

Indiana University-Purdue University Indianapolis

2013 - 2014

ANNUAL REPORT

Planning and Institutional Improvement



COMPONENT OFFICES:

- Institutional Effectiveness
- Institutional Research
- Planning and Institutional Improvement/Senior Advisor to the Chancellor
- Program Review and Accreditation
- Survey Research
- Testing Center

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IUPUI Division of Planning and Institutional Improvement

MISSION

The IUPUI Division of Planning and Institutional Improvement seeks to ensure that the campus accomplishes its mission, vision, and strategic plan; 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,
- the process of continuous improvement as an institution,
- effective student learning,
- transparent and accountable processes and reporting,
- valid and reliable 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. supporting collaborative planning campus-wide, with other units, and within our division;
 - Providing 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. leading, supporting, and communicating evaluation and improvement efforts to accomplish campus and unit goals.

COMPONENTS OF THE DIVISION

Planning and Institutional Improvement includes the Senior Advisor to the Chancellor's immediate staff, the Institutional Research Office (IRO), the Office of Institutional Effectiveness (OIE), the Office of Program Review and Accreditation Services (OPRAS), the Survey Research Office (SRO), and the Testing Center (TC). Personnel in all six units contribute to the achievement of the overall mission and goals of the Division.

Institutional Research Office (IRO)

The Institutional Research Office (IRO) provides information and reports to inform decision support, reporting, planning, evaluation, institutional effectiveness, accreditation, grant submission, improvement, external requests, and other activities for the Indiana University Purdue University Indianapolis (IUPUI) campus, schools, and departments.

To fulfill this mission IRO:

- Develops and maintains data warehouse and reporting systems;
- Develops and maintains web-based reports and reporting tools;
- Provides web support for departments in the Planning and Institutional Improvement (PAII) division;
- Develops, maintains, and updates recurring reports for internal IUPUI use;
- Provides reports and information for external organizations (e.g., surveys and questionnaires, other universities, accreditation agencies, grant submissions and annual reports;
- Fulfills ad hoc requests for information from schools, departments, faculty, staff, and students; and
- Consults with schools, departments, faculty, and staff on their information needs and how to fulfill them most effectively.

Office of Institutional Effectiveness (OIE)

The Office of Institutional Effectiveness supports various campus planning and accountability activities, including the IUPUI *Performance Report*, the annual IUPUI Assessment Report, and the annual review of individual unit assessment reports. Another responsibility is leadership of the IUPUI student electronic portfolio, a key assessment and improvement initiative carried out in collaboration with the Office of Academic Affairs, the Center for Teaching and Learning, University Information Technology Services, University College, and the Division of Undergraduate Education.

Program Review and Accreditation (PRA)

The Office of Program Review and Accreditation Services 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 IUPUI serves important internal purposes.

The director also serves as IUPUI's Accreditation Liaison Officer (ALO) to the Higher Learning Commission and maintains institutional information within the Higher Learning Commission's online Assurance System

Survey Research Office (SRO)

The Survey Research Office (SRO) collects, manages, analyzes, and reports valid and reliable data concerning faculty, staff, alumni, and other campus-wide topics, such as cultural climate, in meaningful, useful ways. SRO engages in four principal activities: consultation; data collection; analysis and interpretation; and institutional policy recommendations. To achieve this mission the office will:

- Design, collect, analyze and report scientific research for the purpose of institutional improvement;
- Focus on faculty, staff, graduate students, and programs; and
- Work with areas on campus to encourage use of institutional data in planning decisions.

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 constituents 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 related proficiency assessments;
- Administration of state and national exams for course credit or course test-out purposes or for use in college admissions, certification, or licensure;
- Proctoring of computer-based class tests or final exams;
- Development of web-based assessment tools for collecting or reporting data;

- Exam or survey scoring and analysis and generation of test/item analysis reports;
- Forms design, administration, and processing of course/instructor evaluation surveys;
- Consultation in designing and/or conducting program evaluations (particularly in support of collaborative research grant projects);
- Presentation of workshops on a variety of assessment-related topics; and
- Dissemination of scholarly work produced at the Testing Center.

Planning and Institutional Improvement

~ *Highlights* ~

July 1, 2013 – June 30, 2014

The Success of our Students

Promote Undergraduate Student Learning and Success

- **Banta** developed a proposal for campus-wide implementation of Competence-based Education/Assessment that was selected for funding by the Council for Adult and Experiential Learning.
- **Banta** served on the National Advisory Council for the National Institute on Learning Outcomes Assessment (NILOA).
- **Banta** served on the National Advisory Council for the Quality Collaboratives Project (<http://www.aacu.org/qc/>) of the Association of American Colleges and Universities.
- **Banta, Black, Graunke, Kahn, Mzumara, Pike, and Scott** served on the Program Review and Assessment Committee (<http://planning.iupui.edu/assessment/>).
- **Kahn** team-taught the Capstone Seminar in English with Professor Karen Johnson.
- **Kahn** directed and **Scott** coordinated the IUPUI campus's ePortfolio Initiative. Many programs are awaiting the purchase of a new ePortfolio platform to launch or expand existing ePortfolio projects, but several schools and programs, including the B.A. in Philanthropic Studies, B.S. in Nursing, and the Herron School of Art and Design, made plans or began to implement use of ePortfolios. ePortfolio adoption grew modestly to about 43 undergraduate and graduate projects in 15 schools (37 programs) and 6 other units (<http://academicaffairs.iupui.edu/PlansInitiatives/Initiatives/ePortfolio>).
- **Kahn and Scott**, along with Cathy Buyarski of University College, led IUPUI's participation in the final year of the national, FIPSE-funded project, Connect to Learning, a collaboration among 26 higher education institutions across the country. Accomplishments included applying successfully for a six-month funded extension (through June 2014), and writing, revising, and/or expanding nine articles appearing on the Catalyst for Learning web site, currently the most comprehensive web resource on the "state of the art" of ePortfolio practice (<http://c2l.mcnrc.org/>).
- **Mzumara** served on the Orientation Advisory Council.
- **Mzumara** and **Stoelting** served on the Classroom Testing Advisory Committee and the Placement Testing Advisory Committee.

- **Pike** served as a consultant for the Association of Colleges and Universities (AAC&U) designing a study to assess the dependability of the VALUE rubrics.
- **Pike** served as a member of the Sampling Subgroup for the State Higher Education Executive Officers (SHEEO) Multi-State Collaborative assessment project.
- **Pike** conducted two workshops for the Teresa Farnam and Associates retention conference in Nashville, TN.
- **Pike** conducted a study of the effects on grades and retention of taking 15 or more credit hours during the first semester of college and presented the results to University College academic advisors and the Council for Retention and Graduation.
- **Testing Center staff** successfully completed a large-scale implementation of *ALEKS PPL* (Assessment and LEarning in Knowledge Spaces: Placement, Preparation and Learning; www.aleks.com/) for placement in Math and Chemistry courses.
 - Total number of ALEKS Math assessments administered from July 1, 2013 - June 30, 2014: **3,080**
- **Testing Center staff** assisted Math faculty (Dr. Jeff Watt and Kelly Matthews) and Chemistry faculty (Dr. Marie Nguyen) in establishing initial cut scores on ALEKS PPL for placement in Mathematics and first-year Chemistry courses at IUPUI.
- **TC staff** successfully developed and implemented the “*unproctored Internet*” version of the IUPUI World Language online placement tests in French, German, and Spanish for remote test administration.
 - Total number of *world language remote & unproctored Internet tests* administered from March 1 – June 30, 2014: **1,106** [i.e., French: 156; German: 88; Spanish: 862]
- The *Classroom Testing Advisory Committee* (Dr. Peggy Stockdale, Chair) was established formally in September 2013 by EVC Paydar.
- In partnership with UITs, **Testing Center staff** increased the total number of clients (academic units / individual course instructors) using proctored classroom-based testing services (<http://tc.iupui.edu/testing/>) at the Testing Center. Current list of clients includes: Schools of Nursing and Science and the Department of Economics. (Estimated total number of class tests proctored in SL070 TC: 45,000).
- **IMIR/IRO staff** involvement in a Business Intelligence project to create a cube of student data with associated reports continued through the 2013-14 fiscal year. When completed in 2014, it will provide many detailed reports related to student success.
- **IMIR/IRO staff** produced 5 recurring reports containing student data.
- **IMIR/IRO staff** fulfilled 35 ad hoc information requests for student data.

- **IMIR staff** provided website support for assessment of student learning related to the Principles of Undergraduate Learning.

Increase Capacity for Graduate and Graduate Professional Education

- **Banta** taught a course on outcomes assessment for 16 doctoral students.
- **Banta** chaired 5 doctoral program committees and supervised a master's level intern.
- **Kahn and Scott** supported the increasing use of ePortfolio in graduate programs at IUPUI, bringing the total to twelve projects in nine schools.
- **Pike** taught Education Y500 and education Y502 in Fall 2013.
- **Pike** served as the dissertation advisor for Joshua Morrison.
- **Pike** served as a dissertation committee member for ten students.
- **Pike** served as a program advisor for six students.
- **Testing Center staff** proctored a variety of competence-based language proficiency assessments and college admission exams (e.g., Test of English as-a-Foreign Language, Law School Admission Test, Miller Analogies Test) for students seeking admission to graduate school or graduate professional programs.

Transform On-Line Education

- **Mzumara** accepted an invitation to serve as a member of the *Proctoring Task Force* for the IU Office of Online Education.

Optimize Our Enrollment Management

- **Banta** served on the steering committee for the Enrollment Management Council (<http://registrar.iupui.edu/emc/>).
- **Black** chaired the Academic Policies and Procedures Committee of University College (<http://uc.iupui.edu/AboutUs/PoliciesandProcedures.aspx>).
- **IMIR staff** provided data for modeling projects in Financial Aid, Admissions, and the Law school.
- **IRO staff** administered the Point-in-Cycle system for summer and fall 2013, and provided SQL server support for spring 2014 (<http://imir.iupui.edu/>).
- **Kahn, Mzumara, and Pike** served on the Council on Retention and Graduation (<http://uc.iupui.edu/UndergraduateEducation/CouncilonRetentionandGraduation.aspx>).
- **Mzumara** was selected to serve as a member of a small group of *beta testers* for the new Student Data Reporting Site being developed by the Office of Student Data Analysis and Evaluation and IRO. The primary purpose of the new site is to provide accurate and timely information to support strategic planning decisions about enrollment management and student success.

Advances in Health and Life Sciences

Leverage Our Strengths in Health and Life Sciences

- **Mzumara** gave an invited presentation to the Council on Retention and Graduation entitled “Implementing and Assessing STEM Interventions: A Work in Progress.”

Contributions to the Well-Being of the Citizens of Indianapolis, the State of Indiana, and Beyond

Accelerate Innovation and Discovery through Research and Creative Activity

- **Banta** was a featured presenter/keynoter at seven national or regional conferences.
- **Banta** presented a refereed paper at the annual meeting of the American Educational Research Association.
- **Banta** completed and submitted to the publisher the manuscript for a new book, *Assessment Essentials, Second Edition*.
- **Kahn** wrote the lead article in the Winter 2014 issue of the Association of American Colleges and Universities publication *Peer Review* (<http://www.aacu.org/peerreview/index.cfm>). Focused on the theme of “E-Portfolios: For Reflection, Learning, and Assessment;” the issue has become an AAC&U best-seller.
- **Kahn** served as a reviewer for the *International Journal of ePortfolio* and the *Journal on the Scholarship of Teaching and Learning*, and accepted an invitation to join the Editorial Board of a new UK-based, peer-reviewed ePortfolio journal, *RAPPORT* (*The International Journal for Recording Achievement, Planning, and Portfolios*). *RAPPORT*’s first issue is planned for Fall 2014.
- **Pike** coauthored two manuscripts with Adam Wilson and Aloysius Humbert that were accepted for publication in *Medical Science Educator* and *Teaching and Learning in Medicine*.
- **Pike** published an article on the National Survey of Student Engagement, version 2.0, in *Assessment Update: Progress, Trends and Practices in Higher education*.
- **Pike** assisted in preparing the report on the *Healthy IU* survey by conducting nonresponse weighting analyses for the Fairbanks School of Public Health.
- **Pike** and **Demetrees Hutchins** prepared a report for the Central Indiana Community Foundation summarizing the college attendance and persistence patterns of graduates from Marion County public high schools between 2007 and 2013.

Deepen Our Commitment to Community Engagement

- The Central Indiana Talent Alliance (<http://www.talentalliance.iupui.edu/>) benefits from contributions by several **PAII staff** members. **Banta and Black** serve on the Advisory Committee, Black supervises the production of the annual performance report, and **IRO staff** have provided research and data analysis for the Alliance.
- **Banta** revived the campus-wide P-20 Council and provided leadership for it throughout the year.
- **Black** chaired a subcommittee of the Carnegie Task Force for Community Engagement.
- **IRO staff** provided data for the Indianapolis Anchor Institution Study.
- **IMIR/IRO staff** fulfilled 5 information requests for IUPUI information from other institutions of higher education.
- **Kahn** compiled the 2012-2013 IUPUI Performance Report (<http://www.iport.iupui.edu/pr/>) and served as editor of IUPUI's developing strategic plan, *A Commitment to Indiana and Beyond: IUPUI Strategic Plan* (<http://strategicplan.iupui.edu/>). **Scott** drafted and **Kahn** edited the annual IUPUI Assessment Report (<http://www.planning.iupui.edu/accountability/>) for publication on the PAII web site.
- **Pike** assisted in preparing the annual report for the Central Indiana Education Alliance (<http://www.talentalliance.iupui.edu/Resources/2013communitybaselinereport.pdf>).
- **Pike** served as a member of the Data Management Team for the Central Indiana Talent Alliance.
- **Pike** served as a member of the board of directors for the Chatham Arch Neighborhood Association.
- **Pike** served as the past moderator (president of the congregation) for First Congregational United Church of Christ.

Strengthen Internationalization Efforts

- **Banta** was an invited participant in the Forum on Intercultural Learning and Exchange held in the Tuscany region of Italy.
- **Banta and Kahn** presented refereed papers at the annual meeting of the European Association for Institutional Research in Rotterdam, The Netherlands.
- **Kahn** spent a week in Santiago, Chile, consulting with DUOC UC, a 16-campus professional institute affiliated with the Pontifical University of Chile, on launching its institution-wide ePortfolio initiative. Over the course of the week, she visited ten DUOC UC sites, offering four workshops and four formal addresses, facilitating five planning and implementation meetings, providing

media interviews, and working closely with the DUOC UC ePortfolio administrative team.

- **Kahn** served as Chair of the Board of Directors for the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL), the international association for the ePortfolio field.

Promote an Inclusive Campus Climate

- **IMIR staff** provided data for the annual IUPUI Diversity Report.
- **Pike** prepared the data and led the evaluation of the IUPUI campus diversity indicators.
- **Pike** assisted in preparing the IUPUI campus diversity report.

Develop Faculty and Staff

- **PAII staff** offered the national Assessment Institute in Indianapolis for over 1000 faculty, staff, and administrators from 47 states and 9 other countries (<http://www.assessmentinstitute.iupui.edu/index.shtml>).
- **Kahn and Scott** provided three faculty development workshops, including one new topic, and worked closely with University College on continued development of the ePortfolio-based Electronic Personal Development Plan. They also supported participation in the AAEEBL international ePortfolio conference for fourteen IUPUI faculty and professional staff, and three students.
- **Kahn and Scott** worked with Cathy Buyarski and with Amy Powell of the Center for Teaching and Learning to co-plan and co-facilitate a week-long ePDP Summer Institute for instructors and advisors working with the Electronic Personal Development Plan, the developmental ePortfolio that students create in the First-Year Seminar and, in several programs, continue to develop as they progress through their major and RISE experiences.
- **Kahn and Scott** organized the ePortfolio tracks for the 2013 and 2014 IUPUI Assessment Institutes.
- **Scott** organized the annual peer review of annual school/unit assessment reports for 2012-2013 in connection with her role as a PAII representative to the Program Review and Assessment Committee.
- **Mzumara** provided three presentations for campus-wide audiences on placement testing and course evaluation software.

