participating and an increase in the number of seminars offered from 7 in 1995 to 114 in 2007. Each year, adjustments and improvements to the program are undertaken in response to surveys of UC students, faculty, and advisors and review of students’ grades and persistence data.

Program reviews of student orientation and academic advising programs, incorporating surveys of students, advisors, faculty, and others, along with program evaluation studies, have also contributed to the evolving design of IUPUI’s first-year programs and support services. All of these evidence-based initiatives have helped to enhance student engagement and satisfaction, as demonstrated by survey responses, and to increase one-year retention rates for all new students from 59% for students beginning in Fall 1999 to 67% for students beginning in Fall 2006. (Students participating in our first-year programs have higher retention rates than non-participants.)

2. Analyses of NSSE survey results and of one-year retention data have been used to guide further assessment efforts and to examine effectiveness of a Themed Learning Communities (TLC) program begun in 2004. TLCs link 3 or more first-year courses to create a structured first-semester learning environment that promotes students’ sense of community and helps them to see connections across disciplines. Positive NSSE results and other studies demonstrating that TLC students report greater engagement with college, have higher GPAs, and are retained to the second year at higher rates than non-TLC

students, fueled expansion of the TLC program from 7 TLCs in Fall 2004 to 26 in Fall 2007. These outcomes also prompted faculty participation from a growing array of disciplines. New TLCs offered in Fall 2007 include African-American Perspectives, Crime in America, and Health and Wellness, as well as TLCs for prospective Engineering and Business majors.

3. Information from our survey of current students has helped to enhance student services. For example, responses revealed a need for on-campus housing and a childcare center. Acting on these data, IUPUI built and staffed 750 new units of housing and a new childcare center. In addition, student satisfaction with a new self-registration system persuaded us to develop additional do-it-yourself services, while the financial aid office responded to data on the financial difficulties of transfer students by enhancing their access to financial aid information. Our retention studies show that students concerned about financing their college education are more likely to drop out.
4. Our analyses have convinced faculty to adopt new placement testing approaches in math. Now grades of D and F and course withdrawals are down 20% in math for new students who comply with placement test recommendations, resulting in overall improved retention of these students.
5. In 2002, a new Director of Campus Writing was charged with developing a writing-across-the-curriculum (WAC) program and assessing its effectiveness. NSSE responses provide evidence that the program has improved students' perceptions of their growth as writers, as well as academic self-confidence, which contributes to retention and success. Based on these data, the campus has elected to continue funding the program.
6. The 2001-2002 campus-wide efforts to develop and evaluate performance indicators, led by PAII, enabled us to identify mission-critical areas where effectiveness data were lacking and spurred collection of new data in these areas. For example, development of indicators for student learning and efforts to evaluate institutional performance on those indicators revealed gaps in assessment data on student achievement of the Principles of Undergraduate Learning. Our student electronic portfolio initiative evolved as a direct result of this exercise. Now at least 9 schools or departments are using the portfolio and many more have indicated interest. Similarly, the development of indicators and collection of new data on civic engagement showed a need for greater inclusion of community partners in developing, implementing, and evaluating IUPUI's civic engagement initiatives. Improvement efforts in this area have contributed to wide recognition of IUPUI as a national model of a civically engaged urban university. (See 2006 and 2007 items in question #2.)
7. Institutional data are the basis for extensive evaluation of the effectiveness of campus diversity programs. Eight data-driven performance indicators are used to assess campus climate and evaluate institutional effectiveness in achieving diversity goals (see <http://www.iport.iupui.edu/pi/di/details.aspx>). Results of these assessments have been instrumental in identifying programs and services to be provided by a new multicultural center, designing programs to enhance the academic success of multicultural students, and developing the new position of Vice Chancellor for Diversity, Equity, and Inclusion.
8. Activity-based costing studies led the School of Dentistry to consolidate departments to improve efficiency; the School of Allied Health to return its undergraduate programs to the School of Medicine (where subsequent data show that students and faculty are much more satisfied) and to focus its mission on graduate programs alone; and the School of Education to transfer its large number of study skills courses to UC, where assessment data were used to reconceive and completely restructure them. Now "Critical Inquiry" (CI) courses are

paired with high-risk discipline-based courses and focus on helping students succeed in the related disciplinary course, using critical reading and thinking and practice in written and oral communication. Assessment data show that students enrolled in CI courses have higher overall retention rates and earn better grades in the attached discipline course than matched control groups of non-CI students.

9. Periodic program reviews have been conducted in academic and administrative units campus-wide since 1994. Visiting teams include 2-3 experts in the discipline, 2 IUPUI faculty or staff from other units, and a community representative. Virtually every review results in changes, including improved strategic planning; improvements in curriculum, instruction, and support services like advising; improvements in the efficiency of processes such as admissions; increased use of employer advisory groups; and even administrative reorganization and consolidation.
10. A 2004 survey of academic deans' use of PAII's centralized data and analysis service, with individual follow-up interviews, revealed that all IUPUI deans use data from faculty and staff surveys, and more than 90 percent use 5 other PAII data resources, including an enrollment monitoring system, campus performance indicators, and online management indicators. Half or more of the deans have used all but 8 of the 25 information resources, and no resource has gone unused. Forty percent of the information resources identified received usefulness ratings of 2.5 or higher (3-point scale) from the deans, and none was rated lower than 1.75.

NEW GRADUATE STUDENT SURVEY**OVERALL SATISFACTION**

How would you rate your entire graduate/professional educational experience at IUPUI?

Excellent
Good
Fair
Poor

Would you recommend your program to a prospective graduate student?

Definitely yes
Probably yes
Probably no
Definitely no

	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Not Applicable
How satisfied are you with the quality of your academic experiences at IUPUI?					
How satisfied are you with the quality of your interactions with faculty at IUPUI?					
How satisfied are you with your interactions with other graduate/professional students at IUPUI?					

How satisfied are you with your interactions with staff in your program's graduate office?					
How satisfied are you with your interactions with staff in the IUPUI Graduate Office?					
How satisfied are you with your interactions with staff in your academic program/department?					

Please indicate your levels of satisfaction with the following aspects of your graduate/professional education at IUPUI during the current academic year.

LEARNING & DEVELOPMENT

To what extent has your graduate education at IUPUI during the current academic year contributed to your development in the following areas?

	Very Much	Quite a Bit	Some	Very Little	Not Applicable
Acquiring in-depth knowledge in your discipline					
Skills and knowledge of research in your discipline					
Understanding of the norms or standards of practice in your profession/field					
Writing clearly and effectively					
Making effective presentations					
Acquiring knowledge about career opportunities in my field					

ADVISING

Which of the following best describes your **PRIMARY ADVISOR** during the current academic year?

academic advisor

thesis/dissertation chair

faculty member in your graduate program

faculty member in a graduate program other than your own

principal investigator on a research project

other _____

Answer the following questions based on your PRIMARY advisor.

