Indiana University-Purdue University Indianapolis

2011 - 2012

ANNUAL REPORT
Planning and Institutional Improvement

COMPONENT OFFICES:

- **Information Management and Institutional Research**

- **Institutional Effectiveness**

- **Testing Center**

- **Program Review**

- **Planning and Institutional Improvement/Senior Advisor to the Chancellor**

355 N. Lansing St., AO 140 · Indianapolis, IN 46202 · 317-274-4111 · http://planning.iupui.edu

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2011-2012 Annual Report

Office of Planning and Institutional Improvement

MISSION

The IUPUI Division of Planning and Institutional Improvement seeks to ensure that the campus accomplishes its mission, that students achieve success, and that improvement is ongoing by:
- leading, supporting, and coordinating academic planning, evaluation, and improvement efforts at the campus and unit levels; and
- reporting to internal and external stakeholders on outcomes at the campus and unit levels.

VALUES

The Division is committed to:
- the value of strategic and long-range planning,
- effective student learning,
- transparent and accountable processes and reporting,
- valid data and appropriate analyses,
- continued professional development of our staff,
- the importance and effectiveness of higher education, and
- service to our community and to professional colleagues world-wide.

GOALS

PAII staff work to fulfill our mission by:
1. engaging in collaborative planning campus-wide, with other units, and within our division;
   - Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).
2. gathering, interpreting, and presenting information about the campus and its units to support decision-making and to inform stakeholders;
3. Provide information to academic and administrative units so that they can improve their processes. leading and supporting evaluation and improvement efforts to accomplish campus and unit goals.
   - Continue the use, development and integration of economic modeling in unit planning, management, and evaluation.

COMPONENTS OF THE OFFICE

Planning and Institutional Improvement includes the Senior Advisor to the Chancellor's immediate staff, the Office of Information Management and Institutional Research (IMIR), the Office of Institutional Effectiveness (OIE), and the Testing Center (TC). Personnel in all four units contribute to the achievement of the overall mission and goals of the Office.

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* and an annual report on assessment and improvement of learning at IUPUI. Current responsibilities include leadership of the IUPUI student electronic portfolio, a key assessment and improvement initiative carried out in collaboration with the Center for Teaching and Learning, UITS, and about 20 participating academic and administrative units; support for development of the self-study for IUPUI's 2012 reaccreditation review, including development of a web site providing assessment and evaluation resources for faculty and programs; and ongoing development of the IUPUI online institutional portfolio (www.iport.edu).

Office of Program Review

The Office of Program Review leads, coordinates, and supports the academic and administrative program review process. This collaborative process is designed to bring to bear the judgment of respected colleagues in assessing and improving the quality of academic and administrative units. While self-study and peer review are also fundamental components of the **external** process of accreditation, program review at Indiana University-Purdue University Indianapolis (IUPUI) serves important **internal** purposes

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/evaluation expertise to constituencies throughout the campus community. Testing Center's vision is to provide integrated assessment and evaluation information in ways that will continuously improve IUPUI. The Testing Center supports this role through the implementation of programs and services in the following areas:

- Placement testing and proficiency assessment (including outreach testing services),
- State and national testing (including proctoring of independent studies exams, credit-by-examination, and course test-out or waiver exams),
- Proctoring of computer-based class tests (in collaboration with faculty in academic units),
- Development of web-based assessment tools (including use of computerized adaptive testing procedures),
- Exam or survey scoring, analysis, and generation of test/item analysis reports,
- Survey or forms design and administration of course/instructor surveys,
- Designing and conducting of program evaluation and applied research (especially in support of contract and grant projects),
- Conducting workshops on a variety of assessment-related issues and topics, and
- Dissemination or publication of scholarly work produced at the Testing Center.

Planning & Institutional Improvement
2011-12

~ Highlights ~

National/International Recognition

Banta made a series of invited presentations on accountability in higher education in Brisbane, Melbourne, and Sidney, Australia.

Banta and **Kahn** presented refereed papers at the annual meeting of the European Association for Institutional Research in Warsaw, Poland.

Banta delivered 6 keynote addresses in other states on the topic of using outcomes assessment to improve teaching and learning and institutional effectiveness.

Graunke conducted a workshop for the Cyber Peer-Led Team Learning National Adoption Workshop.

Graunke and Pike conducted a Best Practices session entitled *Using Pivot Tables to Report Assessment Results at School and Department* Levels at the 2011 Assessment Institute**.**

Kahn served as Chair for the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL), the international association for the electronic portfolio field.

Kahn gave major addresses at two higher education symposia, in Tokyo and Kyoto, on ePortfolio assessment, and presented or co-presented nine other workshops and talks at national and international events.

Mzumara chaired a multi-paper session titled *Evaluation of STEM Programs* and also gave a presentation (titled *Assessing the Impact of Undergraduate Research and Mentoring on Student Learning in the Biological Sciences*) at the 2011 Evaluation Conference of the American Evaluation Association (Anaheim, CA).

Mzumara chaired a session on *Mathematics Assessment* at the 2012 Annual Meeting of the National Council on Measurement in Education (NCME) held in Vancouver, Canada.

Mzumara served as a member of the NSF Review Panel that reviewed a set of 19 proposals submitted to the National Science Foundation's Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring (www.nsf.gov/pubs/2011/nsf11563/nsf11563.htm)

Mzumara served on the Membership Committee for the National Council on Measurement in Education; www.ncme.org; Term: 2011-2013).

PAII staff successfully presented the 20th Assessment Institute in Indianapolis.

Pike was elected and served as a member of the Nominations Committee for the Association for Institutional Research.

Pike was a plenary speaker at the National Association of Student Personnel Administrators' Persistence and Assessment Conference.

Pike presented 7 peer-reviewed papers at national meetings.

Scott served as Track Chair for the 2012 AAEEBL conference program committee.

Scott co-presented three sessions at national and international conferences.

State and Local Recognition

Graunke was elected Vice President and 2013 Conference Chair for the Indiana Association for Institutional Research (INAIR).

Teaching & Learning

Banta served as an outcomes assessment consultant on advisory committees for the National Institute for Learning Outcomes Assessment and the New Leadership Alliance for Student Learning and Accountability.

Banta taught a C750 course on outcomes assessment, chaired a dissertation, and serves on 2 other dissertation committees. She serves as chair of 4 doctoral program committees and helped select recipients for student awards in the doctoral program in Higher Education and Student Affairs.

Black taught TCM 3200 Written Communication in Science and Industry (3 credit hours 25 students each semester) in the fall and spring semesters.

Graunke and Michele Hansen presented a workshop for the Center for Teaching and Learning entitled Designing and Utilizing Surveys for a University Setting.

Kahn and **Scott** coordinated the campus's growing ePortfolio Initiative, providing six faculty development workshops and working closely with University College on developing the ePortfolio-based Personal Development Plan.

Kahn and **Scott** organized the ePortfolio tracks for the 2011 and 2012 IUPUI Assessment Institutes.

Mzumara facilitated 1 webinar on basic principles for developing effective exams (in conjunction with CTL staff).

Pike taught C750 (Academic Disciplines in Higher Education) in Fall 2011 and C750 (Multivariate Statistics in Higher Education) in Spring 2012.

Singh gave a presentation entitled Document Analysis: An Inductive Approach to Determine What End-of-Course Evaluations Measure at the 2011 American Evaluation Association Conference (Anaheim, CA).

Singh served as an invited speaker for the Pennsylvania State System of Higher Education Virtual Conference and facilitated a webinar presentation entitled "Demystifying Evaluation to Effectively Capture Evidence of Impact."

Singh facilitated two professional development workshops for IUPUI faculty interested in learning more about a systematic approach for examining end-of-course evaluation instruments; Singh also served as reviewer for paper proposals submitted to the 2012 Evaluation Conference for the American Evaluation Association.

Stoelting, in consultation with faculty in the School of Nursing, coordinated arrangements to add the ATI Test of Essential Academic Skills (TEAS) (www.atitesting.com) to be offered through the Testing Center. Also, the Indiana CORE Assessments for Educator Licensure – Core Academic Skills Assessment (CASA) battery was added to the list of certification tests to be administered by the IUPUI Testing Center effective January 2013. This work was done in conjunction with the Evaluation Systems group at Pearson (www.teacher.pearsonassessments.com), the IUPUI School of Education, and the IU Treasurer's Office.

Testing Center staff administered a total of 1,531 Chemistry Placement Tests (approximately 32.4% increase from 1,156 tests administered in 2010-2011), and a total of 617 English for Academic Purposes (EAP) Placement Tests (approximately 8.6% increase from 568 tests offered in 2010-2011).

Testing Center staff generated and compiled placement score distributions that helped faculty in the Department of World Languages and Cultures revise cut scores for the German Placement Test.

Testing Center staff continued to offer academic units and/or individual faculty/unit representatives students' placement data, course/instructor evaluation reports, and ad-hoc testing/measurement/evaluation consultation services in support of students' academic advising services or teaching and learning at IUPUI.

Testing Center staff accepted an invitation to participate in contributing professional services and/or in facilitating test administration activities (as may be needed) in support of the Central Indiana Talent Alliance initiative (http://talentalliance.iupui.edu).

Research, Scholarship and Creative Activity

Banta and **Pike** contributed an invited chapter to the *Handbook on Measurement, Assessment, and Evaluation in Higher* Education, edited by Charles Secolsky and Brian Denison.

Graunke presented a paper entitled Disparate Views of Academic Environments: A Comparison of Faculty Perceptions and Student Reports of Engagement and Learning at the Association for Institutional Research Annual Forum, New Orleans, LA.

Graunke reviewed manuscripts for the *Journal of College Student Development*: *Research in Brief* section and reviewed proposals for the 2012 Association for Institutional Research Annual Forum.

Graunke and Ross Corlies presented a poster entitled *Who's Surveying Sophomores?: A Summary of Surveys for Exploring the Sophomore Experience* at the 26th Annual Conference of the Indiana Association for Institutional Research, West Lafayette, IN, March, 2012.

Graunke and Kim Gorski conducted a session entitled *Changes in Satisfaction by Student Characteristics: An Analysis Using Satisfaction Survey Data* at the 26th Annual Conference of the Indiana Association for Institutional Research, West Lafayette, IN, March, 2012.

Kahn and **Scott** led IUPUI participation in two national projects, collaborating with 33 other institutions to develop national models and best practices for ePortfolio use in higher education. For Cohort 6 of the Inter/National Coalition for Electronic Portfolio Research, this work includes research on the use of reflection at IUPUI for assessment and accreditation.

Mzumara continued to serve as evaluator for two collaborative research grant projects funded by the National Science Foundation and led by faculty in the IUPUI School of Science [i.e., *Central Indiana – STEM Expansion Program (CI-STEP),* http://step.iupui.edu; and *Undergraduate Research and Mentoring in Biological Sciences (IUPUI-URM Program)*].

Pike published 3 invited and 1 refereed articles or chapters.

Pike served as a consulting editor for *Research in Higher Education.* He also reviewed manuscripts for the *Journal of Higher Education, Educational Researcher,* and Jossey-Bass publishers.

Stoelting served as reviewer for an article entitled "The discourse of parent involvement in special education: A critical analysis linking policy documents to the experiences of mothers" submitted to *Educational Policy*.

Several **Testing Center staff** members attended a variety of professional development events and/or served as facilitators in offering professional consulting services to respective faculty or academic units at IUPUI.

Testing Center staff continued efforts toward further development of an evaluation resource site that provides a list of links to evaluation glossaries, logic models, and related resources for program evaluation and evaluation research. (For details, visit: http://programevaluation.iupui.edu/glossaries.asp)

Civic Engagement

Banta serves on the boards of the Simon Youth Foundation, the Westside Community Development Corporation, and the University of Kentucky Alumni Board of Directors.

Black served as an agency evaluator for the United Way of Central Indiana

IMIR staff prepared the IUPUI campus diversity report for Chancellor Bantz and the Chancellor's Diversity Cabinet.

IMIR staff generated a report highlighting the responses of underrepresented minority students, female students, and students 25 years of age or older to the 2011 Undergraduate Alumni Survey.

IMIR staff generated a report highlighting the responses of underrepresented minority students to the 2011 Continuing Student Survey.

Mzumara served as a founding leadership team member that organized the NSF STEP Project Evaluators' Special Interest Group (www.STEPcentral.net) designed to establish a community of practice for STEP Project evaluators across the nation.

Mzumara successfully served his first year of a 5-year appointment as Commissioner, Indiana Supreme Court Commission for Continuing Legal Education (http://www.in.gov/judiciary/cle/); Chair of Attorney Specialization Committee; and member of the CLE Internet Rules, Guidelines, Policies, and Technology Committee (Term: January, 2011 – December, 2015).

PAII staff provide leadership for Central Indiana's Talent Alliance:
- **Banta** is a member of the Advisory Committee that provides overall direction.
- **Pike** led development of the first annual Report to the Community.
- **Pike** received a $78,000 grant from the Central Indiana Community Foundation to assist area high schools in following their graduates who go on to college.
- **Black** provides material for the Talent Alliance Web site.

Best Practices

Banta, Black, Kahn, and **Scott** wrote 4 of the 5 chapters of IUPUI's self study for reaffirmation of accreditation.

Black co-facilitated an Accelerated Improvement Process for the Department of Medicine. Process: faculty hiring.

Black facilitated program reviews:
a. Planning: Journalism (October 14, 2011), Dentistry (January 5, 2012) (3 masters and one PhD), Communication Studies (January 12, 2012), Mathematics (January 31, 2012), Africana Studies (January 18, 2012), Psychology (January 25, 2012), Foundation Studies (January 12, 2012), Human Resources (February 29, 2012).
b. Conducted: Economics (March 26-28, 2012), Political Science (October 12-14, 2011), Earth Sciences (February 21-23, 2012).
c. Follow-ups: Intramural and Recreational Sports (December12, 2011), Religious Studies (August 26, 2011).

IMIR staff implemented a new Point in Cycle (PiC) reporting system to track weekly changes to applications, admissions, and enrollments by semester. The new system included enhanced features and the capability for power users to create Ad Hoc reports.

IMIR staff deployed an array of strategies to promote the National Survey of Student Engagement (NSSE), including collaborating with IU Communications on a NSSE website, collaborating with the Public Relations Student Society of America (PRSSA) student group to create and disseminate marketing materials, and promote NSSE at

meetings for The Student Life Leadership Team, Student Life Services Council, IUPUI Resident Assistants, the Gateway Faculty, the Council on Retention and Graduation Steering Committee, Multicultural Success Center Student Leaders, Student Activities Programming Board, PRAC, PRAC Advanced Practitioners subcommittee, and Undergraduate Student Government groups in the School of Liberal Arts, the School of Science, and University College.

IMIR staff implemented an Accelerated Improvement Process for the annual IMIR Institutional Reports process, which updates the Institutional Data Reports on the IMIR website (http://reports.iupui.edu/). The improved process took less time and produced fewer errors than previous years.

IMIR staff began an Accelerated Improvement Process (AIP) to examine and revise practices surrounding data collection and dissemination for the National Study of Instructional Costs and Productivity (Delaware Study). This effort also involves staff from the Registrar's office, Academic Affairs, and the Budget Office.

IMIR staff began a collaborative effort with staff in University College and Student Life to create a new Entering Student Survey.

Johnson provided economic models for 3 departments undergoing program review.

Kahn developed the annual *IUPUI Performance Report* and worked with Public Affairs and Governmental Relations (PAGR) to design and publish it.

Kahn and **Scott** organized and co-led the second annual peer review of annual school/unit assessment reports for 2010-2011, in connection with their roles as PAII representatives to the Program Review and Assessment Committee.

Kahn edited a monthly campus newsletter on preparation for IUPUI's reaffirmation of accreditation review in November 2012.

Marsiglio developed and implemented an updated version of a computer program for uploading students' placement test scores to the Student Information System (SIS).

PAII staff collaborated to prepare the annual campus report to the Higher Learning Commission (HLC) of the North Central Association (NCA). Black serves as the campus liaison to the HLC.

Testing Center staff successfully completed Phase I of the *Service with Distinction (SwD)* initiative at IUPUI, which facilitated development and implementation of a plan of action to enhance incremental quality improvements in service operations at the Center.

Testing Center staff held two staff retreats and worked collectively and strategically in refining FY 2011-12 goals and objectives for the Center.

Testing Center staff maintained its client base, forged new service initiatives, exceeded the revenue budget amounts, and earned positive account balances at the close of Fiscal Year 2011-2012.

Testing Center's Evaluation and Scanning Services unit successfully launched the adoption of Scantron's *Class Climate Course Evaluation Feedback System* and assisted several campus units to migrate from using an antiquated FoxPro-based course evaluation application to using the Class Climate system to create and administer evaluation surveys anonymously and to generate evaluation reports on-line or in paper format.

Testing Center's development unit coordinated efforts to revamp/update the Testing Center website.

Testing Center staff purchased new hardware and software to facilitate incremental quality improvements in Testing Center service operations.

Collaboration

Banta led efforts involving **Pike** and **Graunke** to increase survey response rates. Student government leaders were involved in helping to create the IUPUI Student Pulse Survey series.

Black chaired School of Medicine search committee for two faculty positions in the office of medical education

Black chaired the University College Academic Policies and Procedures Committee

Dobbs served on the university-wide Admissions Funnel Data Modeling Working Group for the IU Business Intelligence initiative.

IMIR staff worked with the Office of Diversity, Equity and Inclusion, Office of International Affairs, IUPUI Police Department, School of Liberal Arts, Undergraduate Student Government, University College, and University Information and Technology Services to conduct surveys of students, faculty, and staff.

IMIR staff worked with the Director of Assessment and Planning in the Division of Student Life (Rob Aaron) to promote and disseminate the results of the *IUPUI Pulse* surveys.

IMIR staff worked with the Office of Diversity, Equity, and Inclusion and the Chancellor's Diversity Cabinet to prepare the *IUPUI Diversity Report*.

IMIR staff worked with Enrollment Services and the campus Admissions Committee to develop new admission standards for Fall 2012.

IMIR staff worked with Human Resources Administration to prepare the *IUPUI Work Retention Report.*

IMIR staff worked with Enrollment Services and the Passport Program to prepare the *IUPUI Passport Report.*

IMIR staff worked with fiscal officers in academic units and Finance and Administration staff to improve data collection and reporting for the Delaware Study of Instructional Costs and Productivity.

IMIR staff worked with staff from Enrollment Services, University Institutional Research and Reporting and Student Enrollment Services (Bloomington campus) to develop a business intelligence enrollment reporting system.

IMIR staff worked with representatives from University College, Student Enrollment Services (Bloomington) and University Information Technology Services on the development of an early warning system for at-risk undergraduate students.

Kahn and Scott collaborated extensively with CTL and UITS on ePort software and faculty development.

Kahn and Scott collaborated extensively with University College on the ePDP initiative and the FIPSE "Connect to Learning" project.

Kahn and Scott consulted widely with campus units on implementation of ePort.

Lin served as a liaison between IUPUI and the IVY Tech Central region helping to effectively track and research student-flow between the two institutions. This collaborative effort allowed the two institutions to better understand student goals and behavior to inform college decision-making relating to student retention and success strategies.

Mzumara served as member of the *Search & Screen Committee* for the IUPUI Department of Psychology's tenure-track faculty position in Industrial/Organizational Psychology.

Mzumara served as member of two campus-wide Task Forces [i.e., *Post-admission to Census Coordination Task Force (PACC)*, and the *UITS Learning Technologies' Task Force* (established to pilot test and evaluate *ExamSoft (SofT)* application for purposes of developing secure testing solutions for IUPUI Testing Centers).

Testing Center staff collaborated with the IUPUI School of Science, UITS, CFS, and the Office of the Registrar in establishing two integrated testing facilities near the center

of campus (i.e., BS 3000 and SL 070 suites). Also, in collaboration with UITS, the Testing Center relocated the testing facility from UN G015 to ES 2121 (pending the final move to BS 3003).

Testing Center staff continued to share one academic specialist position with the Center for Teaching and Learning.

Testing Center staff in the evaluation and data processing unit took on new collaborative work requests from campus units including Athletics Department, IMIR, School of Journalism, School of Science, and University College.

Testing Center staff collaborated with UITS, the IUPUI School of Science, and other campus units that participated in establishing two integrated testing facilities near the center of campus (i.e., BS 3000 and SL 070 suites). Also, the Testing Center successfully relocated its testing facility and administrative offices from the Union Building to the new campus locations -- the testing facility was moved to the BS 3000 suite, and the Testing Center Administrative Offices were moved to Lockefield Village.

Testing Center staff, in conjunction with UITS, obtained funding (and successfully executed a professional services agreement that was approved and signed by IU and Galvin Technologies Inc.) to develop a new test scheduling application for use at the IUPUI Testing Center facilities.

Testing Center staff assisted faculty in the IUPUI School of Science with responsibilities and duties for administration of academic tests offered in BS 3000 Testing Center facility during summer of 2012. [To date, work is underway to develop and implement a funding plan to support proctoring of academic tests at least during the trial period (FY2012-13).]

Testing Center and IT Training (UITS) staff held at least two planning meetings focused on initiating arrangements for the transfer of responsibilities and duties for proctoring the following two certification exams [*Microsoft Office Specialist (MOS)* (http://ittraining.iu.edu/certification/mos/default.aspx and *Prometric Exams for Advanced IT Skills* (http://ittraining.iu.edu/certification/prometric/default.aspx)] from IT Training to the IUPUI Testing Center, effective during fall semester of 2012.

Testing Center staff continued to collaborate with the Center for Teaching and Learning via an assessment specialist position, and this arrangement partly serves to facilitate on-going development of the Testing Center's Program Evaluation Website.

Testing Center staff collaborated with colleagues in UITS and facilitated the development and delivery of communication / digital signage for services offered in the BS 3000 Testing Center facility.

2011-12 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
Goal I.	**Engage in collaborative planning campus wide, with other units, and within our division.**			
I.1a.	Assist in developing campus plans	1.1a.	Plans for campus and schools integrated appropriately in self-study for reaffirmation of accreditation by the HLC of the NCA.	Trudy
I.1b.	Assist in developing campus priorities	1.1b.	Chancellor's Roadmap and IU President's Principles of Excellence aligned.	Trudy
I.1c.	Assist CFO and deans in implementing Resource Planning Committee decisions.	1.1c.	Deans engaged in discussing resource planning for the campus, implementing shared investments in infrastructure.	Trudy
I.2.	Communicate broadly the campus mission/vision.	I.2.	Annual Performance Report HLC Self-Study	Susan K. All PAII staff
I.3.	Plan agenda and retreats for Council of Deans	1.3.	Agenda for 2011 Council of Deans retreat planned, space identified and arranged, and retreat implemented.	Trudy
I.4.	Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	I.4a. I.4b.	At least 25 units assisted with planning annually. At least 50 planning consultations/projects conducted annually.	Karen, James, Trudy Karen et al.
I.5	Contribute to preparations for IUPUI's reaffirmation of accreditation in 2012 by co-chairing and serving on 2012 Committee; Criterion One, Two, Four and Five Subcommittees, and writing team; editing newsletter; and further developing the planning web site.	1.5a. I.5b. I.5c.	Successive drafts of self-study report produced in timely manner. Clearly written, informative, and timely newsletters circulated widely to keep campus and other stakeholders informed about 2012 planning. Web-based information about preparations is easy to locate and up to date.	Trudy, Karen, Susan K. and Susan S. Susan K. Amol, Susan K. and Susan S.
I.6	Work with University College and other units, through the Connect to Learning FIPSE project, to develop models for broader campus use of the ePDP.	I.6	Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.	Susan K. and Susan S.

	Implementation Strategies		Performance Indicators/Milestones	Person(s) Responsible
I.7	Plan an ePortfolio advisory committee for multi-perspective recommendations about policy issues surfacing as use of ePortfolio expands; collaborate closely with similar groups initiated by University College, UITS, and others.	I.7	Committee initiated	Susan K.
I.8	IMIR staff will work with PAII staff and campus units to effectively plan and manage campus projects (e.g., 2012 reaffirmation self-study, PUL assessment, etc.).	I.8.	Project management techniques implemented within PAII and campus-wide.	Amol
I.9	IMIR staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.	I.9a.	Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.	Gary, Larry
		I.9b	Delaware Study of Instructional Costs and Productivity implemented in collaboration with Finance and Administration, academic deans, and departments to further planning and budgeting efforts.	Gary, Steve
I.10	TC staff will work with campus units (e.g., School of Science, UITS, etc.) to plan, develop, and assume management of integrated test proctoring services in the Testing Center facilities.	I.10a.	Plans to offer integrated test proctoring services in testing facilities located in SL 070 and BS 3000 suites implemented in collaboration with faculty representatives in the School of Science and UITS.	Howard, Kent
		I.10b.	New test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.	Howard, Kent, Latoya
		1.10c.	Appropriate enterprise software packages to facilitate development, administration, and scoring of class tests offered in the Testing Center facilities identified in collaboration with faculty representatives in the School of Science.	Howard, Kent
I.11	Develop a coordinated communication and marketing plan to highlight the services of the Testing Center.	I.11a.	TC website and brochures developed in collaboration with the Office of Communications and Marketing.	Kent, Howard
		I.11b	Improved communication for incoming students implemented in collaboration with the Post-Admission to Census Coordinating (PACC) Task Force.	Howard
Goal II.	**Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.**			
II.1.	Provide leadership for IUPUI Student Pulse surveys.	II.1.	2-4 Pulse surveys conducted annually.	Trudy, Gary, Steve

II.2.	Prepare 2010-11 Performance Report for print and web distribution to multiple stakeholders.	II.2.	Print and web publication complete in early February 2012.	Susan K. and Amol
II.3.	Prepare 2010-11 annual report on assessment of learning at IUPUI.	II.3a.	Decisions for fine-tuning report purpose and contents of 2011 report reached by November.	Susan K. and Susan S.
		II.3b.	Report reviewed and completed for distribution by end of February 2012.	Susan K. and Susan S.
II.4.	Maintain IUPUI reputation for leadership in the field of ePortfolio development, use, and assessment through national and international presentations, publications, and ongoing service on national committees and boards.	II.4.	Continued national presentations, publications, and professional service Satisfactory progress on work for national projects.	Susan K. and Susan S.
II.5	IMIR staff will provide information about campus, school, and department performance (e.g., Point-in-Cycle, Management Indicators, Performance Indicators, Institutional Portfolio, etc.) via the web.	II.5a.	The Point-in-Cycle system updated weekly and disseminated widely.	Larry
		II.5b.	Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner and the data disseminated widely.	Gary, Larry, Steve, Amol
II.6	IMIR staff will provide annual performance reports on topics of campus-wide importance (e.g., Passport Report, Work Retention Report, PUL Report, etc.).	II.6.	Passport Report, Work Retention Report, Delaware Report, and PUL Reports completed in a timely manner and disseminated widely.	Gary, Larry, Steve
II.7	IMIR staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.	II.7.	Surveys of students, faculty, staff, and alumni administered on a regular schedule.	Steve
II.8	IMIR staff will respond to ad hoc requests for information from campus leaders, schools, and departments.	II.8.	Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.	Gary, Larry, Steve, Amol

II.9.	Contribute evaluation resources for campus programs and community organizations.	II.9a.	At least 1 evaluation study funded and conducted for campus constituents.	Howard
		II.9b.	Program evaluation resource site redesigned, deployed, and updated.	Howard
		II.9c.	At least 225 units using Testing Center services annually (especially ad hoc test proctoring services in support of placement testing, state and national testing programs; test/survey development, scoring, and data analysis services; and educational measurement, evaluation, and statistical consulting services).	Howard, Kent, Latoya
		II.9d.	Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.	Kent
		II.9e.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects or other research collaborations with IUPUI faculty colleagues.	Howard

Goal III.   Lead and support evaluation and improvement efforts to accomplish campus and unit goals.