Collaboration

- **Banta** served as co-chair, with Vice Chancellor Zeb Davenport, of the IUPUI Campus Campaign (<http://www.campuscampaign.iupui.edu/index.html>).
- **IMIR staff** provided web-based 5-year trend reports for deans to use in preparing their Annual Planning and Budgeting Reports (<http://www.imir.iupui.edu/>).

- **IMIR/IRO staff** drew survey samples for 7 surveys, administered various surveys, and maintained an application for survey administration.
- **IMIR /IRO staff** fulfilled 17 internal information requests for data needed for accrediting or other external agencies.
- **IMIR/IRO staff** provided institutional data reports for 7 program review self-studies.
- **Kahn** co-chaired and **Scott** staffed the IU-wide Joint Working Group on ePortfolio Platform Review, which completed a detailed review of ePortfolio needs and available platforms, and issued an RFP to four vendors whose ePortfolio products best meet IUPUI and IU-wide needs. (UITs is currently negotiating a contract with one of these vendors.)
- **Mzumara** served as a member of the *Search & Screen Committee* for the *Enrollment Management Data Analyst* position in the Office of Undergraduate Student Data Analysis and Evaluation (USDAE).

Best Practices

- **Banta** planned and implemented Cluster Conversations for Deans and Vice Chancellors with members of the IUPUI Faculty Council.
- **Black** facilitated an Accelerated Improvement Process (AIP) for the Center on Research and Learning.
- **IRO staff** maintained the SQL Server application that deans use for entry and submission of the Annual Planning and Budgeting Report.
- **IMIR staff** provided website and proposal submission support for the 2013 Assessment Institute.
- **Pike** served as the campus lead for the IMIR/UITs Business Intelligence (BI) project.
- **Pike** worked with Gulshan Patil to develop a new web-template for deans to submit their annual reports (<http://planning.iupui.edu/apbrv2/>).
- **Pike** provided training for deans and their staff members in submitting their annual reports.
- **Pike** and **Banta** served on the Strategic Planning Steering Committee (<http://strategicplan.iupui.edu/>).
- **Pike** and **Banta** served on the IUPUI Campus Planning Committee of Faculty Council.
- **Testing Center staff** developed and administered an online *Customer Satisfaction Survey* for clients using Evaluation and Data Processing Services at the Testing Center.

2013-14 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
Goal I. Engage in collaborative planning campus wide, with other units, and within our division. (Collaboration, Best Practices)			
I.1. Assist in developing campus plans and priorities	I.1a. Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.	BP, Col	Trudy
I.2. Communicate broadly the campus mission/vision.	I.2a. Annual Performance Report produced and disseminated.	BP, 7	Susan K.
	I.2b. New campus vision and priorities communicated in program review.	BP	Karen and Trudy
I.3. Plan agenda and retreats for Council of Deans	I.3a. Agenda for 2013 Council of Deans retreat planned, space identified and arranged, and retreat implemented.	BP, Col	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.	BP, Col	Karen and Trudy
	I.4b. At least 50 planning consultations/projects conducted annually.	BP, Col	Karen et al.
I.5. 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.5a. Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.	BP, Col, 1	Susan K. and Susan S.
I.6. 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.6a. Committee named and functioning.	Col, BP, 1	Susan K.

Implementation Strategies		Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
I.7	IRO staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.	I.7a. Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.	Col, BP, 2	Larry
I.8	TC staff will work with campus units (e.g., School of Science, UITS, etc.) to manage integrated test proctoring services in the Testing Center facilities.	I.8a. In collaboration with UITS and participating schools, plans to sustain proctored computer-based testing services in the integrated testing facilities developed and implemented. I.8b. New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor. I.8c. 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.	Col, BP, 1 BP, Col, 1 BP, Col, 1	Howard and Kent Howard and Kent Howard and Kent
I.9	Develop a coordinated communication and marketing plan to highlight and increase the services of the Testing Center	I.9a. TC website revised and updated to reflect recent changes in Testing Center programs and services. I.9b. Communication about benefits of proctored computer-based testing services developed and disseminated in conjunction with marketing plans to increase the utilization of testing services at the Testing Center.	BP, Col, 1 BP, Col, 1	Kent and Howard Howard and Kent
Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders. (Best Practices, Collaboration).				
II.1.	Provide leadership for IUPUI Student Pulse surveys.	II.1a. 2-4 Pulse surveys conducted annually.	Col, BP	Trudy and Larry
II.2.	Prepare Performance Report for print and web distribution to multiple stakeholders.	II.2a. Print and web publication complete in early February.	BP, 7	Susan K. and Gulshan
II.3.	Prepare annual report on assessment of learning at IUPUI.	II.3a. Decisions for fine-tuning report purpose and contents reached by December.	BP, Col, 1, 3	Susan K. and Susan S.

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
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	BP, 6, 10	Susan K. and Susan S.
II.5 IRO 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. Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner (completed by October 15) and the data disseminated widely.	BP, Col	Larry and Gulshan
II.6 IRO 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, and PUL Reports completed in a timely manner and disseminated widely.	Col, 1, 2	Larry
II.7 IRO 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 and appropriate reports prepared and disseminated.	BP, 1, 7, 9, 10	Larry
II.8 IRO 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.	BP	Larry and Gulshan

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
II.9. Contribute evaluation resources for campus programs and community organizations.	II.9a. At least 1 evaluation study funded and conducted for campus constituents.	BP, 1, 6	Howard
	II.9b. 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).	BP, 1	Howard and Kent
	II.9c. 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.	BP, 1	Howard
Goal III. Lead and support evaluation and improvement efforts to accomplish campus and unit goals. (Best Practices, Collaboration)			
III.1. Continuously improve the campus practice of assessment.	III.1a. Number of units assisted with assessment remains steady at 30.	BP, Col, 1, 3	Karen et al.
	III.1b. Number of assessment consultations/projects remains steady at 150.	BP, Col, 1, 3	Karen et al.
	III.1c. Faculty assisted in adopting new test software products and/or best practices for improving placement testing in chemistry, mathematics, English for Academic Purposes, Writing, and world languages.	BP, Col, 1	Howard
	III.1d. Information derived from the placement testing and validation processes enhanced.	BP, Col, 1	Howard
	III.1e. At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.	Col, 1	Howard
	III.1f. Improvements in course placement services accomplished through use of outreach testing services.	Col, BP, 1	Howard and Kent
	III.1g. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	BP, 1	Kent
	III.1h. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	1, 10	Howard and Kent
III.2. Implement strategies for evaluating student learning of the PULs.	III.2a. Faculty evaluation of PUL-related learning proceeding on schedule and faculty beginning to use the findings to improve curriculum, instruction, student academic support services.	1, 10	Trudy, Larry, and Gulshan
III.3. Disseminate evaluative findings.	III.3a. Participation in PAII national conference maintained at 950.	BP, 6	Karen and Trudy

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
	III.3b. Number of national and international invitations for PAII staff maintained at 40.	BP, 6	Karen and Trudy, et al.
	III.3c. Number of external information requests maintained at 300.	BP, 6	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.	BP, 6, 10	Susan K. and Susan S.
III.5. Provide leadership and information support for the Talent Alliance.	III.5a. Talent Alliance achieving its goals.	Col, 7	Trudy, Karen, and Larry
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.	BP, Col	Trudy, Susan, Larry, and Karen
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.	BP, Col	Trudy and Larry
III.8. Advance institutional effectiveness through collaboration.	III.8a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	BP, Col	Karen and Trudy
III.9. Assist Chancellor in developing administrative reviews and searches.	III.9a. Administrative review committees and search committees for campus administrators established, implemented, and successfully concluded.	BP, Col	Trudy

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
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 conducted such that units receive feedback by the end of March.	BP, Col	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 2013-2014, possibly including a community of practice.	10, 1, 3	Susan K. and Susan S.
	III.11b. Resource listings on ePortfolio web site updated and expanded.	1, 3, 10	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.	Col	Susan K.
	III.12b. New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.	BP, Col	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.13a. Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2012-13.	1, 7, 8	Susan K. and Susan S.
III.14 IRO 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.	BP, Col	Larry and Gulshan

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
III.15 IRO 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.	BP, Col, 1, 3, 10	Larry
III.16 IRO 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.	BP, Col, 1, 3	Larry
III.17 IRO 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 units in a timely manner.	BP, Col, 1	Larry
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.	Col, 7	Howard and Kent
	III.18b. At least one academic unit provided with professional/technical support to facilitate use of Internet-based testing services.	BP, Col, 1	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.	BP, Col	Karen and Trudy
	III.19b. Chairs undergoing program review in the next year oriented in a group session.	BP, Col, 10	Karen and Trudy
	III.19c. Reviewers' ratings monitored for suggested improvements.	BP	Karen
	III.19d. Development of Program Review database continued.	BP	Karen

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
III.20.Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	III.20a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	BP, Col, 7	Karen et al.

Campus Planning Themes

Teaching Research Civic Engagement Collaboration Diversity Best Practices

Strategic Initiatives for IUPUI 2025 (select all that apply):

1. Promote Undergraduate Student Learning and Success
2. Optimize our Enrollment Management
3. Increase Capacity of Graduate Education
4. Transform Online Education
5. Leverage our Strengths in Health and Life Sciences
6. Accelerate Innovation and Discovery
7. Deepen our Commitment to Community Engagement
8. Strengthen Internationalization Efforts
9. Promote an Inclusive Campus Climate
10. Develop Faculty and Staff

Summary of Progress on Goals and Objectives – FY2013-14

Goal I:	Engage in collaborative planning campus wide, with other units, and within our division.
Timeframe:	Ongoing
IUPUI Strategic Initiatives:	All initiatives (1-10) Collaboration Best Practices
Implementation Strategy:	I.1. Assist in developing campus plans and priorities.
Performance Indicator:	1.1a. Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.
IUPUI Strategic Initiatives:	Collaboration Best Practices
Activities in 2013-2014:	Banta and Kahn consulted with Academic Affairs staff in developing the new IUPUI Strategic Plan. Kahn edited versions of the plan and contributed to a list of performance indicators.
Evidence of Effectiveness:	Several iterations of the Strategic Plan, including evidence of achieving some of the goals, have appeared on the Web (http://strategicplan.iupui.edu/).
Plans for 2014-2015:	Performance indicators will be put in final form and a formal progress report will be produced.
Implementation Strategy:	1.2. Communicate broadly the campus mission/vision.
Performance Indicator:	I.2a. Annual Performance Report produced and disseminated.
IUPUI Strategic Initiatives:	Deepen our Commitment to Community Engagement Best Practices
Activities in 2013-2014:	Announced upcoming shift to structure aligned with strategic plan.
Evidence of Effectiveness:	Published by deadline, Chancellor satisfied.

Plans for 2014-2015:	Align reporting categories with strategic plan goals; no evaluation of performance on goals this year.
Performance Indicator:	I.2b. New campus vision and priorities communicated in program review.
IUPUI Strategic Initiatives:	Best Practices
Activities in 2013-2014:	The campus vision and priorities are discussed with each review team at the orientation sessions.
Evidence of Effectiveness:	Departments have the option to write their self-studies using the new priorities as a guide.
Plans for 2014-2015:	Most self studies for program review mention the campus mission.
	Continue aligning unit and campus goals in program reviews.
Implementation Strategy:	1.3. Plan agenda and retreats for Council of Deans.
Performance Indicator:	I.3a. Agenda for 2013 Council of Deans retreat planned, space identified and arranged, and retreat implemented.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	The 2013 Council of Deans retreat was held at DePauw University in Greencastle, IN in August 2013. The theme for the meeting was change management; the keynote speaker was Idalene Kesner, Dean of the Kelley School of Business (see Appendix A).
Evidence of Effectiveness:	Retreat was concluded successfully.
Plans for 2014-2015:	The 2014 retreat, featuring Barbara Holland talking about the importance of community engagement, will be carried out at Woodstock Club in Indianapolis.
Implementation Strategy:	1.4. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).

Performance Indicator:	I.4a. At least 20 units assisted with planning annually.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	PAII staff continue to provide planning assistance to campus units. (See Appendix B.)
Evidence of Effectiveness:	PAII staff assisted 36 IUPUI units with planning this year, (18 in 2012-13; 19 in 2011-12; 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).
Plans for 2014-2015:	Continue to support the program review process and improve where possible.
Performance Indicator:	I.4b. At least 50 planning consultations/projects conducted annually.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Relationships with new and former academic clients continue to provide opportunities for consultations. (See Appendix B.)
Evidence of Effectiveness:	PAII staff participated in 242 planning consultations/projects this year (213 in 2012-13; 288 in 2011-12; 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).
Plans for 2014-2015:	PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of consultations/projects conducted.
Implementation Strategy:	1.5. Work with University College and other units, through the Connect to Learning FIPSE project, to develop models for broader campus use of the ePDP.
Performance Indicator:	I.5a. Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration

Activities in 2013-2014:	Substantial revision and expansion of material for FIPSE project web site (c2l.mcnrc.org).
Evidence of Effectiveness:	Public recognition by project leaders and other ePortfolio leaders, positive feedback from key IUPUI constituencies and leaders.
Plans for 2014-2015:	Use of site resources to support campus professional development programs and strengthen campus's ePortfolio Initiative web site.
Implementation Strategy:	1.6. 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.
Performance Indicator:	I.6a. ePortfolio Advisory Committee named and functioning.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Advisory Committee members participated in evaluation of ePortfolio software platforms for possible purchase by IU.
Evidence of Effectiveness:	TaskStream recommended to UITS, selected, and purchased.
Plans for 2014-2015:	Consider planning collaborative or IU-wide faculty development program focused on effective use of ePortfolios.
Implementation Strategy:	1.7. IRO staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.
Performance Indicator:	I.7a. Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.
IUPUI Strategic Initiatives:	Optimize our Enrollment Management Best Practices Collaboration
Activities in 2013-2014:	Reports and analyses conducted and presented to the Enrollment Management Council. Point-in-Cycle (PiC) system was run and supported for the summer and fall 2013 and spring 2014 terms. The PiC system was transferred to Student Data, Analysis, and Evaluation (SDAE).

Evidence of Effectiveness:	The PiC reports were used by deans and administrators to track admissions, enrollment and credit hour data over time.
	IRO reports and analyses were used to evaluate enrollment management progress.
Plans for 2014-2015:	None. SDAE has been assigned responsibility for Enrollment Management support.
Implementation Strategy:	1.8. TC staff will work with campus units (e.g., School of Science, UITS, etc.) to manage integrated test proctoring services in the Testing Center facilities.
Performance Indicator:	I.8a. In collaboration with UITS and participating schools, plans to sustain proctored computer-based testing services in the integrated testing facilities developed and implemented.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Testing Center obtained funds that supported hiring of proctor staff for the SL070 Testing Center facility.
	Established the Classroom Testing Advisory Committee (Chaired by Dr. Peggy Stockdale, Chair of Department of Psychology).
Evidence of Effectiveness:	Classroom Testing Advisory Committee compiled and submitted its End-of-Year Report for AY 2013-2014.
Plans for 2014-2015:	Testing Center will continue to work with UITS and the Classroom Advisory Committee to achieve the following goals: <ul style="list-style-type: none"> ○ Maintain appropriate staffing levels to sustain growth in use of proctored computer-based class testing. ○ Implement strategic plans for improving communication and marketing of proctored computer-based testing services (to maximize use of proctored computer-based testing services at the IUPUI Testing Center).
Performance Indicator:	I.8b. New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Established a Classroom Testing Advisory Committee Working Group on Technical Support to facilitate development of software-based solutions at the Testing Center.