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Not Applicable
My advisor is well informed about graduation requirements					
My advisor is available to give me constructive feedback in a timely manner					
I have received adequate advice on the standards for academic writing in my field					
I have received adequate advice on appropriate career choices available to me					

Additional Comments:

CURRICULUM & DEGREE REQUIREMENTS

Please indicate the extent to which you agree or disagree with the following statements about your academic experiences during the current academic year at IUPUI.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Applicable
Information on the degree requirements for my program is clear					
Information about prerequisites for courses is clearly presented					
Information on the requirements for candidacy exams is clearly presented.					
The process of selecting a thesis committee is clear					
Thesis requirements are clear					
The standards on how to avoid plagiarism and other violations of the standards of academic integrity are clear					
Classes are available at times that fit my schedule					
Required courses are offered in the sequence I need them					
There are sufficient elective classes available in my program					

During the current academic year, have you had an assistantship at IUPUI? (select one)

- Teaching Assistantship (TA)
- Research Assistantship (RA)
- Graduate Assistantship (GA)
- Have not had an assistantship

Based on student's response branch to appropriate section.

TEACHING ASSISTANTSHIP

How many semesters have you assisted in a course (this includes laboratory courses)?

Have you participated in the Preparing Future Faculty program?

Yes

No

Don't Know

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Not Applicable
Teaching assistants in my program are appropriately prepared and trained before entering the classroom					
There are adequate opportunities in my program to get teaching experience					
I receive feedback about my teaching from a faculty member several times during the semester					
I receive feedback about my teaching from student evaluations during the semester					
The time I spend on my assistantship adversely affects my graduate education.					

RESEARCH ASSISTANTSHIP

How many semesters have you assisted in a faculty member's research?

Who trained you in research procedures at IUPUI before beginning your research (e.g., technician, professor, other graduate students, etc.)?

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Not Applicable
Research assistants in my program are appropriately prepared and trained before participating in a research project					
There are adequate opportunities in my program to get research experience					
I receive feedback about the quality of my research from a faculty member/committee several times during the semester					
There are adequate research facilities available in my program					
The time I spend on my assistantship adversely affects my graduate education.					

Have you written and submitted your own research grant?

Yes
No

Has a grant you submitted been funded?

Yes
No
Don't know

Have you published one or more research papers on which you were first author?

Yes
No

GRADUATE ASSISTANTSHIP

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Not Applicable
Graduate assistants in my program are appropriately trained prior to performing the duties required by their assistantships.					
There are adequate opportunities in my program to get a graduate assistantship					
I receive feedback about the quality of my work from a faculty member/supervisor several times during the semester					
The time I spend on my assistantship adversely affects my graduate education.					

PRACTICUM/INTERNSHIP

Have you participated in a practicum/internship as part of your graduate education during the current academic year?

Yes

No

Don't Know

If "No" or "Don't Know" skip to next section

How many semesters did you participate in the practicum/internship?

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Not Applicable
There are adequate opportunities in my program to participate in practica/internships					
My practicum/internship experiences have prepared me for my profession					
I have had opportunities to apply what I learned in coursework to my practicum/internship					
I was adequately supervised in my practicum/internship experience					
The feedback I received on my performance in the practicum/internship was helpful.					

UNIVERSITY OFFICES, PROGRAMS, & SERVICES

Please indicate how frequently this academic year you have used the services available from the offices listed below. If you were not aware of the service please mark "Not Aware of." Also indicate the quality of the services you received. Leave the questions about quality of service blank if you have not received any services.

Not Aware of	Never	Seldom	Often	Very Often	Office/Program/Service	Excel- lent	Good	Fair	Poor
					IUPUI Graduate Office				
					Student Health Center				
					Registrar				
					Financial Aid				
					Bursar's Office				
					Child Care				
					Food Services				
					Natatorium/Rec. Center				
					Dean of Students				
					Parking Services				
					Adaptive Educational Services				
					International Affairs				
					Writing Center				
					Campus Center				
					Counseling & Psychological Services				
					Campus & Community Life				
					On-Campus Housing				
					IndyGo Transportation				

INFORMATION TECHNOLOGY

How frequently have you used Oncourse CL this academic year?

Very Often
Often
Seldom
Never

How would you rate the overall quality of Oncourse CL?

Excellent
Good
Fair
Poor
Not Applicable

How frequently have you used computer labs on campus this academic year?

Very Often
Often
Seldom
Never

How would you rate the availability of computer labs on campus?

Excellent
Good
Fair
Poor
Not Applicable

How would you rate the quality of the computer labs on campus?

Excellent
Good
Fair
Poor
Not Applicable

How frequently have you used UITS help/support this academic year?

Very Often
Often
Seldom
Never

How would you rate the quality of UITS help/support?

Excellent
Good
Fair
Poor
Not Applicable

UNIVERSITY LIBRARY

How frequently have you used the University Library at IUPUI this academic year?

- Very Often
- Often
- Seldom
- Never

If “Never” skip to next section

How satisfied are you with the hours of operation of the University Library?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

How satisfied are you with your experiences using the University Library in person?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

How satisfied are you with your experiences using the electronic resources of the University Library to obtain needed information?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

MEDICAL SCHOOL (LILLY) LIBRARY

How frequently have you used the Medical School (Lilly) Library at IUPUI this academic year?

- Very Often
- Often
- Seldom
- Never

If “Never” skip to next section

How satisfied are you with the hours of operation of the Medical School (Lilly) Library?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

How satisfied are you with your experiences using the Medical School (Lilly) Library in person?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

How satisfied are you with your experiences using the electronic resources of the Medical School (Lilly) Library to obtain needed information?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

LAW SCHOOL LIBRARY

How frequently have you used the Law School library at IUPUI this academic year?

- Very Often
- Often
- Seldom
- Never

If “Never” skip to next section

How satisfied are you with the hours of operation of the Law School Library?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

How satisfied are you with your experiences using the Law School Library in person?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

How satisfied are you with your experiences using the electronic resources of the Law School Library to obtain needed information?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

DENTAL SCHOOL LIBRARY

How frequently have you used the Dental School library at IUPUI this academic year?

Very Often
Often
Seldom
Never

If “Never” Skip to next section

How satisfied are you with the hours of operation of the Dental School Library?

Very Satisfied
Satisfied
Dissatisfied
Very Dissatisfied

How satisfied are you with your experiences using the Dental School Library in person?

Very Satisfied
Satisfied
Dissatisfied
Very Dissatisfied

How satisfied are you with your experiences using the electronic resources of the Dental School Library to obtain needed information?