III.1.	Continuously improve the campus practice of assessment.	III.1a.	Number of units assisted with assessment remains steady at 30.	Karen et al.
		III.1b.	Number of assessment consultations/ projects remains steady at 150.	Karen et al.
		III.1c.	Faculty assisted in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.	Howard
		III.1d.	Information derived from the placement testing and validation processes enhanced.	Howard
		III.1e.	At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.	Howard
		III.1f.	Improvements in course placement services accomplished through use of outreach testing services.	Kent
		III.1g.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Kent
		III.1h.	At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	Howard, Kent
III.2.	Implement strategies for evaluating student learning of the PULs.	III.2.	Faculty evaluation of PUL-related learning proceeding on schedule.	Trudy, Gary, and Amol
III.3.	Disseminate evaluative findings.	III.3a.	Participation in PAII national conference maintained at 950.	Karen, Trudy
		III.3b.	Number of national and international invitations for PAII staff maintained at 100.	Karen, Trudy, et al.

		III.3c.	Number of external information requests maintained at 210.	Karen et al.
III.4	Organize IUPUI ePortfolio research, in conjunction with I/NCEPR Cohort 6, to identify effective models for ePortfolio reflection and assessment, and seek new ways to engage faculty across campus in scholarship of teaching and learning around ePortfolio work.	III.4a.	Instrument developed, approved by IRB, and used in gathering information from faculty, findings summarized, and reported.	Susan K. and Susan S.
		III.4b.	Increase campus participation in NCEPR-related SoTL over 2010 levels.	Susan K. and Susan S.
III.5.	Provide leadership and information support for the Talent Alliance.	III.5.	Talent Alliance achieving its goals.	Trudy, Karen, Gary
III.6.	Continue to develop a more uniform and concise set of campus-wide performance indicators.	III.6.	Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President's Principles of Excellence.	Trudy, Susan, Gary, and Karen
III.7.	Work with campus leaders to identify performance indicators.	III.7.	Campus performance indicators agreed upon, disseminated widely, and used to provide direction for improvement.	Trudy, Gary
III.8.	Advance institutional effectiveness through collaboration.	III.8.	At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen, Trudy
III.9.	Assist Chancellor in developing administrative reviews and searches.	III.9.	Establish review committees for 5 campus administrators.	Trudy
III.10.	Continue to work through PRAC to support improved understanding and implementation of the assessment cycle at IUPUI, including improved clarity of reporting.	III.10.	Peer review of assessment reports begun earlier than in 2010-11 so that units receive feedback by the end of March.	Susan K. and Susan S.
III.11.	Scale up faculty development programming and resources related to ePortfolios	III.11a.	Plans developed for expanded faculty development offerings in 2012-2013, possibly including a community of practice.	Susan K. and Susan S.
		III.11b.	Resource listings on ePortfolio web site updated and expanded.	Susan S.
III.12.	Sustain leadership advocacy with UITS, at campus and university levels, to encourage commitment of needed resources for ePortfolio improvement, usability, and flexibility.	III.12a.	Service on UITS Oncourse Priorities Committee maintained.	Susan K.
		III.12b.	New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.	Susan K. and Susan S.

III.13. Continue working with University College, the Centers for Service and Learning and Research and Learning, and other partners to increase ePortfolio awareness and interest in support of campus and unit RISE to the Challenge goals.	III.13. Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2010-11.	Susan K. and Susan S.
III.14 IMIR staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.	III.14. Performance indicator data disseminated campus-wide in a timely manner, and campus leaders, deans, and directors assisted to use the data in evaluation and planning efforts.	Gary, Larry, Steve, Amol
III.15 IMIR staff will conduct surveys of students, faculty, staff, and alumni on a regular schedule to provide information about student learning and institutional performance.	III.15. Reports on the results of surveys of students, faculty, staff, and alumni prepared in a timely manner and disseminated campus-wide.	Steve, Gary
III.16 IMIR staff will provide data to schools and departments for program reviews.	III.16 Reports to be used in program review prepared in a timely manner and disseminated to the appropriate units on campus.	Larry, Gary
III. 17 IMIR staff will collect data on student attainment of the Principles of Undergraduate learning (PULs) and report results to the appropriate administrative and academic units.	III.17 Results of faculty and student assessments of the PULs and the report on results delivered to the appropriate administrative and academic units in a timely manner.	Steve, Gary
III.18 Continue the use, development and integration of economic modeling in unit planning, management, and evaluation.	III.18 Use of the program review financial table for departments as an individual consulting service expanded for department academic budget planning.	James
III.19 Testing Center will assist clients with needs assessment and offer evaluation/technical consulting services to assist individual faculty or academic units with design and creation of web-based assessment tools or customized data collection instruments	III.19a. At least one campus unit and at least one local community partner assisted with design and creation of web-based data collection instruments.	Howard, Kent
	III.19b. At least one academic unit provided with professional/technical support to facilitate use of Web Computerized Adaptive Placement Exams (WebCAPE) for course placement at IUPUI.	Howard, Kent

III.20	Continuously improve the academic and administrative program review processes.	III.20a.	Program review introduced to new deans and the 8-year schedule for review of units completed.	Karen, Trudy
		III.20b.	Reviewers' ratings monitored for suggested improvements.	Karen
		III.20c.	Guidelines developed for PRAC members to use in reviewing self-studies.	Karen
		III.20d.	Program Review Guidelines revised by PRAC and others.	Karen
		III.20e.	Development of Program Review database continued.	Karen
III.21.	Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	III.21.	List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	Karen et al.

Summary of Progress on Goals and Objectives - FY2011-2012

Goal I:	Engage in collaborative planning campus wide, with other units, and within our division.	
Campus Planning Theme:		Best Practices
Timeframe:		
Objective:	I.1a.	Assist in developing campus plans.
	1.1a.	**Plans for campus and schools integrated appropriately in self study for reaffirmation of accreditation by the Higher Learning Commission (HLC) of the North Central Association.**
Actions taken to date:		In 2011 deans and vice chancellors were asked to review their annual reports on the IMIR Web site for the past 10 years and develop a brief report on their accomplishments over that period as well as plans for the future in each of IUPUI's primary mission areas.
		In 2012 these reports were reviewed by the self study Criterion Teams as they prepared outlines for the 5 chapters of the self study for reaffirmation of accreditation.
Indicators of progress:		All deans and vice chancellors completed their reports and the teams of faculty and staff charged to work on each HLC Criterion for self study commented on the helpfulness of these reports as they prepared outlines for the self study chapters.
Activities planned:		Banta is a member of the Steering Committee for developing a new strategic plan for IUPUI. She identified Brent Ruben, distinguished professor at Rutgers University and frequent strategic planning consultant, to provide guidance for the development of IUPUI's strategic plan. That plan should be completed during spring 2013.
Objective:	I.1b.	**Assist in developing campus priorities**
	I.1b.	**Chancellor's Guideposts and IU President's Principles of Excellence aligned.**
Actions taken to date:		The Chancellor's Guideposts and President McRobbie's Principles of Excellence were aligned in a document. See Appendix A.
Indicators of progress:		The alignment document was distributed to deans and vice chancellors and to faculty leaders (chairs and members of the IFC Planning and Budgetary Affairs Committees).

Activities planned:		The new strategic plan will contain IUPUI's priorities for the future.
Objective:	**I.1c.**	**Assist CFO and deans in implementing Resource Planning Committee decisions.**
Actions taken to date:	**I.1c.**	**Deans engaged in discussing resource planning for the campus, implementing shared investments in infrastructure.** Banta worked with CFO Dawn Rhodes to plan the work of the Resource Planning Committee (RPC).
Indicators of progress:		RPC members made several important recommendations to Chancellor Bantz about planning and budgeting priorities.
Activities planned:		RPC members will make recommendations about the allocation of resources to priorities associated with IUPUI's new strategic plan.
Objective:	**I.2.**	**Communicate broadly the campus mission/vision.**
Actions taken to date:	**I.2a.**	**Produce Annual Performance Report** *2010-11 IUPUI Performance Report* was written.
Indicators of progress:		The Report was published on time in print and online.
Activities planned:		The *2011-12 IUPUI Performance Report* will be written.
Actions taken to date:	**I.2b.**	**Complete HLC Self-Study** Banta, Black, Kahn, and Scott wrote 4 of the 5 chapters for the HLC self study. Then Kahn edited all 5 chapters. Kahn and Scott worked with the IU Public Affairs and Government Relations (PAGR) staff to ensure that the self study and executive summary were placed correctly on the 2012 Web site (www.iupui.edu\2012\) Kahn and Scott researched, wrote, and created extensive ancillary materials for our own chapters; worked with team members to draft town hall presentations; edited all chapter drafts (in most cases substantially) or rewrote them; wrote Introduction and Preface; collected and organized supporting data to accompany report; developed final version of self-study report.

Indicators of progress:		The self study was made available to the visiting team members as soon as they were identified. Met timelines for chapter drafts for Town Hall discussions and final draft for review by HLC Liaison.
Activities planned:		Obtain reaffirmation of accreditation.
		Have final report and collateral materials ready to transmit and post by time evaluation team is appointed; prepare Executive Summary for campus and community distribution; work with PAGR to complete final report and executive summary documents; identify materials for electronic resource room.
Objective:	I.3.	**Plan agenda and retreats for Council of Deans**
Timeframe:		On-going
Actions taken to date:	I.3a.	**Agenda for 2011 Council of Deans retreat planned, space identified and arranged, and retreat implemented.** A space was identified (the Indianapolis Museum of Art) and the program for the 2011 retreat was planned by a small group of deans.
Indicators of progress:		An evaluation sent following the retreat at the IMA indicated that the deans were satisfied with the program for the retreat, though they would have welcomed more interaction—more group conversation (see Appendix B).
Activities planned:		Plan and conduct the 2012 deans retreat.
	I.4.	**Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).**
	I.4a.	**At least 25 units assisted with planning annually.**
Actions taken to date:		PAII staff continue to provide planning assistance to campus units. (See Appendix C.)
Indicators of progress:		PAII staff assisted 18 IUPUI units with planning this year, (39 in 2010-11, 27 in 2009-10, 22 in 2008-2009, 16 in 2007-2008, 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).

Activities planned:		PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served. PAII and Finance & Administration staff will work together to increase the use of our mutual resources in strategic and financial planning. Continue to support the program review process and improve where possible.
	I.4b.	**At least 50 planning consultations/projects conducted annually**
Actions taken to date:		Relationships with new and former academic clients continue to provide opportunities for consultations.
Indicators of progress:		PAII staff participated in 188 planning consultations/projects this year (82 in 2010-11, 33 in 2009-10, 39 in 2008-2009, 37 in 2007-2008, 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).
Activities planned:		PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of consultations/projects conducted.
	I.5.	**Contribute to preparations for IUPUI's reaffirmation of accreditation in 2012 by co-chairing and serving on 2012 Committee; Criterion One, Two, Four and Five Subcommittees, and writing team; editing newsletter; and further developing the planning web site.**
	I.5a.	**Successive drafts of self-study report produced in timely manner.**
Actions taken to date:		Several drafts of the self study were produced on schedule. Researched, wrote, and created extensive ancillary materials for our own chapters; worked with team members to draft town hall presentations; provided extensive support including suggested outlines and approaches for other chapter authors; edited all chapter drafts (in most cases substantially) or rewrote them; wrote Introduction and Preface; worked with others to collect and organize supporting data to accompany report; developed final version of self-study report

Indicators of progress:		A near-final draft of the self study was sent to the Higher Learning Commission liaison, Eric Martin, on time – June 15, 2012. Met timelines for chapter drafts for Town Hall discussions and final draft for review by HLC Liaison.
Activities planned:		Obtain reaffirmation of accreditation. Have final report and collateral materials ready to transmit and post by time evaluation team is appointed; prepare Executive Summary; work with PAGR to complete final report and executive summary documents
	I.5b.	**Clearly written, informative, and timely newsletters circulated widely to keep campus and other stakeholders informed about 2012 planning.**
Actions taken to date:		Newsletters discontinued
Indicators of progress:		
Activities planned:		
	I.5c.	**Web-based information about preparations is easy to locate and up to date.**
Actions taken to date:		Worked with University Library archivists to design the "Resource Room" website.
Indicators of progress:		Resource Room website designed and populated with documents from the self-study as well as other specified materials.
Activities planned:		Work with members of the writing team to categorize documents for easy access by members of the visiting team.
	I.6.	**Work with University College and other units, through the Connect to Learning FIPSE project, to develop models for broader campus use of the ePDP.**

	I.6a.	**Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.**
Actions taken to date:		Participated in all Connect to Learning national activities (prepared assigned reading, online posts, peer reviews, and written reports for 5 extensive ten-day online forums plus a three-day intensive summer workshop); added information about project to IUPUI ePortfolio web site and annual report; Kahn presented at UCOL faculty development workshops for 30 instructors of the 50 First Year Seminar sections using the ePDP; participated in 3 UCOL committees to improve and expand use of the ePDP.
Indicators of progress:		IUPUI directors Kahn and Buyarski were asked to present at the Summer 2011 Institute, and Buyarski was invited to present at Summer 2012 Institute.
Activities planned:		Continue high level of national participation and strong support locally through planning-committee service.
	I.7.	**Plan an ePortfolio advisory committee for multi-perspective recommendations about policy issues surfacing as use of ePortfolio expands; collaborate closely with similar groups initiated by University College, UITS, and others.**
	I.7a.	**Committee initiated**
Actions taken to date:		Tabled at UITS initiative to merge this planned group with a university-wide Oncourse Priorities ePortfolio Subcommittee to be chaired by Kahn
Indicators of progress:		
Activities planned:		Organize UITS group to convene in Fall 2012.
	I.8.	**IMIR staff will work with PAII staff and campus units to effectively plan and manage campus projects (e.g., 2012 reaffirmation self-study, PUL assessment, etc.).**
	I.8a.	**Project management techniques implemented within PAII and campus-wide.**
Actions taken to date:		Worked with 2012 Committee and Criterion subcommittees to create a Sharepoint site for collecting and organizing data and documents needed to the reaffirmation self-study.

Indicators of progress:		Sharepoint site used by all Criterion subcommittees to collect and organize data and documents for the reaffirmation self-study.
Activities planned:		Continue to provide project-management support for campus and PAII projects.
	I.9.	**IMIR staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.**
	I.9a.	**Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.**
Actions taken to date:		Worked with the Executive Vice Chancellor for Academic Affairs, Enrollment Services, and the campus admission committee to develop new Fall 2013 admission standards for University College.
Indicators of progress:		Campus adopted the new admission standards for Fall 2013.
Activities planned:		Continue to evaluate admission standards for new beginners and transfer students to ensure that students admitted to IUPUI have a high likelihood of being successful academically.
	I.9b.	**Delaware Study of Instructional Costs and Productivity implemented in collaboration with Finance and Administration, academic deans, and departments to further planning and budgeting efforts.**
Actions taken to date:		Worked with Finance and Administration, schools, and departments to collect, analyze, and submit data for the Delaware Study and to present the results to deans and administrators.
Indicators of progress:		Delaware Study results used in campus budgeting decisions.
Activities planned:		Continue to work with Finance and Administration, schools, and departments to improve data quality/accuracy and to reduce the amount of time required to collect and submit data.

	I.10.	**Testing Center staff will work with campus units (e.g., School of Science, UITS, etc.) to plan, develop, and assume management of integrated test proctoring services in the Testing Center facilities.**
	I.10a.	**Plans to offer integrated test proctoring services in testing facilities located in SL 070 and BS 3000 suites implemented in collaboration with faculty representatives in the School of Science and UITS.**
Actions taken to date:		Testing Center staff continued to work with School of Science and UITS and developed initial plans for proctoring class tests in the newly renovated testing facilities in BS 3000 and SL 070 suites.
Indicators of progress:		During summer 2012, Testing Center staff and the School of Science faculty implemented initial plans for proctoring class tests in the BS3000 testing facility.
Activities planned:		During FY 2012-2013, the Testing Center, in partnership with UITS and the IUPUI School of Science, will conduct a feasibility study to assess the capacity and level of need for proctored testing services in SL 070 and BS 3000 testing facilities. The one-year trial period will provide an opportunity to collect empirical data needed to facilitate subsequent planning, development, and implementation of long-term solutions to support proctoring of academic tests in the integrated testing facilities.
	I.10b.	**New test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.**
Actions taken to date:		Testing Center in collaboration with UITS and the Purchasing Department executed a professional services contract with Galvin Technologies Inc. (a Web & Software development company based in Indianapolis) to design, develop, and implement a new test scheduling application for IUPUI. However, IUPUI terminated the service contract with Galvin Technologies in order to pursue alternate solutions that might be less expensive and/or more appropriate for IU Testing Centers.
Indicators of progress:		Detailed information regarding test scheduling requirements and program specifications were compiled through the service contract with Galvin Technologies Inc., but a new test reservation application has yet to be developed and implemented.

Activities planned:		Short-term solution: Use a 'vended solution' with Appointment-plus (www.appointment-plus.com) online appointment scheduling software. Long-term solution: Collaborate with IU Enterprise Software team to develop a custom scheduling solution for IU Testing Centers.
	I.10c.	**Appropriate enterprise software packages to facilitate development, administration, and scoring of class tests offered in the Testing Center facilities identified in collaboration with faculty representatives in the School of Science.**
Actions taken to date:		Testing Center was incorporated as a member of UITS Learning Technologies' Task Force to evaluate the utility and cost-effectiveness of implementing software-based solutions (*ExamSoft (SofT)* or *Respondus* test administration software packages) for securing the testing environment.
Indicators of progress:		During spring 2012, Testing Center staff participated in faculty-led Task Force activities that included a pilot study to assess the utility and cost-effectiveness of lock-down browser solutions (e.g., using *ExamSoft (SofT)* test administration software packages) to secure test administration sessions.
Activities planned:		Testing Center will continue to work with UITS Learning Technologies and faculty representatives in exploring both short-term options and enterprise solutions for possible use in securing the administration of academic tests in the newly renovated testing facilities.
	I.11.	**Develop a coordinated communication and marketing plan to highlight the services of the Testing Center.**
	I.11a.	**TC website and brochures developed in collaboration with the Office of Communications and Marketing.**
Actions taken to date:		Testing Center staff have begun the process of changing TC content into a new template that will incorporate the addition of classroom assessment as well as changes in the Course Evaluation area of the center.
Indicators of progress:		Work to update the Testing Center website (http://tc.iupui.edu) is well underway.

Activities planned:	Create processes and procedures to update continually the content as changes are made within the center. Clif Marsiglio and 2 work study students will be responsible for the updates.
	I.11b. **Improved communication for incoming students implemented in collaboration with the Post-Admission to Census Coordinating (PACC) Task Force.**
Actions taken to date:	Mzumara served as a member of the PACC Task Force and participated in monthly meetings that discussed strategies for improving communications sent to incoming students.
Indicators of progress:	Discussions at PACC meetings offered a good opportunity for Testing Center to collaborate and stay in sync with other frontline units including the Office of Orientation Services that provides incoming students with appropriate communications on scheduling and taking placement tests.
Activities planned:	Testing Center staff will continue to work with the PACC Task Force and share communication materials for review, as needed.
Goal II:	**Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.**
Campus Planning Theme:	**Best Practices**
Timeframe	**Ongoing**
Objective:	**II.1** **Provide leadership for IUPUI Student Pulse surveys.**
	II.1a. **2-4 Pulse surveys conducted annually.**
Actions taken to date:	Several Pulse surveys were completed during 2011-12 (see http://survey.iupui.edu/pulse/).
Indicators of progress:	Unfortunately the response rate has not improved and we cannot say that the total number of campus surveys has decreased significantly, but several of the units represented on the Pulse Committee worked with us to sequence and combine ideas for new surveys. Some also conducted focus groups instead of surveys so that the number of surveys conducted centrally did decrease. Moreover, the Pulse method is viewed as timely and responsive.

Activities planned:		Additional Pulse surveys, on topics of particular interest to students, will be undertaken in 2012-13.
Objective:	**II.2**	**Prepare 2010-11 Performance Report for print and web distribution to multiple stakeholders.**
	II.2a.	**Print and web publication complete in early February 2012.**
Actions taken to date:		"Profile of Progress" tables completed, checked, and displayed on the web (see http://www.iport.iupui.edu/iupui/statportrait/data.aspx). Print and web reports published in early February 2012.
Indicators of progress:		"Profile of Progress" tables displayed on the web in February 2012.
Activities planned:		Continue to prepare, check, and display "Profile of Progress tables.
Objective:	**II.3**	**Decisions for fine-tuning *Annual Assessment Report* purpose and contents of 2011 report reached by November.**
	II.3a.	**Decisions for fine-tuning report purpose and contents of 2011 *Assessment Report* reached by November.**
Actions taken to date:		Consensus on overall purpose and content outline reached in November.
Indicators of progress:		
Activities planned:		
	II.3b.	***Assessment Report* reviewed and completed for distribution by end of February 2012.**

Actions taken to date:		Report completion delayed by unexpectedly high amount of editing for self- study report.
Indicators of progress:		
Activities planned:		Report to be completed and posted online in time for HLC team visit.
Objective:	**II.4.**	**Maintain IUPUI reputation for leadership in the field of ePortfolio development, use, and assessment through national and international presentations, publications, and ongoing service on national committees and boards.**
	II.4a.	**Continued national presentations, publications, and professional service**
Actions taken to date:		Kahn and Scott gave 7 presentations (alone, together, and with others) at 4 national and international conferences.
Indicators of progress:		Kahn presented plenary session addresses at two ePortfolio conferences in Japan in May; Kahn served as Chair of AAEEBL Board of Directors; Scott served as track chair on 2012 AAEEBL Conference Program Committee; Kahn invited to speak at AAC&U 2013 ePortfolio Symposium. .
Activities planned:		Continue high level of national service in 2012-13.
	II.4b.	**Satisfactory progress on work for national projects**
Actions taken to date:		(See information on FIPSE project at I.6 above) Developed detailed research plan and secured IRB approval for ePortfolio research as part of I/NCEPR Cohort VI.
Indicators of progress:		IUPUI invited to present review of student ePortfolios at Fall 2011 Cohort VI meeting at Portland State University
Activities planned:		Complete research interviews, evidence review, and qualitative analysis in 2012-13.

Objective:	II.5.	**IMIR staff will provide information about campus, school, and department performance (e.g., Point-in-Cycle, Management Indicators, Performance Indicators, Institutional Portfolio, etc.) via the web.**
	II.5a.	**The Point-in-Cycle system updated weekly and disseminated widely.**
Actions taken to date:		A new Point-in-Cycle enrollment reporting system was implemented in Spring 2012 and was updated weekly.
Indicators of progress:		The new Point-in-Cycle system is used by deans to track enrollment, and "Power Users" have been identified and trained so they can develop their own enrollment reports.
Activities planned:		Continue to explore ways of making the Point-in-Cycle system more accessible to deans and campus administrators, and expand the range of standard reports available through the system.
	II.5b.	**Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner and the data disseminated widely.**
Actions taken to date:		Prepared Management Indicators, Performance Indicators, and Diversity Indicators for use by campus deans and administrators; deployed the data to the web, and presented reports to campus and community constituents.
Indicators of progress:		Management Indicators, Performance Indicators, and Diversity Indicators were used in campus and school annual planning and budget reports.
Activities planned:		Continue to develop appropriate management and performance metrics and explore ways to automate the extraction, analysis, and reporting of the measures.
Objective:	II.6.	**IMIR staff will provide annual performance reports on topics of campus-wide importance (e.g., Passport Report, Work Retention Report, PUL Report, etc.).**

	II.6a.	**Passport Report, Work Retention Report, Delaware Report, and PUL Reports completed in a timely manner and disseminated widely.**
Actions taken to date:		Prepared Passport Report, Work Retention Report, Delaware Reports, and PUL reports, and disseminated the reports to campus decision makers.
Indicators of progress:		Reports were prepared on time, disseminated to decision makers, and used in meetings and presentations.
Activities planned:		Continue to prepare recurring reports for use by campus decision-makers.
Objective:	**II.7.**	**IMIR staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.**
	II.7a.	**Surveys of students, faculty, staff, and alumni administered on a regular schedule.**
Actions taken to date:		Administered the Campus Smoking survey to students, faculty, and staff; administered the Continuing Student Satisfaction and Priorities Survey; and administered 4 Pulse surveys.
Indicators of progress:		All surveys were administered and reports prepared and disseminated in a timely manner.
Activities planned:		Continue to administer surveys to students, faculty, staff, and alumni.
Objective:	**II.8.**	**IMIR staff will respond to ad hoc requests for information from campus leaders, schools, and departments.**
	II.8a.	**Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.**
Actions taken to date:		IMIR staff responded to requests for information for campus leaders, schools, and departments, as well as for external organizations.
Indicators of progress:		IMIR staff responded to 145 requests for information.
Activities planned:		IMIR staff will continue to respond to requests for information, although demands on staff resources require prioritizing how IMIR responds to information requests.

Objective:	II.9.	Contribute evaluation resources for campus programs and community organizations.
	II.9a.	At least 1 evaluation study funded and conducted for campus constituents.
Actions taken to date:		Mzumara continues to serve as lead evaluator for two NSF-funded grant projects at IUPUI: the *Central Indiana - STEM Talent Expansion Program (CI-STEP),* and the *Undergraduate Research and Mentoring Program in Biological Sciences* (*IUPUI URM Program*).
Indicators of progress:		Mzumara has continued to work with principal investigators in the School of Science in coordinating project assessment/evaluation activities that have contributed positively toward the successful completion of Year 2 of the 5-year grant projects.
Activities planned		Mzumara will continue to serve as project evaluator for the CI-STEP and IUPUI URM grant projects based in the IUPUI School of Science.
	II.9b.	Program evaluation resource site redesigned, deployed, and updated.
Actions taken to date:		Testing Center staff continued with ongoing efforts to further develop an evaluation resource site at IUPUI.
Indicators of progress:		Singh compiled a variety of resource materials and helped to design, deploy, and update a website that includes a list of links to evaluation glossaries, logic models, and related resources for program evaluation and evaluation research. (For details, visit: http://programevaluation.iupui.edu/glossaries.asp)
Activities planned		In addition to seeking potential partners or contributors, Singh will continue to lead the initiative to compile additional resource materials to enhance the content and utility of the evaluation resource site.
	II.9c.	At least 225 units using Testing Center services annually (especially ad hoc test proctoring services in support of placement testing, state and national testing programs; test/survey development, scoring, and data analysis services; and educational measurement, evaluation, and statistical consulting services).

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Actions taken to date:		Testing Center expanded its test proctoring services and began to proctor additional tests (including TEAS-V for students seeking entry into baccalaureate programs in the IU School of Nursing).
Indicators of progress:		During FY 2011-2012, Testing Center staff proctored over 400 TEAS-V exams for applicants seeking entry to bachelor's degree programs in the IU School of Nursing. In addition, the Testing Center served 255 other units.
Activities planned		Pursue strategic partnerships with existing or new units, and continue to expand test proctoring services by offering academic tests and a variety of certification tests.
	II.9d.	**Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.**
Actions taken to date:		The Testing Center provided placement testing opportunities for students in the BS 3000 location as well as a special session located in Cavanaugh Hall during the summer of 2012. Park 100 and Greenwood sites are still operational. However, the inability to schedule students has not allowed the center to utilize the centers efficiently.
Indicators of progress:		Testing Rosters within the Testing Center
Activities planned		Would like to increase offsite testing as resources become available.
	II.9e.	**At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects or other research collaborations with IUPUI faculty colleagues.**
Actions taken to date:		In collaboration with faculty in the School of Science, Mzumara has co-authored presentations and annual reports in support of the NSF-funded CI-STEP grant project.
Indicators of progress:		As part of dissemination efforts, Mzumara co-authored 3 presentations and 2 annual reports in collaboration with PIs for the CI-STEP grant project.