Evidence of Effectiveness:	A collaborative initiative is well underway toward development of a new test scheduling application for use at the IUPUI Testing Center.
Plans for 2014-2015:	Continue collaborative efforts toward further development and implementation of a new test scheduling application for use in the IUPUI Testing Centers
Performance Indicator:	I.8c. 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.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Established a CTAC Working Group to address technical support issues and solutions for proctored computer-based testing services
Evidence of Effectiveness:	Completed an initial pilot project that involved use of Canvas and Respondus LockDown Browser software to enhance administration of proctored computer-based class tests at the Testing Center.
Plans for 2014-2015:	Testing Center will continue to implement software-based solutions (including use of Canvas, Respondus LockDown Browser / Monitor software, and video proctoring solution) to create a more secure environment for test administration purposes.
Implementation Strategy:	1.9. Develop a coordinated communication and marketing plan to highlight and increase the services of the Testing Center.
Performance Indicator:	I.9a. TC website revised and updated to reflect recent changes in Testing Center programs and services.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Updated the Testing Center website.
Evidence of Effectiveness:	Testing Center website was updated to reflect new information on recent changes/enhancements in placement testing and proctored testing services at the Testing Center.
Plans for 2014-2015:	Redesign and update the Testing Center website (tc.iupui.edu) in collaboration with IU Communications (communications.iu.edu).

Performance Indicator:	I.9b. Communication about benefits of proctored computer-based testing services developed and disseminated in conjunction with marketing plans to increase the utilization of testing services at the Testing Center.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Offered “free” proctored computer-based testing at the Testing Center.
Evidence of Effectiveness:	Published a promotional article titled “Expanded free proctored testing available through the IUPUI Testing Center” in the Inside IUPUI publication (June 3, 2014).
Plans for 2014-2015:	Testing Center staff will pursue strategic plans and continue to work with campus units in marketing proctored testing services at the Testing Center.
Goal II:	Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.
Timeframe:	On-going
IUPUI Strategic Initiatives:	Best Practices Collaboration
Implementation Strategy:	II.1. Provide leadership for IUPUI Student Pulse surveys.
Performance Indicator:	II.1a. 2-4 Pulse surveys conducted annually.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	One Pulse survey was conducted in AY 2013-14 (Thriving Student Survey).
Evidence of Effectiveness:	Survey was administered without difficulty.
Plans for 2014-2015:	Future Pulse surveys will be conducted collaboratively by SRO and SDAE.
Implementation Strategy:	II.2. Prepare Performance Report for print and web distribution to multiple stakeholders.
Performance Indicator:	II.2a. Print and web publication of <i>IUPUI Performance Report</i> complete in early February.

IUPUI Strategic Initiatives:	Deepen commitment to community engagement Best Practices
Activities in 2013-2014: Evidence of Effectiveness: Plans for 2014-2015:	Publication slightly delayed but completed in time for distribution at the Chancellor's Report to the Community. Continue timeframe dictated by date of Chancellor's Report to the Community.
Implementation Strategy:	II.3. Prepare annual report on assessment of learning at IUPUI.
Performance Indicator:	II.3a. Decisions for fine-tuning report purpose and contents reached by December.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
Activities in 2013-2014: Evidence of Effectiveness: Plans for 2014-2015:	Preparation delayed somewhat by late report submissions.
Implementation Strategy:	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.
Performance Indicator:	II.4a. Continued national presentations, publications, and professional service related to ePortfolios.
IUPUI Strategic Initiatives:	Accelerate innovation and discovery through research and creative activity Develop Faculty and Staff Best Practices

Activities in 2013-2014:	Supported expanded presentation and publication by IUPUI faculty and staff using ePortfolios.
Evidence of Effectiveness:	Increased number of presentations and publications.
Plans for 2014-2015:	Continue to support dissemination of IUPUI ePortfolio work, as resources permit.
Implementation Strategy:	II.5. IRO 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.
Performance Indicator:	II.5a. Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner and the data disseminated widely.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Management Indicators, Performance Indicators, and Diversity Indicators, as well as the Institutional Portfolio were successfully updated.
Evidence of Effectiveness:	IRO participated in the Student Analytics Business Intelligence project. Many reports developed as part of this project will replace and enhance existing Management Indicator, Performance Indicator, and Diversity Indicator reports.
Plans for 2014-2015:	Indicators were successfully updated.
	Publish the 2014-15 Management Indicators, Performance Indicators, and Diversity Indicators.
	Complete work on the Student Analytics Business Intelligence project.
Implementation Strategy:	II.6. IRO staff will provide annual performance reports on topics of campus-wide importance (e.g., Passport Report, Work Retention Report, PUL Report, etc.).
Performance Indicator:	II.6a. Passport Report, Work Retention Report, and PUL Reports completed in a timely manner and disseminated widely.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Optimize our Enrollment Management Collaboration
Activities in 2013-2014:	The Passport and PUL reports were prepared and disseminated to campus decision makers (see Appendix C). The Work Retention Report was not completed this year.

Evidence of Effectiveness:	Results were presented at the Passport Breakfast and to other committees.
Plans for 2014-2015:	Responsibility for these reports has been transferred to Student Data Analysis and Evaluation.
Implementation Strategy:	II.7. IRO staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.
Performance Indicator:	II.7a. Surveys of students, faculty, staff, and alumni administered on a regular schedule and appropriate reports prepared and disseminated.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Deepen our Commitment to Community Engagement Promote an Inclusive Campus Climate Develop Faculty and Staff Best Practices
Activities in 2013-2014:	The revised Staff Survey was administered in the fall of 2013 and results reported in the spring of 2014.
Evidence of Effectiveness:	Results of the Staff Survey have been disseminated university-wide.
Plans for 2014-2015:	Future staff surveys will be administered by the Survey Research Office.
Implementation Strategy:	II.8. IRO staff will respond to ad hoc requests for information from campus leaders, schools, and departments.
Performance Indicator:	II.8a. Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.
IUPUI Strategic Initiatives:	Best Practices
Activities in 2013-2014:	Ad hoc requests were received from senior campus administrators, deans/directors, faculty, staff, students, and external parties. The required analyses were conducted.
Evidence of Effectiveness:	Reports/files were prepared and delivered to the requestors.
Plans for 2014-2015:	IRO staff will continue to respond to requests for information although demands on staff resources require prioritizing how IRO responds to ad hoc requests.
Implementation Strategy:	II.9. Contribute evaluation resources for campus programs and community organizations.

Performance Indicator:	II.9a. At least 1 evaluation study funded and conducted for campus constituents.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Accelerate Innovation and Discovery Best Practices
Activities in 2013-2014:	In collaboration with science faculty, Mzumara served as internal evaluator and coordinated assessment and evaluation activities in support of the NSF-funded CI-STEP and the IUPUI URM grant projects based in the School of Science.
Evidence of Effectiveness:	Mzumara contributed significantly to completion of assessment, evaluation, and dissemination activities for the CI-STEP and IUPUI URM projects.
Plans for 2014-2015	Mzumara will continue to serve as internal evaluator and collaborate with faculty (PIs/Co-PIs) in the School of Science to co-author scholarly papers for broader dissemination of study findings from the collaborative CI-STEP project funded by NSF.
Performance Indicator:	II.9b. 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).
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices
Activities in 2013-2014:	Testing Center staff continued to expand proctored computer-based classroom testing in the SL070 Testing Center for students enrolled in the Schools of Nursing and Science. Also, the BS3000 Testing Center facility was certified for proctoring a variety of certification and licensure tests in partnership with Pearson VUE (www.pearsonvue.com).
Evidence of Effectiveness:	Testing Center administered more than 20 varieties of tests and maintained over 225 units obtaining services at the Testing Center.
Plans for 2014-2015	TC will continue to pursue strategic partnerships with existing or new units in order to expand and enhance proctored services, increase test volume and revenue from fee-based proctoring services, and to maximize utilization of the two Testing Center facilities in the center part of the campus.
Performance Indicator:	II.9c. 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.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices

Activities in 2013-2014:	Mzumara collaborated with faculty (PIs/Co-PIs) in the School of Science in completing data collection, dissemination, and annual reporting activities for the CI-STEP project funded by NSF.
Evidence of Effectiveness:	Mzumara co-authored 2 manuscript proposals accepted for presentation at national conferences (AAC&U 2014 STEM Higher Education Conference; and Transforming Institutions: 21st Century Undergraduate STEM Education 2014 Conference); co-facilitated 4 workshop sessions at the 2013 Assessment Institute in Indianapolis, and at the NSF STEP 2014 Annual Grantees Meeting; and co-authored 3 annual reports for the CI-STEP grant project.
Plans for 2014-2015	Mzumara will continue to team with PIs/co-PIs in the School of Science to co-author scholarly papers for broader dissemination of study findings from the CI-STEP Project.
Goal III:	Lead and support evaluation and improvement efforts to accomplish campus and unit goals.
Timeframe:	On-going
IUPUI Strategic Initiatives:	Best Practices Collaboration
Implementation Strategy:	III.1. Continuously improve the campus practice of assessment.
Performance Indicator:	III.1a. Number of units assisted with assessment remains steady at 30.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
Activities in 2013-2014:	See Evidence of Effectiveness in Appendix B.
Evidence of Effectiveness:	PAII staff responded to 131 IUPUI unit requests for assistance with assessment this year (35 in 2012-13; 27 in 2011-12; 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).
Plans for 2014-2015:	PAII staff will continue to respond to requests for assistance with outcomes assessment.
Performance Indicator:	III.1b. Number of assessment consultations/projects remains steady at 150.

IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
Activities in 2013-2014:	See Evidence of Effectiveness in Appendix B.
Evidence of Effectiveness:	PAII staff fulfilled 228 requests for assistance with assessment this year (282 in 2012-13; 155 in 2011-12; 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).
Plans for 2014-2015:	PAII staff will continue to consult with other units on outcomes assessment.
Performance Indicator:	III.1c. Faculty assisted in adopting new test software products and/or best practices for improving placement testing in chemistry, mathematics, English for Academic Purposes, writing, and world languages.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Testing Center staff (in conjunction with the Placement Testing Advisory Committee) adopted new test software (i.e., ALEKS PPL and locally developed Internet tests for assessing language proficiency) and implemented significant changes in administration of online placement tests at IUPUI.
Evidence of Effectiveness:	Testing Center staff successfully completed large-scale implementation of ALEKS Math products and remotely administered the “unproctored” Internet tests for students who completed the IUPUI world language online placement tests for French, German, and Spanish.
Plans for 2014-2015:	Testing Center staff will continue to work with faculty and the Placement Testing Advisory Committee to make incremental quality improvements in placement testing practices, policies, and procedures to serve assessment needs for incoming and continuing students.
Performance Indicator:	III.1d. Information derived from the placement testing and validation processes enhanced.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Testing Center staff adopted a new software package for Math placement testing (ALEKS PPL) that produces a variety of enhanced placement reports and compiles course placement distributions). The software enhances further analysis and reporting of placement results.

Evidence of Effectiveness:	<p>Conducted exploratory data analyses and compiled score distributions and course placement distributions based on available data for the Fall 2014 student cohort.</p> <p>Enhanced placement test reports generated via ALEKS PPL included the following categories: Placement Report; Placement Histogram; Individual Student Report; Comprehensive Cohort Report; and Prep and Learning Module Reports.</p>
Plans for 2014-2015:	<p>Continue to assist faculty in conducting validation studies to determine the appropriateness and utility of ALEKS Math products for course placement in Mathematics and Chemistry, and also assess the utility and appropriateness of placement cut scores for the unproctored Internet tests in world languages.</p>
Performance Indicator:	III.1e. At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Collaboration
Activities in 2013-2014:	Testing Center staff assisted at least 15 units with creation of web-based course/instructor evaluation surveys.
Evidence of Effectiveness:	Testing Center successfully assisted academic units that opted to administer online course/instructor evaluations via the Class Climate course evaluation feedback system.
Plans for 2014-2015:	Testing Center staff will continue to work with new and existing clients to make incremental quality improvements in development and administration of web-based course/instructor evaluation surveys and generation of online reports using advanced features of the Class Climate software package.
Performance Indicator:	III.1f. Improvements in course placement services accomplished through use of outreach testing services.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Testing Center staff successfully conducted on-campus outreach placement testing services for students enrolled in the EAP Program and international students admitted by the Office of International Affairs.
Evidence of Effectiveness:	Testing Center staff (in collaboration with staff and faculty in the EAP Program and the Office of International Affairs) conducted group test sessions (in Cavanaugh Hall) for about 169 international students for Fall 2014.

Plans for 2014-2015:	TC staff will continue to offer outreach placement testing activities on-campus for incoming students taking COMPASS/ESL placement tests, and also work with the Placement Testing Advisory Committee in implementing outreach testing solutions as needed.
Performance Indicator:	III.1g. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices
Activities in 2013-2014:	Testing Center staff administered a client satisfaction survey for clients using the Center's Evaluation and Data Processing Services.
Evidence of Effectiveness:	<p>95.7% of survey respondents either "agreed or strongly agreed" with the statement that they are satisfied with the services received.</p> <p>95.4% of respondents "agreed or strongly agreed" with the statement that they find these services useful.</p> <p>95.6% of respondents "agreed or strongly agreed" with the statement that they would recommend the services to colleagues.</p>
Plans for 2014-2015:	Whenever feasible, Testing Center staff will continue to develop and administer user satisfaction surveys.
Performance Indicator:	III.1h. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Develop Faculty and Staff
Activities in 2013-2014:	TC staff processed course/instructor evaluation forms for new clients served at TC's Evaluation and Data Processing Services
Evidence of Effectiveness:	TC staff made custom changes to improve the usefulness of course/instructor evaluation reports for the Schools of Liberal Arts and Science.
Plans for 2014-2015:	<p>Testing Center staff will continue to assist academic units or individual faculty in making incremental quality improvements in course/instructor evaluation services.</p> <p>Testing Center staff will work with the Office of Academic Affairs, participating schools, and the external vendor (eXplorance) in coordinating the planning and implementation of the Blue/Evaluations pilot initiative at IUPUI.</p>
Implementation Strategy:	III.2. Implement strategies for evaluating student learning of the PULs.

Performance Indicator:	III.2a. Faculty evaluation of PUL-related learning proceeding on schedule and faculty beginning to use the findings to improve curriculum, instruction, student academic support services.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Develop Faculty and Staff
Activities in 2013-2014:	PUL data extracts occurred on schedule and reports were distributed in a timely fashion.
Evidence of Effectiveness:	Faculty members continue to ask questions about reports and deans are following up with faculty who are not submitting data.
Plans for 2014-2015:	The 5-year period for submitting PUL ratings will expire in December 2014. No plan has yet been proposed for continuing PUL assessment.
Implementation Strategy:	III.3. Disseminate evaluative findings.
Performance Indicator:	III.3a. Participation in PAII national conference maintained at 950.
IUPUI Strategic Initiatives:	Accelerate Innovation and Discovery Best Practices
Activities in 2013-2014:	1070 individuals attended the 2013 Assessment Institute (see Appendix D).
Evidence of Effectiveness:	2014 registration was 1070. The Assessment Institute in Indianapolis attracted people from 490 different colleges, universities, and organizations; 47 states and Puerto Rico, Washington D.C. and the Virgin Islands; and 8 other countries: Canada, China, Japan, Kazakhstan, Lebanon, Philippines, United Arab Emirates, Vietnam. Evaluation statistics indicate that the Institute is perceived as effective (see Appendix E).
Plans for 2014-2015:	Continue to make changes in Institute formats to respond to evaluative findings.
Performance Indicator:	III.3b. Number of national and international invitations for PAII staff maintained at 40.
IUPUI Strategic Initiatives:	Accelerate Innovation and Discovery Best Practices
Activities in 2013-2014:	PAII staff received invitations to make visits or to consult with international and national organizations, but were unable to accept all of these.