Very Satisfied
Satisfied
Dissatisfied
Very Dissatisfied

STUDENT LIFE

Please indicate the extent to which you agree or disagree with the following statements about your experiences as a graduate student at IUPUI during the current academic year.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel like I am a part of IUPUI				
I feel valued as an individual at IUPUI				
It is easy to get involved in organizations at IUPUI				
I have been treated with dignity and respect by other IUPUI students				
I have been treated with dignity and respect by IUPUI faculty				
I have been treated with dignity and respect by IUPUI staff				
I believe that graduate students have an adequate voice in campus policies that affect them				
I feel safe on campus at night				
I am seldom on campus except to attend class				
I know where to find information about how my student fees are used				
I am satisfied with the amount I am paying in student fees				

Are you currently involved in any student organizations? (Please list)

INCLUSION

Please place a check in the appropriate boxes below to indicate if, **during the past academic year**, you have had any of the listed experiences as an IUPUI graduate student because of the personal characteristics listed in the columns. For example, if you have experienced negative or insulting comments because of your gender, you would place a check in the "Gender" column in the first row. Check all that apply. If you feel as though you have not experienced any of the listed items, please leave the entire matrix blank.

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

OBSTACLES TO ACADEMIC PROGRESS

Please rate the extent to which these factors have been an obstacle to your academic progress during the current academic year.

	Not an Obstacle	Somewhat of an Obstacle	An Obstacle	A serious Obstacle
Work and financial commitments				
Family obligations				
Availability of faculty				
Program structure/requirements				
Conducting research required for your degree				
Writing the thesis/dissertation				
Course scheduling				
Immigration laws/regulations				

What other factors have been obstacles to your academic progress.

FACTORS INFLUENCE DECISION TO ENROLL AT IU/IUPUI

How important were each of the following factors in your decision to enroll in your program at IU/IUPUI?

	Very Important	Important	Somewhat Important	Not at all Important
Reputation of the graduate program at IUPUI				
The university's reputation				
Area of specialization that matched my interests				
Financial support package				
Recommendation of a friend/mentor				
Encouragement from IUPUI program faculty during the decision process				
Quality of IUPUI faculty in my area of specialization				
Location of IUPUI				

What other factors influenced your decision to attend IU/IUPUI?

Program Review and Assessment Committee

Date: 5/1/08 Location: UL 1126 Time: 1:30-3:00

Recognition of Outstanding Examples of Instruction and Assessment Involving the PULs

- 1a: Written Communication – Health Professions (Radiation Therapy): **Donna Dunn**
- 1b: Interpreting Text [no submissions]
- 1c: Oral Communication – Business (X204, Business Communications Course): **Russell Vertner**
- 1d: Quantitative Reasoning – Engineering & Technology: **Elaine Cooney**
- 1e: Information technology/literacy [no submissions]
- 2: Critical Thinking – Business (M450 – Marketing Strategy): **Kim Saxton**
- 3: Intellectual depth/breadth/adaptiveness – Nursing (S483 – Clinical Nurse Practice Capstone course): **Donna Boland**
- 4: Integration/application of knowledge – PETM (Interpretation and Application of Health Screening): **Lamia Scherzinger**
- 5: Understanding society and culture – PETM (Understanding Discrimination in Sport and the Sociocultural Benefits of Sport in Society): **Betty Jones**
- 6: Values and Ethics – Nursing (S474 – Applied Health Care Ethics): **Donna Boland**

Additional awardees:

- 1. Most comprehensively assessed PUL 1: Education: **Anne Ociepka** (Elementary Education) and **Pat Rogan** (Secondary Education)
- 2. Most creative single submission: Herron School of Art and Design: **Craig McDaniel** and **Sherry Stone-Clifton**
 - i. Most highly creative school packet of submissions: School of Liberal Arts: **Marianne Wokeck**

Making Connections: Helping Students Chart a Course for Success During Their IUPUI Experience

Action Plan

AAC&U Greater Expectations Institute, Snowbird, UT

June 18 - June 22, 2008



Team Members: Teresa Bennett
Cathy Buyarski
Mary Fisher
Kathy Johnson
Susan Kahn
Rick Ward

10-29-08

Executive Summary

IUPUI constantly seeks to increase student success and readiness for lifelong learning and development. In order to continue to advance undergraduate student achievement, coordination among and integration of the many curricular and co-curricular experiences at IUPUI need to be improved. To this end, we recommend that the campus create and implement *“My IUPUI Experience”* as an overarching framework for curricular and co-curricular learning that will define the distinctive character of an IUPUI education. A key component of “My IUPUI Experience” would be the Personal Development Plan (PDP), which will enable students to take responsibility for constructing a coherent and meaningful academic plan by making connections across learning environments that are grounded in the Principles of Undergraduate Learning. Through planning and reflection, the PDP will provide a foundation for life-long learning and a compass students can use to navigate the college experience from first-year seminars, through the major and their RISE experiences, to capstones and beyond. The PDP will eventually be incorporated into the IUPUI ePortfolio environment.

Because this proposal attempts to reframe the IUPUI undergraduate experience, we suggest the following three-step implementation plan to allow the initiative to evolve in conjunction with a thorough and careful ongoing assessment strategy.

- Phase I (2008-2009)
 - Pilot the Personal Development Plan in UCOL U110 first-year seminars
 - Assess the learning outcomes of the Personal Development Plan
 - Begin campus conversations about “My IUPUI Experience”
- Phase II (2009-2010)
 - Implement the Personal Development Plan in all first-year seminars
 - Begin connecting the Personal Development Plan to activities across the student’s college experience
 - Connect the Personal Development Plan to ePortfolio
 - Ongoing assessment of the Personal Development Plan
- Phase III (2010-2011)
 - Personal Development Plan is a universally available tool for all students and is linked to the ePortfolio
 - Implement the Personal Development Plan with students not enrolled in first-year seminars (e.g., transfer students, returning students)

I. Background

Indiana University-Purdue University Indianapolis (IUPUI) affords students unique opportunities to build a “principled undergraduate experience” that combines the rich diversity offered by the widest array of programs and degrees in the state with nationally recognized models of first-year experience, service learning, undergraduate research, experiential learning, and integrated learning. As the premier urban research university in the state, IUPUI is committed to raising educational attainment across Indiana and, more specifically, to educating future generations of leaders, engaged citizens, and skilled professionals. To meet this goal and to increase student success and readiness for life-long learning and development, IUPUI would benefit from improved coordination among and integration of the many curricular and co-curricular opportunities available to its students.

To that end, we recommend that the campus create and implement “*My IUPUI Experience*,” an overarching developmental framework for curricular and co-curricular learning that will define the distinctive character of an IUPUI undergraduate education. “*My IUPUI Experience*” addresses intellectual growth throughout the curriculum, but not explicitly in the major or profession, as growth in the major or profession is directly and more appropriately addressed at the departmental level. This framework will help to attract and retain students by encouraging them to take full advantage of the unique and powerful combination of experiences available at IUPUI.