Activities planned	Mzumara will seek potential collaborators and also continue to work with PIs/faculty in the School of Science in order to co-author scholarly papers in support of dissemination activities for collaborative grant projects.
Goal III:	**Lead and support evaluation and improvement efforts to accomplish campus and unit goals.**
Campus Planning Theme:	Teaching and Learning
Timeframe:	On-going
Objective:	**III.1. Continuously improve the campus practice of assessment.**
	III.1a. Number of units assisted with assessment remains steady at 30.
Actions taken to date:	See Indicators of Progress (and Appendix C)
Indicators of progress:	PAII staff responded to 27 IUPUI unit requests for assistance with assessment this year (36 in 2010-11, 38 in 2009-10, 33 in 2008-2009, 32 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).
Activities planned:	PAII staff will continue to respond to requests for assistance with outcomes assessment.
	III.1b. Number of assessment consultations/ projects remains steady at 150.
Actions taken to date:	See Indicators of Progress.
Indicators of progress:	PAII staff fulfilled 155 requests for assistance with assessment this year (198 in 2010-2011, 375 in 2009-10, 287 in 2008-2009, 187 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).

Activities planned:		PAII staff will continue to consult with other units on outcomes assessment.
	III.1c.	**Faculty assisted in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.**
Actions taken to date:		Testing Center staff gave faculty in the Department of World Languages and Cultures appropriate access that allowed faculty to review the Web Computerized Adaptive Placement Exams (WebCAPE), and also provided the department chair with placement score distributions for the IUPUI Web-based language placement tests in French, German, and Spanish. Following the review, faculty revised the placement cut scores for the IUPUI web-based German Placement Test.
Indicators of progress:		Testing Center and the Placement Testing Advisory Committee members continue to meet at least once per semester to discuss placement testing issues of particular interest to IUPUI. Testing Center staff continued to provide faculty in the Department of Mathematical Sciences with placement testing audit rosters and placement validation reports that help faculty to monitor the appropriateness of course placements in Mathematics.
Activities planned:		Testing Center will continue to work with faculty / members of the Placement Testing Advisory Committee to adopt best practices and/or make appropriate policy and procedural changes in placement testing services.
	III.1d.	**Information derived from the placement testing and validation processes enhanced.**
Actions taken to date:		For each semester, Testing Center generates historical reports or placement testing audit reports that course instructors use to monitor the appropriateness of students' placements in Math courses (see Appendix D1, D2, and D3).
Indicators of progress:		For the spring semester of 2012, Testing Center compiled class/instructor-based reports containing "DFW rates" for the respective MATH/STAT courses (to supplement the standard placement validation summary reports).
Activities planned:		Continue to work with faculty to adopt course placement strategies and placement reports that incorporate multiple measures and/or or use of test takers' background (or "screener") data.

		Assist faculty in Chemistry with acquisition and implementation of an appropriate solution that allows students an opportunity to take the Chemistry Placement Test completely on-line.
	III.1e.	**At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.**
Actions taken to date:		Testing Center staff assisted a total of 13 academic units at IUPUI with creation of web-based course/instructor evaluation surveys.
Indicators of progress:		Testing Center maintained the client base and successfully helped several academic units at IUPUI to migrate from an antiquated FoxPro-based application to using the *Class Climate course feedback system* for processing end-of-course evaluations. Most recently, the Schools of Liberal Arts and Science have indicated interest in continuing to use course/instructor evaluation services offered through the Testing Center Evaluation and Data Processing unit.
Activities planned:		Testing Center staff will continue to work with new and existing clients and expand use of the Class Climate software package to create web-based course/instructor evaluation instruments.
	III.1f.	**Improvements in course placement services accomplished through use of outreach testing services.**
Actions taken to date:		The Testing Center worked with the EAP department to test over 150 students in two sessions in Cavanaugh Hall.
Indicators of progress:		Remote testing through COMPASS allows students to test closer to their residence.
Activities planned:		Continue to offer remote placement testing options for students, and work with Placement Testing Advisory Committee on additional outreach testing options.
	III.1g.	**Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.**
Actions taken to date:		The Testing Center participated in the Service with Distinction (SWD) initiative during the summer of 2012 (see Appendix E1 and E2).

Indicators of progress:		The center's in-house survey, along with the SwD survey, indicated that the center scored above 95 percent.
Activities planned:		Continue to incorporate SwD standards and behaviors in Testing Center's programs and services.
	III.1h.	**At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.**
Actions taken to date:		The Testing Center Evaluation and Data Analysis unit assisted the School of Science with online administration of course/instructor evaluation surveys using the Class Climate course feedback system.
Indicators of progress:		Testing Center staff in the Evaluation and Data Analysis unit processed new collaborative work requests that involved design and production of Class Climate or scanner-ready data collection forms for several campus units including Athletics Department, School of Journalism, School of Science, and University College.
Activities planned:		Testing Center staff will pursue opportunities to provide faculty colleagues with evaluation consulting services. In particular, Mzumara and Singh will continue to serve as consultants and/or members of the IUPUI faculty-led *Task Force on Student Feedback Surveys* that may provide recommendations and guidance to academic units interested in making incremental quality improvements in their course/instructor evaluations.
Objective:	**III.2.**	**Implement strategies for evaluating student learning of the PULs.**
	III.2a.	**Faculty evaluation of PUL-related learning proceeding on schedule.**
Actions taken to date:		IMIR staff continue to aggregate faculty ratings and produce campus and school reports (see Appendix F). Faculty evaluations of student performance on the PULs were extracted, and analyzed, and reports prepared for the campus and schools. In addition, reports on the courses in which evaluations were submitted were provided to the deans.
Indicators of progress:		Deans are beginning to look at the reports to see if strengths and weaknesses are becoming apparent.

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	Evaluation reports were disseminated to senior administrators, Faculty Council, and schools in the Fall and Spring semesters.	
Activities planned:	Meetings will be held with deans and associate deans to emphasize the importance of **using** PUL data in improvement efforts.	
	IMIR will continue to extract, analyze, and report data regarding faculty evaluations of student performance on the PULs.	
Objective:	**III.3.**	**Disseminate evaluative findings.**
	III.3a.	**Participation in PAII national conference maintained at 950.**
Actions taken to date:	977 individuals attended the 2011 Assessment Institute. See Appendix G.	
Indicators of progress:	2011 registration was 977. The Assessment Institute in Indianapolis attracted people from 413 different colleges, universities, and organizations; 45 states and Guam, and Puerto Rico; and 6 other countries: Australia, Canada, Chile, Lebanon, Mexico, and Qatar.	
	Evaluation statistics indicate that the Institute is perceived as effective. There is some dissatisfaction with the 30-minute sessions (see Appendix H).	
Activities planned:	Continue to make changes in Institute formats to respond to evaluative findings.	
	III.3b.	**Number of national and international invitations for PAII staff maintained at 100.**
Actions taken to date:	PAII staff received invitations to make or to consult with international and national organizations, but were unable to accept all of these.	
Indicators of progress:	PAII staff received 40 invitations to make presentations or to consult with international and national organizations (48 in 2010-11, 55 in 2009-10, 86 in 2008-09, 64 in 2007-2008, 41 in 2006-2007, 101 in 2005-2006, 102 in 2004-05) but were unable to accept 18 (23 in 2010-11, 11 in 2009-10, 25 in 2008-2009, 56 in 2007-2008, 20 in 2006-2007, 28 in 2005-2006, 37 in 2004-05) of these.	

Activities planned:	Continue to monitor and increase PAII dissemination efforts.
III.3c.	**Number of external information requests maintained at 210.**
Actions taken to date:	PAII staff continue to respond to hundreds of information requests from external constituents.
Indicators of progress:	PAII staff responded to 648 information requests from external constituents this year (688 in 2010-11, 544 in 2009-10. 428 in 2008-2009, 404 in 2007-2008, 392 in 2006-2007, 251 in 2005-2006, 144 in 2004-2005).
Activities planned:	Continue to monitor and increase PAII dissemination efforts.
Objective:	**III.4.** **Organize IUPUI ePortfolio research, in conjunction with I/NCEPR Cohort 6, to identify effective models for ePortfolio reflection and assessment, and seek new ways to engage faculty across campus in scholarship of teaching and learning around ePortfolio work.**
	III.4a. **Instrument developed, approved by IRB, and used in gathering information from faculty, findings summarized, and reported.**
Actions taken to date:	Employed graduate student to support research; see II.4.b above—descriptions, instruments, and informed consent statements developed, approved by IRB, updated and reapproved following some changes on research team; extended invitations to participate in May
Indicators of progress:	
Activities planned:	Complete research and analysis in 2012-13, publication developed the following year
	III.4b. **Increase campus participation in NCEPR-related SoTL over 2010 levels.**
Actions taken to date:	Participation maintained at 2010 levels.
Indicators of	

progress: **Activities planned:**		
Objective:	**III.5.**	**Provide leadership and information support for the Talent Alliance.**
	III.5a.	**Talent Alliance achieving its goals.**
Actions taken to date:		Banta and Black continued service on the Talent Alliance Steering Committee. Pike conducted a study of high school-to-college matriculation with funding from the Central Indiana Community Foundation. Extracted data for Talent Alliance report card; received grant to work with high schools to assist them in tracking whether their graduates enrolled and persisted in college.
Indicators of progress:		This is the first grant funding received by any component of the Talent Alliance. Talent Alliance report card completed, and interim reports for the grant were presented and submitted. Secure additional funding for Talent Alliance initiatives.
Activities planned:		Complete the final grant report, secure additional funding for the project, and enrolled high schools in the program.
Objective:	**III.6.**	**Continue to develop a more uniform and concise set of campus-wide performance indicators.**
	III.6a.	**Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President's Principles of Excellence.**
Actions taken to date:		New campus goals and President's Principles were not emphasized in 2011-12. PAII made decision to continue with 2002 goals to maintain continuity and tracking of progress.
Indicators of progress:		Evaluations conducted using performance indicators.

Activities planned:		Link new campus initiatives and performance indicators to new strategic planning priorities.
		Work with new strategic planning committee to identify performance indicators aligned with campus goals and the President's Principles of Excellence.
Objective:	**III.7.**	**Work with campus leaders to identify performance indicators.**
	III.7a.	**Campus performance indicators agreed upon, disseminated widely, and used to provide direction for improvement.**
Actions taken to date:		Campus performance indicators developed between 2002 and 2012 continue to provide the basis for action and reporting.
Indicators of progress:		Print and Web-based annual performance reports are widely disseminated (see http://ww1w.iport.iupui.edu/pr/).
Activities planned:		. New indicators will emanate from the 2013 strategic plan.
Objective:	**III.8.**	**Advance institutional effectiveness through collaboration.**
	III.8a.	**At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.**
Actions taken to date:		See Indicators of Progress.
Indicators of progress:		6 projects were started, 4 were concluded, and 2 are on-going.
Activities planned:		Continue to encourage deans to use the process.
Objective:	**III.9.**	**Assist Chancellor in developing administrative reviews and searches.**
	III.9a.	**Establish review committees for 5 campus administrators.**
Actions taken to date:		Review committees for five campus administrators were established. A new *Guidance* document (see Appendix I) was written with participation by past, current, and future review chairs.

Indicators of progress:	The five reviews (Sukhatme, Brater, Cochran, Roberts, Durgans) were concluded successfully. The *Guidance* document was revised on the basis of current chairs' experience in 2011-12.
Activities planned:	For 2012-13 four review committees will be established and monitored.
Objective:	**III.10. Continue to work through PRAC to support improved understanding and implementation of the assessment cycle at IUPUI, including improved clarity of reporting.**
	III.10a. Peer review of assessment reports begun earlier than in 2010-11 so that units receive feedback by the end of March.
Actions taken to date:	Began work in November, reported peer review results in March
Indicators of progress:	Expressions of value by reviewers and by those receiving reviews
Activities planned:	Maintain timeline for 2012-13
Objective:	**III.11. Scale up faculty development programming and resources related to ePortfolios**
	III.11a. Plans developed for expanded faculty development offerings in 2012-2013, possibly including a community of practice.
Actions taken to date:	Offered same number of workshops in 2011-12 as in 2010-11.
Indicators of progress:	
Activities planned:	Reconfigure workshops to add new topics and form an ongoing brown-bag discussion group in 2012-13

	III.11b. Resource listings on ePortfolio web site updated and expanded.
Actions taken to date:	Information on ePortfolio web site updated in September 2011 (see http://academicaffairs.iupui.edu/plans/ePort/resources.cfm).
Indicators of progress:	
Activities planned:	Information to be updated quarterly in 2012-13, beginning in September 2012.
Objective:	**III.12. Sustain leadership advocacy with UITS, at campus and university levels, to encourage commitment of needed resources for ePortfolio improvement, usability, and flexibility.**
	III.12a. Service on UITS Oncourse Priorities Committee maintained.
Actions taken to date:	Service maintained
Indicators of progress:	Invited in January to chair new university-wide ePortfolio Advisory Subcommittee; invited by UCOL to join ePDP Strategic Planning Committee
Activities planned:	Launch new eP advisory committee in Fall 2012 per UITS decision
	III.12b. New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.
Actions taken to date:	Planning and development begun
Indicators of progress:	
Activities planned:	Will use new ePortfolio Advisory Committee as well as ePDP Strategic Planning Committee and IU Joint Working Group on ePortfolio Platforms plus IUPUI resources to understand needs and priorities.
Objective:	**III.13. Continue working with University College, the Centers for Service and Learning and Research and Learning, and other partners to increase ePortfolio awareness and interest in support of campus and unit RISE to the Challenge goals.**

	III.13a.	**Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2010-11.**
Actions taken to date:		Opened discussions with Office of International Affairs and Solution Center. Collaborated with CSL and CRL on ongoing ePortfolio projects.
Indicators of progress:		Life-Health Sciences Internship program conducted pilot in Spring 2012 as part of FIPSE project; CSL continues to expand its use of ePortfolio (now use with all service learning scholars) and supports many of the ePDP course sections that involve service learning.
Activities planned:		Consider how to gather data on extent of ePortfolio use across campus (we are increasingly asked, but use is difficult to track since units using ePortfolio are not required to report to us, and any such requirement might be seen as burdensome).
Objective:	**III.14.**	**IMIR staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.**
	III.14a.	**Performance indicator data disseminated campus-wide in a timely manner, and campus leaders, deans, and directors assisted to use the data in evaluation and planning efforts.**
Actions taken to date:		Performance indicators posted to the web; workshops held for deans and administrators; and IMIR staff led evaluation of selected goals and strategies (see http://reports.iupui.edu/).
Indicators of progress:		Data were posted to the web in a timely fashion, deans indicate the workshops were helpful, and all evaluations were conducted successfully.
Activities planned:		Continue to disseminate performance-indicator data, conduct workshops, and lead evaluation efforts.
Objective:	**III.15.**	**IMIR staff will conduct surveys of students, faculty, staff, and alumni on a regular schedule to provide information about student learning and institutional performance.**
	III.15a.	**Reports on the results of surveys of students, faculty, staff, and alumni prepared in a timely manner and disseminated campus- wide.**

Actions taken to date:		Administered the Campus Smoking survey to students, faculty, and staff; administered the Continuing Student Satisfaction and Priorities Survey; and administered 4 Pulse surveys.
Indicators of progress:		All surveys were administered and reports prepared and disseminated in a timely manner.
Activities planned:		Continue to administer surveys to students, faculty, staff, and alumni.
Objective:	III.16.	**IMIR staff will provide data to schools and departments for program reviews.**
	III.16a.	**Reports to be used in program review prepared in a timely manner and disseminated to the appropriate units on campus.**
Actions taken to date:		Prepared reports to assist in the preparation of self-study documents for program review, and met with departments (Geology and Economics) to identify ways in which data could be incorporated more effectively in self-study documents.
Indicators of progress:		Departments included data in the self-study documents and made changes to their documents based on suggestions for data use.
Activities planned:		Continue to prepared data to support program review and to suggest ways in which the data can be used to improve self-study documents.
Objective:	III.17.	**IMIR staff will collect data on student attainment of the Principles of Undergraduate learning (PULs) and report results to the appropriate administrative and academic units.**
	III.17a.	**Results of faculty and student assessments of the PULs and the report on results delivered to the appropriate administrative and academic units in a timely manner.**
Actions taken to date:		Faculty evaluations of student performance on the PULs were extracted, and analyzed, and reports prepared for the campus and schools. In addition, data on students' perceptions of their learning and development (related to the PULs) were collected, analyzed, and reported as part of the Continuing Student Survey (see Appendix F).

Indicators of progress:	Evaluation reports were disseminated to senior administrators, Faculty Council, and schools in the Fall and Spring semesters.
Activities planned:	IMIR will continue to extract, analyze, and report data regarding faculty evaluations of student performance on the PULs, and assess students' perceptions of their PUL learning and development using the Continuing Student Survey.
Objective:	**III.18. Continue the use, development and integration of economic modeling in unit planning, management, and evaluation.**
Actions taken to date: **Indicators of progress:** **Activities planned:**	**III.18a. Use of the program review financial table for departments as an individual consulting service expanded for department academic budget planning.** Johnson prepared economic models for units undergoing program reviews until he left IUPUI.
Objective:	**III.19. Testing Center will assist clients with needs assessment and offer evaluation/technical consulting services to assist individual faculty or academic units with design and creation of web-based assessment tools or customized data collection instruments**
Actions taken to date: **Indicators of progress:**	**III.19a. At least one campus unit and at least one local community partner assisted with design and creation of web-based data collection instruments.** As part of the evaluation of the 2011 Assessment Institute in Indianapolis, Testing Center staff created and administered the overall conference evaluation and individual session evaluations via web-based (and paper-based) data collection forms. Testing Center continues to assist colleagues at the state-wide campuses of Ivy Tech Community College to administer the IUPUI web-based language placement tests to students admitted to the community college.

Activities planned:	Testing Center will assist colleagues at the IUPU Columbus campus to administer the IUPUI web-based language placement tests to students admitted to IUPUC.
	III.19b.At least one academic unit provided with professional/technical support to facilitate use of Web Computerized Adaptive Placement Exams (WebCAPE) for course placement at IUPUI.
Actions taken to date:	The initiative to add WebCAPE to the IUPUI language placement test battery is currently 'on hold' (as faculty in the Department of World Languages and Cultures reviewed the WebCAPE language exams but opted to continue using the IUPUI Web-based language placement tests instead).
Indicators of progress:	Testing Center continues to maintain access to the WebCAPE exams in Chinese and other world languages.
Activities planned:	Continue to work with faculty and members of the Placement Testing Advisory Board and implement appropriate changes in placement testing services, as warranted.
Objective:	**III.20. Continuously improve the academic and administrative program review processes.**
	III.20a.Program review introduced to new deans and the 8-year schedule for review of units completed.
Actions taken to date:	Planned 10 program reviews (Africana Studies, Communication Studies, Dentistry – 3, Foundation Studies, Human Resources, Journalism, Mathematics, and Psychology), facilitated conduct of 4 reviews (Recreational Sports, Dentistry Information Technology, Museum Studies, Individualized Major), and established follow-up procedures for 3 reviews (Economics, Political Science, and Earth Sciences).
Indicators of progress:	All but one review were conducted as scheduled. Education was not conducted.
Activities planned:	Continue to plan and conduct reviews according to schedule. Meet with School of Medicine representatives to introduce the possibility of conducting program reviews in that school.

	III.20b. Reviewers' ratings monitored for suggested improvements.
Actions taken to date:	Ratings were compiled and actions taken as necessary (see Appendix J).
Indicators of progress:	Reviewers' ratings were monitored.
Activities planned:	Ratings will continue to be monitored
	III.20c. Guidelines developed for PRAC members to use in reviewing self-studies.
Actions taken to date:	Guidelines have been developed and are in use (see Appendix K) .
Indicators of progress:	Complete
Activities planned:	None. Guidelines have been developed and are in use.
	III.20d. Program Review Guidelines revised by PRAC and others.
Actions taken to date:	Guidelines have been developed and are in use.
Indicators of progress:	Complete
Activities planned:	None. Guidelines have been developed and are in use.
	III.20e. Development of Program Review database continued.
Actions taken to date:	Information about reviews has been added to the database. A qualitative study has been launched to uncover recommendation trends across reviews
Indicators of progress:	Database will be used as a repository for findings of reviews and other pertinent information.

Activities planned:	Verifying and correcting information will continue.
Objective:	**III.21. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.**
	III.21a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely. **2011-2012** • Reports of faculty PUL ratings prepared by IMIR staff revealed that information literacy and quantitative skills are the lowest rated PUL-related skills for seniors. Pike reported this to the Program Review and Assessment Committee. Now librarians are undertaking a pilot project that should eventually help all faculty teach and evaluate information literacy skills more effectively. • Kahn and Scott led efforts to improve the quality of annual assessment reports that involved training a cadre of PRAC members to evaluate the annual reports. As a result, several of the weaker reports have improved significantly. • Following several years of Assessment Institute evaluation data indicating dissatisfaction with the 30-minute format of the Best Practices Fair, all sessions were allotted 75 minutes and some sessions included 2 or 3 co-presenters. • Banta convened past, present, and future chairs of 5-year administrative review committees and developed a *Guidance* document (Appendix I) to assist future chairs in conducting reviews. • In Spring 2012, IMIR administered a Transition to the Major survey as well as a survey of student beliefs and opinions regarding course taking over the summer. Results of these surveys were shared with the Dean of University College, who has presented them to various groups, including the Dean's Council. IMIR staff also coordinated the local administration of the National Survey of Student Engagement (NSSE) in Spring 2012. Data will be used as a part of ongoing assessment initiatives in the Division of Continuing Studies, the Kelley School of Business, the School of Engineering and Technology, University College, and the Division of Student Life. Finally, IMIR collaborated with staff and faculty in the School of Liberal Arts to administer the annual Liberal Arts Exit Survey. Reports prepared by IMIR staff using data from this exit survey were used as part of the annual reports by Liberal Arts faculty and staff. The results also helped staff in the School of Liberal Arts identify which students intended to graduate so that their academic records could be reviewed prior to graduation.

- The Testing Center collaborated with UITS, School of Science, office of the Registrar, and other campus units that facilitated planning and establishment of two integrated testing facilities located in BS 3000 and SL 070 suites. The newly renovated testing facilities will allow even more IUPUI students to sit for computer-based exams, quizzes, and other proctored activities at convenient times.
- Testing Center staff successfully implemented the *Class Climate* course feedback system that facilitated incremental quality improvements in scanning services including generation of course/instructor evaluation reports for academic units that use Testing Center services.
- Testing Center staff organized and co-presented (with CTL staff) two webinars on basic principles of test construction and analysis of course/instructor evaluation instruments.
- OIE staff directed and coordinated IUPUI's growing ePortfolio Initiative, providing six faculty development workshops and working closely with University College to continue development and expansion of the ePortfolio-based Personal Development Plan.
- OIE staff led IUPUI participation in two national projects, collaborating with 33 other institutions to develop national models and best practices for ePortfolio use in higher education. For Cohort 6 of the Inter/National Coalition for Electronic Portfolio Research, this work includes formal research on the use of reflection at IUPUI for assessment and accreditation.
- OIE staff provided editorial leadership for IUPUI's self-study report for reaffirmation of regional accreditation. Kahn served as lead editor of the entire report, with assistance from Scott; Kahn and Scott each authored a chapter of the report.
- Kahn developed the annual IUPUI Performance Report and worked with Public Affairs and Governmental Relations to design and publish it.
- OIE staff organized and co-led the second annual peer review of annual school/unit assessment reports for 2010-11, continuing the overall improvement of annual PRAC reports and supporting professional development of PRAC members.

2010-2011
- Completed a newly-designed Program Review Budget table for the Departments of Political Science, Museum Studies, and Earth Sciences.
- OIE staff worked with leadership of the Program Review and Assessment Committee to implement a peer-review process of evaluating unit assessment reports posted on the PRAC web site. The resulting feedback to PRAC members led to observable improvements in structure, substance, or both, for the majority of 2010-11 reports.
- Worked closely with University College faculty and advisors to pilot

consolidation of the Personal Development Plan (ePDP) in the ePortfolio environment. The pilot included 16 sections of the First Year Seminar, reaching more than 350 students. Assessment to date indicates the project was very successful; lessons for improvement have been implemented, and University College expects to triple the number of sections and students involved in Fall 2011. The project has garnered strong interest across campus and throughout IU.

- Collaborated with University College on "Connect to Learning" (C2L), a successful grant proposal to develop models for use of the ePDP subsequent to its initial development in the First-Year Seminar. The ePortfolio Initiative and University College will work with the Psychology Department, Honors College, and Student African American Sisterhood to develop models for students' continuing work on the ePDP. The C2L grant, along with leveraged matching funds from University College, Honors, and ePortfolio, enabled ePortfolio professional development travel for seven faculty and academic administrators in summer 2011.

- Recipients of Integrative Department Grants concluding their projects reported curricular improvements resulting from their implementations of ePortfolio. For example, the School of Library and Information Science faculty identified and closed gaps which had been allowing some students to sidestep full development of required technology competence. The Pediatric Dentistry department used ePortfolio adoption to leverage stronger connections within a four-year curriculum, including mapping to foundational knowledge not directly under the oversight of departmental faculty. In addition, that project's successes have led to beginning implementation in dental hygiene and dental assisting programs.

- The Doctor of Nursing Practice program received a grant of $324,150 from the Health Resources and Services Administration (HRSA) based on a proposal that cited use of the ePortfolio for assessment as an innovative aspect of the proposed project.

- Completed evaluation of the Integrative Department Grant program (the grants made by the ePortfolio initiative) and began transition to a more targeted approach to developing faculty capacity for implementing electronic portfolios, including engagement in the IUPUI research component of the Inter/National Coalition for Electronic Portfolio Research Cohort VI and matching funds for the Connect to Learning grant project.

- IMIR prepared a report for the campus Admission Committee that was used to recommend changes in undergraduate admission standards for first-time students.

- IMIR prepared a report on transfer student success that was used to make changes to transfer admission standards.

- IMIR developed pivot tables for reporting PUL results at the department and course-section level for the School of Engineering and

Technology and IUPUC.

- IMIR developed guidelines for interpreting and using PUL results for deans and associate deans.
- IMIR developed reports on courses completing PUL assessments for the School of Medicine, the School of Physical Education and Tourism Management, and IUPUC that were used to monitor progress in evaluating the PULs.
- IMIR enhanced the reporting for semester-to-semester retention for use by the Executive Vice Chancellor for Academic Affairs. The enhanced report includes retention data for full-time transfer students, as well as full-time beginners.
- IMIR assisted IUPUC staff in instituting an institutional research office.
- IMIR advised IUPUC staff concerning the development of general education learning outcomes for the Columbus campus.
- IMIR assisted with data collection and preparation of draft Criterion Team reports for the 2012 reaffirmation by the Higher learning Commission of the North Central Association.
- IMIR staff members worked on setting up a Microsoft Reporting Services application to be used by the campus community to further support for data driven decision making.
- IMIR released a beta version of an enhanced Point-In-Cycle Report based on MS Reporting Services.
- IMIR staff member worked with the 2012 Committee to provide technology management support by setting up and administrating SharePoint sites for various Criterion Teams.
- IMIR Response to Results of Student Pulse Survey on Diversity, by Division of Student Life staff, (January 13, 2010):

Overall we found the responses to the survey to be positive, with a few exceptions, when analyzing the results by race, gender, and age. For example, the rating of one's overall experience (question 1) was different for African-American students than it was for the other respondent groups. See Figure 1.