Evidence of Effectiveness:	PAII staff received 11 invitations to make presentations or to consult with international and national organizations (81 in 2012-13; 40 in 2011-12, 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 41 (23 in 2012-13; 18 in 2011-12, 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.
Plans for 2014-2015:	Continue to monitor and increase PAII dissemination efforts.
Performance Indicator:	III.3c. Number of external information requests maintained at 300.
IUPUI Strategic Initiatives:	Accelerate Innovation and Discovery Best Practices
Activities in 2013-2014:	
Evidence of Effectiveness:	PAII staff responded to 854 information requests from external constituents this year (763 in 2012-13; 648 in 2011-12; 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) (see Appendix B).
Plans for 2014-2015:	Continue to monitor and increase PAII dissemination efforts.
Implementation Strategy:	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.
Performance Indicator:	III.4a. ePortfolio information from faculty gathered, findings summarized, and preliminary report prepared.
IUPUI Strategic Initiatives:	Accelerate Innovation and Discovery Develop Faculty and Staff Best Practices
Activities in 2013-2014:	Some progress, but completion unavoidably delayed.
Evidence of Effectiveness:	
Plans for 2014-2015:	Complete and disseminate final research report as early in Fall 2014 as possible.

Implementation Strategy:	III.5. Provide leadership and information support for the Talent Alliance.
Performance Indicator:	III.5a. Talent Alliance achieving its goals.
IUPUI Strategic Initiatives:	Deepen our Commitment to Community Engagement Collaboration
Activities in 2013-2014:	IRO staff members worked with Marion County high school districts to track the college attendance and academic success of high school graduates.
Evidence of Effectiveness:	First phase of study completed successfully.
Plans for 2014-2015:	Seek funding to continue this work.
Implementation Strategy:	III.6. Continue to develop a more uniform and concise set of campus-wide performance indicators.
Performance Indicator:	III.6a. Institutional portfolio and annual campus report based on key performance Indicators linked to new campus goals/President's Principles of Excellence.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Campus Strategic Plan timetable shifted to align with IUPUI Strategic planning process; development of Performance Indicators begun.
Evidence of Effectiveness:	2012-13 Report completed and disseminated.
Plans for 2014-2015:	<p>(IRO) The 2013-14 report will be organized around the 10 strategic indicators in the new Strategic Plan, but the report will also use two of the same indicators included in previous years.</p> <p>Work will continue to develop performance Indicators aligned with the new strategic plan and initiatives.</p> <p>(OIE) Discontinue institutional portfolio and link Performance Report to Strategic Plan web site; complete development of Performance Indicators and determine a strategy for evaluating progress toward strategic goals and objectives.</p>
Implementation Strategy:	III.7. Work with campus leaders to identify performance indicators.

Performance Indicator:	III.7a. Campus performance indicators agreed upon, disseminated widely, and used to provide direction for improvement.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	IRO staff members worked with members of the strategic planning team to develop performance indicators for the new strategic plan.
Evidence of Effectiveness:	New performance indicators were discussed and drafted.
Plans for 2014-2015:	Performance indicators will be adopted in final form and related data will be used in the 2015 Performance Report to gauge progress on the Strategic Plan.
Implementation Strategy:	III.8. Advance institutional effectiveness through collaboration.
Performance Indicator:	III.8a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	See Evidence of Effectiveness in Appendix B.
Evidence of Effectiveness:	1 project was started, 1 was concluded. Discussions with the new director of organization development and training resulted in her agreeing to advocate for her department to resume responsibilities for the AIP process.
Plans for 2014-2015:	Continue to encourage deans to use the process.
Implementation Strategy:	III.9. Assist Chancellor in developing administrative reviews and searches.
Performance Indicator:	III.9a. Administrative review committees and search committees for campus administrators established, implemented, and successfully concluded.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	5 administrative reviews were conducted, the search for a Dean of the School of Philanthropy was concluded successfully, and the search for a new Dean of Nursing was initiated.

Evidence of Effectiveness:	Reviews and search were concluded successfully.
Plans for 2014-2015:	Conduct 4 administrative reviews and 2 searches for new deans.
Implementation Strategy:	III.10. Continue to work through PRAC to support improved understanding and implementation of the assessment cycle at IUPUI, including improved clarity of reporting.
Performance Indicator:	III.10a. Peer review of assessment reports conducted such that units receive feedback by the end of March.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Despite unexpected challenges, subcommittee review and feedback to units was completed by the end of March.
Evidence of Effectiveness:	Several statements of appreciation from review recipients; in previous years this feedback has contributed to steady improvements in reports.
Plans for 2014-2015:	Maintain schedule, with revolving participation in subcommittee to improve knowledge of new subcommittee members.
Implementation Strategy:	III.11. Scale up faculty development programming and resources related to ePortfolios.
Performance Indicator:	III.11a. Plans developed for expanded faculty development offerings in 2013-2014, possibly including a community of practice.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Develop Faculty and Staff
Activities in 2013-2014:	Unavoidably curtailed in Spring 2014, but collaboration with University College led to new weeklong institute in June and preparation for community of practice in Fall 2014.
Evidence of Effectiveness:	Demonstrated commitment and continuing improvement by workshop and institute participants.
Plans for 2014-2015:	Refresh approach to professional development, incorporating TaskStream information as needed, and strengthening focus on pedagogy and assessment.
Performance Indicator:	III.11b. Resource listings on ePortfolio web site updated and expanded.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Develop Faculty and Staff

Activities in 2013-2014:	IUPUI ePortfolio web site on hold pending Academic Affairs web restructuring and IU branding clarification.
Evidence of Effectiveness:	
Plans for 2014-2015:	Renew and refresh ePortfolio web site in stages throughout the year.
Implementation Strategy:	III.12. Sustain leadership advocacy with UITS, at campus and university levels, to encourage commitment of needed resources for ePortfolio improvement, usability, and flexibility.
Performance Indicator:	III.12a. Service on UITS Oncourse Priorities Committee maintained.
IUPUI Strategic Initiatives:	Collaboration
Activities in 2013-2014:	Committee inactive in 2013-2014, presumably due to IU transition to Canvas LMS.
Evidence of Effectiveness:	
Plans for 2014-2015:	Unknown
Performance Indicator:	III.12b. New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Partially addressed with new workshop in Fall 2013 on student support and more broadly by engaging representatives of key user types in the platform selection process.
Evidence of Effectiveness:	Increased use of available support services in 2013-14.
Plans for 2014-2015:	[phase out this objective for 2014-15.]
Implementation Strategy:	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.

Performance Indicator:	III.13a.Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2012-13.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Deepen Our Commitment to Community Engagement Strengthen Internationalization Efforts
Activities in 2013-2014:	Expanded consultation with and planning by faculty and academic staff in undergraduate research, internship/experiential learning, and study abroad.
Evidence of Effectiveness:	Active participation by representatives as presenters and participants at regional and national ePortfolio conferences and dissemination of their work on FIPSE national website.
Plans for 2014-2015:	[phase out this objective for 2014-15.]
Implementation Strategy:	III.14. IRO staff will provide management- and performance indicator data, as well as lead evaluation efforts, for campus goals and strategies.
Performance Indicator:	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.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Management Indicators, Performance Indicators, and Diversity Indicators, as well as the Institutional Portfolio were successfully updated.
Evidence of Effectiveness:	IRO participated in the Student Analytics Business Intelligence project. Many reports developed as part of this project will replace and enhance existing Management Indicator, Performance Indicator, and Diversity Indicator reports.
Plans for 2014-2015:	Indicators were successfully updated.
	Publish the 2014-15 Management Indicators, Performance Indicators, and Diversity Indicators.
	Complete work on the Student Analytics Business Intelligence project.
	Explore alternatives to the Institutional Portfolio as a means of disseminating data about campus performance.
Implementation Strategy:	III.15. IRO staff will provide management- and performance indicator data, as well as lead evaluation efforts, for campus goals and strategies.

Performance Indicator:	III.15a. Reports on the results of surveys of students, faculty, staff, and alumni prepared in a timely manner and disseminated campus-wide.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Develop Faculty and Staff Best Practices Collaboration
Activities in 2013-2014:	The revised Staff Survey was administered in the fall of 2013 and results reported in the spring of 2014.
Evidence of Effectiveness:	Results of the Staff Survey have been disseminated university-wide.
Plans for 2014-2015:	Future surveys will be administered by the Survey Research Office.
Implementation Strategy:	III.16. IRO staff will provide data to schools and departments for program reviews.
Performance Indicator:	III.16a. Reports to be used in program review prepared in a timely manner and disseminated to the appropriate units on campus.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
Activities in 2013-2014:	Department data reports were prepared for departments undergoing program review.
Evidence of Effectiveness:	Program review reports prepared and disseminated to departments.
Plans for 2014-2015:	Continue to prepare data to support program review and to explore ways in which the data can be used to improve self-study documents.
Implementation Strategy:	III.17. IRO staff will collect data on student attainment of the Principles of Undergraduate learning (PULs) and report results to the appropriate administrative and academic units.
Performance Indicator:	III.17a. Results of faculty and student assessments of the PULs and the report on results delivered to the appropriate units in a timely manner.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration

Activities in 2013-2014:	PUL data extracts were made and reports were distributed in a timely fashion.
Evidence of Effectiveness:	Faculty members continue to ask about reports and deans are following up with faculty who are not submitting data.
Plans for 2014-2015:	TBD
Implementation Strategy:	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.
Performance Indicator:	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.
IUPUI Strategic Initiatives:	Deepen our Commitment to Community Engagement Collaboration
Activities in 2013-2014:	Testing Center staff designed, created and administered web-based survey forms in support of data collection for the IUPUI URM grant project based in the School of Science; and assisted PAII staff with creation and administration of web-based survey forms for evaluation of the Assessment Institute in Indianapolis. In addition, TC staff assisted faculty and staff at the IUPU Columbus campus and Ivy Tech Community College with administration of web-based world language placement tests.
Evidence of Effectiveness:	Academic units that utilized TC's web-based survey services included the School of Science (2 research grant projects based in the Departments of Biology and Mathematical Sciences), PAII (Assessment Institute in Indianapolis), IUPU Columbus, and Ivy Tech Community College.
Plans for 2014-2015:	Testing Center staff will continue to provide clients with professional services and/or assistance in forms design, creation and administration of web-based surveys for data collection or research purposes.
Performance Indicator:	III.18b. At least one academic unit provided with professional/technical support to facilitate use of Internet-based testing services.
IUPUI Strategic Initiatives:	Promote Undergraduate Student Learning and Success Best Practices Collaboration
Activities in 2013-2014:	Testing Center staff assisted faculty in the Department of Mathematical Sciences and in World Languages and Cultures to complete large-scale implementation of ALEKS Math products and remote administration of unproctored Internet tests for world language placement for incoming student cohorts for Summer and Fall of 2014.

Evidence of Effectiveness:	TC staff successfully developed and administered ‘unproctored Internet tests’ for incoming students who completed ALEKS Math assessments and/or the IUPUI world language online placement tests during Spring and Summer of 2014.
Plans for 2014-2015:	TC staff will continue to work with the Placement Testing Advisory Committee (including faculty in the Departments of Chemistry, Psychology, Mathematical Sciences, and World Languages and Cultures) in scaling-up the use of ALEKS Math products and/or language proficiency assessments for course placement or remediation purposes.
Implementation Strategy:	III.19. Continuously improve the academic and administrative program review processes.
Performance Indicator:	III.19a. Program review introduced to new deans and the schedule for review of units implemented.
IUPUI Strategic Initiatives:	Best Practices Collaboration
Activities in 2013-2014:	Planned 10 reviews (World Languages and Cultures, Computer & Information Science, TCEM, Honors, Anthropology, Masters in Technology, Advising in Engineering and Technology, Athletics Academic and Compliance Programs, School of Informatics and Computing, Sociology. Facilitated the conduct of 7 reviews (Division of Student Affairs, Graduate Office, Biology, Chemistry and Chemical Biology, History, Physics, and First Year Experience – University College). Established follow-up procedures for 5 reviews (Earth Sciences, Africana Studies, Psychology, Journalism, and Mathematical Sciences).
Evidence of Effectiveness:	Reviews were planned and conducted and follow-ups established.
Plans for 2014-2015:	Continue to plan and conduct reviews according to schedule. Continue to orient department chairpersons in an annual meeting.
Performance Indicator:	III.19b. Chairs undergoing program review in the next year oriented in a group session.
IUPUI Strategic Initiatives:	Develop Faculty and Staff Best Practices Collaboration
Activities in 2013-2014:	Conducted first chairpersons orientation in August 2013.
Evidence of Effectiveness:	Chairs better prepared for reviews.
Plans for 2014-2015:	Conduct a second chairs orientation in August 2014.

Performance Indicator:	III.19c. Reviewers' ratings monitored for suggested improvements.
IUPUI Strategic Initiatives:	Best Practices
Activities in 2013-2014:	Ratings were compiled and actions taken as necessary (see Appendices H and I).
Evidence of Effectiveness:	Reviewers' ratings were monitored and used.
Plans for 2014-2015:	Ratings will continue to be monitored and used.
Performance Indicator:	III.19d. Development of Program Review database continued.
IUPUI Strategic Initiatives:	Best Practices
Activities in 2013-2014:	Study was conducted and report written by two graduate students on the themes generated in the final reports and the department responses.
Evidence of Effectiveness:	Study concluded and presented.
Plans for 2014-2015:	Begin to move the current database to a new structure and develop ways to collaborate with SRO on qualitative analysis of the reports, self-studies, and responses.
Performance Indicator	III.20a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.
IU Strategic Initiatives:	<p>Deepen our Commitment to Community Engagement Best Practices Collaboration</p> <p>2013-2014</p> <ul style="list-style-type: none"> • Kahn co-chaired and Scott staffed the IU-wide Joint Task Force on ePortfolio Platform Review, which completed its detailed review of IUPUI and IU ePortfolio needs and available platforms, and issued an RFP to four carefully selected vendors. UITS subsequently negotiated and signed a contract with one of these vendors. • Kahn directed and Scott coordinated the campus's growing ePortfolio Initiative, bringing use to an all-time high with approximately 43 projects under way in 15 schools (37 programs) and 6 other units. • OIE cooperated actively with University College to enable steady progress with the electronic Personal Development Plan (ePDP), including

	<p>advancement of the new conceptual model and implementation of a weeklong ePDP Summer Institute for professional development.</p> <ul style="list-style-type: none"> • The ePortfolio Initiative also supported faculty and academic staff participation in two national ePortfolio projects and in the premier international ePortfolio conference. ePortfolio funds leveraged other internal and external support to enable 17 IUPUI faculty, staff, and students to attend the AAEEBL national conference in Summer 2013 and 10 to attend the first Midwest Regional Conference in May 2014. Many of those participants also presented at the conferences. • 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. Kahn and Scott secured an extension grant for dissemination of the comprehensive Catalyst for Learning website, to which IUPUI faculty and staff contributed nine articles and associated project information. • OIE continued to lead and support improvement of the annual unit assessment reports by training a cadre of PRAC members to evaluate and provide peer feedback on the 2012-2013 reports. Scott authors and Kahn edits the annual IUPUI Assessment Report that draws extensively from these unit reports. • The Department of Mathematical Sciences revised its bylaws regarding department committee structure as a result of their 2012-13 review visit. • Africana Studies responded to their 2012-13 review by moving courses from special topics to permanent status to provide clarity for students and developing a three-year schedule for required courses; developing processes to assist faculty with promotion and tenure including development of primary committee for third year and P&T reviews; and are planning to collaborate with the Schools of Medicine, Education, and Law as well as the Office of Diversity, Equity, and Inclusion, the Honors College University College, the Multicultural Center and the Solution Center. • Responding to the 2012-13 reviewers' report faculty in Psychology revised policies regarding instructional resources to include increasing the number of department-supported stipends to graduate students and developing a plan to prepare graduate students to be instructors of record. • Collaborations have been developed between biology to share laboratory space and with mathematics on research; with medicine on training grants, with the Fairbanks School of Public Health, Sociology, and Communication Studies to submit a proposal to NIOSH for a training grant in occupational health psychology, which, if funded, would support 2 I/O students/year. Faculty are currently building new relationships with organizations throughout central Indiana with the goal of developing long-term positions that would cover stipends and/or tuition fees. For instance, the department has secured a research assistantship through the Center for Service and Learning for an incoming student and have the possibility of placing two students in the Assessment Office at Ivy Tech. • Studies have been launched as a result of the reviewers' report including developing instruments to assess the advising process and the B110 course. In addition a study to identify roadblocks preventing senior students from finishing their degrees resulted in targeted advising practices, the development of online courses, and the publishing of a 2-year schedule of classes, four-year degree maps. • As a result of the 2012-13 program review, Journalism faculty members who teach sports journalism are meeting with faculty from other schools
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and departments on campus to explore the possibility of establishing an academic center for the study of sports. Also, the newest faculty member with a background in health communication is working with the dental school on a project to develop messages to persuade children to take better care of their oral health.