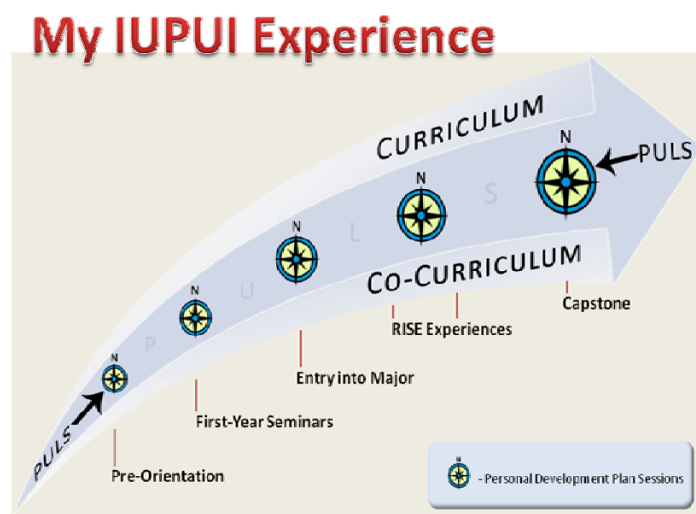


Figure 1: “My IUPUI Experience” is an overarching developmental framework intended to enable students to articulate and integrate the curricular and co-curricular experiences that will help them attain the learning outcomes represented by the IUPUI “Principles of Undergraduate Learning.” The Personal Development Plan (PDP) will serve as the compass students use to navigate “My IUPUI Experience,” from first-year seminars, through the major and their RISE experiences, to capstones and beyond.

This Action Plan focuses on a key element of *My IUPUI Experience*, the *Personal Development Plan (PDP)*, which will allow students to more effectively map out and navigate their academic and co-curricular experiences, and subsequent careers. As defined by IUPUI's University College, the PDP is the product of a personalized planning process that enables students to understand, implement, and chart progress toward their degree and career goals. As proposed, students will develop a PDP in their first-year seminar courses with the guidance of their instructional team, but the critical feature of the plan is that it is intended to be a living document for each student—open to revision and re-evaluation every semester, as students work in collaboration with academic advisors, faculty, career counselors, experiential mentors, and peer mentors.

Each PDP contains three components:

- Self-assessment of personal strengths and life goals;
- Demonstration of an understanding of the required learning outcomes, as defined by the [Principles of Undergraduate Learning](#) (PULs), necessary for the proposed degree; and
- Educational plan that maps, to the extent possible, courses and co-curricular activities that will help the student to acquire mastery of the [Principles of Undergraduate Learning](#) (PULs) in search of their career and life-long learning goals.

Thus, the PDP will serve as the “compass” students use to give direction to their curricular, co-curricular, and experiential learning activities so that these activities add up to a coherent and meaningful higher education experience. In particular, we suggest that the PDP can provide an effective means of integrating the [RISE to the Challenge Initiative](#) (Enhancing Achievement in Undergraduate Research, International Experiences, Service Learning and Experiential Learning) into students' educational plans. Although the Implementation Plan for the RISE Initiative has not yet been drafted, our team sees tremendous potential for using the PDP as a mechanism for helping students to appreciate the value of experiential learning (whether in the lab, in the classroom, in the community, in the workplace, or abroad). The powerful potential of the PDP is that it will enable students to be proactive in determining when such experiences might best support their career exploration and planning, as well as their development of proficiency in the PULs. We also believe that an opportunity exists as early as the sophomore year for students to engage in preliminary experiences (e.g., job shadowing, research methods coursework, foreign language classes, volunteering, etc.) that will help prepare them to derive maximum benefits from participation in RISE.

Through the completion (combined with ongoing review and updates) of the PDP, students are intended to achieve the following outcomes:

- Identify success-related competencies that are natural strengths, as well as other skills they need to build.
- Develop a realistic, informed, and detailed vision of personal, academic, and career goals.
- Analyze academic progress beginning in the first semester in light of the PULs, long-term academic goals, and career success strategies.
- Identify and access programs, information, people, and other resources to assist students as they test, support, inform, refine, or redefine their goals.
- Define specific short-term steps that will help them realize and map their long-term goals.
- Increase motivation to persist in, and inspire them to achieve, their academic and career goals by connecting those goals to a larger sense of personal values and life purpose.

An effective and thoughtful PDP, completed in combination with academic advising and learning/experiential planning discussions and exercises developed specifically for the first-year seminars, can increase students' awareness of their own potential and opportunities. The PDP is intended to provide a context and purpose for intellectual development; by using the Principles of Undergraduate Learning as a conceptual framework for integrating curricular, experiential, and co-curricular learning, the PDP can empower students to take control of their education, understand their purpose for attending college, and articulate their own life-long goals.

As they develop a deep understanding of the PULs as themes that connect all of their learning experiences at IUPUI, students will be able to view their curriculum as more than just a collection of courses. Ultimately, the process is intended to lead to increased engagement in learning, more efficient progress toward degree completion, and improved retention and graduation rates for the institution.

In the remainder of this report, we describe in detail the current design of the Personal Development Plan, including its components; set forth a plan for implementing and extending the PDP throughout the undergraduate experience; and delineate plans for assessing the program and communicating its benefits to relevant campus constituencies.

II. The Personal Development Plan – A Compass for the IUPUI Experience

The PDP is an initiative that was first introduced in University College during the 2007 fall semester. It is intended to provide students with a framework for “self-authorship,” a concept referring to a student’s ability to develop a comprehensive internal identity that allows him or her to interpret and guide experiences and actions (Baxter-Magolda, 2007). When fully implemented, we believe that the PDP will make current academic experiences more meaningful and provide direction for the future. As students undertake guided reflection on *who they are* and *who they want to become*, they will engage more deeply in their learning.

Articulating how the PULs will frame their learning and beginning to plan educational experiences, such as those included in the RISE Initiative, will empower students to take charge of their own education. Further, as students create (and maintain) their individual PDP, they will commit themselves more firmly to their college experience, a factor that national data have shown can be expected to increase retention and graduation rates. Indeed, these goals are complementary with the goals of the ePortfolio, which is currently being refined and improved as a tool to enhance student learning, promote student reflection, and support assessment activities. Most importantly, engagement and commitment to learning fostered through both the PDP and the ePortfolio, where the PDP will eventually reside will ultimately lead to higher levels of student success and readiness for the workplace and graduate study.

Components of the First-Year PDP

We recommend that the PDP be required for all beginning students enrolled in seven or more credits in their first semester. In most cases, it will be completed as a required component of enrollment in a first-year seminar. We further propose that the PDP eventually be included in students’ ePortfolios as an initial portfolio entry (within departments that have adopted the ePortfolio). This entry would be updated periodically at key benchmarks in the student’s undergraduate career.