Due to high instances of the response "neither" in the questions pertaining to our Division units (CAPS, CCL and Student Health), we need to understand the reason for this trend. We will administer a reputation survey later this semester that will provide a better view of how our programs, services, and facilities are perceived by various persons on campus. In addition, we may conduct focus groups in the future in an attempt to understand this trend. For example, the question asking level of comfort seeking health services on campus yielded almost a 1/3 response rate of "neither." Are students averse to health services specifically at IUPUI, or perhaps to seeking health services in general?

Suggestions for actions to be taken on the basis of the findings:

We plan to further analyze how information on our services is being disseminated to various groups of students. If we rely mostly on orientation for the dissemination of information, then are transfer students (1/3 of respondents) learning about these upon their arrival? What about international students? Our goal is to ensure we promote our support services to these various populations of students during their first semester on campus. In addition, further analysis based on the length of time respondents have been on campus may help us understand how our services are promoted to first-semester students.

Figure 1. "How would you rate your overall experience at IUPUI so far?"
This breaks down the responses to Question 1 by race/ethnicity.

Note the difference between African-American students (green line) and all other categories.
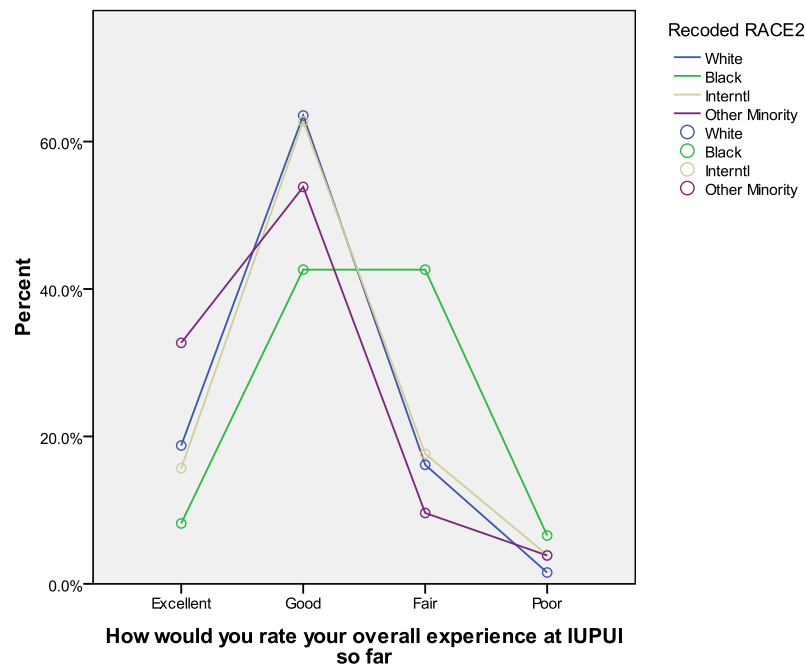
How would you rate your overall experience at IUPUI so far * Recoded RACE2 Crosstabulation

			Recoded RACE2				Total
			White	Black	Interntl	Other Minority	
How would you rate your overall experience at IUPUI so far	Excellent	Count	122	5	8	17	152
		% within Recoded RACE2	18.8%	8.2%	15.7%	32.7%	18.7%
	Good	Count	413	26	32	28	499
		% within Recoded RACE2	63.5%	42.6%	62.7%	53.8%	61.3%
	Fair	Count	105	26	9	5	145
		% within Recoded RACE2	16.2%	42.6%	17.6%	9.6%	17.8%
	Poor	Count	10	4	2	2	18
		% within Recoded RACE2	1.5%	6.6%	3.9%	3.8%	2.2%
Total		Count	650	61	51	52	814
		% within Recoded RACE2	100.0%	100.0%	100.0%	100.0%	100.0%

- Testing Center staff facilitated the reporting of placement scores in the Student Information System (SIS) and generated course placement summary reports and placement audit reports/class rosters that assisted faculty/academic advisors with student advising and course placements. In addition, Testing Center staff proctored course test-out exams and a variety of independent studies exams and several state and nationally-administered exams (including ACT, CLEP, DANTES, IC[3], iCritical Thinking Skills Certification exams, PRAXIS, TOEFL iBT, SII, MBTI, etc.) that academic units use in making decisions regarding student *admissions*, *certification*, *course credit*, *licensure* or *career guidance*.
- In collaboration with the IUPUI School of Science, UITS, CFS, and the Office of the Registrar, Testing Center staff contributed testing-related information that facilitated planning, coordination, and establishment of new and integrated Testing Center facilities near the center of campus (i.e., in BS 3000 and SL 070 suites and scanning services in SL 064).
- In conjunction with faculty in the IUPUI School of Science, Testing Center staff provided evaluation services and co-authored two collaborative research grant proposals that were funded by the National Science Foundation (NSF). In addition, Mzumara is serving as *external evaluator* for two collaborative research grant projects funded by NSF and awarded to faculty in the School of Civil Engineering at Purdue University, West Lafayette.
- Testing Center (TC) acquired new software packages (i.e., Question*mark* Perception and Scantron *Class Climate*) with hopes of assisting faculty or academic units to enhance course/instructor evaluations and to facilitate creation and administration of web-based tests for clients that use Testing Center Scanning Services.

2009-2010

- In Spring 2010 faculty utilized for the first time the PAII-developed process for evaluating student learning related to the PULs.
- Pulse surveys (see Appendices K and L) were conducted on the concept of diversity, the Common Theme project, and Student Health

Services. The IUPUI Student Pulse Survey program has been initiated both to improve the use of survey findings and to attempt to reduce the ever-declining questionnaire response rate. In connection with each Pulse survey, we can identify improvements made in units serving as the focus.

- PAII staff used a rubric to evaluate unit assessment reports posted on the Program Review and Assessment Committee Web site. Discussion of these reviews in PRAC led to observable improvements in more than half of the 2009-10 assessment reports.
- IMIR staff added an Executive Summary section to Faculty Survey and Student Satisfaction and Priorities Survey Summary Reports. The process for creating these reports was also revised in order that data may be available sooner.
- IMIR utilized data from the Delaware Study of Instructional Costs and Productivity to begin an examination of the funding of IUPUI schools. Initial efforts included developing procedures for generating normative data from other research universities participating in the study. IMIR staff members have also worked with administrators and staff in schools to improve the quality of the data used in the analyses. Specifically, IMIR staff worked with the School of Informatics to identify administrative expenditures that should not be included in calculating instructional costs. Staff members also worked with the School of Liberal Arts to improve procedures for counting the contributions of part-time faculty and faculty members with joint appointments. Staff members also worked with the School of Nursing to identify issues related to documenting the productivity of adjunct faculty members. IMIR staff members also identified problems with the coding of graduate teaching assistants and shared that information with the Office of the Vice Chancellor for Academic Affairs.
- Economic Model Office proposed and successfully developed a modified application of economic models for program reviews that resulted in departments embracing the service as a critical component of program reviews and for stand-alone consultation.
- Provided or continued grants to nine campus units for planning and implementation of ePort. Awarded two new grants for 2010-2012. (A third possible grant is pending consultation with the department.)
- Provided ongoing consultation to ten campus units involved in ePort-funded or externally funded grants on implementing ePort to improve learning and assessment.
- Developed and began implementing an evaluation of the Integrative Department Grant Program (the grants given by the ePort initiative). Initial survey responses have been received from most departments/programs that have had grants in the past and that have current funding.
- Organized and co-presented (with CTL) nine campus-wide workshops on ePort and related topics.

- Funded participation by nine IUPUI faculty members in Assessment Institute and participation by one in Sakai Conference.
- In collaboration with UITS, employed an external consultant to adapt Sakai web presentation tool to IU Oncourse environment.
- Piloted new ePort Presentation Maker tool, which enables students to create personal academic/professional web sites within ePort, in senior English Capstone Seminar. Problems identified were addressed during Spring/Summer 2010 by consultant.
- Continued working with University College to plan pilot of ePort in approximately 12 sections of the First-Year Seminar. (Pilot was postponed from Spring 2010 to Fall 2010 to accommodate the need for additional planning to integrate ePort with the Personal Development Plan and to complete development of ePort Presentation Maker tool.)
- Students using ePort in 2009-2010 reported that the tool was easy to use; it is now on a par with other Oncourse tools in terms of user-friendliness.
- Developed new campuswide summary report on assessment at IUPUI.
- In collaboration with IMIR, began development of web site for IUPUI's 2012 accreditation visit. Site currently offers extensive resource on development and use of rubrics for assessment.
- Developed application to the Coalition of Urban and Metropolitan Universities for "Saviors of Our Cities" designation; IUPUI was designated fifth nationally among the top 25 universities that were named.
- Testing Center staff contributed evaluation resources in support of faculty or academic units engaged in writing grant proposals for external funding.
- Testing Center staff (in consultation with the Center for Teaching and Learning and the office of the Vice Chancellor for Research, IUPUI) made progress towards compilation of online resources for development of Testing Center's Program Evaluation Resource website.

2008-09

- Acting on evidence that Principles of Undergraduate Learning are not systematically taught and assessed in the academic programs across campus, PAII staff initiated activities to ensure that these activities will be evident when NCA visitors arrive in 2012
- Acting on evidence that questionnaire response rates are declining, due in part to the proliferation of surveys across campus, PAII staff convened the largest purveyors of surveys and developed, with student leaders, a Student Pulse Survey approach designed to increase response rates.
- Deans were introduced in a Deans Council meeting to the Accelerated Improvement Process (AIP) by peers who had used AIP,

and several new projects were initiated as a result.

- Designed the facility layout and provided the budget plan, worked with IU Real Estate Office and secured the facility site, and developed the newest off-campus learning center at Park 100. Instrumental in the development and implementation of the strategic plan for off-campus centers.
- Provided ongoing consultation to Departments of Visual Communication, Computer and Information Science, and Tourism, Convention, and Event Management; Schools of Dentistry and Engineering & Technology; and IUPUC on implementing the IUPUI ePortfolio to improve student learning and support authentic assessment.
- Developed and presented four campus-wide faculty development workshops designed to assist faculty and academic programs with successful implementation of ePort for learning and assessment (in collaboration with staff from UITS and CTL). (Introduction to ePort workshop filled within 24 hours of announcement.)
- Provided or continued grants to twelve IUPUI academic units to support implementation of ePort to improve learning and assessment.
- Consulted throughout the year with UITS on needed enhancements to ePort software environment, which has improved significantly in ease of use over the past two years and now includes basic assessment management capabilities.
- Provided invited presentations to 13 IUPUI academic units and committees interested in learning more about ePort.
- With staff support, developed a web site on creating and using rubrics for the PULs to support IUPUI faculty with assessment of authentic materials in ePortfolios or other student work.
- Worked with University College faculty and staff to plan pilot of ePort and Personal Development Plan in Spring 2010. This initiative is intended to help students chart a course for their academic career at IUPUI, to support retention, and to provide information to advisors in University College and the major.
- In collaboration with Communications and Marketing and IMIR, developed improved IUPUI Performance Report, which won national recognition from the *Admissions Marketing Report*.
- Because more than 100 first-time freshmen were dismissed from IUPUI for having a Fall semester grade point average below 1.00, IMIR undertook a study to determine (1) if any student characteristics were related to the probability of being dismissed and (2) if it was possible to predict who would be dismissed. Results of the research have led to changes in programs for first-time freshmen and have helped focus efforts to develop an early warning system.
- Based on requests from the Office for Women, the Chancellor, and the Executive Vice Chancellor for Academic Affairs, IMIR

conducted a faculty salary study to (1) determine if women or minorities have significantly lower salaries than males or majority faculty members. Results identified a small, but significant, difference in faculty salaries by gender. No differences were found for race/ethnicity. In addition, faculty members with salaries that were significantly lower than expected were identified and schools are evaluating whether salary adjustments are needed and how to adjust those salaries.

- Feedback from school and campus administrators indicated that there is a need for five-year trend data at the department and academic plan levels. IMIR staff have developed an Institutional Reports web site that provides campus decision makers with the ability to 'drill down' to the department and plan level.

2007-08
- 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 on critical thinking.
- Provided consultation to School of Dentistry on use of ePort to support student understanding of professional ethics in clinical settings after assessment findings indicated a need for improvement.
- 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/).
- In the School of Nursing, the Economic Model Office converted and updated one of the four original economic models (of the pilot test era in 1991-1994) from a Paradox database platform to a Microsoft Excel platform. Developed a working relationship with this school

that resulted in the annual update and integration of benchmark data into their annual financial report to the departments and offices. Provided continuous decision support with the curricular conversion from the ASN to BSN program, the addition of the accelerated BSN, faculty workload analysis and subsequent salary generation model, cost, and the tuition and program fee analysis for the IU Board of Trustees approval to address the high cost of clinical instruction and the acute shortage of nursing faculty.

2006-07
- 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) (see www.planning.iupui.edu/552.html) includes improvements made in schools based on assessment of student learning of PULs.
- 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 alternative 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.

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.
- 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 used 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.
- 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 by several units to evaluate implementation of the PULs.
- University College staff have used the results of the study of dismissed students to include reporting elements in the soon-to-be-released early warning system.
- All schools that had faculty identified as having salaries significantly below expectations have completed a review of those salaries and are implementing plans to adjust salaries as needed.
- Held two workshops to familiarize deans and administrative personnel with the new Institutional Reports system.
- Reviewed course/faculty evaluation instruments for a total of 13 academic units and compiled a course evaluation inventory.
- 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.
- Continue to expand and update the institutional reports web site with information on credit hours, as well as survey data and potentially retention and graduation rates.
- In collaboration with PRAC and FAC Subcommittees on Course Evaluations, Testing Center staff will facilitate at least one faculty development workshop to discuss ways to improve End-of-Course Evaluations at IUPUI.
- Expanded the economic model services to include long-term projections with detailed recommendations and strategies as demonstrated in the partial project list of significant school engagements of the following:
  o School of Education, 1996 – 1999. The first substantive test of the economic model that provided the critical link of academic planning with budgeting—provided close consultation with the Office of the Vice Chancellor of Administration and Finance (ADFI) and the Office of the Chancellor in the budgetary solution for the School of Education's $533,406 deficit in an annual $7.4 million budget. Deftly handled the political sensitivity of and proposed the not so intuitive obvious solution to transfer 4,200 student credit hours of remedial course offerings to the emerging University College and its efforts to improve retention of first year student experiences.
  o School of Allied Health Sciences, 1998 - 2001. The initial analytical project for a tuition rate analysis for the conversion of the undergraduate physical therapy program to the master's level

led to a school wide economic model. The economic model analysis identified an emerging negative cash flow situation and declining inability of the state appropriation to subsidy the multitude of undergraduate programs. Became fully integrated in the budget planning process of the school as a budget analyst, an ad hoc internal review committee member, and an external review committee member—that resulted in the subsequent restructuring of a 16-program school with a $5-million budget and a $500,000 cash flow shortfall. The economic model engagement identified a looming financial exigency and the successful pursuit of the faculty governance policy of the complete restructuring of the School of Allied Health Sciences into the School of Health and Rehabilitation Sciences focused on graduate programs.

2012-13 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Engage in collaborative planning campus wide, with other units, and within our division.		
I.1. Assist in developing campus plans and priorities	1.1a. Plans for campus and schools integrated appropriately in self-study for reaffirmation of accreditation by the HLC of the NCA. I.1b. Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI. I.1c. HLC visiting team advice implemented in new strategic plan.	Trudy
I.2. Communicate broadly the campus mission/vision.	I.2a. Annual Performance Report produced and disseminated. I.2b. HLC self study completed and campus visit organized and carried out.	Susan K. All PAII staff
I.3. Plan agenda and retreats for Council of Deans	1.3. Agenda for 2012 Council of Deans retreat planned, space identified and arranged, and retreat implemented.	Trudy
I.4. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	I.4a. At least 20 units assisted with planning annually. I.4b. At least 50 planning consultations/projects conducted annually.	Karen and Trudy Karen et al.
I.5 Contribute to IUPUI's reaffirmation of accreditation in 2012 by co-chairing the 2012 Committee, planning and developing the 2012 Web site, and assisting the HLC visiting team members with their on-campus schedules.	1.5a. Reaffirmation of accreditation achieved.	Trudy, Karen, Susan K. and Susan S. Susan K., Gary, and Gulshan Trudy and Karen
I.6 Work with University College and other units, through the Connect to Learning FIPSE project, to develop models for broader campus use of the ePDP.	I.6 Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.	Susan K. and Susan S.

	Implementation Strategies		Performance Indicators/Milestones	Person(s) Responsible
I.7	Plan an ePortfolio advisory committee for multi-perspective recommendations about policy issues surfacing as use of ePortfolio expands; collaborate closely with similar groups initiated by University College, UITS, and others.	I.7	Committee initiated	Susan K.
Deleted 1.8				
I.9	IMIR staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.	I.9a.	Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.	Gary and Larry
I.10	TC staff will work with campus units (e.g., School of Science, UITS, etc.) to plan, develop, and assume management of integrated test proctoring services in the Testing Center facilities.	I.10a.	In collaboration with UITS and participating schools, plans to offer and sustain proctoring services in the integrated testing facilities developed and implemented.	Howard and Kent
		I.10b.	New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.	Howard and Kent
		1.10c.	Appropriate enterprise software packages to facilitate development and/or secure administration of class tests offered in the Testing Center facilities identified and deployed in conjunction with UITS and course coordinators from participating academic units.	Howard and Kent
I.11	Develop a coordinated communication and marketing plan to highlight the services of the Testing Center.	I.11a.	TC website and brochures revised and updated to reflect recent changes in Testing Center programs and services.	Kent and Howard
		I.11b	Communication about the Testing Center's role and function increased within academic/student support units.	Howard
Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.				
II.1.	Provide leadership for IUPUI Student Pulse surveys.	II.1.	2-4 Pulse surveys conducted annually.	Trudy, Gary, and Steve
II.2.	Prepare 2011-12 Performance Report for print and web distribution to multiple stakeholders.	II.2.	Print and web publication complete in early February 2013.	Susan K. and Gulshan

II.3.	Prepare 2011-12 annual report on assessment of learning at IUPUI.	II.3a.	Decisions for fine-tuning report purpose and contents of 2012 report reached by December.	Susan K. and Susan S.
		II.3b.	Report reviewed and completed for distribution by end of February 2013.	Susan K. and Susan S.
II.4.	Maintain IUPUI reputation for leadership in the field of ePortfolio development, use, and assessment through national and international presentations, publications, and ongoing service on national committees and boards.	II.4.	Continued national presentations, publications, and professional service	Susan K. and Susan S.
II.5	IMIR staff will provide information about campus, school, and department performance (e.g., Point-in-Cycle, Management Indicators, Performance Indicators, Institutional Portfolio, etc.) via the web.	II.5a.	The Point-in-Cycle system updated weekly and disseminated widely.	Larry
		II.5b.	Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner (completed by October 15) and the data disseminated widely.	Gary, Larry, Steve, and Gulshan
II.6	IMIR staff will provide annual performance reports on topics of campus-wide importance (e.g., Passport Report, Work Retention Report, PUL Report, etc.).	II.6.	Passport Report, Work Retention Report, and PUL Reports completed in a timely manner and disseminated widely.	Gary, Larry, and Steve
II.7	IMIR staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.	II.7.	Surveys of students, faculty, staff, and alumni administered on a regular schedule.	Steve
II.8	IMIR staff will respond to ad hoc requests for information from campus leaders, schools, and departments.	II.8.	Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.	Gary, Larry, Steve, and Gulshan
II.9.	Contribute evaluation resources for campus programs and community organizations.	II.9a.	At least 1 evaluation study funded and conducted for campus constituents.	Howard
		II.9b.	Program evaluation resource site deployed and updated periodically.	Howard
		II.9c.	At least 225 units maintained annually in using Testing Center services (including ad hoc test proctoring services in support of placement testing, state and national testing programs; test/survey development, scoring, and data processing; and educational measurement, evaluation, and statistical consulting services).	Howard and Kent

		II.9d.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and collaborative research grant projects with faculty colleagues.	Howard

Goal III.	**Lead and support evaluation and improvement efforts to accomplish campus and unit goals.**			
III.1.	Continuously improve the campus practice of assessment.	III.1a.	Number of units assisted with assessment remains steady at 30.	Karen et al.
		III.1b.	Number of assessment consultations/ projects remains steady at 150.	Karen et al.
		III.1c.	Faculty assisted in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.	Howard
		III.1d.	Information derived from the placement testing and validation processes enhanced.	Howard
		III.1e.	At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.	Howard
		III.1f.	Improvements in course placement services accomplished through use of outreach testing services.	Kent
		III.1g.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Kent
		III.1h.	At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	Howard and Kent
III.2.	Implement strategies for evaluating student learning of the PULs.	III.2.	Faculty evaluation of PUL-related learning proceeding on schedule and faculty beginning to use the findings to improve curriculum, instruction, student academic support services.	Trudy, Gary, Steve, and Gulshan
III.3.	Disseminate evaluative findings.	III.3a.	Participation in PAII national conference maintained at 950.	Karen and Trudy
		III.3b.	Number of national and international invitations for PAII staff maintained at 40.	Karen and Trudy, et al.
		III.3c.	Number of external information requests maintained at 300.	Karen et al.
III.4	Organize IUPUI ePortfolio research, in conjunction with I/NCEPR Cohort 6, to identify effective models for ePortfolio reflection and assessment, and seek new ways to engage faculty across campus in scholarship of teaching and learning around ePortfolio work.	III.4a.	Information from faculty gathered, findings summarized, and preliminary report prepared.	Susan K. and Susan S.
		III.4b.	Increase campus participation in NCEPR-related SoTL over 2010 levels.	Susan K. and Susan S.
III.5.	Provide leadership and information support for the Talent Alliance.	III.5.	Talent Alliance achieving its goals.	Trudy, Karen, and Gary

III.6.	Continue to develop a more uniform and concise set of campus-wide performance indicators.	III.6.	Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President's Principles of Excellence.	Trudy, Susan, Gary, and Karen
III.7.	Work with campus leaders to identify performance indicators.	III.7.	Campus performance indicators agreed upon, disseminated widely, and used to provide direction for improvement.	Trudy and Gary
III.8.	Advance institutional effectiveness through collaboration.	III.8.	At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen and Trudy
III.9.	Assist Chancellor in developing administrative reviews and searches.	III.9.	Establish review committees for 4 campus administrators and launch searches for new deans in Public Health and Law.	Trudy
III.10.	Continue to work through PRAC to support improved understanding and implementation of the assessment cycle at IUPUI, including improved clarity of reporting.	III.10.	Peer review of assessment reports conducted such that units receive feedback by the end of March.	Susan K. and Susan S.
III.11.	Scale up faculty development programming and resources related to ePortfolios	III.11a.	Plans developed for expanded faculty development offerings in 2012-2013, possibly including a community of practice.	Susan K. and Susan S.
		III.11b.	Resource listings on ePortfolio web site updated and expanded.	Susan S.
III.12.	Sustain leadership advocacy with UITS, at campus and university levels, to encourage commitment of needed resources for ePortfolio improvement, usability, and flexibility.	III.12a.	Service on UITS Oncourse Priorities Committee maintained.	Susan K.
		III.12b.	New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.	Susan K. and Susan S.
III.13.	Continue working with University College, the Centers for Service and Learning and Research and Learning, and other partners to increase ePortfolio awareness and interest in support of campus and unit RISE to the Challenge goals.	III.13.	Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2010-11.	Susan K. and Susan S.
III.14	IMIR staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.	III.14.	Performance indicator data disseminated campus-wide in a timely manner, and campus leaders, deans, and directors assisted to use the data in evaluation and planning efforts.	Gary, Larry, Steve, and Gulshan

III.15 IMIR staff will conduct surveys of students, faculty, staff, and alumni on a regular schedule to provide information about student learning and institutional performance.	III.15.	Reports on the results of surveys of students, faculty, staff, and alumni prepared in a timely manner and disseminated campus- wide.	Steve and Gary
III.16 IMIR staff will provide data to schools and departments for program reviews.	III.16	Reports to be used in program review prepared in a timely manner and disseminated to the appropriate units on campus.	Larry and Gary
III. 17 IMIR staff will collect data on student attainment of the Principles of Undergraduate learning (PULs) and report results to the appropriate administrative and academic units.	III.17	Results of faculty and student assessments of the PULs and the report on results delivered to the appropriate administrative and academic units in a timely manner.	Steve and Gary
III.18 Testing Center will assist clients with needs assessment and offer evaluation/technical consulting services to assist individual faculty or academic units with design and creation of web-based assessment tools or customized data collection instruments	III.18a.	At least one campus unit and at least one local/regional community partner assisted with design and creation of web-based data collection instruments.	Howard and Kent
	III.18b.	At least one academic unit provided with professional/technical support to facilitate use of remote or Internet-based testing services.	Howard and Kent
III.19 Continuously improve the academic and administrative program review processes.	III.19a.	Program review introduced to new deans and the schedule for review of units implemented.	Karen and Trudy
	III.19b.	Reviewers' ratings monitored for suggested improvements.	Karen
	III.19d.	Development of Program Review database continued.	Karen
III.20. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	III.20.	List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	Karen et al.

2011-2012 Teaching, Research, and Service Report for
Office of Planning and Institutional Improvement
Economic Model Office
Office of Information Management and Institutional Research
Office of Institutional Effectiveness
Testing Center

Teaching

IUPUI Courses/Sections

Black, K. E. (Fall 2011 and Spring 2012) Technical Communication 3220 Written Communication in Science and Industry.