- In their 2014 self-study, the **Department of Computer Sciences** reported several changes based upon the 2006-07 review. Responding to a recommendation to increase credit hour production, the faculty developed new certificate programs, a Bachelors of Arts in Computer Science, and added new service courses. In response to a recommendation to address areas of overlap in course content with other departments, the C4 (Computing Curriculum Coordination Council) was formed to discuss and resolve potential new curriculum proposals. The **School of Science** provided needed funds to support the CIS faculty in working with other units to establish masters and doctoral degrees.
- Testing Center staff successfully completed a large-scale implementation of new/updated online placement testing systems (i.e., ALEKS PPL - Assessment and Learning in Knowledge Spaces, Placement, Preparation and Learning; and also developed and administered remote and unproctored Internet tests for IUPUI's world languages placement test battery (i.e., French, German, and Spanish).
- Testing Center staff administered an increased number of proctored tests for use in admissions, certification, and licensure.
- Mzumara coordinated assessment/evaluation activities in support of the Central Indiana STEM Talent Expansion Project (CI-STEP) initiatives that helped to increase the total number of students awarded degrees in STEM disciplines at IUPUI.

2012-2013

- Cluster Conversations of 2011 led to cross-campus collaboration on a plan for a sports institute.
- PAII staff played major roles in achieving IUPUI's reaffirmation of accreditation by the Higher Learning Commission of the North Central Association of Schools and Colleges.
- OIE contributed substantially to development of the self-study, other preparation, and hosting for the review team for reaffirmation of accreditation by the Higher Learning Commission (HLC). Kahn and Scott each wrote a chapter of the self-study report and contributed substantially to two other chapters. Kahn also wrote the report's introduction and preface and served as lead editor for the entire report, with assistance from Scott.
- Kahn directed and Scott coordinated the campus's growing ePortfolio Initiative, bringing use to an all-time high with approximately 40 projects under way in 17 schools (25 programs) and 7 other units. In response to this expansion, the needs expressed by faculty and staff involved in those projects, and analysis of PRAC reports, Kahn and Scott expanded ePortfolio faculty development programming. Additions included a monthly lunch series, as well as workshops on reflection, assessment, ePortfolio pedagogy, and web design.
- Kahn cooperated actively with University College to enable steady progress with the electronic Personal Development Plan (ePDP) by participating in strategic planning and system-wide consideration,

constructing a conceptual model, fine-tuning assessment rubrics, and adjusting format and platform to accommodate expanded use by students and their advisors and faculty. One result already receiving national attention is the new conceptual model, intended to guide implementation of the ePDP throughout the student's undergraduate experience.

- The ePortfolio Initiative also supported faculty and academic staff participation in two national ePortfolio projects and in the premier international ePortfolio conference. ePortfolio funds leveraged other internal and external support to enable 19 faculty, staff, and students to attend the AAEEBL conference in summer 2012 and 21 (33 unduplicated total) to attend in summer 2013. Of those, 11 presented at the conference in 2012 and 16 did so in 2013. Participants have remained engaged with ePortfolio projects and have provided peer leadership for their colleagues in 10 schools and 4 centers.
- 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 Connect to Learning, funded by FIPSE, work included contributing 4 articles for a comprehensive ePortfolio resource web site. For Cohort 6 of the Inter/National Coalition for Electronic Portfolio Research, this work included extensive research on the use of reflection for assessment and accreditation in ePortfolio projects at IUPUI.
- Kahn convened and chairs a new Indiana University ePortfolio Advisory Committee and co-chairs a Joint Working Group on ePortfolio Platform Review that leads university-wide review and recommendations for selection of a new ePortfolio technology platform. Scott staffs both committees.
- OIE continued to provide leadership and support for improvement of the annual assessment reports by training a cadre of PRAC members to evaluate and provide peer feedback on the annual reports. As a result, we have seen overall improvement of the PRAC reports generally, while several of the weaker reports have been strengthened considerably.
- A report was prepared for the IUPUI Office for Veterans and Military Personnel comparing Veteran students and all IUPUI students using the Pike scalelets and NSSE Learning Gains scales. Results revealed that Veteran Students reported that IUPUI contributed little to their gains in personal and social skills compared to all IUPUI students. This data (along with other data collected by the office) supported the need to create Vet to Vet peer mentoring program, an initiative currently being led by several Veteran students.
- The School of Engineering and technology has also used NSSE results from the Higher Order Learning scalelet to suggest the need for emphasis on critical thinking skills.
- A comparison between international students and all IUPUI students completing NSSE was prepared for the IUPUI Office of International Affairs. This report revealed that international students were interacting with students different from themselves much less than other IUPUI students. Data from this report supported the need for additional programming to develop connections between international and domestic students.
- The Center for Service and Learning at IUPUI used data from NSSE to provide evidence of a culture of service when submitting their application for the grant.

- Data from the newly created End of Season Athletics survey suggested that student-athletes were very dissatisfied with the locker rooms. As a result, discussions have begun for the possible purchase of temporary locker rooms for some sports during the 2013-14 academic year.
- Analyses conducted by IMIR staff were used to inform University College advisors of the importance of encouraging beginning freshmen to take 15 credit hours in the Fall. For Fall 2013, the proportion of students taking 15 or more credit hours increased.
- Testing Center staff generated a placement trend report (titled Comparative Percent Distribution of COMPASS Mathematics Placement Domain Scores for Fall 2002-2012 Cohorts) in support of the self-study report compiled by faculty in the Department of Mathematical Sciences.
- In Summer 2012, Testing Center staff assumed additional responsibilities and duties for administering proctored computer-based testing services in collaboration with the School of Science and UITS.
- Testing Center staff developed and launched a website that facilitated 'unproctored Internet testing' option for a select group of incoming students who participated in the ALEKS Math pilot initiative in Summer 2013.
- In response to the recommendations of the Political Science review team: (1) A syllabi analysis was done and the results, including specific assignments required in each section and by each instructor was shared with all full time and part time faculty via e-mail communication from the department chair which reiterated the importance that the department places on including written assignments in all of its courses. (2). The first alumni newsletter in many years which was sent out to all known alumni on November 26, 2012. (3). The faculty are exploring adding a comprehensive exam for the MA and a minor for the PhD
- Earth Sciences developed a comprehensive strategic plan in response to the program review.

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 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.

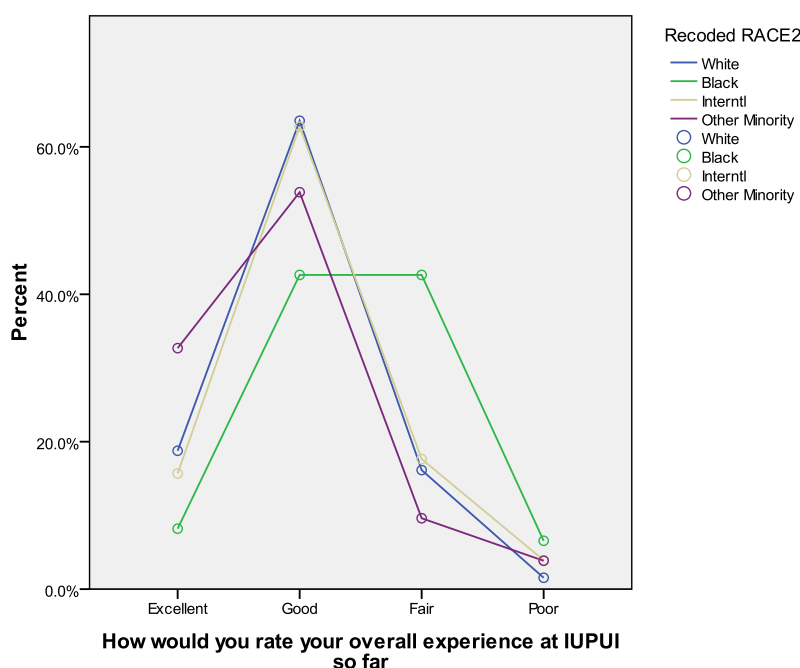
Due to high instances of the response "neither" in the questions pertaining to our Division units (CAPS, CCL and Student Health), we need to understand the reason for this trend. We will administer a reputation survey later this semester that will provide a better view of how our programs, services, 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, IC³, 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., *Questionmark 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 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

	<p>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.</p>
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2014-15 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
Goal I. Engage in collaborative planning campus wide, with other units, and within our division. (Collaboration, Best Practices, and 1-10)			
I.1. Assist in developing campus plans and priorities	I.1.a. Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.	BP, Col	Trudy, Susan K., and Larry
I.2. Communicate broadly the campus mission/vision.	I.2.a. Annual Performance Report produced and disseminated. I.2.b. New campus vision and priorities communicated in program review.	BP, 7 BP	Susan K. Karen and Trudy
I.3. Plan agenda and retreats for Council of Deans	I.3.a. Agenda for 2014 Council of Deans retreat planned, space identified and arranged, and retreat implemented.	BP, Col	Trudy
I.4. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	I.4.a. At least 20 units assisted with planning annually. I.4.b. At least 50 planning consultations/projects conducted annually.	BP, Col BP, Col	Karen and Trudy Karen et al.
I.5. Chair and staff IU ePortfolio Advisory Committee charged with offering recommendations about policy issues surfacing as use of ePortfolio expands and exploring opportunities for multi-campus collaboration around ePortfolios.	I.5.a. Committee meeting and functioning.	Col, BP, 1	Susan K. and Susan S.
I.6. Conduct a P-20 Council to coordinate campus efforts in area P-12 schools.	I.6.a. P-20 Council meeting regularly to share information about involvement in area P-12 schools and community agencies.	Col, BP, 1	Trudy

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
I.7. TC staff will work with campus units (e.g., School of Science, UITS, etc.) to manage integrated test proctoring services in the Testing Center facilities.	I.7.a. New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.	BP, 1	Kent and Howard
	I.7.b. 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.	BP, Col	Howard and Kent
I.8. Develop a coordinated communication and marketing plan to highlight and increase the services of PAII.	I.8.a. PAII website revised and updated to reflect recent changes in programs and services and to improve its overall design.	BP, Col, 1-10	Trudy, Howard, Larry, Anne, Karen, Susan K.
	I.8.b. Constituents informed concerning changes in services provided.	BP, Col, 1-10	Trudy, Howard, Larry, Anne, Karen, Susan K.
	I.8.c. Effective, meaningful relationships established with university constituents.	B, Col, 1-10	Trudy, Howard, Larry, Anne, Karen, Susan K.
Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders. (Best Practices, Collaboration).			
II.1. Provide leadership for IUPUI Student Pulse surveys.	II.1.a. 2-4 Pulse surveys conducted annually.	Col, BP	Trudy, Anne, and Robbie
	II.1.b. SRO and SDAE staff involved in proposing new ways to improve Pulse on campus.	Col, BP	Trudy, Anne, and Robbie
II.2. Prepare Performance Report for print and web distribution to multiple stakeholders.	II.2.a. Print and web publication complete in early February.	BP, 7	Susan K. and Gulshan
II.3. Prepare annual report on assessment of learning at IUPUI.	II.3.a. Report reviewed and completed for distribution by end of March.	BP, Col, 1, 3	Susan K. and Susan S.

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
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.a. Continued national presentations, publications, and professional service.	BP, 6, 10	Susan K. and Susan S.
II.5. IRO and SRO will provide information about campus, school, and department performance to campus constituents.	II.5.a. Management Indicators, Performance Indicators, and Diversity Indicators updated in a timely manner (completed by October 15) and the data disseminated widely.	BP, Col	Larry, Gulshan, Anne, and Robbie
	II.5.b. Student Analytics Business Intelligence project completed and reports available on the IRO website.	BP, Col	Larry and Gulshan
	II.5.c. Reports showing comparisons with our 12 peer institutions developed and distributed.	BP, Col	Larry
II.6. SRO staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.	II.6.a. Surveys of students, faculty, staff, and alumni administered on a regular schedule and appropriate reports prepared and disseminated. (2014-15: Undergraduate and Graduate Alumni Surveys and Faculty Survey)	BP, 1, 7, 9, 10	Anne and Robbie
	II.6.b. Ad hoc requests for data collection fulfilled as appropriate. (2014-2015: Climate Survey, Healthy IU Survey)	BP, 1, 7, 9, 10	Anne and Robbie
II.7. IRO staff will respond to ad hoc requests for information from campus leaders, schools, and departments.	II.7.a. Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.	BP	Larry and Gulshan
II.8. Contribute evaluation resources for campus programs and community organizations.	II.8.a. At least 1 evaluation study funded and conducted for campus constituents.	BP, 1, 6	Howard
	II.8.b. At least 225 units involved 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).	BP, 1	Kent and Howard
	II.8.c. At least 1 presentation and 1 publication with faculty colleagues produced annually in support of dissemination of study findings from contract and collaborative research grant projects.	BP, 1	Howard

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
II.9. Report to the Higher Learning Commission	II.9.a. Process for the Assurance Filing in 2016 initiated. II.9.b. Quality Initiative Proposal identified during 2017-2020 and reported between 2019 and 2022. II.9.c. Annual and periodic reports to HLC developed and submitted in a timely manner.	BP	Karen and Trudy
Goal III. Lead and support evaluation and improvement efforts to accomplish campus and unit goals. (Best Practices, Collaboration)			
III.1. Continuously improve the campus practice of assessment.	III.1.a. Number of units assisted with assessment remains steady at 30. III.1.b. Number of assessment consultations/ projects remains steady at 150. III.1.c. Faculty assisted in adopting new test software products and/or best practices for improving placement testing in chemistry, mathematics, English for Academic Purposes, Writing, and World Languages. III.1.d. Information derived from the placement testing and validation processes enhanced. III.1.e. Incremental quality improvements in course placement or course credit services accomplished through implementation of the Competence-Based Education and Assessment (CBE/A) initiative on campus. III.1.f. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit (or customer satisfaction) surveys. III.1.g. At least 2 academic units assisted in creating or adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	BP, Col, 1, 3 BP, Col, 1, 3 BP, Col BP, Col, 1 Col, BP, 1 BP, 1 1, 10	Karen et al. Karen et al. Howard Howard Howard Kent and Howard Howard and Kent
III.2. Disseminate evaluative findings.	III.2.a. Participation in PAII national conference maintained at 950. III.2.b. Number of national and international invitations for PAII staff maintained at 40. III.2.c. Number of external information requests maintained at 300.	BP, 6 BP, 6 BP, 6	Karen and Trudy Karen and Trudy, et al. Karen et al.
III.3. Complete analysis of research data for I/NCEPR Cohort VI research project and disseminate findings.	III.3.a. Final report prepared and submitted. III.3.b. Conference presentations and publications contributed.	BP, 6, 10 BP, 6, 10	Susan K. and Susan S. Susan K. and Susan S.