Each PDP will have the following components:

- 1) *Self-Reflection*: Students will be asked to reflect on “big questions” including *who they are currently*, *who they want to become*, *what they bring to the college experience*, and *how they will engage* in the many opportunities at IUPUI to develop themselves.
- 2) *Principles of Undergraduate Learning*: Students will begin to identify how the PULs, and their related learning outcomes, will guide their individual learning as they progress through curricular and co-curricular experiences.

Comment [LA1]:

Personal Performance Plan: Students will outline action steps including courses, experiential learning, and co-curricular experiences that will allow them to achieve their personal development goals. Until secure and permanent technology tools can be developed to accommodate the PDP in the ePortfolio, students will be provided with a password-protected USB jump drive to serve as a secure repository and work space for their PDP and other key learning tools. Students also will be strongly encouraged to save all documents related to their PDP in the personal workspace provided in the Oncourse portal and to include key documents in their ePortfolios. As new tools become available, electronic submission of the PDP will allow for ease of tracking and updating, as well as a way to share documents with peers and members of the first-year seminar instructional team, academic advisors, and faculty mentors. Sharing and discussing the PDP with peers and the instructional team will help students to better articulate their ideas and support deeper commitment and engagement as they make their way through *My IUPUI Experience*.

Implementing the PDP Beyond the First Year of My IUPUI Experience

As noted, the PDP provides a compass for navigating an educational journey that connects the various elements of the IUPUI experience in ways that are significant, integrated, and unique for each student. For these elements to be joined together in a meaningful way, however, we (as a campus) must be intentional about the points of integration, review, and revision for the PDP. In this section, we outline our recommended strategies for promoting ongoing opportunities for integration, and suggest ways of communicating strategically with various constituents about “My IUPUI Experience.”

Infusing both the curriculum and the co-curriculum at IUPUI, the [Principles of Undergraduate Learning](#) are tightly aligned with the [Essential Learning Outcomes](#) that have been defined by the AAC&U as key to global learning for the 21st century, as well as with the “Employer Identified Skills” (Schneider, 2007) that AAC&U has derived from its survey research. Students are intended to develop increasing proficiency with the PULs as they progress through “My IUPUI Experience.” The PULs also provide the foundation for the reflective activities that inform the creation of the PDP and will shape the assessment of learning outcomes from the PDP. The PULs thus supply an ideal framework for integrating the PDP with the RISE to the Challenge Initiative, as well as with other related activities (e.g., advising, career counseling, and co-curricular activities).

The key to the success of the PDP as a compass for student’s IUPUI experience is its continued use and revision throughout the student’s enrollment. In order to ensure that the PDP is consistently revisited and employed as a guide for achievement of learning outcomes, we recommend that the following naturally occurring “points of contact” be used to promote reflection on and revision of the plan:

Comment [LA2]: I find myself wondering how many students (or advisors) will actually use the PDP on a voluntary basis – if we move to using the ePort as a final assessment, it might put some teeth in the expectation, but in the mean time, I think we should not expect that the majority of students will do this (I am basing this on my observation of current practice, where fewer than half see an advisor after their admission to the major.

- Follow-up on the PDP during students' second semester would help to build an expectation that they continuously revisit and update their PDP. This follow-up might include electronic communication with the instructional team from the first-year seminar course and a student "opportunity" fair focused on exposing students to RISE, and other activities that allow students to evaluate RISE options based on their "self identified" goals and plans.
- Second-semester students on probation are already required to meet with an advisor; we suggest that the PDP serve as the basis of the conversation to help students reframe and re-focus their educational efforts. In addition, students seeking reinstatement should be required to complete or update their PDP before they are considered for re-admission.
- Advising in the major is expected to occur at the point of certification/admission to a degree-granting school. The focus of this advising session is on student progress toward goals, which should include updating the PDP. We recommend that a hold be placed on a student's registration until he/she has participated in a substantive conversation about the PDP with a faculty or staff advisor.¹
- Presently students can change majors with relative ease, however, we recommend that an update of the PDP be required whenever a student changes major after the third semester of enrollment. In this way, the PDP will help to ensure that the choice of major is appropriate for the student's goals and will continue to be highly relevant to the student.
- Many schools and units offer (and some require enrollment in) career planning courses. [Career Courses](#) that emphasize professional preparation/orientation to majors present an excellent opportunity to reflect on the PDP and progress toward goals. Linking career preparation to the goals established in the PDP will allow students to continue reflecting on their educational experience as it relates to future goals.
- The initial PDP, as well as subsequent revisions and related reflections, should be integrated into the ePortfolio and revisited in courses that actively utilize ePort in instruction. This will reinforce regular student interaction with it, as well as faculty and advisor access to it. The PDP must be in a format that is easily accessible and modifiable throughout the college experience. Because the PDP is designed to be the foundation for learning and experience in college, it makes sense to incorporate it into the ePortfolio.

¹ This recommendation is supported by the work of Harvard researcher Richard Light (2001), who, in his interviews with students at over 90 colleges and universities, found that advising is one of the most critical ways to foster student learning and development. He strongly advocates for advising that focuses on the unique needs of each student; the PDP will serve as a vehicle for meaningful and substantive advising.

- Students engaged in experiential learning associated with the RISE Initiative should be expected to engage in [reflection activities](#) that are guided by a faculty member, internship supervisor, or school career professional (as indicated by the expectations of the [experience](#)).
- The PDP should be revisited in senior capstone courses. In capstones that focus significantly on integrating and reflecting on college learning experiences, on career planning, or that incorporate RISE experiences, it may well play a larger role.

Comment [LA3]: Do we need to be specific about where these reflections fit in the PDP?

Technology will be key to the implementation and sustainability of the PDP. Most important will be the addition of the PDP to the framework for the ePortfolio; however, this will require significant commitment to and prioritization of the project by University Integrated Technology Services (UITS). In addition, the potential of articulating the course planner functionality in SIS with the PDP should be explored in order to take advantage of existing technology that is already familiar to students.

Phases of Implementation

Implementation of this plan incorporates the [AAC&U Principles of Excellence](#). These seven principles encapsulate the practices that will help students achieve the PULs to an optimal extent. We propose a three-year implementation plan to be carried out across three overlapping [phases](#).

Comment [LA4]: I DON'T SEE A TABLE 1? Also, it is unclear how we use these "principles" to structure the following section.