Pike, G. R. Education C750 Academic Disciplines in Higher education (Fall 2011)

Pike, G. R. Education C750 Multivariate Statistics (Spring 2012)

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (September 29, 2011). HESA Proseminar

Pike, G. R. Education C620, Proseminar (Fall 2011)

Scott, S. B. TCM 32000, Written Communication in Science and Industry (K. Black instructor), twice Fall 2011 and once Spring 2012

Other Courses

Graduate Student Program Committees

Banta, T. W. Matthew Holly (Chair)

Banta, T. W. Danny King (Chair)

Banta, T. W. Tim O'Malley

Banta, T. W. Anthony Masseria (Chair)

Banta, T. W. Shannon McCullough (Chair)

Banta, T. W. Christian Medrano

Banta, T. W. Kate Thedwall

Banta, T. W. Chasity Thompson (Chair)

Banta, T. W. Christine Wright

Pike, G. R. Steven Graunke, Advisor

Pike, G. R. GaoLing LeBeau, Advisor

Pike. G. R. Stephen LeBeau, Advisor

Pike, G. R. Tim O'Malley, Advisor

Pike, G. R. Dan Maxwell, Advisor

Pike, G. R. Dan Trujillo, Advisor

Graduate Students/Faculty Fellows Mentored

Banta, T. W. Cindy Ahonen

Banta, T. W. Antigoni Papadimitriou, University of Thessalonica, Greece

Kahn, S. and **Scott, S. B.** Cynthia Landis, Ed.D. student in HESA, graduate research assistantship in 2011-12 shared between OIE and University College

Mzumara, H. R. Kyle J. Bradley, MSc. Student, I/O Psychology Program, Department of Psychology

Mzumara, H. R. Paige Coulter-Kern, MSc. Student, I/O Psychology Program, Department of Psychology, IUPUI

Thesis/Dissertation Committees

Banta, T.W. Antwione Haywood (Chair)

Banta, T. W. Sarah Brandenburgh Zahl

Banta, T. W. Josh Morrison

Pike, G. R. Jen Chin, Committee Member

Pike, G. R. Cory Claseman, Dissertation Advisor

Pike, G. R. Frank Essein, Committee Member

Pike, G. R. Christopher Foley, Committee Member

Pike, G. R. Leslie Hoffman, Committee Member

Pike, G. R. Demetrees Hutchins, Committee Member

Pike, G. R. Danny King, Committee Member

Pike, G. R. Ching-Hui Lin, Committee Member

Pike, G. R. Joshua Morrison, Committee Member

Pike, G. R. Adam Wilson, Dissertation Advisor

Letters of Support for Colleagues Seeking Promotion or Recognition –

Banta, T. W. Rob Aaron

Banta, T. W. Chris Chalker

Banta, T. W. David Eubanks

Banta, T. W. Margo Foreman

Banta, T. W. Kevin Guidry

Banta, T. W. Christina Leimer

Banta, T. W. Autumn Harrell

Banta, T. W. Antigoni Papadimitriou

Awards/Recognition

Banta, T. W., (June 2012) Annual Awards for Publication Excellence (APEX) Award for Advocacy in Editorial Writing as editor of *Assessment Update*

Publications

Refereed Articles

Pike, G. R., Smart, J. C., & Ethington, C. A. (2012). The mediating effects of student engagement on relationships between academic disciplines and learning outcomes: An extension of Holland's theory. *Research in Higher Education, 53,* 550-575.

Other Published Articles

Banta, T.W. (2012). Our Primitive Art of Measurement. *Peer review, (14)*1, 35.

Banta, T.W. (2012). Slowing the Accountability Train. In Yamada, R. and Mori, R. (Eds.), *Quality Assurance for Higher Education and Assessment: Higher Education Policy and Quality Assurance in Globalization*. Roundtable International proceedings, February, 2011. Kyoto, Japan: Center for Higher Education and Student Research, Doshisha University, 115-125.

Pike, G. R. (2012). Assessment measures: The ACT Engage survey. *Assessment Update: Progress, Trends, and Practices in Higher Education, 24*(5), 8-9.

Pike, G. R. (2012). Assessment measures: Criteria for evaluating campus surveys. *Assessment Update: Progress, Trends, and Practices in Higher Education, 24*(1), 10-11.

Pike, G. R. (2011). Assessment measures: The Cooperative Institutional Research Program (CIRP) surveys. *Assessment Update: Progress, Trends, and Practices in Higher Education, 23*(6), 10, 16.

Books and Book Chapters

Banta, T. W. (Ed.). and **Pike, G. R.** (2012). The Bottom Line: Will faculty USE assessment findings? In Secolsky, C. and Dennison, D. B. (Eds.), *Handbook on measurement, assessment, and evaluation in higher education* (47-56). New York: Routledge.

Roberts, D. C. & **Banta, T. W.** (2011). Integrity in student development. In Young, R. B. (Ed.), *Advancing the integrity of professional practice, New directions for student services, No. 135*, 53-65.

Johnson, K.R., & **Kahn, S.** "What Are You Going to Do with That Major? An ePortfolio as Bridge from University to the World." (Anticipated late 2012) In Rice, R. & Wills, K.V. (Eds.), *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios in Public Workplaces*. West Lafayette, IN: Parlor Press & WAC Clearinghouse, Perspectives on Writing Series. (Invited and accepted chapter.)

Pike, G. R., & Rocconi, L. M. (2012) Multilevel modeling: Presenting and publishing the results for internal and external constituents. In J. Lott & J Antony (Eds.) *Multilevel Modeling: Techniques and Applications in Institutional Research* (New Directors for Institutional Research Series, no. 154, pp. 111-124). San Francisco: Jossey-Bass.

Commissioned Papers

Presentations

Keynote Addresses-International

Banta T. W. (2012, May). "Discipline-Based Assessment to Provide Convincing Evidence of Graduate Learning Outcomes. Invited address for the Assessing Graduate Learning Outcomes Project in Sydney, Melbourne, and Brisbane, Australia.

Keynote Addresses-U.S.

Banta, T. W. (2012, February). "The Crucial Role of Institutional Research in Transforming the Academy." Annual Meeting of the Texas Association for Institutional Research.

Banta, T. W. (2012, March). "Evidence-Based Management in Higher Education." Keynote address for the Annual Assessment Conference of the American Association of Collegiate Schools of Business.

Banta, T. W. (2012, March). "Beyond Completion: Assessing Outcomes in Preparing Graduates for Success."   Tennessee College Association.

Banta, T. W. (2012, April). "Assessing Outcomes in General Education."   Arkansas Association for the Assessment of Collegiate Learning.

Banta, T. W. (2012, April). "Assessment for Improvement."   Mihaylo College of Business and Economics. California State University-Fullerton.

Peer Reviewed Papers/Presentations-International

Banta, T. W. (2011, August). "Double Loop Learning in Outcomes Assessment." European Association for Institutional Research (EAIR).

Chen, H., Penny-Light, T., Brown, G., **Kahn, S.**, & Jacobson, J. "Conversations on Portfolio Research and Assessment," AAEEBL Global Conference, Boston, MA, July 2011

Kahn, S. "Enhancing student learning through reflection," EAIR Forum,   September 2011

Kahn, S., & Johnson, K. "Improving Reflection for Effective ePortfolios: First-Generation Students and the Liberal Arts," AAEEBL Global Conference, Boston, MA, July 2011

Kahn, S., & **Scott, S B.** "Campus Strategies for ePortfolio Diffusion," AAEEBL Global Conference, Boston, MA, July 2011

Pike, G. R. (2012, June). *Persistence is not enough: The role of assessment and evaluation in achieving the college completion agenda.* Plenary presentation at the National Association of Student personnel Administrators Assessment and Persistence Conference, Tampa, FL.

Peer Reviewed Papers/Presentations-National

Banta, T. W. (2011, October). "Extending the University Reach through the Simon Youth Foundation." Coalition of Urban and Metropolitan Universities.

Graunke, S. S. (2012, June). *INAIR Best Presentation: Disparate Views of Academic Environments: A Comparison of Faculty Perceptions and Student Reports of Engagement and Learning.* Paper presented at the 2012 AIR Forum, New Orleans, LA.

Kahn, S., & **Scott, S. B.** "Campus Strategies for ePortfolio Diffusion," AAC&U Annual Meeting, Washington, DC, January 2012

Watt J. X., Marrs K., Feldhaus C., Judd M., Hundley S., Gavrin A., and **Mzumara H. R.** (2012, March). *IUPUI Central Indiana STEM Talent Expansion Program (CI-STEP)*, Poster presented at the NSF STEP Grantees Annual Meeting, Washington, DC (March 14-16, 2012).

Pike, G. R. (2012, June). *NSSE benchmarks and institutional outcomes: A note on the importance of considering the intended uses of an instrument in validity studies.* Paper resented at the annual meeting of the Association for Institutional Research, New Orleans, LA.

McGinness, T., **Pike, G. R.**, Galdeano, E. C., Niu, L., Lee, J., Lundberg, T., & Fowles, J. (2012, June). *A divergent path: The role of intent in understanding student success.* Paper presented at the annual meeting of the Association for Institutional Research, New Orleans, LA.

Dizinno, G., Borden, V. M. H., Crisp, G., McCormick, A. C., **Pike, G. R.**, & Porter, S. (2012, June). *Large-scale assessment: Testing, validity, and institutional assessment.* Panel presentation at the annual meeting of the Association for Institutional Research, New Orleans, LA.

Provezis, S., Kepple, T., Pugliesi, K., Bled, J., & **Pike, G. R.** (2012, January). *Show me the learning: Best practices in institutional transparency.* Panel presentation at the annual meeting of the Association of American Colleges and Universities, Washington, DC.

Peer Reviewed Papers-Regional/Local

Graunke, S. S. & Gorski, K (2012, March). *Changes in Satisfaction by Student Characteristics: An Analysis Using Satisfaction Survey Data.* Paper presented at the 26th Annual INAIR Conference, West Lafayette, IN.

Graunke, S. S. & Corlies, R. (2012, March). *Who's Surveying Sophomores? A Summary of Surveys for Exploring the Sophomore Experience.* Poster presented at the 26th Annual INAIR Conference, West Lafayette, IN.

Marrs, K., Judd, M., Hundley, S.P., Feldhaus, C., **Mzumara, H. R.**, Gavrin, A., and Watt, J. X. (2011) *Central Indiana STEM Talent Expansion Program (CI-STEP): Creating research-based educational innovations in undergraduate STEM education at IUPUI.* Transforming Education: From Innovation to Implementation Conference. Purdue University, West Lafayette, IN (October 10-12, 2011)

Watt J. X., Marrs K., Feldhaus C., Gavrin A., Hundley S., and **Mzumara, H. R.** (2011) *Central Indiana STEM Talent Expansion Program: First Year Report*, Indiana Section of the Mathematics Association of America. University of Indianapolis. Indianapolis, IN (October 22).

Watt J., Marrs K., Judd M., Feldhaus C., Gavrin A., Hundley S. and **Mzumara, H. R.** (2012, March 2) Central Indiana STEM Talent Expansion Program (CI-STEP): Transforming Education, Presentation given at the 2012 E.C. Moore Symposium, IUPUI.

Pike, G. R., Hansen, M. J., & Childress, J. E. (2012, March). *The influence of students' pre-college characteristics, high school experiences and college expectations and enrollment on degree attainment.* Paper presented at the annual meeting of the Indiana Association for Institutional Research, West Lafayette, IN.

Pike, G. R., & **Graunke, S. S.** (2011, October). *Using pivot tables to report assessment results.* Presentation at the Assessment Institute in Indianapolis, Indianapolis, IN.

Jankowski, N., & **Pike, G. R.** (2011, October). Institutional transparency of student learning outcomes assessment: A framework. Presentation at the Assessment Institute in Indianapolis, Indianapolis, IN.

Technical Reports

Mzumara, H. R. (Fall 2010 and Spring 2011) "COMPASS Mathematics Placement Test: Course Placement Summary Reports for Fall 2011 and Spring 2012 Student Cohorts." Indianapolis, IN: IUPUI Testing Center.

Invited Presentations – International

Kahn, S. "ePortfolios and Outcomes Assessment," Symposium on "Learning Outcomes Assessment for International Education," Meiji University Research Institute of International Education. Meiji University, Tokyo, Japan, May 18, 2012 (Invited plenary speaker)

Kahn, S. "ePortfolios and Outcomes Assessment," Symposium on "Learning Outcomes for International Education, Meiji University Research Institute of International Education. Ritsumeikan University, Kyoto, Japan, May 20, 2012 (Invited plenary speaker)

Invited Presentations – National, Regional, and Local

Banta, T. W. (2011, August). Western Association of Schools and Colleges Assessment Leadership Academy (WASC).

Banta, T. W. (2011, October). "Closing (and Doubling) the Loop in Outcomes Assessment." Assessment Institute in Indianapolis.

Banta, T. W. (2011, October). "Outcomes Assessment & Accountability: National and Local Perspectives." Ivy Tech State College.

Banta, T. W. (2011, October). "Prudent Options for Measuring Student Learning Outcomes." Jossey-Bass Webinar.

Banta, T. W. (2011, October). "Closing the Loop and Beyond in Outcomes Assessment." University of Wyoming.

Banta, T. W. (2012, February). "Closing the Loop: Making Better Use of Assessment Data." Southern Education Foundation's Student Learning Outcomes Institute.

Banta, T. W. (2012, February). "Self Study Town Hall Meeting Criterion 2: Planning for the Future." IUPUI.

Banta, T. W. (2012, March). "Powerful Partners in Making Global Learning an Integrative Theme in Higher Education." Forum on Education Abroad Outcomes Assessment Institute.

Banta, T. W. (2012, April). "Benchmarking in Healthcare and Higher Education." Indiana University School of Medicine.

Banta, T. W. (2012, May). "Assessment Basics." Guest lecturer for Taylor University class.

Mzumara, H. R. (2012, May 10th). *Update on New Testing Center Facilities and Placement Testing.* Presentation given at the May 2012 meeting of the Council on Retention and Graduation Steering Committee, Indianapolis, IN: IUPUI.

Mzumara, H. R., Presentation given at the CI-STEP Internal Advisory Board Meeting held at IUPUI, July 22, 2011

Mzumara, H. R., Presentation given at the CI-STEP External Advisory Board Meeting held at IUPUI, December 5, 2011

Invited Workshops

Graunke, S. S. & Hansen, M. (2011, November). *Designing and Utilizing Surveys for a University Setting*, for the Center for Teaching and Learning.

Kahn, S., & Ketcheson, K. "Institutional Portfolios and Online Self-Studies: The State of the Art in 2011." The 2011 Assessment Institute, Indianapolis, October 2011 (Invited pre-institute workshop)

Mzumara, H. R. (2012, March 1st). *Developing Effective Exams that Demand Higher-Order Cognitive Abilities.* Webinar given in collaboration with the Center for Teaching and Learning (CTL) professional development events, Indianapolis, IN.

Consultancies:

Mzumara, H. R., served as *psychometric consultant* for the Indiana Supreme Court Commission on Continuing Legal Education, Indianapolis, IN.

Singh, J. H., provided 3 evaluation-related consultations with faculty at IUPUI.

Conferences/Seminars Convened

Banta, T. W., Black, K. E., and Associates (October 28-30, 2011) Assessment Institute in Indianapolis.

Grants

Federal Government

Kahn, S. Connect to Learning with ePDP. Co-Project Directors S. Kahn and C. Buyarski, $19,996 grant from The Research Foundation of the City University of New York, as part of a larger grant to LaGuardia Community College and AAEEBL from US DOE/FIPSE.

Mzumara, H. R. (2011-2012). Evaluation of the CI-STEP Project (*Central Indiana STEM Talent Expansion Program)* (PI: Dr. Jeffrey Watt, IUPUI Department of Mathematical Sciences, funded by NSF);

Mzumara, H. R. (2011-2012) Evaluation of the Undergraduate Research and Mentoring (URM) Program in the Biological Sciences: *A Multi-year Immersion in Interdisciplinary Research in Biological Signaling at IUPUI* (PI: Dr. Stephen Randall, IUPUI Department of Biology, funded by NSF)

Foundation/Other

Professional Service

Editing/Reviewing

Banta, T. W. *Assessment Update*, Editor (6 issues)

Banta, T. W. *Assessment and Evaluation in Higher Education* (4), Editorial Board

Banta, T. W. *Educational Researcher* (2), Manuscript Reviewer

Banta, T. W. *Journal of General Education* (5), Editorial Board

Graunke, S. S. Student Review Team Member, *Journal of College Student Development: Research in Brief*

Kahn, S. Book Review Editor, *Assessment Update*, published by Jossey-Bass; also review new submissions (including electronic portfolio coverage)

Kahn, S. Manuscript Review Board, *International Journal of ePortfolio*, published by Virginia Tech in conjunction with AAEEBL

Kahn, S. *Journal of the Scholarship of Teaching and Learning*, submission reviewer

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

Pike, G. R. Consulting Editor, *Research in Higher Education*

Pike, G. R. Reviewer, *Educational Researcher*

Pike, G. R. Reviewer, *Journal of Higher Education*

Research Panels, Boards and Committees

Banta, T.W. National Institute for Learning Outcomes Assessment (NILOA) – National Advisory Board

Banta, T.W. New Leadership Alliance for Student Learning & Accountability – Evaluation consultant and member of National Advisory Board

Kahn, S. Inter/National Coalition for Electronic Portfolio Research, Cohort 6 (Kahn chairs local research planning team, which includes **Scott. S. B.**)

Mzumara, H. R. *Charter Board Member*, Evaluation Checklists, The Evaluation Center, Western Michigan University. (http://www.wmich.edu/evalctr/checklists/editorial-board/)

Mzumara, H. R., Member, NSF Review Panel, *Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM)* Program (event date: December 2011; PAESMEM Program: www.nsf.gov/pubs/2011/nsf11563/nsf11563.htm

Singh, J. H., served as reviewer of paper proposals submitted to the *Assessment in Higher Education TIG* and the *Program Theory and Theory-driven Evaluation TIG*, American Evaluation Association 2012 Annual Conference (www.eval.org/eval2012/)

Singh, J. H., served a reviewer for the 2012 ISBEIA Conference: The 2012 IEEE Symposium on Business, Engineering and Industrial Applications (ISBEIA2012) in Bandung, Indonesia (September 23-26, 2012). ISBEIA 2012 (Human Capital Development) http://www.uitmrmi.org/isbeia2012

Stoelting, K. S., served as reviewer for an article entitled "The discourse of parent involvement in special education: A critical analysis linking policy documents to the experiences of mothers" submitted to *Educational Policy.*

Elected Positions

Kahn, S. Vice Chair, Board of Directors, Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL); elected Chair in June 2011.

Appointed Positions

Mzumara, H. R., *Commissioner*, Indiana Supreme Court Commission on Continuing Legal Education, Indianapolis, IN. (Term: January 2011 – December 2015) (http://www.in.gov/judiciary/cle/)

Mzumara, H. R., *Chair*, Attorney Specialization Committee; *Psychometric Consultant* and *Member* of the Advisory Panel; *Member*, Internet Rules, Guidelines, Policies and Technology Committee, Indiana Supreme Court Commission on Continuing Legal Education, Indianapolis, IN.

Mzumara, H, R., *Member*, Membership Committee of the National Council on Measurement in Education (NCME; www.ncme.org; Term: 2011-2013).

Mzumara, H. R., Founding leadership team member, *NSF STEP Project Evaluators' Special Interest Group* (www.STEPcentral.net) [SIG designed to establish a community of practice for STEP Project evaluators across the nation]

Scott, S. B. Program Committee and track chair for AAEEBL 2012 Conference

Community Activities

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

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

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

Banta, T. W. Talent Alliance – Steering Committee, Executive Committee Planning Subcommittee, Council

Banta, T. W. Westside Community Development Corporation, Board, Executive Committee, Secretary

Mzumara, H. R., Member, Indiana Evaluation Association; www.indianaevaluation.org

Pike, G. R. Board Member, Chatham Arch Neighborhood Association

Pike, G. R. Moderator, First Congregational United Church of Christ

Singh, J. H, Member, Indiana Evaluation Association; www.indianaevaluation.org

University Service

University Committees

Banta, T. W. IU NSSE Steering Committee (convened by VP Applegate)

Banta, T. W. International Affairs Education Abroad Assessment Grant – Evaluation Consultant

Graunke, S. S. IU NSSE Steering Committee (convened by VP Applegate)

Kahn, S. Oncourse Priorities Committee; also forming and will chair new University ePortfolio Advisory Committee

Campus Committees

Banta, T.W. 2012 Committee, Co-Chair

Banta, T.W. Assessment Institute Planning Committee, Chair

Banta, T. W. Chancellor's Staff

Banta, T. W. Cluster Conversations, Coordinator

Banta, T. W. Council of Deans

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

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

Banta, T. W. Dialogue Group

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

Banta, T. W. Faculty Council Planning Committee

Banta, T. W. IUPUI Board of Advisors

Banta, T. W. Office for Women Advisory Council

Banta, T. W. Program Review and Assessment Committee

Banta, T. W. Pulse Survey Committee, Convenor

Banta, T. W. Resource Planning Committee, Co-chair

Banta, T. W. Tobias Center Faculty

Black, K. E. 2012 Committee

Black, K. E. Academic Policies and Procedures Committee

Black, K. E. Assessment Institute Planning Committee, Chair

Black, K. E. Program Review and Assessment Committee

Graunke, S. S. Council on (Undergraduate) Retention and Graduation Steering Committee

Kahn, S. and **Scott, S. B.** 2012 Committee

Kahn, S. Criterion 4 Committee

Kahn, S. Council on Retention and Graduation Steering Committee

Kahn, S. Council on Retention and Graduation

Kahn, S. and **Scott, S. B.** PRAC

Kahn, S. and **Scott, S. B.** PRAC Annual Report Review Subcommittee

Kahn, S. and **Scott, S. B.** ePortfolio Coordinating Committee (Kahn chairs)

Kahn, S. Board of Directors, University Faculty Club in Indianapolis (immediate past president)

Mzumara, H. R., Member, Academic Policy and Procedures Committee (APPC)

Mzumara, H. R., Member, Placement Testing Advisory Committee (PTAC)

Mzumara, H. R., Member, Post-admissions to Census Coordination (PACC) Task Force

Mzumara, H. R., Member, Program Review and Assessment Committee (PRAC)

Mzumara, H. R., Member, UITS Learning Technologies Task Force to evaluate *ExamSoft (SofT)* test administration software

Mzumara, H. R., Member, IUPUI Faculty Affairs' *Task Force on Student Feedback Surveys.*

Mzumara, H. R. Testing Center Representative, IUPUI – Ivy Tech Coordinated (Passport) Program

Pike, G. R., Chancellor's Diversity Cabinet

Pike, G. R., Council on (Undergraduate) Retention and Graduation

Pike, G. R., Enrollment Management Council

Pike, G. R., Enrollment Management Council Steering Committee

Pike, G. R., Program Review and Assessment Committee

Scott, S. B. Criterion 5 Committee

Singh, J. H., Member, IUPUI Faculty Affairs *Task Force on Subcommittee on Student Feedback Surveys*

Stoelting, K. A., Member, Placement Testing Advisory Committee (PTAC)

School

Banta, T. W. Educational Leadership & Policy Studies (ELPS) Department - faculty

Banta, T. W. Higher Education & Student Affairs (HESA) Program - faculty

Black, K. E. University College Academic Policies and Procedures Committee, Chair

Kahn, S. University College Committee for Conceptual Model for ePDP

Kahn, S. University College Strategic Planning Committee for ePDP

Kahn, S. and **Scott, S. B.** University College Campus and Community Connections Committee

Mzumara, H. R., Member, School of Science Faculty Search & Screen Committee, I/O Psychology Program, Department of Psychology, IUPUI.

Pike, G. R., Higher Education & Student Affairs Admission Committee

Pike, G. R. IU School of Education Long-Range Planning Committee

Professional Associations:

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

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

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

Banta, T. W. Golden Key International Honor Society, Phi Beta Kappa, Phi Kappa Phi, Phi Delta Kappa, Phi Alpha Theta, Pi Lambda Theta, Kappa Delta Pi

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

Black, K. E. American College Personnel Association (ACPA).

Black, K. E. Association for the Study of Higher Education (ASHE).

Graunke, S. S. Association for Institutional Research

Graunke, S. S. Indiana Association for Institutional Research

Kahn, S. Association for Authentic, Experiential, and Evidence-Based Learning

Kahn, S. European Higher Education Society (EAIR)

Marsiglio, C. C., Member, National College Testing Association

Miles. L. J. American Society for Quality

Miles. L. J. Association for Institutional Research

Miles, L. J. Indiana Association for Institutional Research

Miles L. J. Sigma Xi, The Scientific Research Society

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

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

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

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

Pike, G. R. American College Personnel Association

Pike, Gr. R. American Educational Research Association

Pike, G. R. Association for Institutional Research

Pike, G. R. Association for the Study of Higher Education

Pike, G. R. Indiana Association for Institutional Research

Robinson, L., Member, National College Testing Association

Singh, J. H., Member, American Evaluation Association

Singh, J. H., Member, Indiana Evaluation Association

Stoelting, K. A., Member, National College Testing Association

Training

Conferences and Institutes

Graunke, S. S. 2011 Assessment Institute (Volunteer Staff)

Graunke, S. S. 2011 INAIR Annual Forum

Mzumara, H. R., *2011 Evaluation Conference* for the American Evaluation Association, Anaheim, CA (November 2-5, 2012)

Mzumara, H. R., 2011 *Assessment Institute in Indianapolis*, IN (October 30 – November 1, 2011)

Mzumara, H. R., *Indiana ACT State Organization 2012 Annual Conference*, Indianapolis, IN (March 5, 2012)

Singh, J. H., *2011 Evaluation Conference* for the American Evaluation Association, Anaheim, CA (November 2-5, 2011)

Workshops

Graunke, S. S. SAS workshop

Miles. L. J. SAS workshop

Mzumara, H. R., Participated in the *NSF STEP Leadership Workshop* held at the University of Oregon Eugene campus, October 17, 2011.

Mzumara, H. R., Participated in the *NSF STEP Project Evaluators' Special Interest Group* planning session held during the 2012 STEP Grantees Meeting in Washington, DC, March 14-16, 2012. (www.STEPcentral.net).

Mzumara, H. R., Co-presented a session and a poster on *CI-STEP* at the 2012 E.C. Moore

Singh, J. H. (2012, Feb. 23). Facilitated a webinar (titled *Demystifying Evaluation to Effectively Capture Evidence of Impact*), Pennsylvania State System of Higher Education (PASSHE) 2012 Virtual Conference on Transforming the Teaching & Learning Environment.

Singh, J. H. (2012 Jan. 24). *Taking Stock of What Course Evaluations Measure.* Co-presented a workshop offered to faculty on the IUPUI campus to introduce a systematic approach for examining end-of-course evaluation instruments.

Singh, J. H. (2011, Nov. 18). School of Liberal Arts Workshop; *Taking Stock of What the School of Liberal Arts Course Evaluation Instrument Measures.*

Campus Visitors Hosted

Banta, T. W., (September 2012). Joe Law, Wright State University

Banta, T. W., (August 2012). Susan Salvador, Monroe Community College, Rochester, NY

**Indiana University *President's Principles* (I-X)
and
IUPUI Chancellor's Guideposts (1-12)
(10-10-2011)**

I.   *An Excellent Education*

   1. Continue to improve educational outcomes, from freshman success through graduation.

II. *An Excellent Faculty*

   2. Continue to enhance faculty quality through recruitment, hiring, and support for teaching and scholarship.

III. *Excellence in Research*

   3. Advance achievements in graduate education and research.

IV. *The International Dimension of Excellence*

   4. Continue to deepen international partnerships and increase international activity.

V.   *Excellence in the Health Sciences and Health Care*

   5. Continue to improve educational outcomes in all health sciences programs.

VI. *Excellence in Engagement and Economic Development*

   6. Continue to enhance civic engagement, including economic development.

VII. *Excellence in Advancement*

   7. Increase the resource base through philanthropy, concluding a successful development campaign, and other strategies.

VIII. *Building for Excellence*

   8. Improve the campus physical environment, including the quality and efficiency of current space, and create additional space to meet our needs.

IX. *The Centrality of Information*

   9. Continue to expand the use of information technology in learning and research.

X.   *Responsible Stewardship of Indiana University's Resources*

   10. Continuously improve the efficiency and effectiveness of academic and administrative processes.

   11. Enhance campus diversity via the Enrollment Shaping initiative and providing support programs such as those offered in the Multicultural Success Center.

12. Increase communication about priorities and achievements with internal constituents to strengthen community and collaboration and with external stakeholders to attract funding and top talent.