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
III.4. Provide leadership and information support for the Education Alliance.	III.4.a. Education Alliance achieving its goals.	Col, 7	Trudy and Karen
III.5. Continue to develop a more uniform and concise set of campus-wide performance indicators.	III.5.a. Annual campus performance report based on key performance indicators linked to new campus goals/President's Principles of Excellence.	BP, Col, 1-10	Trudy, Susan K., Larry, and Karen
III.6. Work with campus leaders to identify areas warranting improvement.	III.6.a. Campus performance indicators used to provide direction for improvement.	BP, Col, 1-10	Trudy, Karen, Anne, and Larry
III.7. Advance institutional effectiveness through collaboration.	III.7.a. HR-supported Accelerated Improvement Process monitored and instances of improvements documented.	BP, Col	Trudy
III.8. Assist Chancellor in carrying out administrative reviews and searches.	III.8.a. Administrative review committees and search committees for campus administrators established, implemented, and successfully concluded.	BP, Col	Trudy and Anne
	III.8.b. Survey and focus group data collected and reported to administrative review committees.	BP, Col	Trudy, Anne, and Robbie

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
III.9A. Continue to improve unit assessment practices and reporting.	III.9A.a. PRAC peer review of assessment reports conducted so that units receive feedback by the end of March.	BP, Col, 1, 3, 10	Susan K., Susan S.
III.9B. Serve on PRAC/PRAC subcommittees to help inform campus leaders of assessment activities.	III.9B.a. Served on PRAC	BP, Col, 1, 3, 10	Susan K., Susan S., Anne, Karen, and Howard
III.9C. Serve on Diversity Cabinet to inform diversity indicator reporting and assessment.	III.9C.a. Served on Diversity Cabinet	BP, Col	Larry and Anne
III.9D. Serve on Foundation of Excellence committees to inform assessment usage and understanding.	III.9D.a. Served on Foundation of Excellence committees	BP, Col, 1, 2, 9	Susan K., Susan S., Anne, and Larry
III.10A. Offer faculty development programming and resources related to ePortfolios that meet users' needs and attract new users.	III.10A.a. Workshops and other programs offered and ePortfolio web site kept current.	10, 1, 3	Susan K. and Susan S.
III.10B. In collaboration with UITs and CTL, support individual and unit transition to new ePortfolio Platform.	III.10B.a. Training workshops offered and successful pilot projects and transition to TaskStream accomplished by several units by June 30, 2015.	Col, BP, 1, 3, 5, 10	Susan K. and Susan S.
III.10C. In collaboration with University College and LHSI Program, sponsor IUPUI ePortfolio Showcase event.	III.10C.a. Event held in March 2015.	Col, BP, 1, 5	Susan K. and Susan S.

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
III.11. 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.11.a. Advocacy and collaboration with RISE units sustained.	BP, Col, 1, 6, 8	Susan K. and Susan S.
III.12. IRO and SRO staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.	III.12.a. 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.	BP, Col	Larry, Gulshan, Anne and Robbie
III.13. IRO and SRO staff will provide data to schools and departments for program reviews.	III.13.a. Reports and any data collection to be used in program review prepared and administered in a timely manner and disseminated to the appropriate units on campus.	BP, Col	Larry, Anne, and Karen
III.14. 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.14.a. At least one campus unit and at least one local/regional community partner assisted with design and creation of web-based data collection instruments.	Col, 7	Howard and Kent
	III.14.b. At least one academic unit provided with professional/technical support to facilitate use of Internet-based testing services.	BP, Col	Howard and Kent

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
III.15. Continuously improve the academic and administrative program review processes.	III.15.a. Program review introduced to new deans and the schedule for review of units implemented.	BP, Col	Karen and Trudy
	III.15.b. Chairs undergoing program review in the next year oriented in a group session.	BP, Col, 10	Karen and Trudy
	III.15.c. Reviewers' ratings monitored for suggested improvements.	BP	Karen
	III.15.d. Development of Program Review database continued.	BP	Karen and Gulshan
III.16. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	III.16.a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	BP, Col, 7	Karen et al.

Strategic Initiatives for IUPUI 2025 (select all that apply):

1. Promote Undergraduate Student Learning and Success
2. Optimize our Enrollment Management
3. Increase Capacity of Graduate Education
4. Transform Online Education
5. Leverage our Strengths in Health and Life Sciences
6. Accelerate Innovation and Discovery
7. Deepen our Commitment to Community Engagement
8. Strengthen Internationalization Efforts
9. Promote an Inclusive Campus Climate
10. Develop Faculty and Staff
11. Collaboration
12. Best Practices

2013-2014 Teaching, Research and Service Report for
Office of Planning and Institutional Improvement
Institutional Research Office
Office of Institutional Effectiveness
Office of Program Review and Accreditation Services
Survey Research Office
Testing Center

Teaching

IUPUI Courses/Sections

Banta, T. W. (Summer II, 2013) Assessing Outcomes in Higher Education.

Kahn, S. E450 English Capstone Seminar, Spring 2014, team-taught with Professor Karen Johnson

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (October 31, 2013) HESA Proseminar

Kahn, S. HESA Seminar on Program Evaluation, October 22, 2013

Graduate Student Program Committees

Banta, T. W. Cynthia Ahonen

Banta, T. W. Steven Graunke

Banta, T. W. Danny King (Chair)

Banta, T. W. Anthony Masseria (Chair)

Banta, T. W. Shannon McCullough (Chair)

Banta, T. W. Christian Medrano

Banta, T. W. Joshua Morrison

Banta, T. W. Chasity Thompson (Chair)

Graduate Students Mentored

Banta, T. W. Kenneth Gilliam

Kahn, S. Cynthia Landis, Ed.D. student in HESA, graduate research assistantship in 2013-14 shared between OIE and University College

Mzumara, H. R. Courtney A. Laughman, MSc. Student, I/O Psychology Program, Department of Psychology

Mzumara, H. R. Megan E. Redhead, MSc. Student, I/O Psychology Program, Department of Psychology

Thesis/Dissertation Committees

Banta, T. W. Sarah Shannon McCullough

Banta, T. W. Josh Morrison

Banta, T. W. Deborah Santucci

Letters of Support for Colleagues Seeking Promotion or Recognition

Banta, T. W. Rob Aaron

Banta, T. W. Chris Chalker

Banta, T. W. Elizabeth Jones

Banta, T. W. Antigoni Papadimitriou

Kahn, S. John Gosney, Faculty Liaison for Learning Technologies, University Information Technology Services—letter of support for course proposal for Butler University MFA in Creative Writing Program

Kahn, S. Julie Meek, Clinical Associate Professor, School of Nursing—letter of support for promotion to Clinical Professor

Awards/Recognition

Banta, T. W. Evans Distinguished Professor at Ball State University

Publications

Refereed Articles

Other Published Articles

Banta T. W. *Assessment Update*, Editor's Notes Columns

Graunke, S. (2014, February). Specifying Output in SAS. eAIR, 34(2). Retrieved from <https://www.airweb.org/eAIR/techtips/Pages/Specifying-Output-SAS.aspx>

Kahn, S. (Winter 2014) "E-Portfolios: A Look at Where We've Been, Where We Are Now, and Where We're (Possibly) Going," AAC&U *Peer Review*, Vol 16, No. 1 (<http://www.aacu.org/peerreview>).

Books and Book Chapters

Commissioned Papers

Articles contributed to Catalyst for Learning online resource on ePortfolios (<http://c2l.mcnrc.org>):

- **Kahn, S.** "Scaling Up ePortfolios at a Complex Urban Research University: The IUPUI Story," October 2013
- **Kahn, S.** "A Committee Bears Unexpected Fruit," December 2013
- **Scott, S.** "Who We Are," September 2013
- **Scott, S.** "Our Student Voices," December 2013
- **Scott, S., & Buyarski, C.** "What We've Learned," December 2013
- **Scott, S., & Kahn, S.** "IUPUI Professional Development: Learning Planned and Unexpected," November 2013
- **Scott, S. & Kahn, S.** "There Are No Silver Bullets," November 2013
- **Scott, S. & Kahn, S.** "Assessment Is Everyone's Business," December 2013
- **Scott, S., Kahn, S., & Kinsman, P.** "Working Together to Develop Metacognition and Professional Identity," December 2013

Presentations

Keynote Addresses-International

Keynote Addresses-U.S.

Banta T. W. (March 6, 2014) “Academic & Student Affairs Collaboration in Building an Evidence – Based Culture.” Stony Brook University, Long Island, New York.

Banta T. W. (April 8, 2014) “Strengthening a Culture Based on Evidence.” Bergen Community College, Bergen, New Jersey.

Banta T. W. (May 27, 2014) “Effective Course-Level Assessment.” Anne Arundel Community College, Arundel County, Maryland.

Banta T. W. (June 10-11, 2014) “Assessment Changes Things!” Tk20 Annual Conference.” Austin, Texas.

Kahn, S., & Sepulveda, D. “Fostering Engaged Learning with ePortfolios, keynote workshop at AAEEBL Midwest Regional Conference, Ann Arbor, MI, May 2014

Peer Reviewed Papers/Presentations-International

Banta T. W. (August 29, 2013) “New Nails in the Coffin of Standardised Tests as Comparators of Institutional Quality.” Annual conference of the European Association for Institutional Research. Rotterdam, Netherlands.

Kahn, S. “Electronic Portfolios for Quality Assessment and Improvement,” EAIR (European Higher Education Society) Forum, Rotterdam, August 2013.

Peer Reviewed Papers/Presentations-National

Banta, T. W. (2014, April). Research-Based Methodological Concerns about Using Standardized Tests of Generic Skills to make Institutional Comparisons. American Educational Research Association annual meeting, Philadelphia, PA.

Graunke, S. & Barksdale, G. (2013, October). Improving the Student Athlete Experience: The IUPUI End of Season and Exhausted Eligibility Surveys. Poster presented at the 2013 Assessment Institute, Indianapolis, IN.

Buyarski, C., & **Kahn, S.** “Coming of Age: The Need and Process for Developing a Conceptual Model to Guide an ePortfolio Implementation,” AAEEBL National Conference, Boston, July 2013.

Johnson, K., & **Kahn, S.** “E-Portfolios in the Senior Year Experience,” AAEEBL National Conference, Boston, July 2013.

Scott, S., & Kahn, S. “Straight Talk about Implementing ePortfolios,” AAC&U Annual Meeting, Washington, DC, January 2014

Watt, J. X., Feldhaus, C., Ncube, L. G., & **Mzumara, H. R.** (2014, October). Supporting STEM Education: Reflections of the Central Indiana Talent Expansion Project

Manuscript accepted for presentation at the Transforming Institutions: 21st Century Undergraduate STEM Education Conference to be held from October 23rd to October 24th, 2014 in Indianapolis, Indiana.

Marrs, K. A., **Mzumara H. R.**, & Watt, J. X. (2014, Nov .7). Increasing Student Retention and Success through Educational Interventions Paper accepted for presentation at the AAC&U Transforming STEM Higher Education Network for Academic Renewal Conference, Association of American Colleges & Universities, Atlanta, Georgia (November 6-8, 2014)

Peer Reviewed Papers-Regional/Local

Fisher, M., & **Kahn, S.** “Developing an Effective Self-Study Process *and* Product: One Campus’s Experience,” Higher Learning Commission Annual Conference, Workshop on Self-Study, April 2014

Kahn, S., Anton, M., & Kinsman, P. “ePortfolios, Identity, and Integrative Learning in the Senior Capstone at IUPUI,” AAEEBL Midwest Regional Conference, Ann Arbor, MI, May 2014

Kahn, S., & Scott, S. “Campus Strategies for ePortfolio Diffusion,” AAEEBL Midwest Regional Conference, Ann Arbor, MI, May 2014

Other Papers-Regional/Local

Technical Reports

Watt, J. X., & **Mzumara, H. R.** (2014, May). CI-STEP Annual Report submitted to NSF STEP Program, Washington, DC.

Watt, J. X., & **Mzumara, H. R.** (2014, June). CI-STEP: Annual STEP Online Survey Report submitted to NSF, Washington, DC.

Invited Presentations – International

Kahn, S. “Electronic Portfolios for Learning and Assessment,” address presented at DUOC UC (Chile), Campus Antonio Varas, Campus Plaza Vespucio, Campus Viña del Mar, and Campus Alameda, November 2013

Kahn, S. “Enhancing Student Learning Through Reflection,” workshop presented at DUOC UC (Chile), Campus San Joaquin, Campus Valparaiso, Campus Alameda, and Campus Plaza Oeste, November 2013

Invited Presentations – National, Regional and Local

Banta T. W. (August 8, 2013) Assessment Leadership Academy. Western Association of Schools and Colleges. Oakland, CA

Banta T. W. (September 11, 2013) “Creating a Campus Culture Based on Evidence.” Anatomy and Cell Biology Seminar.

Banta T. W. (September 20, 2013) Member of AGLS panel responding concerning the association’s new publication on assessment. Association for General and Liberal Studies annual meeting, Indianapolis, Indiana.

Banta T. W. (October 9, 2013) “Assessing Writing and Critical Thinking Skills: Standardized Measures versus Faculty-developed Authentic Measures.” Tk20 Webinar.

Banta T. W. (October 28, 2013) “Comparing Two Evidence-Based Cultures that Support Improvement and Accountability.” Assessment Institute in Indianapolis

Banta T. W. (November 2, 2013) “Assessment: Putting Principles into Practice.” Council on Social Work Education. Dallas, TX.

Banta T. W. (March 28, 2014) “Assessment and Program Review.” IUPUI School of Informatics and Computing.

Banta T. W. (May 12, 2014) “Use of Results of Group Assessment.” IUPUI School of Philanthropy.

Banta T. W. (May 27, 2014) “Extending Course-Level Assessment to Campus-Wide, State, and National Levels.” Anne Arundel Community College, Arundel County, Maryland.

Kahn, S., Powell, A., Alexander, M., & Scott, S. “ePortfolio Practices and Platform,” IUPUI Philanthropic Studies Faculty Retreat, December 2013
Leslie, S., Grossman, C., Clark, P., Raider, E., Powell, A., & Scott, S. “ePortfolio in Study Abroad,” IUPUI International Festival, February 2014

Mzumara, H. R. “Implementing and Assessing STEM Interventions: A Work in Progress.” Presentation given at the IUPUI Council on Retention and Graduation (CRG) Full Committee Meeting held at IUPUI on January 30, 2014.

Mzumara, H. R. “ALEKS Math Placement Test.” Presentation given at the IUPUI University College Advisors Meeting, March 21, 2014.

Mzumara, H. R. “Testing Center Update.” Presentation given at the 2014 Orientation Kickoff event held at IUPUI on May 9, 2014.

Mzumara, H. R. “Introducing eXplorance Blue/Evaluations.” Presentation given at the IUPUI Deans Meeting held at IUPUI on June 18, 2014.

Invited Workshops

Scott, S., Murday, K., Gilbert, B., Fierst, J., & Leitzell, J. “Supporting Students Creating ePortfolios,” IUPUI, October 2013

Buyarski, C., **Kahn, S.**, Powell, A., & **Scott, S.** “Electronic PDP Faculty Institute, IUPUI, June 16-20, 2014

Feldhaus, C., Marrs, K. A., Watt, J. X., Ncube, L. G. & **Mzumara, H. R.** (2014, October 19). Pre-Institute workshop titled *Sustainability, Faculty Buy-In, Assessment and Institutionalization: The Impact of Small Scale Mini-Grants* was accepted for presentation at the 2014 Assessment Institute in Indianapolis, Downtown Marriott Hotel, Indianapolis, IN.

Graunke, S. (2013, November). *Pivot Table Basics for Assessment Professionals*. Workshop presented at the 2013 Kentucky Association for Institutional Research Annual Conference, Louisville, KY

Ncube, L. B. & **Mzumara, H. R.** (2013, October 27). *Developing Effective Logic Models for STEM Projects: From Concept to Metrics*. Pre-Institute Workshop facilitated at the 2013 Assessment Institute in Indianapolis, Downtown Marriott Hotel, Indianapolis, IN.