Phase I (Academic Year 2008-2009)

In this phase, the PDP will be piloted in several sections of UCOL U110 as well as a few of the school-based First-Year Seminars and Themed Learning Communities. Several sections of U110 will not undertake the PDP and will serve as "controls" for subsequent analysis. The pilots will be thoroughly assessed, using formative evaluation techniques, with the goal of refining the PDP to increase its efficacy in promoting student learning and development. A foundation for campus-wide implementation will be built through conversations with important constituents, including schools, committees of the Faculty Council (e.g., Academic Affairs, Student Affairs, and the Executive Committee), and targeted student programs, such as Honors, the Student African American Brotherhood/Sisterhood, Student Life, the Campus Advising Council, and the IUPUI Career Council.

Recommended Action Steps – Phase I

1. Any campus initiative must be supported by organizational structures that institutionalize the effort. Two primary groups should be charged with the continued development and institutionalization of the PDP.
 - a. A subcommittee of the Council on Retention and Graduation should be constituted and charged with providing oversight for the PDP and enacting the implementation plan.
 - b. The University College Curriculum Committee should be charged with establishing clear learning outcomes for the pilot PDP, as well as a rubric for early assessment and evaluation.
2. Develop a presentation and one-page summary for the PDP to be shared with key constituent groups.
3. Identify the sections of UCOL U110 that will serve as the comparison and pilot groups for the assessment of the initial pilot in Fall 2008.
4. Develop a technology guide for use in the UCOL U110 pilot that provides instructions for students on how to work with the PDP (on their jump drives in the early pilot, as well as in the Oncourse personal workspace) to ensure that the initial PDP is saved as a foundation for the student's college experience.

Phase II (Academic Year 2009-2010)

Data from the pilot will inform and refine the PDP process, so that in Phase II, the PDP **can** be implemented campus-wide in all first-year seminar courses. In addition, the conceptual and technological work needed to make the PDP the foundation of the ePortfolio will be initiated; UITS and the SIS development team will play critical roles in this portion of the program's evolution.

It is recommended that the initial use of the *PDP* as a part of the ePortfolio be piloted in programs currently using the ePortfolio. Professional development for first-year seminar instructional team members will be provided to ensure that the PDP is a meaningful learning experience for students. Ongoing assessment of the PDP will continue in order to refine the content and teaching strategies to maximize learning outcomes.

Comment [LA5]: Is the UCCC to be in charge of collecting and assessing the data from the first phase pilot? How will this data be used to refine the PDP etc.?

Phase III (Academic Year 2010-2011)

It is our goal that by 2010 the PDP will be a universally available tool that IUPUI students use throughout their academic careers, in conjunction with the development of their individual electronic portfolios, to facilitate advising, career planning, and experiential learning decisions. In Phase III, the use of the PDP with new students not enrolled in first-year seminars (currently, approximately 13 percent of beginning students enrolled in seven or more credit hours) will be implemented. Use with transfer students and part-time students should be considered as well.

Assessment of the PDP

As the foundation of a student's plan for learning and development, the PDP must be continuously assessed to ensure achievement of the intended learning outcomes for the initiative. Assessment in Phase I will include:

- Tracking the number, demographics, information, and percentage of students who successfully complete a PDP
- Conducting focus groups of faculty members using the PDP
- Conducting focus groups of students who worked on a PDP
- Surveying students who participated in the Fall 2007 pilot of the PDP to determine perceived efficacy, relevance, ease of use, intention to maintain and update the PDP, and so on.
- Conducting an in-depth evaluation of the PDP by collecting a random sample of PDPs from each participating first-year seminar and conducting content analysis/evaluation, based on a rubric.
- Utilizing data to track student retention, GPA, certification to school, and changes of major.
- Ensuring that the Fall 2008 pilot includes a control group of UCOL U110 seminars that do not use the PDP, so that outcomes of PDP and non-PDP sections can be compared.

Comment [LA6]: Again, do we need to specify who will do this?

As the implementation of the PDP moves forward, a long-term assessment plan that ensures continuous improvement and efficacy of the PDP will be developed with attention to integrating assessment of the PDP with the assessment efforts related to the ePortfolio. To this end, academic schools and programs may find it necessary to modify the PDP to fit the learning outcomes of their programs.

Comment [LA7]: A possible point to insert additional language about expectations that schools and programs may wish to modify the PDP to fit their respective needs. See comments at the end...

Challenges and Resource Implications of the PDP

The AAC&U Institute provided this team with the luxury of time to reflect upon the many "islands of excellence"—particularly within University College—that exist to support first-year students' success at IUPUI. At the same time, we are troubled by how difficult it can be to build bridges between these islands and sustain connections once students move into their schools.

We view the PDP and the RISE initiative as opportunities to overcome challenges associated with IUPUI's decentralized structure. Both initiatives require close collaboration among IUPUI schools engaged in undergraduate education, and both will depend on meaningful academic advising that addresses curricular and co-curricular experiences. Both the PDP and RISE also provide unique opportunities to more fully integrate the PULs into every student's entire undergraduate experience. As such, we believe that the PDP and RISE will serve as models for future initiatives intended to extend throughout the undergraduate curriculum.

The initial implementation phase will be relatively resource-neutral, since it will be tied to the current structure of the first-year seminar course. As the PDP progresses through the implementation phases outlined above, the following resource implications will need to be considered:

- Effective use and learning from the PDP will require mentoring conversations between students and faculty/staff advisors and mentors. This will create a demand on the time of existing faculty and staff and may lead to a need for review of expectations for the way faculty and staff members prioritize their responsibilities, revision of reward systems, and the addition of professional advising and career staff in the schools.
- The PDP is a major campus initiative that should be supported by the appointment of a faculty fellow, at least during each of the three years devoted to the pilot and implementation.
- The technology needed to move the PDP forward and tie it to the ePortfolio will demand additional resources. We recommend that funding from the student technology fee be allocated to this project to ensure its timely development and implementation.
- An investment in providing all students with jump drives will need to be made. Sponsorship from a corporate sponsor might be considered.

In order to encourage degree-granting schools to implement the PDP, funding for competitive project grants should be available beginning in the 2009-2010 year and continuing for at least three years.

III. Strategic Communication Plan for the PDP and *My IUPUI Experience*

In order for our action plan to be successfully enacted, a strategic communication plan – accommodating a diverse array of constituencies – is critically important. We also suggest that a graphic designer be engaged to assist in refining the visual model for “My IUPUI Experience” (introduced in the Background section of this report) in order to introduce a compelling design and brand for all related “My IUPUI Experience” and PDP communications and materials.

Framing the message

The purpose of the communication plan is to represent the initiative in a meaningful way and articulate the goals and objectives of “My IUPUI Experience” and the central role of the PDP. Below, we align messages to be communicated to specific audiences and then articulate the mechanisms for communication and the potential benefits to be derived.

What do we want to communicate? (What are the benefits?)