Evaluation of the Deans' Retreat – August 16, 2011

A.   Please **rate the quality** of the following aspects of the retreat at the IMA and supper at Woodstock
     using the scale: **4** = Outstanding   **3** = Very good   **2** = Acceptable **1** = Unacceptable

Component	Grand total		Comments
	# Res	Ave	
The IMA			
Location	32	3.88	1. A very convenient location 2. Convenient, easy access. 3. A little far for those traveling from down south. 4. Easy and convenient, esp. for dinner after. 5. Great location. 6. The site allowed for wonderful breaks, an opportunity to walk in the garden or enjoy art! 7. I'm a cheapskate, so I'd be fine with an on-campus location (but then it's not a 'retreat'). 8. It was a tad chilly and they need to invest in sun shades for those windows!
Room	31	3.39	1. Acoustics was not great – but thanks to Trudy for arranging for speakers to have microphones 2. Beautiful room, and it worked well to combine dining and meeting in the same space. Next time we'd set up differently to deal with the morning sun. 3. The room was very cold. It might just have been the contrast with the outside temperature. 4. There was an unavoidable problem with sun but everyone was able to adjust accordingly. If we were to use that room again, perhaps reverse the location of the speaker's table. 5. It would have been nice to have been a bit less spread out (and a bit warmer!). The room was awfully large. 6. Not as conducive to group interaction as would be ideal. 7. If you do a morning program, set up facing the other direction to avoid the problems with the sun. Might be better to have a more compact table arrangement. 8. Bad acoustics, very cold, sun issues in am. 9. Beautiful room but a little too cold. 10. Very good, but chilly temp. 11. It was a little chilly in the room for some people. 12. Tables needed to be grouped closer together to make it easier to hear people and facilitate discussion. 13. It helps to have participants face "sideways" (facing the woods or the fountain) in the morning so the sun does not shine in their eyes. 14. Speakers stand at the opposite side of the room so that we are not looking into the sun. 15. Too large, didn't encourage interaction. 16. It was a tad chilly and they need to invest in sun shades for those windows! 17. Little cold. 18. A little large for the meeting part, 2 rooms would make it easier to hear – one for lunch one to meet.
Parking	32	4.00	1. Excellent

Component	Grand total		Comments
	# Res	Ave	
			2. Great.
			3. Easily assessable.
			4. Easily accessible.
			5. Easy and free.
Catering Services at IMA			
Break service	29	3.62	1. Excellent
			2. Anytime there's ice cream….
			3. Didn't partake.
			4. Food was fine all around.
			5. Afternoon could have used cookies or chips, ice cream bars was a first for me.
			6. Variety somewhat limited.
			7. n/a I did not eat.
			8. Ice cream was a nice touch in the afternoon.
Lunch	30	4.27	1. Excellent.
			2. Thanks for the veggie.
			3. n/a I did not eat.
			4. Excellent selection
Supper at Woodstock			
Location	25	4.00	1. It was very comfortable and relaxed.
			2. It was very nice to be so close, again with plenty of parking and little traffic.
			3. Excellent if IMA is used for the meeting.
			4. Easy and convenient, esp. for dinner after.
			5. n/a I did not attend
			6. Could not attend – sorry.
			7. Convenient!
			8. Did not attend (did not make a reservation, either).
Quality of the food	25	3.68	1. The food was outstanding.
			2. I had not eaten at Woodstock before and thought the food was a bit overrated, but certainly not bad and very convenient.
			3. I'm not sure that really was trout.
			4. Wine choices were darn good, the red wine was an award winner and highly rated by Wine Spectator. Food was average, and the veggie portion very small.
			5. n/a I did not attend.
			6. Superb.
			7. Cocktails were excellent ☺
			8. Trout was excellent!
Quality of the service	25	3.84	1. Excellent, during dinner and at the bar.
			2. Really enjoyed the dinner. Had a chance to interact with some people who I don't see often.
			3. They kept fill the wine glasses.
			4. n/a I did not attend.
			5. Excellent

B.   Now rate the components of the retreat program in two ways:

- **Importance of the topic**
  4 = Very important   **3** = Important   **2** = Somewhat important   **1** = Not important
- **Helpfulness** in meeting my needs/interests
  4 = Very helpful   **3** = Helpful   **2** = Somewhat helpful   **1** = Not helpful

Component	# of Responses		Average		Comments
	Imp	Help	Imp	Help	
Having a retreat for IUPUI deans and vice chancellors	30	28	3.63	3.46	1. This is the only opportunity we have to spend extended time together to discuss issues of common interest. 2. Hard for me to answer since I haven't attended before. Seems a good idea, but need more interaction. 3. The retreat makes it possible to have extended time to reflect and share ideas
IU Communications and Marketing Strategies (Sample, Warner, Pena)	29	27	3.72	3.00	1. I appreciate the updates. 2. Amy did a great job explaining the new structure
Implications for IUPUI of *New Academic Directions* (Blomquist)	30	27	3.80	2.85	1. Bill gave an excellent summary of the discussion we had at the President's retreat. It would have been great if we had spent more time to discuss how we are going to respond/address the recommendations outlined in the report. 2. Not as much discussion of what we need to actually do. 3. We need to plan for specific responses.
History and Current Status of RCM (Rooney)	27	25	3.11	2.88	1. Good overview of RCM. 2. This is not new to me, probably more important for newer people
Imagining New Revenue Streams (Williams)	28	26	3.64	3.12	
Effecting Efficiency (Brater)	29	27	3.45	3.11	
Thinking BIG about Philanthropy (Metaj)	28	26	3.46	3.27	1. Didn't quite understand the purpose of the presentation. 2. Hard for me to judge, as this is not a function of my job. 3. I learned a great deal from the exchange of information
Increasing Visibility for IUPUI and its Schools (Eickmeier)	28	25	3.46	3.20	1. Very impressed with the work Valerie is doing. I really enjoyed her presentation. 2. Missed most of this, as I was on a conference call.
Remarks by Charles Bantz	29	27	3.62	3.33	1. I always enjoy listening to Charles. I liked how he summarized the discussions. 2. Important for CRB to set tone for deans for year. 3. Always important to know what Charles is thinking. 4. Nothing personal about Charles, whom I admire and respect, but this is not important or helpful

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
ACADEMIC UNITS				
Business	Information Request (3) Mgmt. Report (3)		Evaluation/Assessment (1)	Information Request (3) Evaluation/Assessment (20)
IU Columbus	Information Request (2) Mgmt. Report (2)	Presentation/Workshop (1)		Information Request (3) Evaluation/Assessment (1)
Community Learning Network				
Continuing Studies	Information Request (2) Mgmt. Report (1)			Information Request (5)
Dentistry	Evaluation/Assessment (1) Mgmt. Report (1)	Grant Project (1)		Information Request (12)
Education	Mgmt. Report (2)		Evaluation/Assessment (3)	
Engineering & Technology	Information Request (4) Mgmt. Report (2) Presentation/Workshop (1)	Information Request (2) Grant Project (1)		
Graduate School	Information Request (3) Mgmt. Report (1)			
Health and Rehabilitation Sciences	Mgmt. Report (1)			Information Request (18) Evaluation/Assessment (3)
Herron	Information Request (3) Mgmt. Report (2)		Evaluation/Assessment (1)	Information Request (15) Evaluation/Assessment (3)
Informatics	Information Request (2) Mgmt. Report (2)			
Journalism	Information Request (2) Mgmt. Report (2)		Evaluation/Assessment (2)	Information Request (2) Evaluation/Assessment (3)
Law	Information Request (1) Mgmt. Report (2)		Evaluation/Assessment (1)	Information Request (15) Evaluation/Assessment (3)
Liberal Arts	Information Request (7) Mgmt. Report (3) Presentation/Workshop (1)	Information Request (1) Presentation/Workshop (1)	Evaluation/Assessment (10)	Information Request (6) Evaluation/Assessment (3)
Library & Information Science	Mgmt. Report (1)		Planning Support (1)	
Medicine	Information Request (1) Mgmt. Report (3)		Evaluation/Assessment (1) Presentation/Workshop (1)	

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Music	Mgmt. Report (1)			
Nursing	Mgmt. Report (2)	Information Request (2)		Information Request (10) Evaluation/Assessment (3)
Physical Education and Tourism Management	Information Request (1) Mgmt. Report (3) Planning Support (1)			Information Request (3) Evaluation/Assessment (3)
Public & Environmental Affairs (SPEA)	Information Request (1) Mgmt. Report (2)			Information Request (20) Evaluation/Assessment (3)
Public Health			Planning Support (5)	Information Request (10) Evaluation/Assessment (3)
Science	Information Request (9) Mgmt. Report (2) Grant Project (2) Presentation/Workshop (1)		Evaluation/Assessment (4)	Information Request (3) Evaluation/Assessment (3) Planning Support (1) Grant Project (2) Committee/Service (1)
Social Work/Labor Studies	Information Request (2) Mgmt. Report (3)			Information Request (20) Evaluation/Assessment (3)
University College	Information Request (3 Mgmt. Report (3) Presentation/Workshop (1)	Grant Project (1) Committee/Service (3)	Evaluation/Assessment (3)	Information Request (12) Evaluation/Assessment (5)
Administration/ Academic Support Units				
Academic Policies & Procedures Committee	Presentation/Workshop (2) Committee/Service (1)			
Enrollment Services - Admissions	Information Request (8)			Committee Service (1)
Enrollment Services – Financial Aid				
Enrollment Services - General	Information Request (1)			
Enrollment Services - Registrar	Information Request (1)			
Enrollment Services – Scholarship Office				
Gateway Group	Presentation/Workshop (1)			
Human Resource Administration				Evaluation/Assessment (1)
International Affairs	Information Request (2)	Information Request (1)		Information Request (2)

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
				Evaluation/Assessment (1)
Resource Planning Committee			Committee/Service (8)	
ROTC				
UITS		Management Report (1) Committee/Service (2)		Information Request (2) Committee/Service (1)
University College Admissions Committee	Information Request (3) Committee/Service (1)			
Work/Retention CTE Grant	Information Request (1) Mgmt. Report (1)			
CAMPUS-WIDE ORGANIZATIONS			Information Request (126)	
2012 Committee		Committee/Service (5) Publication (2)	Evaluation/Assessment (10)	
Academic Affairs			Evaluation/Assessment (1) Planning Support (1) Presentation/Workshop (1)	
Academic Core Group				
Academic Deans (Uday)				
Center for Research & Learning				Information Request (2)
Center for Service Learning	Information Request (3) Mgmt. Report (1)		Planning Support (3)	
Center for Teaching and Learning/Office of Professional Development	Information Request (1) Grant Project (1) Presentation/Workshop (2)	Information Request (1) Management Report (1) Presentation/Workshop (5)		Information Request (2) Presentation/Workshop (2)
Council of Deans (Bantz)	Presentation/Workshop (2)		Planning Support (10)	
Dialogue Group			Committee/Service (3)	
EMA Task Force				
Emergency Management & Continuity				Information Request (1)
Enrollment Management Council	Presentation/Workshop (2) Committee/Service (2)		Planning Support (6)	
Faculty Affairs Committee				
Faculty Club		Committee/Service (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Faculty Council				
IMIR Management Reports				
IUPUI Board of Advisors			Committee/Service (4)	
IUPUI Smoking Policy Group	Information Request (1)			
IUPUI Surveys	Evaluation/Assessment (7) Planning Support (2)			
Library	Information Request (2)			
Office of Women Advisory Committee	Information Request (1)		Planning Support (1)	
Passport Office/Partners Program	Information Request (3) Mgmt. Report (1)			
Placement Testing Advisory Committee				Information Request (3) Committee/Service (1)
Planning/Accountability	Information Request (3)			
Planning Committee			Planning Support (10)	
Program Review and Assessment Committee	Presentation/Workshop (6) Committee/Service (1)	Evaluation/Assessment (2) Planning Support (2) Presentation/Workshop (2) Committee/Service (2)	Planning Support (3) Committee/Service (10)	Committee/Service (2)
Retention and Graduation Council	Presentation/Workshop (7) Committee/Service (4)	Committee/Service (2)		Presentation/Workshop (1) Committee/Service (1)
Solution Center		Information Request (1)		
Student Employment – Office (BS)	Information Request (2)			
Undergraduate Student Government	Presentation/Workshop (3)			
CAMPUS ADMINISTRATION				
Chancellor's Office	Information Request (12)			
Executive Vice Chancellor & Dean of Faculties Office	Information Request (19) Mgmt. Report (1)	Management Report (1)		
Office of Diversity, Equity, and	Information Request (5)		Evaluation/Assessment (2)	

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Inclusion/Multicultural Center	Evaluation/Assessment (1) Mgmt. Report (2) Presentation/Workshop (1)		Planning Support (1)	
Office of External Affairs & Communications and Marketing				
Office of Finance and Administration	Information Request (2)		Evaluation/Assessment (1) Planning Support (13)	
Office of Planning and Institutional Improvement – PAII, OIE, Econ Model	Information Request (16) Evaluation/Assessment (4) Mgmt. Report (2) Planning Support (2)	Management Report (1) Planning Support (1)		Evaluation/Assessment (1)
Vice Chancellor for Research				
Vice Chancellor for Student Life	Information Request (1) Presentation/Workshop (1)		Evaluation/Assessment (1) Planning Support (9)	
UNIVERSITY-WIDE ORGANIZATIONS				
Alumni Relations	Information Request (1) Mgmt. Report (1)			
Diversity Cabinet	Presentation/Workshop (4) Committee/Service (2)			
ELPS				
Higher Education & Student Achievement (HESA)	Committee/Service (2)			
NSSE/FSSE/HSSE Consulting	Committee/Service (3)			
NSSE Steering Committee	Planning Support (4) Committee/Service (1)		Evaluation/Assessment (10)	
OTHER IU OR PURDUE CAMPUSES				
IU Bloomington – International Affairs			Evaluation/Assessment (3)	
IU East	Information Request (1) Mgmt. Report (2)			
IU Kokomo	Mgmt. Report (1)			Evaluation/Assessment (2)

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
LOCAL COMMUNITY				
Bureau of Labor Statistics	Information Request (1)			
Chartwells				
CUE Deans (Consortium for Urban Education)			Committee/Service (8)	
Talent Alliance	Information Request (2) Grant Project (1) Presentation/Workshop (8)		Planning Support (68)	Committee/Service (1)
WCDC – Westside Community Development Corp				
STATE				
ICHE			Planning Support (2)	
Indiana Association for Institutional Research	Committee/Service (2)			
Ivy Tech State College	Information Request (4)		Presentation/Workshop (2)	
K-12 Initiatives				
Phi Beta Kappa			Planning Support (3)	
Purdue University	Information Request (1)			
Purdue University School of Civil Engineering				
NATIONAL			Information Request (111)	
Agency or Company:				
AAC&U - Association of American Colleges and Universities		Planning Support (1) Presentation/Workshop (4)		
AAEEBL - Conference (the Association of Authentic, Experiential and Evidence-Based Learning		Presentation/Workshop (4) Committee/Service (2) Publication (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
ACPA - American College Personnel Association			Committee/Service (1)	
AERA - American Educational Research Association	Presentation/Workshop (2)			
AIR - Association for Institutional Research	Presentation/Workshop (3)			
American Evaluation Association				Presentation/Workshop (2)
ASHE – Association for the Study of Higher Education	Presentation/Workshop (2)		Committee/Service (1)	
Assessment Institute	Presentation/Workshop (2)	Planning Support (2) Presentation/Workshop (2)		Information Request (2) Evaluation/Assessment (1)
Assessment Update	Publication (3)	Publication (1)		
Captioning Survey				
Chronicle of Higher Education				
Colleges and Universities				Information Request (200) Evaluation/Assessment (50)
CSRDE Data Exchange	Mgmt. Report (3)			
CUMU	Planning Support (1)			
Educational Policy				Evaluation/Assessment (1) Committee/Service (1)
ePort Coalition				
Handbook Chapter				
Hosting Visitors	Committee/Service (2)	Planning Support (1)		
InterNational Coalition for ePortfolio Research		Planning Support (2) Presentation/Workshop (1)		
International Code Council, Inc.				
Miscellaneous Agencies				Information Request (20) Evaluation/Assessment (5)
Miscellaneous Manuscript Reviews	Committee/Service (14)			
Miscellaneous Professional Service				Information Request (2)
National Council on Measurement in Education				Information Request (3) Committee/Service (2)
NCA – North Central Association				

Schools, Offices, and Organizations Served by PAII Staff in 2011-2012

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
New Directions for Institutional Research	Publication (1)			
NIH/NSF	Information Request (3)			
Nina Mason Pulliam Charitable Trusts				
NSF Program Panel Reviews				Information Request (4) Evaluation/Assessment (19) Committee/Service (1)
Research in Higher Education				
Research Triangle Institute	Grant Project (1)			
Review of Higher Education	Publication (3)			
Simon Youth Foundation Board and Education Committee			Planning Support (20)	
Society for Diversity Executives & Professionals				
INTERNATIONAL				
EAIR - European Association for Institutional Research		Presentation/Workshop (1)		
Host Visitors	Committee/Service (1)	Information Request (2) Planning Support (2)	Information Request (3)	
International Invitations		Presentation/Workshop (2)		
Sakai Project				

Total Number of Students Tested per Placement Test Administered: FY 2005 - 2012
(Chemistry, EAP, and World Language Placement Tests)
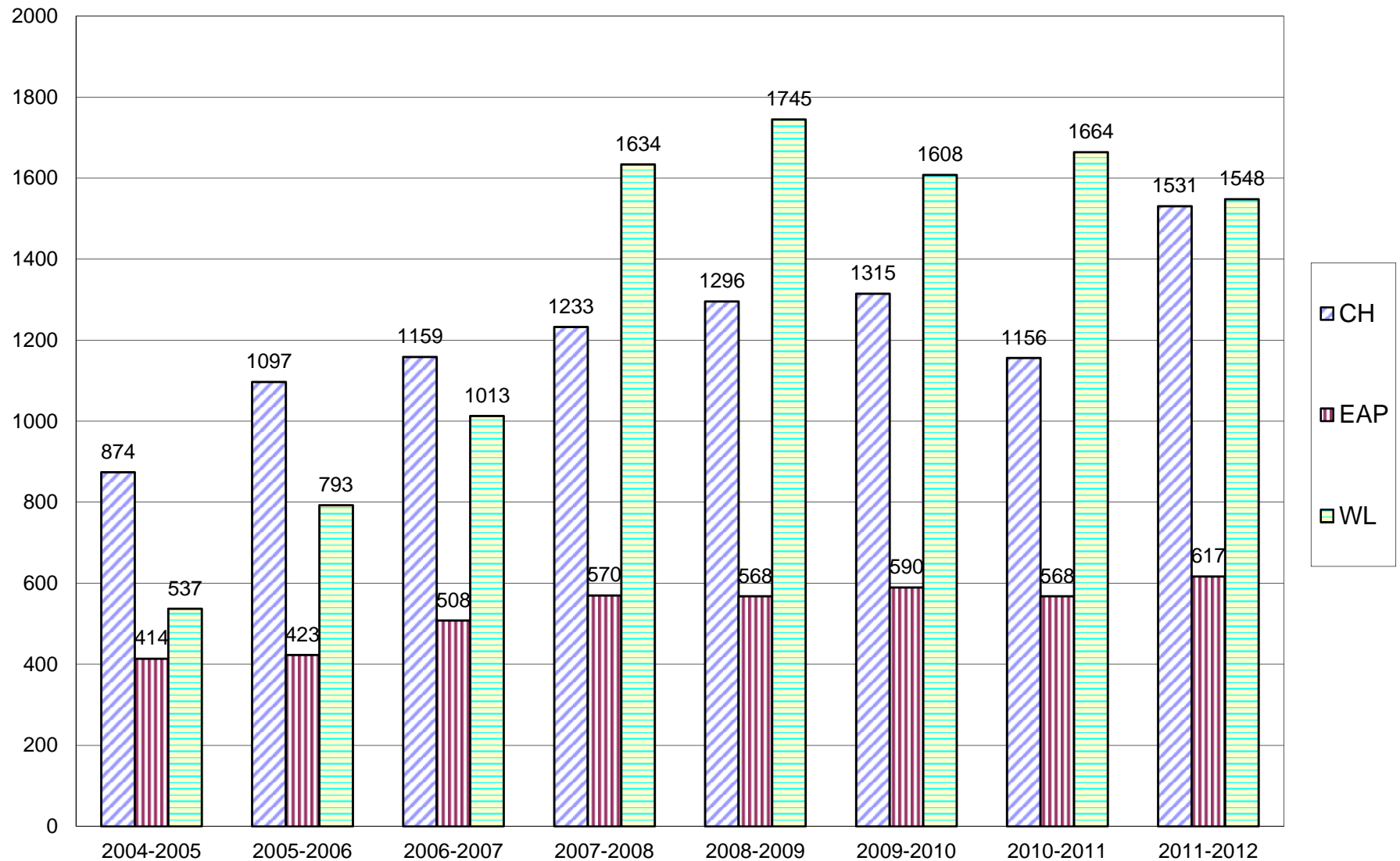
Total Number of Students Taking COMPASS Mathematics Placement Tests per Fiscal Year: 2004 - 2012
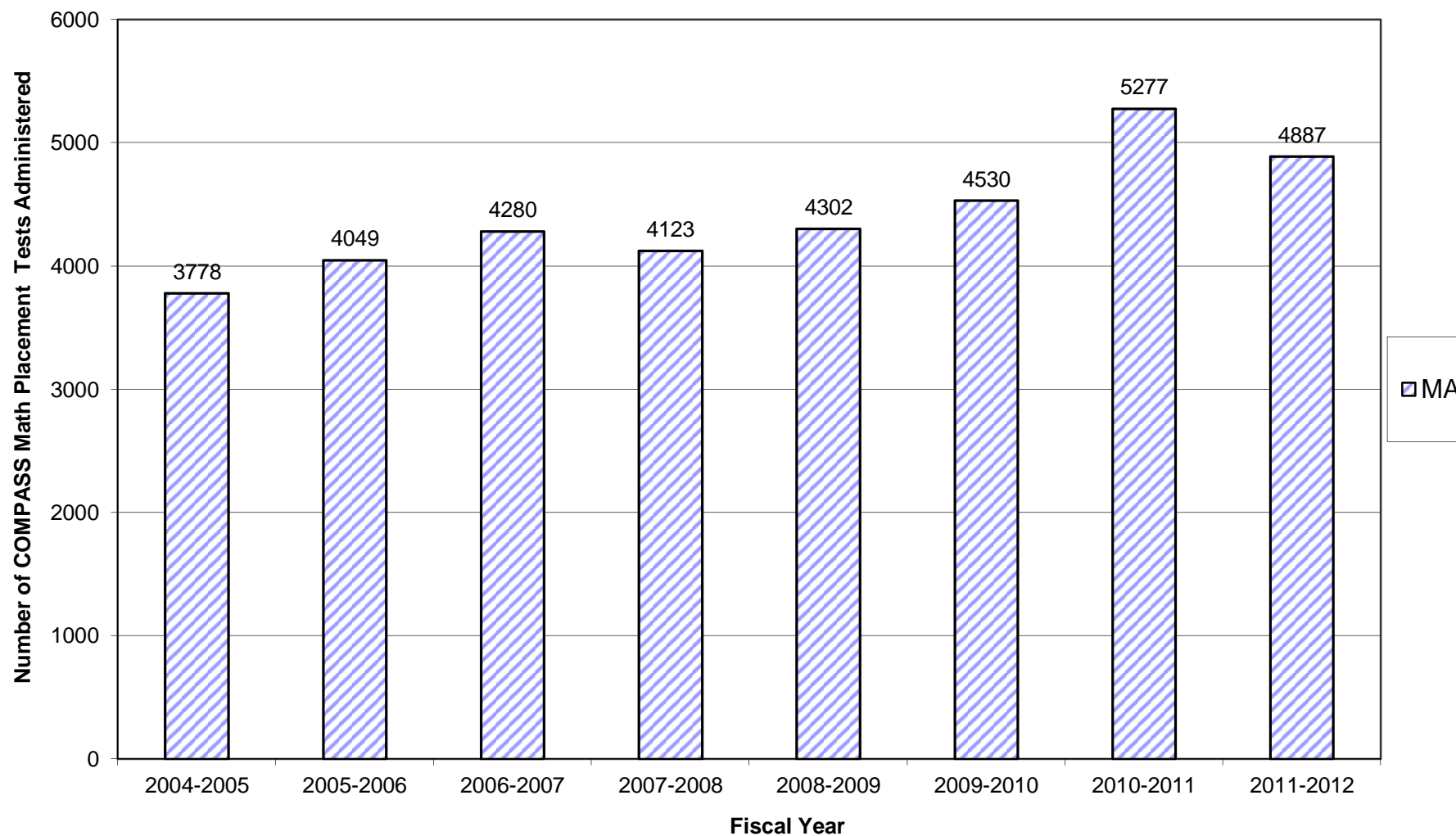
COMPASS MATH Placement Summary Report

Report includes sessions that meet the following criteria (test administration period):

- **MATH Placement Summary JULY 1, 2011 – JUNE 30, 2012**

A **total of 4,887** placement messages were issued for test packages administered at IUPUI.

Pre-Algebra Test (MA601)

Score	Placement Message	Students	Percent
0-24	Too low for any IUPUI MATH course. Refer to Adult Basic Education: 317-226-4536 or 317-259-5275.	42	7.72
25-54	MATH 015 Fundamentals of Algebra I at Ivy Tech ….	502	92.28
55-100	MATH 00100	0	0.00

Sub-total: 544

Algebra Test (MA602)

Score	Placement Message	Students	Percent
0-44	MATH 00100	1887	58.55
45-65	MATH 11000/11100 or MATH 00100	1317	40.86
66-100	MATH 15300/M118/M119/13000/136000, STAT 30100 or MATH 00100/11000/11100	19	0.59

Sub-total: 3,223

College Algebra Test (MA603)

Score	Placement Message	Students	Percent
0-50	MATH 11000/11100 or MATH 00100	184	58.60
51-100	MATH 15300/M118/M119/13000/136000, STAT 30100 or MATH 00100/11000/11100	130	41.40

Sub-total: 314

Trigonometry Test (MA604)

Score	Placement Message	Students	Percent
0-24	MATH 15300/M118/M119/13000/136000, STAT 30100 or MATH 00100/11000/11100	0	0.00
25-45	MATH 15900/15300/M118/M119/13000/136000, STAT 30100 or MATH 00100/11000/11100	262	32.51
46-100	MATH 16500/22100/23100/17100/M118/M119/ 13000/13600, STAT 30100 or MATH 00100/11000/11100//15300/15900	544	67.49

Sub-total:	**806**

COMPASS MATH Domain	#Students	Percent
Pre-Algebra Test (MA601)	544	11.13%
Algebra Test (MA602)	3,223	65.95%
College Algebra Test (MA603)	314	6.43%
Trigonometry Test (MA604)	806	16.49%
Total:	4,887	100.0%

Testing Center

Service with Distinction, Baseline Customer Survey Results

Respondent's primary relationship with the Testing Center

- Student
- Staff
- Faculty/Academic Unit Administrator
- Representative of Testing Agency/External Vendor or Client

0 / 0%
9 / 18%
25 / 49%
17 / 33%
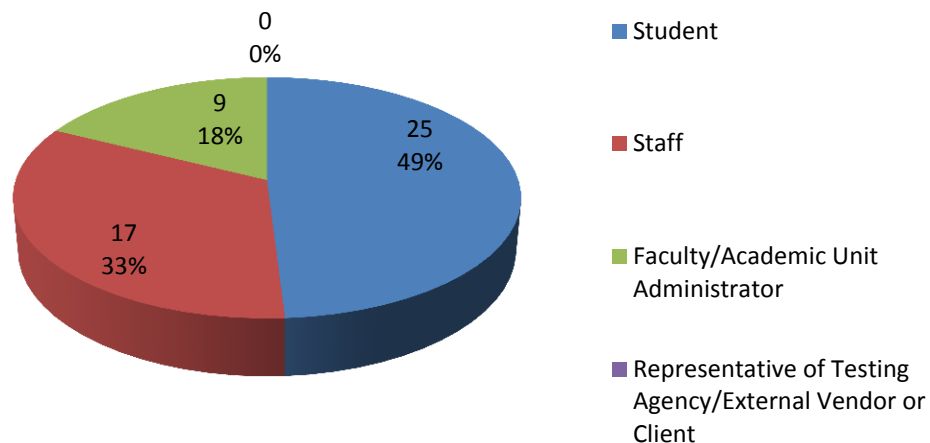
Which of the following Testing Center programs or services have you used in the past year?