Consultancies

Kahn, S. Extended on-site consultation at DUOC in Santiago, Valparaiso, and Viña del Mar, Chile, November 16-25, 2013

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

Conferences/Seminars Convened

Banta, T. W., Black, K. E., and Associates (October 27-29, 2013) Assessment Institute in Indianapolis.

Grants

Federal Government

Connect to Learning with ePDP. Co-Project Directors **S. Kahn** and C. Buyarski, \$19,996 original three year grant 2011-13 extended through June 30, 2014 with an additional

\$2,500. 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. (2013-2014). 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. (2013-2014) 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

Banta, T. W. Council for Adult and Experiential Learning (CAEL) Competency-Based Education Jumpstart program

Professional Service

Editing/Reviewing

Banta, T. W. *Assessment Update*, 6 issues

Assessment Update Circulation

	April 2012	April 2013	April 2014
Personal	265	333	349
Full	114	115	105
Comps	28	28	122
Special (Discount)	14	19	16
Accessing Institutions	1,237	1,417	1,663
Total	1,658	1,912	2,255

Banta, T. W. Assessment and Evaluation in Higher Education, 2 articles

Banta, T. W. Journal of International Business Education, 1 article

Graunke Reviewed proposals for National Symposium on Student Retention

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 and the University of Georgia in conjunction with AAEEBL

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

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

Kahn, S. Editorial Board, *RAPPORT (The International Journal for Recording Achievement, Planning and Portfolios)*

Scott S. Reader/editor, Catalyst for Learning practice articles, published online by Connect to Learning grant team at City University of New York

Research Panels, Boards and Committees

Banta T. W. Forum on Intercultural Learning & Exchange. Invited participant in annual meeting. Tuscany, Italy.

Banta T. W. National Institute for Learning Outcomes Assessment, National Advisory Board.

Banta T. W. Quality Collaboratives National Advisory Panel, Association of American Colleges & Universities

Mzumara, H. R., *Charter Board Member*, Evaluation Checklists, The Evaluation Center, Western Michigan University.

(<http://www.wmich.edu/evalctr/checklists/editorial-board/>)

Elected Positions

Graunke served as President of the Indiana Association for Institutional Research

Kahn, S. Chair, Board of Directors, Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)

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).

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. Central Indiana Education Alliance – Steering Committee, Executive Committee Planning Subcommittee, Council

Banta T. W. University of Kentucky Alumni Association Board of Directors

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

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

University Service

University Committees

Banta, T. W. and Graunke, S. S. IU NSSE Steering Committee

Graunke served on the IU NSSE Steering Committee

Kahn, S. Oncourse Priorities Committee

Kahn, S. IU ePortfolio Advisory Committee (Chair)

Kahn, S. IU Joint Working Group on ePortfolio Platform Review (co-chair, Scott supports)

Mzumara, H. R., *Member*, Office of Online Education (OOE) Proctoring Task Force

Scott, S. IU ePortfolio Advisory Committee

Scott, S. IU Joint Working Group on ePortfolio Platform Review

Campus Committees

Banta, T. W. Assessment Institute Convenor

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. Enrollment Management Council, Executive Committee

Banta, T. W. Faculty Council Planning Committee

Banta, T. W. Office for Women Advisory Council

Banta, T. W. Program Review and Assessment Committee – Advisor and Planning Subcommittee

Banta, T. W. Pulse Survey Committee

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

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. Program Review and Assessment Committee

Kahn, S. Council on Retention and Graduation Steering Committee

Kahn, S. Council on Retention and Graduation

Kahn, S. RISE Task Force

Kahn, S. Strategic Plan Executive Committee

Kahn, S. Strategic Plan Task Force on “Promote Undergraduate Student Learning and Success”

Kahn, S. Project Co-Director, IUPUI Connect to Learning Team

Kahn, S. IUPUI Faculty Club Board of Directors

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

Kahn, S. and Scott, S. B. PRAC Annual Report Review Subcommittee (Kahn co-chairs)

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

Kahn, S. and Scott, S. B. Assessment Institute Planning Committee

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

Mzumara, H. R., Member, Council on Retention & Graduation Steering (CRG) Committee (and Member of Task Force on Promoting Undergraduate Student Learning and Success)

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

Mzumara, H. R., Member, Online Course Evaluations Ad Hoc Committee

Mzumara, H. R., Member, Orientation Advisory Council

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

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

Mzumara, H. R. Testing Center Representative, IUPUI & Ivy Tech Coordinated Programs (Passport Program Annual Meeting)

Stoelting, K. A., Member, Classroom Testing Advisory Committee

Stoelting, K. A., Member, Placement Testing Advisory Committee

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. and Scott, S. B. Office of International Affairs Study Abroad ePortfolio Pilot Planning Committee

Kahn, S. University College ePDP Conceptual Framework 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

Black, K. E. Association for the Assessment of Learning in Higher Education (AAHLE).

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

Fitzpatrick, L. C., Member, National College Testing Association

Kahn, S. and Scott, S. B. AAEEBL

Kahn, S. and Scott, S. B. AAC&U

Kahn, S. and Scott, S. B. EAIR

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

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

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

Training

Conferences and Institutes:

Graunke attended the 2013 Assessment Institute.

Mzumara, H. R., attended the 2013 *Assessment Institute in Indianapolis*, IN (October 27-29, 2013).

Mzumara, H. R., attended the *Indiana College Access and Success Network (ICASN) Summit* held at IUPUI Campus Center, Indianapolis, IN (September 20, 2013).

Mzumara, H. R., attended the 2014 *Gateway Course Experience Conference* (hosted by John N. Gardner Institute for Excellence in Undergraduate Education), Indianapolis, IN (March 23-25, 2014).

Mzumara, H. R., attended CAEL's Workshop on *Competency Based Education / Competency Based Assessment* held at the NCAA Headquarters, Indianapolis, IN (June 12, 2014).

Workshops:

Graunke attended Kansas City IRB Training.

Mzumara, H. R., Participated in the NSF's STEP Program Workshop titled *STEPping into the Future: Sustaining STEP's Mission in the New Funding Landscape*, Washington, DC (October 5, 2014).

Mzumara, H. R., Participated in the NSF's STEP Program Workshop on *Designing and Conducting an Evaluation*, Washington, DC (March 6, 2014).

Mzumara, H. R., Served as co-facilitator of a Workshop on *Strategies for Dissemination and Publication of Results* at the NSF STEP Grantees Annual Meeting, Washington, DC (March 6, 2014).

Mzumara, H. R., Served as co-facilitator of a Workshop on *Using Mini-Grants to Increase Sustainability, Faculty Buy-in, and Institutionalization* at the NSF STEP Grantees Annual Meeting, Washington, DC (March 6, 2014).

Number of Invited Presentations/External Work Assignments Unable to Accept:

Banta, T. W., 32

Mzumara, H. R., 9

Kahn - Had to cancel scheduled service as lead evaluator for Austin Peay State College SACS Visit

Campus Visitors Hosted

Banta, T. W., (October 23, 2013). Vietnam National University delegation

Buyarski, C., & **Scott, S.** et al., Visitors to IUPUI from University of the Free State, South Africa, February 2014

Kahn, S., Buyarski, S., Scully T., & **Scott, S.** Visitors from Ivy Tech East Central Indiana region, June 2014

Kahn, S., & **Scott, S.** Phone consultation with accreditation administrators at Austin Peay State College in Tennessee, September 2013

Kahn, S., & **Scott, S.** Jennifer Summit from Stanford University and San Francisco State University, March 2014

IUPUI Council of Deans Retreat

The Inn at DePauw
2 West Seminary Street
Greencastle, IN 46135
(765) 658-1000

August 13-14, 2013

~ Agenda ~

Tuesday, August 13

6:00 p.m.	Reception in the <i>Galleria</i>	
6:15 p.m.	Welcome and Remarks	Charles R. Bantz
6:30 p.m.	Two-minute Introductions	All Participants
8:00 p.m.	Dinner in the <i>Galleria</i>	All Participants
	Introduction of Wednesday's program	Nasser Paydar

Wednesday, August 14

8:00 a.m.	Continental Breakfast in the <i>Galleria</i>	
8:45 a.m.	Case Study Presentation in the <i>Social Center</i>	Idalene Kesner
12:00 p.m.	Lunch Buffet in <i>Conference Dining – 2 West</i>	
1:15 p.m.	Reconvene in <i>Social Center</i>	All Participants
1:30 p.m.	Overview of Strategic Planning: The Context for Change	Nasser Paydar
	Supporting Strategic Plan Implementation Small Group Discussion and Reporting	All Participants
	Driving & Restraining Forces for IUPUI 2025 Small Group Discussion and Reporting	All Participants
	Discussion Wrap-up & Next Steps	Nasser Paydar
4:30 p.m.	Closing Remarks	Charles R. Bantz

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
ACADEMIC UNITS					
Business	Information Request (1) Evaluation/Assessment (1) Management Report (1)				Information Request (3) Evaluation/Assessment (20)
IU Columbus	Evaluation/Assessment (1) Management Report (1)				Information Request (7) Evaluation/Assessment (1) Planning Support (1)
Community Learning Network					
Continuing Studies	Management Report (1)				
Dentistry	Information Request (2) Evaluation/Assessment (1) Management Report (1)	Information Request (1)			Information Request (13) Evaluation/Assessment (1)
Education	Evaluation/Assessment (1) Management Report (1) Grant Project (1)		Planning support (3)		Information Request (4) Evaluation/Assessment (1)
Engineering & Technology (Music integrated)	Information Request (5) Evaluation/Assessment (1) Management Report (1)		Planning support (4)	Evaluation/Assessment (2)	Information Request (3) Evaluation/Assessment (1) Grant Project (1) Presentation/Workshop (1)
Graduate School				Evaluation/Assessment (1)	
Health and Rehabilitation Sciences	Information Request (4) Evaluation/Assessment (1) Management Report (1) Grant Project (1)				Information Request (18) Evaluation/Assessment (3)
Herron	Information Request (1) Evaluation/Assessment (1) Management Report (1)	Grant Project (2)	Evaluation/Assessment (1)	Accelerated Imp. Proc (1)	Information Request (15) Evaluation/Assessment (3)
Honors			Evaluation/Assessment (1) Planning Support (1)	Evaluation/Assessment (1)	
Informatics and Computing (SLIS integrated)	Information Request (3) Evaluation/Assessment (1) Management Report (1)		Evaluation/Assessment (3)		Information Request (2)

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
Law	Information Request (4) Evaluation/Assessment (1) Management Report (1)	Information Request (1)	Planning Support (2)		Information Request (5) Evaluation/Assessment (3)
Liberal Arts (Journalism integrated)	Information Request (7) Evaluation/Assessment (1) Management Report (1)	Information Request (3) Grant Project (6)	Evaluation/Assessment (9) Planning Support (10)	Evaluation/Assessment (6)	Information Request (9) Evaluation/Assessment (6)
Medicine	Information Request (1) Evaluation/Assessment (1) Management Report (1)	Grant Project (1)	Evaluation/Assessment (1)	Evaluation/Assessment (1)	Information Request (2)
Music					
Nursing	Information Request (2) Evaluation/Assessment (1) Management Report (1)	Grant Project (2)	Evaluation/Assessment (2)	Evaluation/Assessment (1)	Information Request (12) Evaluation/Assessment (5)
Philanthropy	Evaluation/Assessment (1) Management Report (1)	Grant Project (4) Presentation/Workshop (1)	Evaluation/Assessment (1)		
Physical Education and Tourism Management/Kinesiology	Information Request (1) Management Report (1)		Evaluation/Assessment (1)	Evaluation/Assessment (1)	Information Request (3) Evaluation/Assessment (3)
Public & Environmental Affairs (SPEA)	Evaluation/Assessment (1) Management Report (1)				Information Request (20) Evaluation/Assessment (3)
Public Health	Evaluation/Assessment (1) Management Report (1)		Evaluation/Assessment (1)	Evaluation/Assessment (1)	Information Request (10) Evaluation/Assessment (3)
Science	Information Request (10) Evaluation/Assessment (1) Management Report (1) Grant Project (1)	Grant Project (3)	Evaluation/Assessment (7) Planning Support (2)	Evaluation/Assessment (4)	Information Request (7) Evaluation/Assessment (5) Grant Project (2) Presentation/Workshop (1)
Social Work (Labor Studies integrated)	Information Request (2) Evaluation/Assessment (1) Management Report (1)				Information Request (20) Evaluation/Assessment (3)
Division of Undergraduate Education (formerly UCol)	Information Request (2) Evaluation/Assessment (2) Management Reports (1)	Planning Support (2) Presentation/Workshop (4) Committee/Service (2)	Evaluation/Assessment (2) Planning Support (11)	Evaluation/Assessment (1) Committee Service (1)	Information Request (15) Evaluation/Assessment (6) Presentation/Workshop (2) Committee Service (1)

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
CAMPUS ADMINISTRATION					
Chancellor's Office	Information Request (7)		Evaluation/Assessment (9) Planning Support (20)		
Diversity, Equity, and Inclusion/Multicultural Center	Information Request (2) Management Report (2)		Evaluation/Assessment (1) Planning Support (1)		
Executive Vice Chancellor & Chief Academic Officer	Information Request (4)	Evaluation/Assessment (1) Planning Support (1) Committee/Service (1) Publication (1)	Planning Support (23)	Committee Service (1)	Information Request (1) Presentation/Workshop (1)
External Affairs					
Finance and Administration	Information Request (2) Management Report (1)		Planning Support (9)		
Planning and Institutional Improvement – PAII, OIE, TC	Information Request (9) Management Report (4) Planning Support (3) Grant Project (2) Presentation/Workshop (2)		Planning Support (2)		Evaluation/Assessment (1)
Vice Chancellor for Research	Information Request (1)				
Vice Chancellor for Student Affairs	Information Request (2)		Evaluation/Assessment (2) Planning Support (9)	Evaluation/Assessment (1)	
CAMPUS-WIDE ORGANIZATIONS					
Academic Deans (Nasser)					
Academic Policies & Procedures Committee					
Center for Research & Learning		Grant Project (2)		Evaluation/Assessment (1)	
Center for Service & Learning			Planning Support (1)	Committee Service (1)	
Center for Teaching and Learning	Information Request (1)	Grant Project (2)	Evaluation/Assessment (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
Council of Deans (Bantz)					
Dialogue Group					
Diversity Cabinet	Management Reports (1) Presentation/Workshop (1) Committee/Service (1)				
Emergency Management & Continuity					
Enrollment Management Council	Presentation/Workshop (1) Committee/Service (1)		Planning Support (8)		
Enrollment Services - Admissions					
Enrollment Services – Financial Aid	Information Request (3)				
Enrollment Services - General	Information Request (7) Management Report (1) Presentation/Workshop (1)				
Enrollment Services - Registrar					
Enrollment Services – Scholarship Office					
Faculty Club		Evaluation/Assessment (1) Committee/Service (1)			
Faculty Council					
Faculty Council Executive Committee			Planning Support (1)		
Faculty Council Planning Committee			Planning Support (15)		
Gateway Group					
Graduate Office			Evaluation/Assessment (2)		
Institutional Research					
Intercollegiate Athletics	Information Request (2) Evaluation/Assessment (1) Management Report (3) Presentation/Workshop (1)		Evaluation/Assessment (2)		