Audience/Constituent	What to Communicate?	Who/how/when/where (do we Communicate)?	Benefits?
Students	<ul style="list-style-type: none"> •PDP is a “compass” for student success •Students will use the PDP to take control of their education and empower their decisions •PDPs will help students to increase their understanding of degree and professional requirements •Students will gain greater understanding of career options and fields of interest •The PDP will honor and incorporate students’ culture, background, and experiences into academic and career planning 	<ul style="list-style-type: none"> •First-year seminars •Recruitment materials •School & campus recruiters •Bulletin •IUPUI.edu •Special brochures •Give-aways •Career, internship, and student employment events and fairs •Service-learning courses & materials •Solution Center programs and materials •Advisors & Counselors •Syllabi •Oncourse 	<ul style="list-style-type: none"> •Students will gain self-awareness •Students will set personal goals •PDP will “scaffold” personal and professional development by preparing students to take full advantage of academic and experiential opportunities •PDPs will bring greater coherence and meaning to students’ academic planning, by helping them to make important connections between the curricular and the co-curricular

Audience/Constituent	What to Communicate?	Who/how/when/ where (do we Communicate)?	Benefits?
Faculty	<ul style="list-style-type: none"> • My IUPUI Experience model and the PDP represents what is unique about an IUPUI degree <ul style="list-style-type: none"> ◦ Curriculum ◦ Co-curriculum ◦ PULs as foundation ◦ Experiential • PDP is a unique tool to enhance the mentoring experience, not a substitute or intrusion into faculty mentoring • PDP links teaching and learning to the big picture (PULs): curriculum, experiential learning, work, goals, campus life 	<ul style="list-style-type: none"> •UCOL orientations and colloquia •School convocations and colloquia •Deans' meetings •Directors' meetings •Faculty meetings •Bulletin •Oncourse •Letter from the Chancellor •Letter from each dean to his or her faculty •Letter from EVC to key campus leaders and leadership teams 	<ul style="list-style-type: none"> • Students will "own" their education and come better prepared to appointments • Faculty will assume a meaningful role as students' mentors, guides, advisors in all aspects of their education
Schools	<ul style="list-style-type: none"> • PDP enhances students' involvement and will positively affect retention • PDP is prescriptive but flexible • Ongoing school-based advising is essential to student success • Schools are encouraged to look for other access points in order to update the PDP annually or more often • Students control their own education • My IUPUI Experience model represents what is unique about an IUPUI and <their school> degree <ul style="list-style-type: none"> ◦ Curriculum ◦ Co-curriculum ◦ Foundation of the PUL's ◦ Experiential • Links teaching to the big picture (PULs): curriculum, experiential learning, work, goals, campus life 	<ul style="list-style-type: none"> •School convocations and colloquia •Deans' meetings •Directors' meetings •Faculty meetings •Bulletin •Oncourse •Letter from the Chancellor •Letter from each dean to his or her faculty •Letter from EVC to key campus leaders and leadership teams 	<ul style="list-style-type: none"> • PDP enhances students' involvement and will positively affect retention • Use of the PDP will result in better prepared students and more effective use of advising resources in the long run • Students control their own education • Their role is essential to student learning and continuity • Schools will determine the best ways for faculty and advisors/counselors to use the PDP to assume a meaningful role as students' mentors, guides, advisors in all aspects of their education • Links teaching to the big picture (PULs)

Comment [LA8]: For students we talk about PDP but here we switch to IUPUI Exp

Audience/Constituent	What to Communicate?	Who/how/when/ where (do we Communicate)?	Benefits?
Campus programs (Campus & Community Life, Solution Center, CSL, Undergrad Research, etc.)	<ul style="list-style-type: none"> • Builds co-curricular into My IUPUI Experience (purposeful) • They are all included & empowered—each is integral (to PDP & RISE) 	<ul style="list-style-type: none"> • Directors' meetings • EVC Staff meetings • Letter from the Chancellor & EVC • Chancellor's leadership team (VCs) 	<ul style="list-style-type: none"> • Will assist campus programs in building a powerful connection to academics and experiential learning. • Builds co-curricular into the IUPUI Experience (purposeful) • They are all included & empowered—each is integral (to PDP & RISE)
Student groups and clubs	<ul style="list-style-type: none"> • PDP includes focus on campus life (clubs and groups) and helps students value extra-curricular more highly • Student groups and clubs are campus leaders and role models 	<ul style="list-style-type: none"> • Presentations and one-to-one contact with student leaders • Pizza parties to roll out • Funds for groups and clubs to create events to make students aware and get them excited 	<ul style="list-style-type: none"> • Potential to increase involvement and efficacy of student groups and clubs
Naysayers	<ul style="list-style-type: none"> • The initiative is inclusive and values all opinions • PDP/My IUPUI Experience is student-centered • The PDP is aspirational and targeted at their students' success • This initiative is aimed at the core of why we all teach and mentor: sending educated persons into our community to realize their potential 	<ul style="list-style-type: none"> • One-to-one • Committees & Task Forces • Via deans, directors, chairs, committees 	<ul style="list-style-type: none"> • PDP/My IUPUI Experience will be built on and will actively seek out ideas from all perspectives • They are valued constituents
Campus Decision-makers	<ul style="list-style-type: none"> • My IUPUI Experience integrates a myriad of diverse initiatives • Initiative makes PULs central & brings them alive across the campus • We need their leadership, money, and resources • They must help convince the naysayers • We will provide data to assist them in aligning constituents and resources • We want them to understand, value, and advocate for this (synergy) 	<ul style="list-style-type: none"> • Chancellor letter & presentations • Leadership team as influencers • EVC Council and Staff • Deans' meetings 	<ul style="list-style-type: none"> • Opportunity to launch and lead a truly ground-breaking initiative • Opportunity to set IUPUI on a new direction • Leaders can use the initiative to align constituents, capitalize on expertise, and draw in faculty and schools