- Testing Services
- Outreach Testing Services
- Scanning & Course Evaluation Services
- Statistical / Psychometric Consulting Services
- Research, Development, & Program Evaluation
- Programming / Web Application Development
- Professional Development / Workshops

3 / 5%
0 / 0%
2 / 3%
3 / 5%
29 / 48%
4 / 7%
19 / 32%
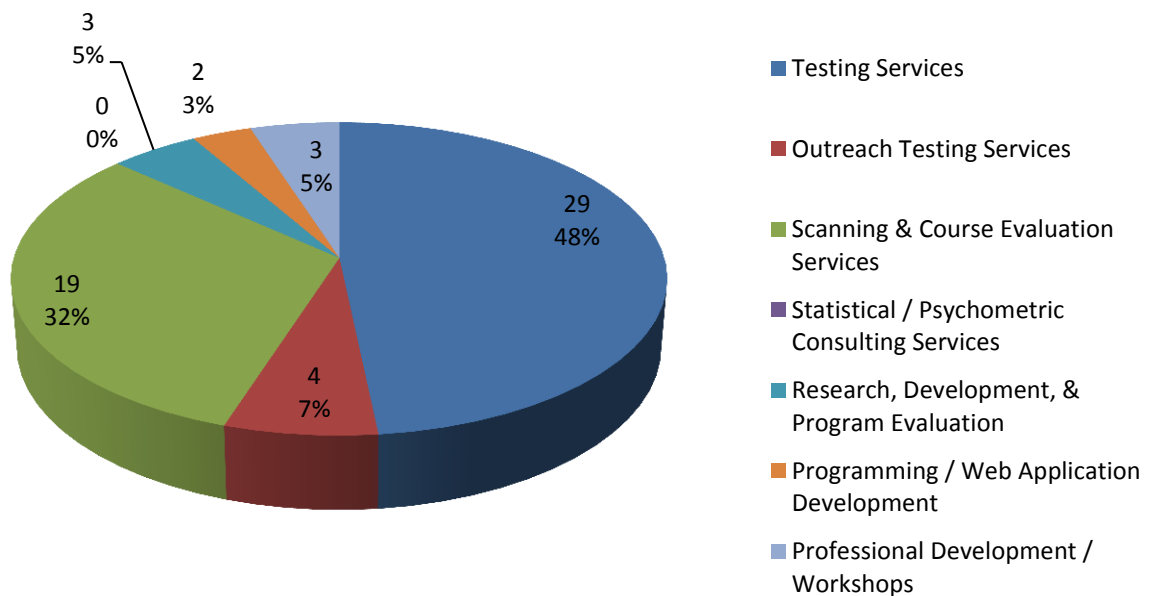
This definition describes the service you receive from the Testing Center.
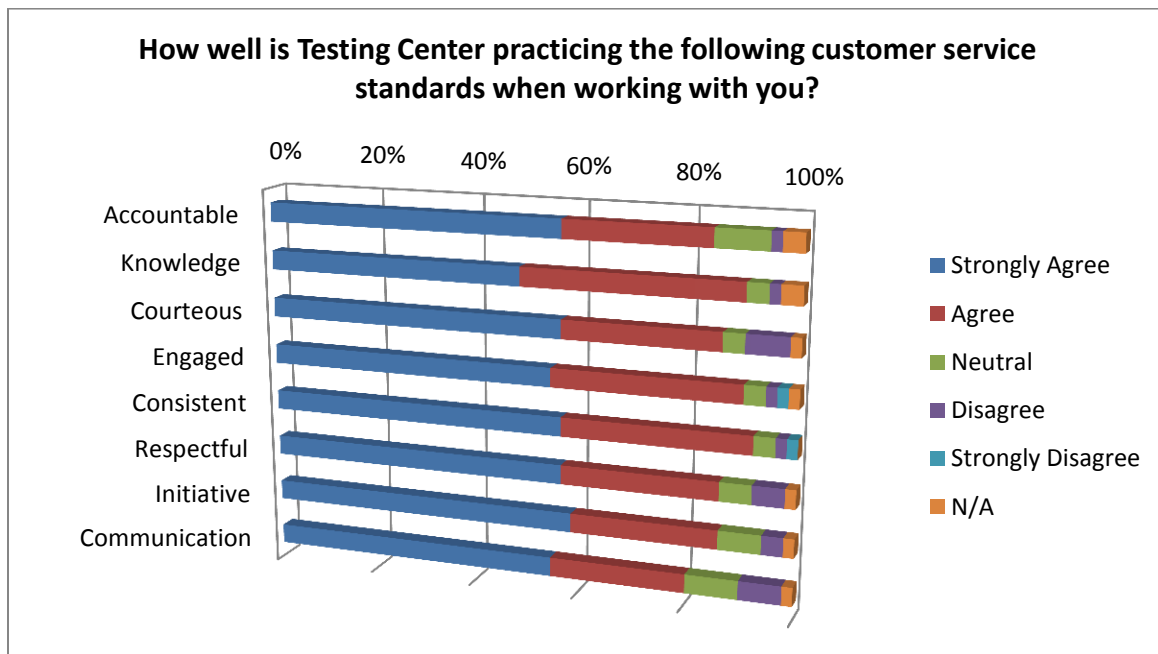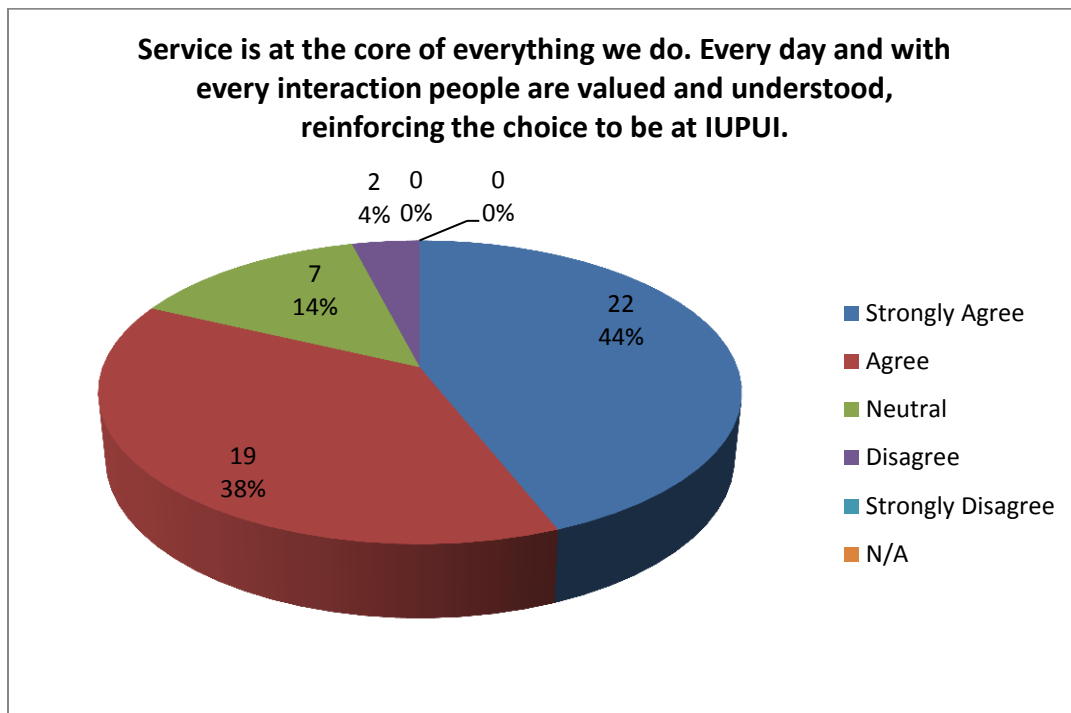
Service is at the core of everything we do. Every day and with every interaction people are valued and understood, reinforcing the choice to be at IUPUI.

- Strongly Agree: 22, 44%
- Agree: 19, 38%
- Neutral: 7, 14%
- Disagree: 2, 4%
- Strongly Disagree: 0, 0%
- N/A: 0, 0%

How well is Testing Center practicing the following customer service standards when working with you?

Comparison of Responses by Group for SwD Definition and SwD Standards

% of Strongly Agree & Agree Responses by Group
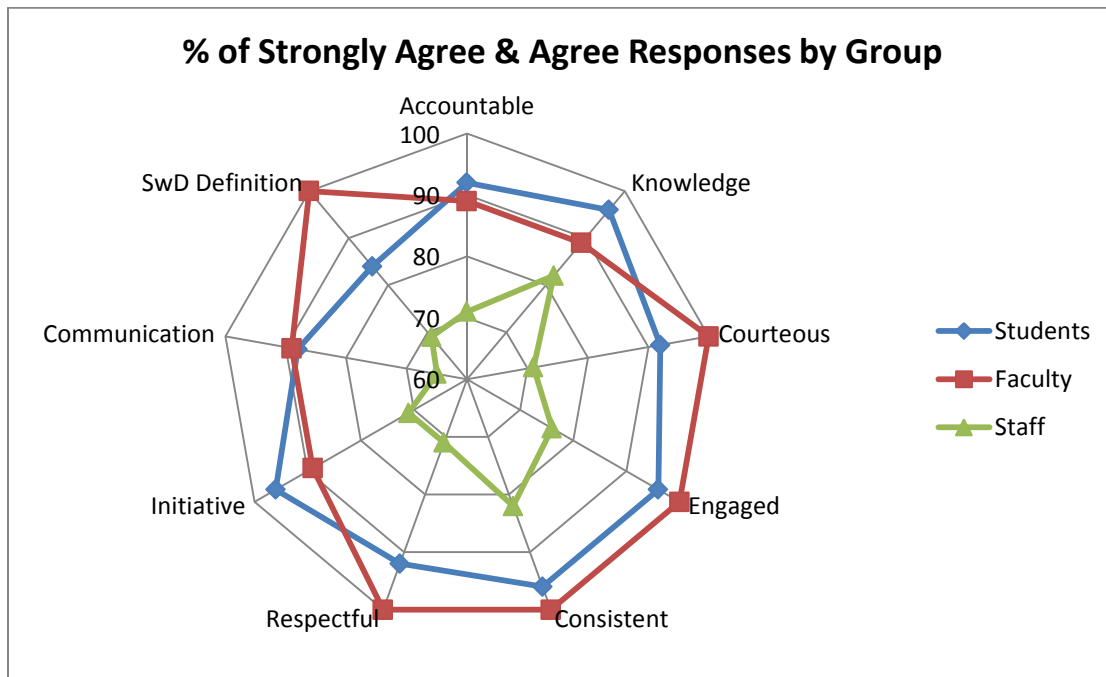
Testing Center

Service with Distinction, Baseline Employee Survey Results

Survey Respondents- Employees

- ■ Hourly Employee (Work Study Student/Graduate Assistant)
- ■ Appointed Staff Member

5
42%

7
58%
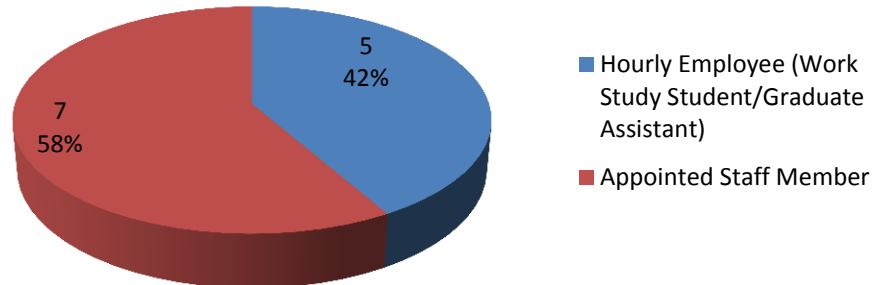
This definition describes the service we deliver to our customers.

Service is at the core of everything we do. Every day and with every interaction people are valued and understood, reinforcing the choice to be at IUPUI.

1
8%

0
0%

1
8%

6
50%

4
34%

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree

How well is the Testing Center practicing the following customer service standards when working with our customers?

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

Comparison of Responses by Group for SwD Definition and SwD Standards

% of Strongly Agree and Agree responses
re: Customers

Legend:
- Appointed Staff
- Hourly
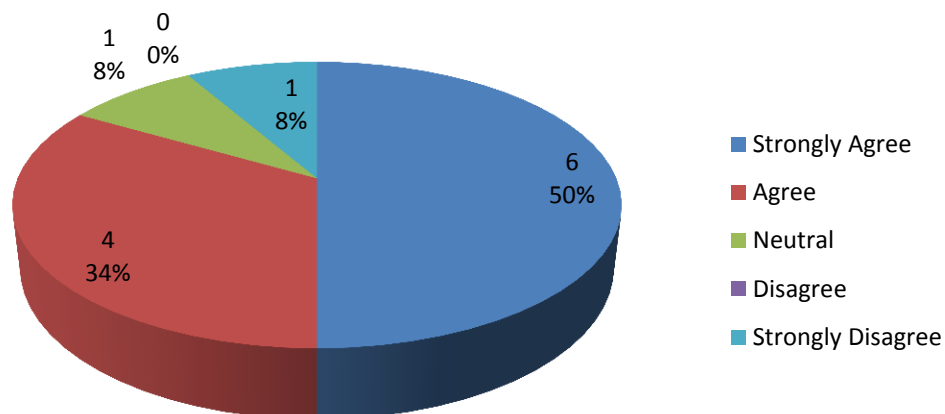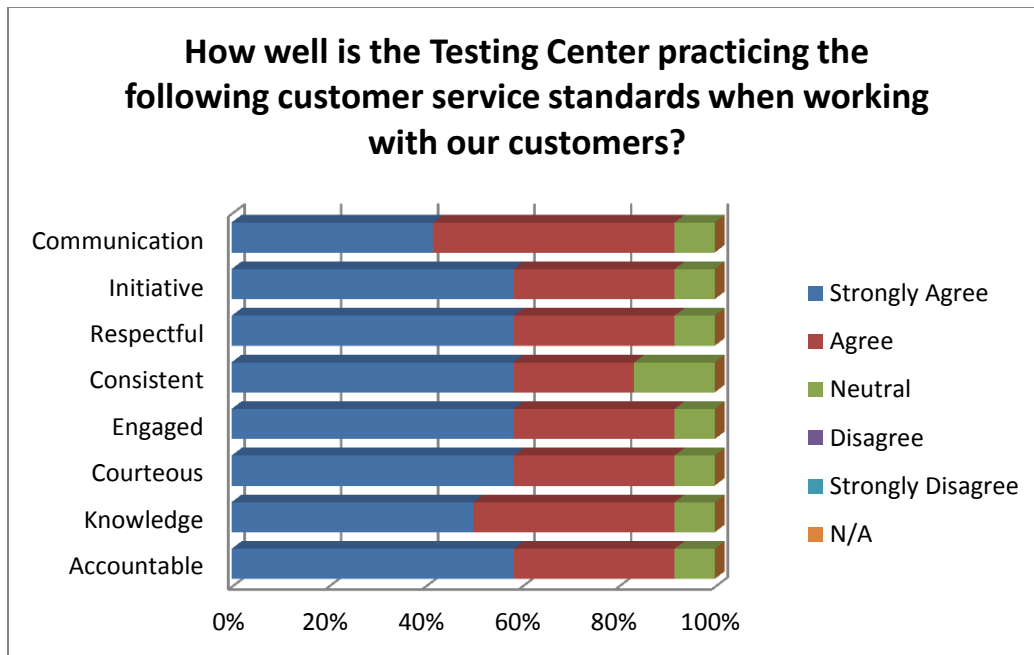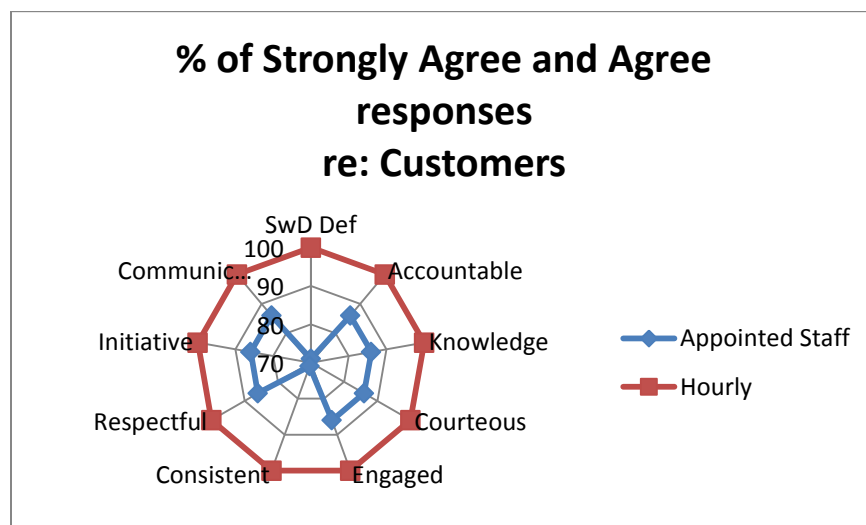
This definition describes the service we provide to each other as colleagues (internal customers).

Service is at the core of everything we do. Every day and with every interaction people are valued and understood, reinforcing the choice to be at IUPUI.

How well is the Testing Center practicing the following customer service standards when working with each other (internal customers)?

Comparison of Responses by Group for SwD Definition and SwD Standards
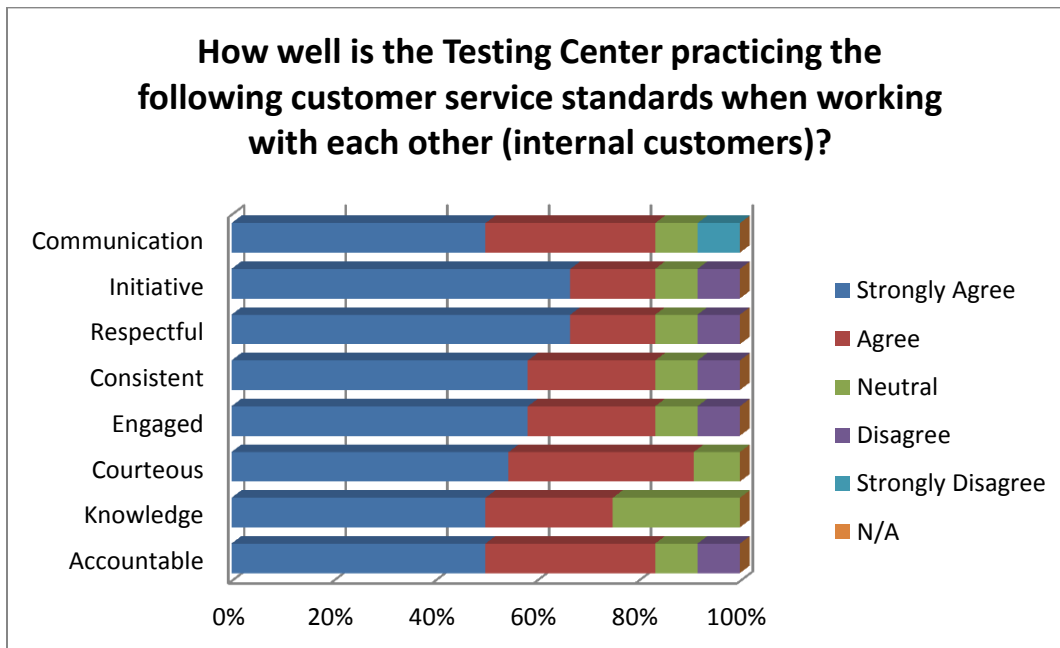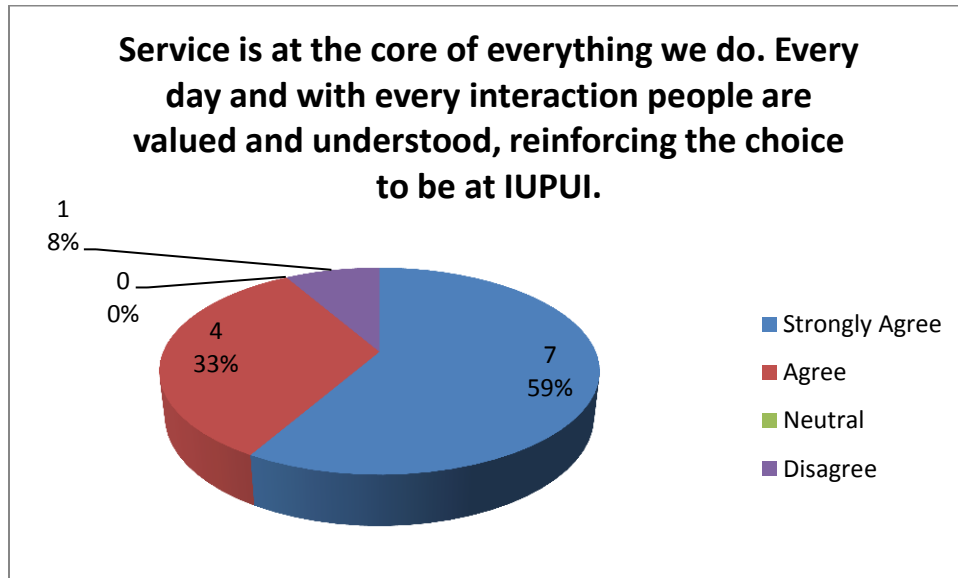
% of Strongly Agree and Agree responses re: Colleagues
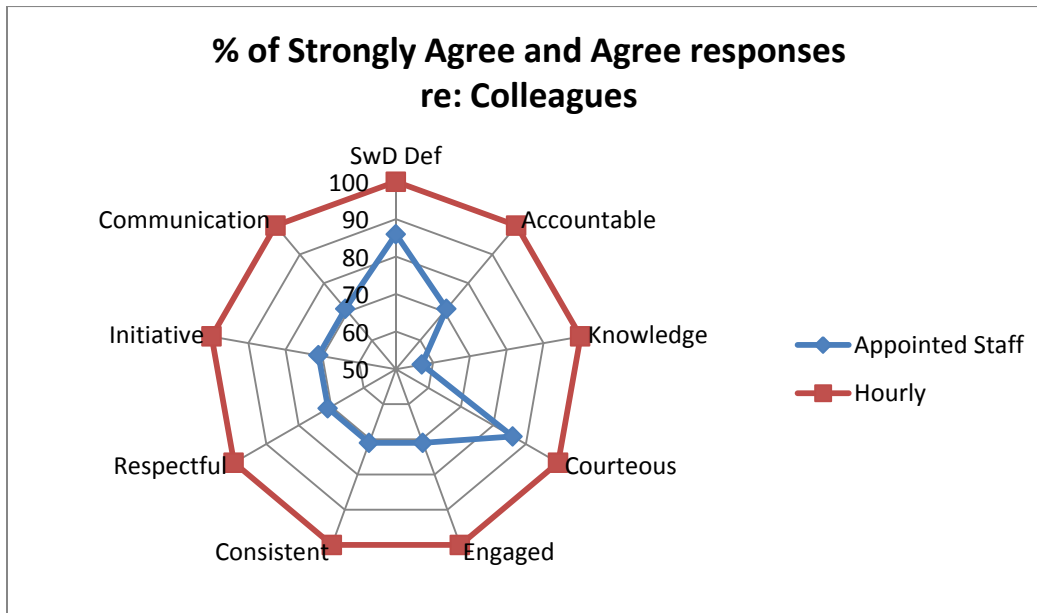
Staff Comments:

1. The IUPUI Testing Center has continued to provide relatively good customer service (despite the Center's reliance on work-study students and hourly employees to proctor tests and changes due to the recent relocation of the Center and participation in the emerging partnership with UITS and the School of Science).

IUPUI Faculty Ratings of Student Performance on

Principles of Undergraduate Learning with Major Emphasis

~Report for 400-Level Courses~

Combining

Spring 2010, Fall 2010,

Spring 2011, Fall 2011, and Spring 2012 Evaluations

Office of Information Management and Institutional Research

June 2012

IUPUI Faculty Ratings of Student Performance on PULs with Major Emphasis (400-Level Courses) [1]

PUL – Major Emphasis	Mean [3]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written Oral & Visual Communication Skills	1,517 3.23	84 5.5%	150 9.9%	620 40.9%	663 43.7%	1,517 100%
1B. Quantitative Skills	948 3.16	41 4.3%	160 16.9%	351 37.0%	396 41.8%	948 100%
1C. Information Resource Skills	175 3.15	13 7.4%	24 13.7%	62 35.4%	76 43.4%	175 100%
2. Critical Thinking	1,777 3.23	75 4.2%	207 11.6%	732 41.2%	763 42.9%	1,777 100%
3. Integration and Application of Knowledge	4,767 3.43	127 2.7%	275 5.8%	1,802 37.8%	2,563 53.8%	4,767 100%
4. Intellectual Depth Breadth and Adaptiveness	2,220 3.37	67 3.0%	213 9.6%	776 35.0%	1,164 52.4%	2,220 100%
5. Understanding Society and Culture	1,318 3.34	64 4.9%	153 11.6%	377 28.6%	724 54.9%	1,318 100%
6. Values and Ethics	682 3.49	13 1.9%	30 4.4%	249 36.5%	390 57.2%	682 100%
Total [2]	13,404 3.34	484 3.6%	1,212 9.0%	4,969 37.1%	6,739 50.3%	13,404 100%

[1] Includes Columbus

[2] Combined number of student ratings in all 400-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, and Spring 2012. A student may be evaluated more than once if he or she is taking more than one 400-level course.