Audience/Constituent	What to Communicate?	Who/how/when/ where (do we Communicate)?	Benefits?
Advisors & Counselors	<ul style="list-style-type: none"> • Students will understand the big picture and integrate their career, academic, and personal goals • Advisors are central to the initiative • PDP is a meaningful way for students to understand that education is about more than courses • Advisors will have another tool to foster RISE and influence students to both value the experiential and plan it throughout their time at IUPUI • The PDP is student-centered 	<ul style="list-style-type: none"> • Deans', Directors', Chairs' meetings and staff meetings • Lead advisors to staff • Advisor retreats • Advisor list-servs 	<ul style="list-style-type: none"> • PDP gives advisors another tool to value students' active involvement in planning their futures • Foster RISE and influence students to value the experiential and plan it throughout their time at IUPUI • The PDP is flexible & scalable; it gives advisors a stronger tool and set of benchmarks • The PDP is not just a checklist—it values the relationship between the counselor/advisor and the student more highly • The PDP is a reflective process and will elevate the counselor/advisor role on campus
External Community/Employers	<ul style="list-style-type: none"> • IUPUI is producing graduates that achieve employer-identified skills • Programs will enhance student outcomes; grads will be better employees and community leaders • Experiential learning/mentoring extends to them • They are central to the intended outcomes • Economic development outcome to employers (and brain drain issue) 	<ul style="list-style-type: none"> • Solution Center • School career professionals • External Relations materials • Chancellor's Advisory Bd • Chancellor's remarks • Chancellor's newsletter • Launch externally with 40th Anniversary—special business series or conference • IU Foundation calls and contacts 	<ul style="list-style-type: none"> • IUPUI is producing graduates that achieve employer-identified skills • Programs will enhance student outcomes; grads will be better employees and leaders • Experiential learning/mentoring extends to them • They are central to the intended outcomes • Economic development outcome to employers (and brain drain issue)
External Decision Makers (i.e., Higher Education Commission, Trustees, Legislators, and others)	<ul style="list-style-type: none"> • The engaged student is the successful grad • This program integrates all IUPUI retention initiatives with the goal of achieving improvement 	<ul style="list-style-type: none"> • Chancellor one-to-one • Presentations • Chancellor's Advisory Bd • Chancellors newsletter 	<ul style="list-style-type: none"> • This is an innovative and collaborative retention initiative that will bring attention to Indiana higher education • Increase economic development value to the state w/better prepared & better placed grads • Students become valued leaders in the state

Audience/Constituent	What to Communicate?	Who/how/when/ where (do we Communicate)?	Benefits?
Early Adopters	<ul style="list-style-type: none"> • They play a critical role in testing, evaluating, and designing the implementation plan for the initiative • We want them to share the success 	<ul style="list-style-type: none"> • One-to-one • Faculty Meetings • School presentations • UCOL faculty leaders 	<ul style="list-style-type: none"> • Will highlight them as special ambassadors • Will attempt to secure resources or other special consideration for their role
Faculty Governance	<ul style="list-style-type: none"> • Their endorsement, expertise, and support is critical • Need their leadership • As campus leaders, they will be important ambassadors for the initiative 	<ul style="list-style-type: none"> • Chancellor & EVC • One-to-one 	<ul style="list-style-type: none"> • Opportunity for leadership role with faculty and on campus • Will increase ways to collaborate across campus and in the community
Campus Services (Enrollment, Financial Aid, Recruitment, etc.)	<ul style="list-style-type: none"> • Understand the model and use for recruitment and marketing • Internal external / internal communication • Assist in technical aspects 	<ul style="list-style-type: none"> • One-to-one 	<ul style="list-style-type: none"> • Understand the model and use for recruitment and marketing • Internal external/internal communication • Assist in technical aspects • Help get the word out • Showcase exemplars of success • PR
Campus External Relations & School PR Professionals	<ul style="list-style-type: none"> • Need their expertise and help get the word out: internal/external • Create vehicles to showcase exemplars of success • PR 	<ul style="list-style-type: none"> • One-to-one • School brochures, web sites, newsletters, etc • Campus brochures, web sites, newsletters, media releases, community announcements, IBJ ads, etc. 	<ul style="list-style-type: none"> • Opportunity to showcase new program and exhibit IUPUI IMPACT • New resources to use to market IUPUI • New ways to recruit • New branding opportunity • New vehicle for interviews and press

IV. Planning and Implementation Timeline

Below we outline in more detail a suggested timeline (and associated action steps) for implementing the three phases of this initiative and assessing its results.

Time	Objective	Action Steps
Phase I: Summer 2008	Disseminate AACU draft report	<ul style="list-style-type: none"> ▪ Present to Dean Evenbeck and other campus leaders for feedback ▪ Revise Final Report ▪ Present Plan to ePortfolio Executive Committee and communicate plan steps to other constituencies
	Revise PDP curriculum	<ul style="list-style-type: none"> ▪ Consult with Joan Pederson regarding PDP Curriculum ▪ Consult with UCOL Curriculum Committee via e-mail if possible ▪ Report
	Prepare for pilot	<ul style="list-style-type: none"> ▪ Identify sections of U110 that will be controls/PDP Pilots ▪ Provide faculty/advisor training ▪ Order “Personal Development Plan” jump drives
Fall 2008	Revise PDP Curriculum	<ul style="list-style-type: none"> ▪ Establish learning outcomes and related assessment matrix for the PDP
	Introduce PDP to selected U110 (and other FYEs in schools)	<ul style="list-style-type: none"> ▪ Students complete self-evaluation ▪ Students complete curriculum plan by spring registration ▪ Students in pilot complete a PDP
	Present plan to IUPUI community	<ul style="list-style-type: none"> ▪ UCOL Faculty ▪ IFC executive committee ▪ Create subcommittee of CRG ▪ Curriculum Committee ▪ Academic Affairs ▪ Student Affairs ▪ Associate/assistant deans ▪ Advising Council ▪ Deans group ▪ Campus and Community Life ▪ Other student groups

Spring and Summer 2009	Hold focus groups	<ul style="list-style-type: none"> First-year course faculty Students Content analysis of subset of Fall PDPs
	Revise PDP using analysis of pilot year data and promote strategically	<ul style="list-style-type: none"> Analyze Data (Michele Hansen) Continue/expand marketing efforts Seek approval to include PDP in ALL FYE courses Begin faculty development for Fall 09 Continue work with ePortfolio Group Create electronic repository for PDP in ePortfolio Work with UITS/Admissions/others to make links between PDP and other initiatives more efficient
Phase II: Fall 2009	All FYE courses adopt PDP	<ul style="list-style-type: none"> Continue professional development for instructional teams in the first-year seminar
	Work to extend PDP beyond first year	<ul style="list-style-type: none"> Continue/expand communication/marketing Link to UCOL probation/readmission students Link to certification in schools Mandatory advising when changing major/school
Spring and Summer 2010	Implement ongoing assessment	
Phase III: Fall 2010	PDP available to all IUPUI students including transfer students	<ul style="list-style-type: none"> ePortfolio effectively integrated with PDP and is part of "My IUPUI Experience" PDPs required for transfer students Link to Career Courses Link to Capstone Experiences
Spring and Summer 2011	Impact of PDP on retention reported to campus community	

Links to Additional Resources:

1. [Personal Development Portfolio](#) (Draft, 2/08)
2. [ASPIRE](#) tool for Career Planning
3. [RISE to the Challenge Concept Paper](#) (Draft, 1/08)
4. [Framework for Assessing Principles of Undergraduate Learning Aligned with Co-curricular Learning Experiences](#) (Draft, 6/08)
5. [Experiential Learning Inventory](#)
6. [Campus Career Services Inventory](#)
7. [Career Courses Inventory](#)