[3] **Scale**: 1 = "Not Effective" 2 = "Somewhat Effective" 3 = "Effective" 4 = "Very Effective"
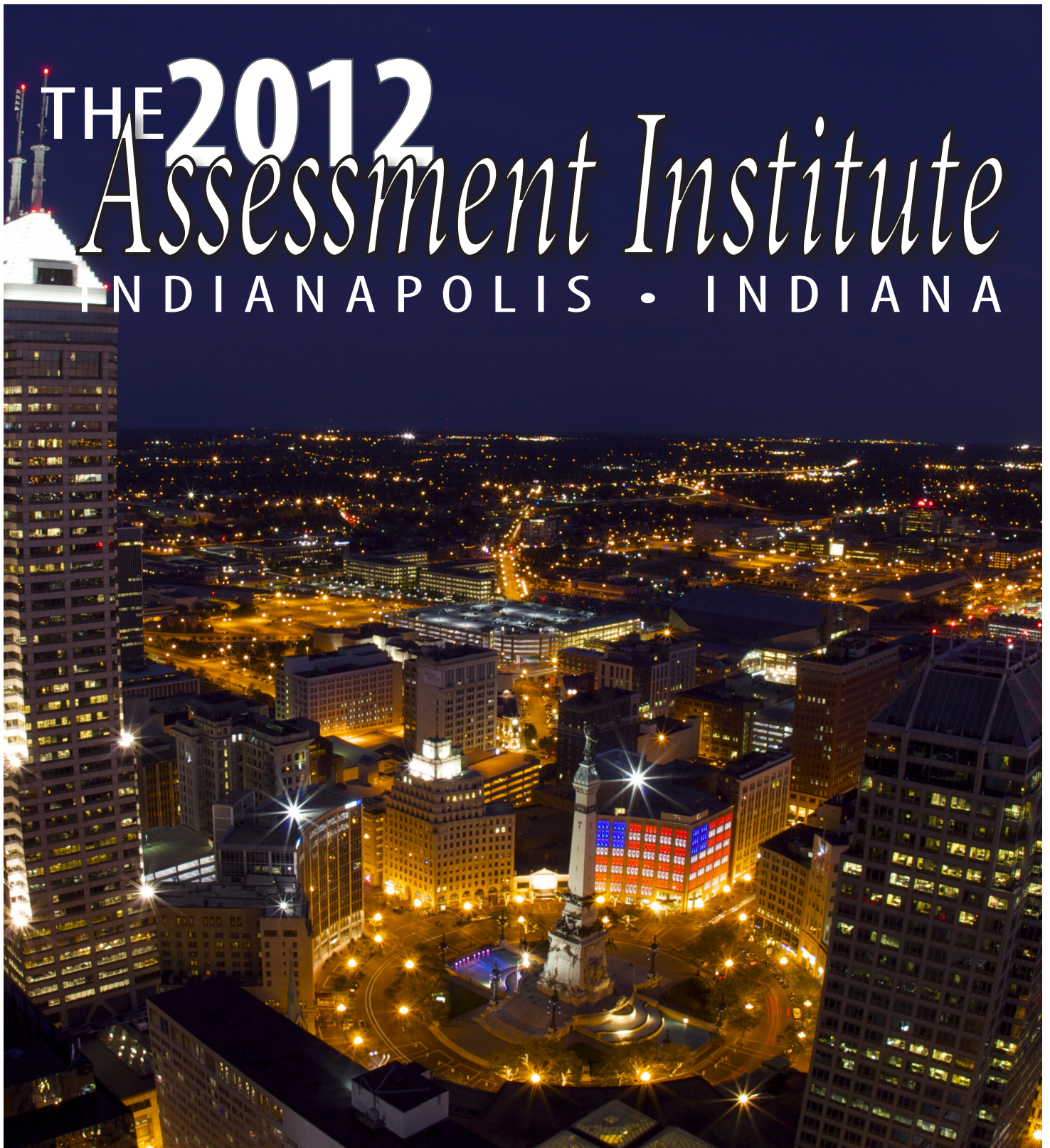
October 28-30, 2012 • Indianapolis Marriott Downtown
www.planning.iupui.edu/institute

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*

THE 2012 Assessment Institute

How to plan your Institute experience

The Institute is designed to introduce you to innovations in assessment that you can use in your own setting. Plenary events are presented by national assessment leaders. Concurrent sessions provide a more in-depth perspective on specific topics. A poster session will present details about instruments or techniques. In addition, make some time for networking and enjoying the city of Indianapolis!

Keynote Panel

- **Sylvia Hurtado**, Professor and Director, Higher Education Research Institute, UCLA

- **Thomas A. Angelo**, Professor of Higher Education, Pro Vice-Chancellor (Curriculum and Academic Programs), and Director, Curriculum, Teaching and Learning Centre, La Trobe University, Australia

- **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**, Director, National Institute for Learning Outcomes Assessment (NILOA) and Director, Strategic National Arts Alumni Project (SNAAP)

- **Jeffrey A. Seybert**, Director, National Higher Education Benchmarking Institute, Johnson County (KS) Community College

What you'll learn at the Institute

You will learn about new techniques and proven approaches in a variety of outcomes assessment areas, including general education and major fields, as well as capstone experiences, civic engagement, ePortfolios, first-year experience, faculty development, NILOA, and student 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.

Track Keynotes and Workshops *Emphasizing assessment in:*

- **Capstone Experiences** – Keynote: Douglas J. Eder, Emeritus, Southern Illinois University Edwardsville

- **Civic Engagement** – Keynote: Caryn McTighe Musil, Senior Vice President, Association of American Colleges and Universities (AAC&U)

- **ePortfolios** – Keynote: Kathleen Blake Yancey, Kellogg W. Hunt Professor of English, Distinguished Research Professor, and Director of the Graduate Program in Rhetoric and Composition, Florida State University

- **Faculty Development** – Keynote: Amy Driscoll, Consulting Scholar, The Carnegie Foundation for the Advancement of Teaching

- **First-Year Experience** – Keynote: Charles Blaich, Director of Inquiries and Director of Higher Education Data Sharing Consortium, Wabash College

- **NILOA** – Keynotes: George D. Kuh, Director, National Institute for Learning Outcomes Assessment (NILOA) and Director, Strategic National Arts Alumni Project (SNAAP); and Natasha A. Jankowski, Project Manager of National Institute for Learning Outcomes Assessment (NILOA)

- **Student Development** – Keynote: Randy L. Swing, Executive Director, Association for Institutional Research (AIR)

THE 2012 Assessment Institute

Pre-Institute Workshops

Pre-Institute workshops are optional, in-depth sessions offered on Sunday, October 28, for an additional fee. *See Below.*

Track Keynotes and Related Workshops

Track keynote sessions feature leaders in assessment of Capstone Experiences, Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, NILOA, and Student Development.

Concurrent Sessions

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

Poster Session

Assessment methods, practices, and findings that are shared best in a visual format with one-on-one discussion are presented during the poster sessions, Monday 5:00 - 7:00 p.m.

Pre-Institute Workshops
Sunday, October 28

If you plan to attend a Pre-Institute workshop, refer to the website at *www.planning.iupui.edu/institute* as you make your selections on the registration form.

Full-Day Workshops • 9:00 a.m–4:30 p.m.

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

1B *What to Expect When You're Assessing*
David A. Eubanks, Johnson C. Smith University; Kaye Crook, Coker College; and Teresa Flateby, Georgia Southern University

1C *Assessment 101*
Wanda K. Baker, Arizona State University

1D *Learning Outcomes Assessment: A Step-by-Step Approach*
John G. M. Frederick, Miriam Frances Abety, Lauren Gach, and Barbara Rodriguez, Miami Dade College

Institute Agenda

Sunday, October 28

9:00 a.m. – 4:30 p.m.	**Pre-Institute Workshops**
Noon – 1:15 p.m.	**Lunch** *on your own in Indianapolis*

Monday, October 29

7:30 a.m.	**Registration** and **Continental Breakfast**
8:45 – 10:00 a.m.	**Opening Plenary Panel:** Sylvia Hurtado, 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:** Capstone Experiences, Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, NILOA, and Student Development
11:30 a.m. – 12:30 p.m.	**Institute Luncheon** *(Optional)* Special Guest Speaker, Barbara Wright, Vice President, Western Association of Schools and Colleges *($30 per person – see registration form)*
12:45 – 5:00 p.m.	**Concurrent Sessions – All Tracks**
5:00 – 7:00 p.m.	**Poster Session**
5:30 – 6:30 p.m.	**High Tea**

Tuesday, October 30

7:30 – 8:30 a.m.	**Continental Breakfast**
8:45 – 10:00 a.m.	**Plenary Panel**
10:15 – 11:30 a.m.	**Concurrent Sessions – All Tracks**
11:30 AM – 12:30 p.m.	**Lunch** *on your own in Indianapolis*
12:45 – 3:30 p.m.	**Concurrent Sessions – All Tracks**

Half-Day Workshops • 9:00 a.m.–Noon

1E *Program Review: Purposes, Perspectives, and Processes*
Karen E. Black and Stephen P. Hundley, IUPUI; and John V. Moore, Community College of Philadelphia

1F *Pivot Table Basics for Assessment Professionals*
Steven S. Graunke, IUPUI

1G *Critical Testing and Measurement Concepts for Higher Education Assessment Professionals*
Jessica L. Jonson, University of Nebraska - Lincoln

Half-Day Workshops • 1:30–4:30 p.m.

1H *Implementing and Assessing High Impact Practices*
Michele J. Hansen, Kathy E. Johnson, and Sarah S. Baker, IUPUI

1I *Don't Fail to Plan: Developing and Assessing a Student Affairs Strategic Plan*
Robert W. Aaron , IUPUI; and A. Katherine Busby, Tulane University

1J *Outcomes Assessment Nuts and Bolts*
Ephraim I. Schechter, HigherEdAssessment.com

1K *Capstone Experiences and Their Uses in Learning and Assessment: Fundamental Approaches and Strategies*
Stephen P. Hundley, IUPUI; and John V. Moore, Community College of Philadelphia

REGISTRATION INFORMATION

Registrations will be accepted until October 8, 2012, on a first-return basis. There will be a service fee of $15 for all cancellations made prior to October 14, 2012. There will be no refunds of any kind after October 14, 2012.

Make checks payable to **Purdue University** and mail to:

> Purdue Conference Registration
> Purdue University
> Stewart Center, Room 110
> 128 Memorial Mall
> West Lafayette, IN 47907-2034

Or fax form with credit card information to: (765) 494-0567.

Register online at: www.planning.iupui.edu/institute

HOTEL ACCOMMODATIONS

The Indianapolis Marriott Downtown (Institute Site) - Rooms are reserved at the Indianapolis Marriott Downtown, 350 West Maryland Street, Indianapolis, Indiana. The number of Institute rooms is limited. Reservations may be made by calling Marriott Group Reservations 877-303-0104. Be sure to identify yourself as attending the **IUPUI Assessment Institute** to be eligible to receive the conference rate. The hotel deadline to obtain these rates is September 27, 2012.

- Hotel room rates are subject to applicable state and local taxes currently in effect at the time of check-in.
- All guests will be required to initial their departure date upon check-in. Any early departures will be subject to a $75.00 fee. This fee will be posted to the individual guest's credit card if payment is to be made by the guest.
- All reservations must be accompanied by a first night room deposit and guaranteed with a major credit card. Any reservation canceled within (48) hours of the arrival date will be charged for one (1) night's room and tax.

The Indianapolis Marriott Downtown Rates

Single Occupancy:	$145 +TAX
Double Occupancy:	$145 +TAX
Triple Occupancy:	$145 +TAX
Quad Occupancy:	$145 +TAX
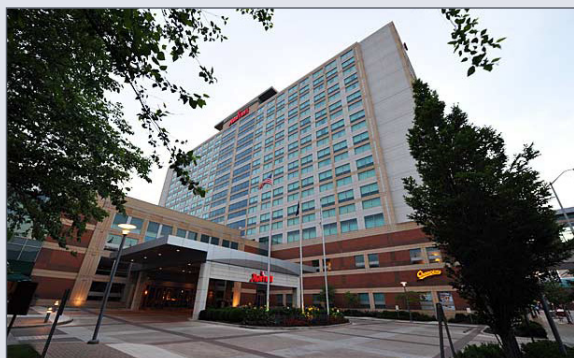
IUPUI

Founded in 1969 as a partnership 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 graduate professional–and IUPUI is among the top 20 institutions nationally in the numbers of health-related degrees and graduate professional degrees granted. Nearly 30,000 students study at IUPUI, coming from all 50 states and from countries around the globe. The campus is located just west of downtown Indianapolis, with easy access to city and state centers of government and business, restaurants, sports venues, art galleries, museums, the White River State Park, and the Indianapolis Zoo.

Indianapolis

The population of the Indianapolis Metropolitan Statistical Area (MSA) is 2,080,782. 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 Institute hotel, the Indianapolis Marriott Downtown.

There are more than 200 retail stores in the downtown area, which includes 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 and Western Art; the Indiana State Museum, which houses Indiana's first IMAX theatre; the Indianapolis Museum of Art; and the Indianapolis Repertory Theatre.

The 2012 Assessment Institute • Indianapolis Marriott Downtown • Indianapolis, Indiana • October 28-30
Registration Deadline: October 4

Name _____

Title _____

Institution/Organization _____

Address _____

City _____ State _____ ZIP _____

Telephone _____ E-mail *(required)* _____

We are committed to making its programs accessible to individuals with disabilities. If you require an accommodation or special assistance for this program due to a disability, please contact us at (765) 494-2758.

☐   I have the following dietary restrictions _____

☐   I want to be listed in the Institute participant list.

My institution is in the following phase of outcomes assessment (choose one)   ☐   Discussion and planning   ☐   1-2 year program

☐   3-5 year program   ☐   Program 5+ years old

REGISTRATION FEES

☐   Individual – Early Bird Registration, on or before September 13 – $275   ☐   Individual Registration, after September 13 – $290

☐   Group Early Bird Registration, on or before September 13 – $265   ☐   Group Registration, after September 13 – $280
Group price is per person for three or more from the same organization registering together. Please complete a registration form for each person in the group and designate a group leader below. **All forms and payments must be returned together in order to qualify for the group rate.**

Group Leader _____   Telephone _____

☐   Monday, October 25 Luncheon *(Optional)* – Special guest speaker, Barbara Wright, Vice President, Western Association of Schools and Colleges – $30

OPTIONAL PRE-INSTITUTE WORKSHOPS (Please see the Institute Web site at **www.planning.iupui.edu/institute** for full workshop descriptions)

Full Day	Morning	Afternoon
☐ 1A – $140	☐ 1E– $70	☐ 1H – $70
☐ 1B – $140	☐ 1F – $70	☐ 1I – $70
☐ 1C – $140	☐ 1G – $70	☐ 1J – $70
☐ 1D – $140		☐ 1K – $70

TOTAL ENCLOSED $ _____

PAYMENT INFORMATION *(Payment due upon submission of registration. Your registration will not be confirmed until payment in full is received.)*

☐   Enclosed is a check made payable to **Purdue University**.

☐   Please charge to: ☐   MasterCard   ☐   VISA   ☐   Discover   ☐   American Express

Account Number _____   Expiration Date _____

Signature_____   Printed Name_____

Enclose payment and return to: Purdue Conference Registration • Purdue University • Stewart Center, Room 116 • 128 Memorial Mall •West Lafayette, IN 47907-2034
Fax with credit card information to: (765) 494-0567   **Registration questions contact, Kathy Walters: (**765) 494-2758

Register online at: www.planning.iupui.edu/institute
Purdue University is in the Eastern time zone.

EA/EOU

Please rate the quality of the components of the Institute (use N/A to indicate no knowledge or no opinion)

12. Monday's plenary session was...

Poor   1.2%   6.2%   21.3%   37.6%   33.7%   Excellent

n=484
av.=3.96
dev.=0.95
ab.=52

13. Tuesday's plenary session was...

Poor   2.4%   6.8%   27.2%   37.1%   26.5%   Excellent

n=412
av.=3.78
dev.=0.99
ab.=123

14. The scheduling of sessions was...

Poor   1.3%   3.5%   30.2%   42.9%   22%   Excellent

n=536
av.=3.81
dev.=0.86
ab.=3

15. The overall quality of session presentations was...

Poor   0.9%   2.6%   19.2%   53.4%   23.9%   Excellent

n=532
av.=3.97
dev.=0.79
ab.=5

16. The extent to which the Institute met my needs was...

Poor   2.1%   3.2%   20.9%   48.3%   25.5%   Excellent

n=530
av.=3.92
dev.=0.88
ab.=4

17. The overall quality of the Best Practices Fair presentations was...

Poor   1%   2.4%   24.4%   52.5%   19.7%   Excellent

n=295
av.=3.87
dev.=0.78
ab.=240

18. The overall quality of the poster session was...

Poor   1.5%   6.4%   43.9%   35.6%   12.5%   Excellent

n=264
av.=3.51
dev.=0.85
ab.=270

Guidance for Implementing IUPUI's Administrative Review Process

June 2012

Administrative review committee chairs and members, as well as deans and vice chancellors being reviewed, have expressed the need for additional guidance about how the reviews should be conducted. The guidelines that follow have been proposed by an informal group of Faculty Council representatives, vice chancellors, and deans who have been reviewed recently or are currently chairing review committees. These guidelines are intended to facilitate the process of organizing and carrying out the work of a review committee.

*The **purpose** of administrative reviews* is to assess and enhance the effectiveness of academic and administrative units in contributing to IUPUI's mission and the effectiveness of their leaders in advancing the goals and aspirations of their unit. The goals and priorities against which performance will be evaluated have been mutually agreed upon by the administrator and the chancellor, and, in the case of academic deans, the executive vice chancellor.

Administrative review committee chairs should receive written information about the conduct of the review including:
a. Guidance about the overall process, expected timeline, and final report.
b. What to expect from the administrator's personal statement.
c. The need to focus on the dean's/vice chancellor's stated priorities and the progress of the unit during that individual's tenure, as well as general characteristics such as those stated in the Faculty Council guidelines (see page 3) and the document *Deans' Roles and Responsibilities* (see page 4).
d. Provision by staff of the Survey Research Center at IUPUI (SRC) of questions that may be used in survey(s) of faculty, staff, students, and perhaps recent alumni, as well as information about the survey process.
   - SRC staff have constructed a core set of questions for use across all deans' reviews and a second set for vice chancellors' reviews. These questions may be modified to address unique situations.
   - Additional questions will be selected from modules related to the areas of priority contained in the personal statement submitted by the administrator.
   - Core/system schools and Purdue schools may need additional core questions and/or modules.
   - Staff who do not interact directly with the dean or vice chancellor may need an abbreviated set of questions.
e. Advice about whom to interview and the kinds of questions to be asked.
   - Associate deans or associate vice chancellors who understand best how the dean or vice chancellor is actually carrying out his or her responsibilities should be interviewed.
   - The purpose of supplemental interviews and the specific information to be gleaned therefrom should be specified by the review committee. The interviews should be based on a list of standard questions.
   - Two committee members should conduct any individual interviews considered essential; the entire committee may interview a small group of the administrator's peers or community representatives.
   - Focus group interviews of students, recent graduates, and external stakeholders may be appropriate. SRC staff can conduct focus groups if desired.

f.   The possibility of making the administrator's job description or personal statement (or abstract from it) available electronically to some or all who are asked to respond to surveys or to participate in interviews.

Deans and vice chancellors to be reviewed should receive written information about the conduct of the review, including:

- The foregoing guidelines for the review committee.
- The need to provide a 2-5-page statement of the priorities they have been working on over the past 5 years, as well as their future plans. Guidance for this statement may be derived from the "*Roles and Responsibilities of Deans*" (page 4) and questions specified for attention in the Faculty Council review process advice (page 3). If this is their second review, in addition, they should indicate how they have addressed recommendations made in the report from the prior review. *Deans' personal statements should be shared with the chancellor and executive vice chancellor for their comments before presenting to their review committee; vice chancellors' statements should be reviewed by the chancellor. Needed modifications should be made to the statements so that they reflect agreed-upon priorities.*
- The fact that this statement may be shared with all potential survey respondents and interviewees contacted by members of the review committee.
- Advice about materials to supplement the personal statement. Supporting documents should include:
  o   The last two annual reports submitted for their unit on the Planning Website <http://planning.iupui.edu/apbr/> .
  o   The 10-year review of unit plans and accomplishments submitted for the North Central self study in 2012 <http://nca.iupui.edu/>.
  o   Other pertinent documents, such as the most recent report from an external accreditor, may be attached to provide supporting data; such information should be concise and focused on the relevant issue in the personal statement. But the number of documents and sheer bulk of the collection should not be overwhelming for the committee members.

Faculty Council Approved Questions for Administrative Reviews

The review committee will establish its own procedures, provided that it responds with data to the following questions as a minimum:

A. Has the administrator exercised appropriate leadership of the unit in establishing, maintaining, and facilitating clear goals and objectives?

B. Has the administrator provided evidence of the achievement of the unit's goals and objectives?

C. How effectively does the administrator represent the unit to persons outside the unit, including peers nationally?

D. How successful has the administrator been in managing the human and financial resources of the unit in the face of competing pressures or uncertainty?

E. How is the unit perceived by its faculty and staff? How is the unit perceived on campus, system, state, and national levels?

F. How is the administrator perceived by the unit faculty and staff as well as by relevant constituencies?

G. How effectively has the administrator led the unit in carrying out unit and campus policies, including affirmative action plans and the unit's five-year plan?

H. What are the administrator's strengths and weaknesses and their impact upon effectiveness?

I. How successful has the administrator been in responding to suggestions for change and improvement expressed in the previous review if there has been one?

Excerpt from:

Faculty Council Web site: http://www.iupui.edu/~fcouncil/governance/reviews.html . . Click on the "***Guide for IUPUI Faculty: IUPUI Supplement to the IU Academic Handbook***," then scroll to page 44.

IUPUI Supplement to the Indiana University *Academic Handbook*
Revised 6/13/94; 01/20/2010
Approved by IFC, 2/2/2010

IUPUI

Roles and Responsibilities of Deans

Position Goal: To support and improve the main activities of the academy: learning, teaching, research, and service. The duty areas presented here are for the purpose of discussion at new deans' orientation and for use by future dean search committees. Expectations may differ by discipline and it is not intended that this listing will serve as a basis for individual performance review for deans.

Duty Areas (generated by reviewing recent IUPUI dean searches):

I. **Strategic Vision**
   a. Assure school alignment with IUPUI/IU goals and missions
   b. Gather reliable trend data on current position of the school
   c. Create and implement a strategic plan and vision in consultation with faculty and other constituencies
   d. Identify constraints that must be overcome
   e. Set reputation and rankings goals
   f. Align resources with goals

II. **Dynamic Leadership**
   a. Provide strong advocacy for the school and campus
   b. Provide leadership for curriculum development and revision, including achievement of student learning outcomes
   c. Build relationships university-wide at all levels of the organization and with key external constituencies
   d. Aggressively work to maximize fundraising for the school
   e. Build consensus by framing issues and conflicts in a way that fosters resolution
   f. Facilitate and encourage interdisciplinary activities
   g. Demonstrate a style that promotes a respectful, civil, collaborative environment

III. **Administrative/Operational Functions**
   a. Personnel
      i. Conduct quality hiring
      ii. Set clear standards of performance
      iii. Implement a meaningful evaluation system that holds people accountable for performance
      iv. Provide public recognition of contributions
   b. Assure fiscal responsibility in RCM environment
      i. Demonstrate knowledge of all facets of the school's fiscal picture

  ii. Approve, administer and allocate the school's budget

  iii. Assure infrastructure and resources needed for the school's programmatic needs

  iv. Identify and increase revenue streams (grants, fundraising, etc.)

c. Faculty development and oversight

  i. Hire, mentor and retain high quality faculty

  ii. Lead tenure, promotion and faculty renewal efforts

d. Assure diversity and access

  i. Recruit a diverse student, faculty and staff

  ii. Assure that the curricula address global and cross-cultural issues

e. Academic offerings

  i. Assure program growth and enrollment management

  ii. Strengthen existing degree programs and stimulate development of new programs as warranted

  iii. Ensure degrees with integrity by monitoring achievement of student learning outcomes

  iv. Conduct evaluation of programs for quality and continuing relevance

  v. Provide program branding and marketing

f. Research trajectory

  i. Provide infrastructure and support to increase funding and scholarship

  ii. Oversee school research centers

g. Student support

  i. Recruit a quality student body

  ii. Assure strong student services to improve student retention and success

  iii. Support IUPUI student initiatives such as RISE, learning communities, etc.

  iv. Assure quality teaching and evaluation of student learning

  v. Provide appropriate graduate student support

IV. **Personal Goals**

a. Maintain own scholarship and standing in the discipline

b. Provide active leadership in professional organizations

c. Seek balance in one's professional and personal lives

d. Serve as a good University citizen by participating in campus-wide events and ceremonies

e. Engage a sense of humor frequently!

TWB: 6/4/12

2011-2012 IUPUI PROGRAM REVIEW EVALUATION
SUMMARY FOR DEPARTMENTS
Political Science, Earth Sciences, Economics

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

1. **Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?**
    Yes. Previous report should have been included in materials, but we did get it while on campus. To the extent the review was supposed to highlight PULs, we did not have much UG material (syllabi, examples of student work). However, larger issues seemed to be more pressing in this case. Student work not very complete.

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

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

3. **Did you have the necessary office equipment to complete your work efficiently?**
    Yes. A printer would have been useful. It would have been nice to provide IU Guest Accounts to non-IUPUI review team members. Internet access for non-IUPUI team members would have been helpful.

4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
    Yes. The two sessions involving the Department Chair could be combined (for his convenience as much as ours). First day was too long. Faculty meetings could be compressed with larger groups of faculty. It was difficult to concentrate for the long day. We were a little rushed in our final deliberation time, but that may have made us just be more efficient. I think the review could be completed in 2 rather than 2 ½ days. Dinner second night outside of the hotel would have been nice. A detailed curriculum evaluation was not possible and we could not do it.

5. **Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)**
    Yes. We had trouble getting someone from Medical School. Given department hopes to build collaboration with medical school/life science industry, some representatives would have been helpful. More administrators outside Liberal Arts, but inside IUPUI might have been helpful. More

undergraduate students would have been useful. Yes, but did not meet with any staff.

6. **Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative, etc.).**
Good mix of people. Excellent. I thought the external econ-based reviewers were excellent, and having an internal reviewer from SLA was helpful. Community representative appeared detached from the process. Nice balance. Enjoyed working with everyone. Very professional.

7. **What general suggestions would you offer to improve future reviews?**
At group meeting, provide information about faculty's specialty. Provide clearer expectations regarding the format and content of review deliverable in advance. A dinner outside on the second night would be good, we didn't need the time for work. Detailed course evaluations (i.e. the student learning outcomes) shouldn't necessarily be in the scope of these reviews – job of department curriculum committee.

8. **Please rate the overall process of the program review. (Please circle one)**

poor (0 responses) fair (0 responses) good (3 responses) excellent (7 responses)

Rubric for Assessing PRAC Reports

Name of Unit   _____
Reviewer   _____
Date of Review   _____

I. Learning Outcomes

___ A. Succinctly state what students should know and be able to do
___ B. Begin with an action verb
___ C. Incorporate PULs in disciplinary outcomes for undergraduate programs
___ D. Seem to cover the subject sufficiently
___ E. Include all undergraduate and graduate programs

II. Assessment Measures

___ A. Linked explicitly to Learning Outcome(s)
___ B. Seem appropriate for Learning Outcomes
___ C. Include direct measures of Outcome(s), to the extent possible, supplemented by indirect measures, as appropriate
___ D. Incorporate assessment of effectiveness of support services (such as advising)

III. Assessment Findings

___ A. Linked explicitly to Learning Outcome(s)
___ B. Include evidence obtained from direct measures
___ C. Include evidence obtained from indirect measures
___ D. Include evidence of ongoing improvement

IV. Action(s) Taken in Response to Findings

___ A. Linked explicitly to Learning Outcome(s) and the assessment of the Outcome(s)
___ B. Demonstrate systematic attention to ongoing improvement

V. General

___ A. Organization and format
___ B. Succinctness and clarity

3= Fully/Good   2=Partially/Fair   1=Minimally/Poor   0=Not Noted   N/A=Not Appl

2011-2012 Grant activity for PAII

Grant/Project	Testing Center	IMIR	Institutional Effectiveness	PAII	Economic Model	Totals
NSF Grant: IUPUI Undergraduate Research & Mentoring Project Assessment/Evaluation -Year 2 Outlay	$3,976.00					$3,976.00
NSF Grant: Cental Indiana STEM Talent Expansion Project Assessment/Evaluation - Year 2 Outlay	$9,492.00					$9,492.00
Connect to Learning with ePDP (FIPSE grant to LaGuardia Community College, subcontracts to 22 institutions including IUPUI), S. Kahn and C. Buyarski, co-Project Directors, 2011-2013			$19,996.00			$19,996.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	$13,468.00	$0.00	$19,996.00	$0.00	$0.00	$33,464.00