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
International Affairs	Information Request (2) Management Report (1)	Planning Support (1) Presentation/Workshop (3) Committee/Service (2)			Information Request (4) Evaluation/Assessment (1)
IUPUI Board of Advisors					
Library	Information Request (1) Management Report (1)		Evaluation/Assessment (1)		
Office of Women Advisory Committee	Information Request (1) Management Report (1)				
Online Course Evaluation Ad Hoc Committee					Information Request (1) Committee/Service (1)
P-20 Council			Planning Support (11)		
Passport Office/Partners Program (Ivy Tech)	Evaluation/Assessment (1)				Information Request (1)
Placement Testing Advisory Committee					Information Request (4) Committee/Service (1)
Program Review and Assessment Committee	Presentation/Workshop (1) Committee/Service (1)	Presentation/Workshop (1) Committee/Service (2)	Planning Support (12) Committee/Service (5)	Committee Service (1)	Committee/Service (3)
Pulse Survey Committee			Evaluation/Assessment (2)		
Resource Planning Committee			Committee/Service (8)		
Retention and Graduation Council	Presentation/Workshop (1) Committee/Service (2)	Committee/Service (4)			Committee/Service (2)
ROTC					
Solution Center		Committee/Service (4)			
Student Data, Analysis & Eval / Student Projects	Information Request (3)				Information Request (2) Evaluation/Assessment (1) Committee/Service (2)
Survey Research Center					
UTS	Evaluation/Assessment (1)				Information Request (5) Committee/Service (2)
Undergraduate Student Government	Management Report (2)				
University College	Management Report (1)				

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
Admissions Committee					
Work/Retention CTE Grant					
UNIVERSITY-WIDE ORGANIZATIONS					
Access & Success Conference					
Alumni Relations					
ELPS			Committee/Service (1)		
Foundation			Planning Support (5)		
Higher Education & Student Affairs (HESA)	Committee/Service (1)		Committee/Service (5) Student Mentoring (22)		
IU Office of Online Education			Evaluation/Assessment (2)		Information Request (2) Evaluation/Assessment (1) Committee/Service (1)
NSSE/FSSE/HSSE Consulting					
NSSE Steering Committee	Committee/Service (1)		Evaluation/Assessment (1)		
University Institutional Research & Reporting (UIRR)	Information Request (1)				
Vice President for Research			Evaluation/Assessment (2)		
OTHER IU OR PURDUE CAMPUSES					
IU Bloomington	Information Request (1)				
I East		Information Request (1)			
IU Kokomo					Evaluation/Assessment (2)
LOCAL COMMUNITY					
Bureau of Labor Statistics					

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
Central Indiana Education Alliance	Information Request (10) Grant Project (6) Presentation/Workshop (3) Committee/Service (2) Publication (1)		Planning Support (25) Committee/Service (2)	Committee Service (2)	Committee/Service (1)
CUE Deans (Consortium for Urban Education)			Planning Support (7)		
Indianapolis Anchor Institution Study	Information Request (1)				
WCDC – Westside Community Development Corp			Planning Support (13)		
STATE					
Ball State University			Evaluation/Assessment (1)		
Indiana Association for Institutional Research	Presentation/Workshop (1)				
ICHE					
Ivy Tech State College		Information Request (1) Presentation/Workshop (1)			
Phi Beta Kappa			Planning Support (4)		
Purdue University					
NATIONAL					
Agency or Company:					
AAC&U - Association of American Colleges and Universities		Publication (1)			Information Request (1) Presentation/Workshop (1)
AAEEBL - Conference (the Association of Authentic, Experiential and Evidence-Based Learning)		Presentation/Workshop (1) Committee/Service (1)			
ACPA - American College Personnel Association					

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
AERA - American Educational Research Association					
AIR - Association for Institutional Research	Presentation/Workshop (1)				
American Evaluation Association					Committee/Service (1)
ASHE – Association for the Study of Higher Education	Presentation/Workshop (1)				
Assessment Institute in Indianapolis	Presentation/Workshop (1)	Committee Service (2)	Planning Support (4)		Information Request (2) Evaluation/Assessment (1) Presentation/Workshop (2)
Assessment Update		Publication (1)	Publication (6)		Information Request (1)
Chronicle of Higher Education					
Colleges and Universities	Information Request (5)	Information Request (3) Evaluation/Assessment (1) Planning Support (1)			Information Request (200) Evaluation/Assessment (50)
CSRDE Data Exchange					
CUMU	Management Reports (2)				
Education Advisory Board					
Hosting Visitors					
IES Grant					
InterNational Coalition for ePortfolio Research		Management Reports (1) Presentation/Workshop (1)			
International Code Council, Inc.					
Miscellaneous Agencies					Information Request (24) Evaluation/Assessment (5)
Miscellaneous Manuscript Reviews		Information Request (2)			
Miscellaneous Professional Service					Information Request (4)
National Council on Measurement in Education					Information Request (2) Committee/Service (1)

Schools, Offices, and Organizations Served by PAII Staff in 2013-2014

Schools, Offices, Organizations	IMIR	OIE	PAII	Program Review	Testing Center
National Institute for Learning Outcomes Assessment			Planning Support (1)		
NCA – North Central Association	Management Report (1)	Presentation/Workshop (1)			
New Directions for Institutional Research					
NIH/NSF	Information Request (1)				
Nina Mason Pulliam Charitable Trusts					
NSF Program Panel Reviews					
Research in Higher Education					
Simon Youth Foundation Board and Education Committee			Planning Support (26)		
University of Kentucky			Planning Support (6)		
Western Association of Schools and Colleges			Evaluation/Assessment (1)		
INTERNATIONAL					
EAIR - European Association for Institutional Research		Presentation/Workshop (1)	Presentation/Workshop (1)		
Host Visitors		Planning Support (1) Presentation/Workshop (1)			

**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, Spring 2012,
Fall 2012, Spring 2013, Fall 2013, and Spring 2014 Evaluations**

Office of Information Management and Institutional Research

June 2014

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	2,836 3.28	124 4.4	286 10.1	1,095 38.6	1,331 46.9	2,836 100.0
1B. Quantitative Skills	1,935 3.04	135 7.0	333 17.2	779 40.3	688 35.6	1,935 100.0
1C. Information Resource Skills	346 3.12	42 12.1	42 12.1	96 27.8	166 48.0	346 100.0
2. Critical Thinking	3,001 3.24	113 3.8	347 11.6	1,254 41.8	1,287 42.9	3,001 100.0
3. Integration and Application of Knowledge	7,459 3.43	186 2.5	470 6.3	2,738 36.7	4,065 54.5	7,459 100.0
4. Intellectual Depth Breadth and Adaptiveness	3,771 3.39	103 2.7	310 8.2	1,373 36.4	1,985 52.6	3,771 100.0
5. Understanding Society and Culture	2,089 3.29	120 5.7	236 11.3	641 30.7	1,092 52.3	2,089 100.0
6. Values and Ethics	1,408 3.44	48 3.4	72 5.1	497 35.3	791 56.2	1,408 100.0
Total ²	22,845 3.33	871 3.8	2,096 9.2	8,473 37.1	11,405 49.9	22,845 100.0

¹ Includes Columbus

² Combined number of student ratings in all 400-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, and Spring 2014. 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”

2013 Assessment Institute

in Indianapolis

Keynote Panel

- **Thomas A. Angelo**
Queens University of Charlotte
- **Trudy W. Banta**
Indiana University-Purdue University Indianapolis
- **Peter T. Ewell**
National Center for Higher Education Management Systems
- **Stanley O. Ikenberry**
University of Illinois
- **George D. Kuh**
National Institute for Learning Outcomes Assessment
- **Jeffrey A. Seybert**
Higher Education Consultant

OCTOBER 27-29, 2013

Marriott Indianapolis Downtown
350 West Maryland Street
Indianapolis, Indiana



Hosted by:

Indiana University – Purdue University Indianapolis

Track Keynotes and Workshops

emphasizing assessment in:

- High Impact Practices
- ePortfolios
- Faculty Development
- Global Learning
- STEM Education
- Student Affairs Programs and Services

CONTINUING OUR TRADITIONS we will present sessions with national assessment leaders, a poster session, and additional learning opportunities emphasizing:

- Accreditation
- Assessment in General Education
- Assessment in All Major Fields
- Assessment Methods
- Assessment in Community Colleges
- Institution-Wide Data Collection/Use
- National Institute for Learning Outcomes Assessment
- Use of Technologies in Assessment

In-depth Learning Opportunities with Scholars and Practitioners for **all** Faculty and Academic and Student Affairs Administrators —

Pre-Institute Workshops:

Extended learning opportunities with experienced practitioners in all tracks and session topics listed above.

Concurrent Workshops:

In-depth sessions with leaders of successful assessment initiatives.

Poster Session:

Featuring assessment methods, practices, and findings that are best shared in a visual format with one-on-one discussion with practitioners in higher education.

For More Information Contact:

Trudy W. Banta
Professor of Higher Education
and Senior Advisor to the Chancellor
for Academic Planning and Evaluation

Indiana University-Purdue
University Indianapolis

355 N. Lansing Street, AO 140
Indianapolis, IN 46202-2896

Telephone: (317) 274-4111

Fax: (317) 274-4651

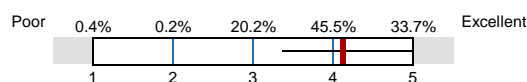
Email: tbanta@iupui.edu

www.assessmentinstitute.iupui.edu

2013 Assessment Institute in Indianapolis

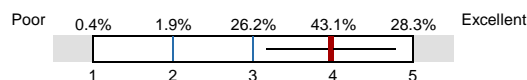
Please rate the quality of the components of the Institute (use N/A to indicate no knowledge or no opinion)

8. The brochure was...



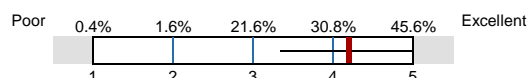
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9. Information on the website was...



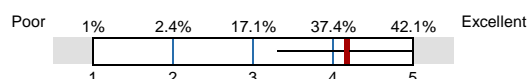
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10. The registration procedure was...



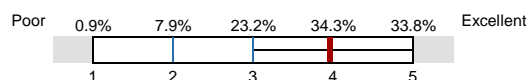
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11. The hotel facilities were...



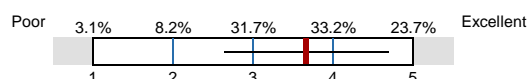
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ab.=41

12. Monday's plenary session was...



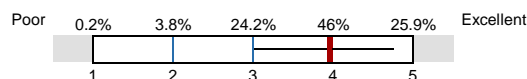
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13. Tuesday's plenary session was...



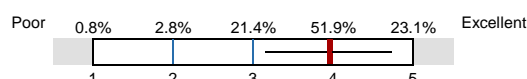
n=388
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14. The scheduling of sessions was...



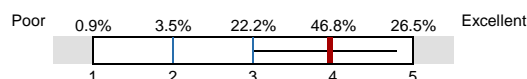
n=533
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15. The overall quality of session presentations was...



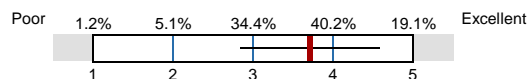
n=532
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ab.=6

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



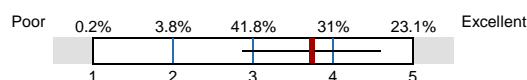
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md=4
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ab.=1

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



n=256
av.=3.7
md=4
dev.=0.9
ab.=283

18. The cost versus the cost of similar conferences I've attended was...



n=471
av.=3.7
md=4
dev.=0.9
ab.=69

From: Dorothy Wax <DMWax@cael.org>
Sent: Monday, April 14, 2014 6:16 PM
To: Banta, Trudy W.
Subject: CAEL CBE Jumpstart

Importance: High

Trudy-

Congratulations! Your institution has been chosen to participate in the first cohort of CAEL's CBE Jumpstart program, funded by the Lumina Foundation.

As a reminder, through this initiative, CAEL will be providing a half to full-day training on-site for your faculty and staff related to competency-based education and assessment. The goal is to help your team understand the impact that CBE may have on your institution's faculty, student services, technology, etc. as you work toward implementation of a competency-based program. This training will be followed up by further support through webinars on selected topics that yours and other schools may be interested in, and there is the opportunity for more in-depth technical assistance with a CAEL subject matter expert in areas in which you are having particular challenges related to implementation.

The first step is to schedule a phone call to review the training topics so we can customize delivery for you. At that time, we can discuss where you are in your CBE planning process and who would be the best fit for attending the training. We want to be sure that your team has representatives at the training from the administration, faculty, and student services, and others that you may identify as important to the project. The training is designed for a group of 20-25 people. Please respond to this email with several available dates during May and June where we might start the conversation with you and your team. Also, please provide dates during June and July that would be convenient for the training to take place.

Should you have any questions, please contact me at 215-731-7168 or dmwax@cael.org. I look forward to working with you to help jumpstart your institution's competency-based education and assessment effort.

Regards,
Dorothy

Dorothy M. Wax, PHR, CPLP
Associate Vice President for Career Services
CAEL
215-731-7168

Save the Date for our 2014 Conference where we will be celebrating CAEL's 40th Anniversary!

For more information visit <http://www.cael.org/Events/CAEL-International-Conference>

**PRAC Grants Awarded
2013 - 2014**

	Last Name	School	CoAuthor 1	CoAuthor 2	CoAuthor 3	Year Semester	Project Title
Ivette	Barbosa	Social Work	Carolyn Gentle-Genitty			2013-14 1st Semester	Assessing the IU School of Social Work BSW Program's four year online course history, quality, student experiences, and student outcome impact to determine viability of a fully online BSW degree cohort
Jennifer	Halford	Center for Service Learning	Thom Hahn			2013-14 1st Semester	Assessing Civic Learning Outcomes of Co-Curricular Service Programs through Digital Storytelling
Terry	Loghmani	SHRS	Peter Altenburger	Valerie Strunk	Amy Bayliss	2013-14 1st Semester	Translating Classroom Knowledge to Entry-Level Clinical Practice Using an Integrated Longitudinal Case-Based Learning Model
Cheryl	Warner	IUPU Columbus	Cheryl Warner			2013-14 2nd Semester	Developing a comprehensive assessment system for a new graduate program in mental health counseling

**2013-2014 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS**

Student Affairs, Graduate Office, English, Biology, Chemistry, History, Physics, and UC First-Year Experience

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	1				
Tour of Department and Special Facilities	1				
Descriptive Overview of Department	1				
Review of Academic Programs	1				
Student Interviews	1				
Faculty Interviews	1				
Meeting with Representatives of Related Departments Within the School	1				
Meeting with Representatives of Related Departments Outside the School	1				
Meeting with School Dean		1			
Concluding Discussion	1				

2013-2014 IUPUI PROGRAM REVIEW EVALUATION SUMMARY FOR DEPARTMENTS

Student Affairs, Graduate Office, English, Biology, Chemistry, History, Physics, and UC First-Year Experience

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

- 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, the materials were very well prepared, especially the self-study by Dean Queener. Yes! Perhaps an opportunity to survey the Faculty/staff/students we met with prior to meeting them. A general survey of (1) what is working (2) What would you like to see improved etc. would guide us so that the interviews can be more efficient. Just make sure any local people are armed with directions, etc. I am familiar with campus but others might not be. It was difficult to make comments on student learning, as we would have had to evaluate final projects, exams, etc. to reach any conclusions on this. We did have to request additional materials such as faculty CV's and document regarding department procedures. The team had some questions before the visit and they were answered. The student outcome survey data was not helpful (this of course is not the fault of the History Dept.). The information needed to evaluate student satisfaction in the service courses was lacking as well as for outcomes. Some detailed information on grant submissions and statistics on service courses, were a bit wanting, but it appears they are not yet fully collected by the central administration. `

- Please rate the sections of the self study:**

Sections	Excellent	Above Avg	Average	Below Avg	Poor	N/A
Mission & Goals	15	8	1			2
Programs & Curricula	16	6	2			2
Student Outcomes	11	8	4			3
Resources	10	11	3			2
Questions to Guide Team	14	7	3			2

- Did you have the necessary office equipment to complete your work efficiently?**
We asked for a color copy of a document and it was provided. Yes. The committee members brought their own laptops or iPads. We only used the computer in the conference room and it was okay. Yes we did once we found a printer.
- Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**
Yes, the selection of people to interview and time for interviews worked very well. Almost all sessions extended over about 15 minutes. Everything seemed well scheduled and timed. I would have liked more time simply asking Dr. Davenport some items but all in all, what we had was very good.

Breaking the students into smaller groups or two shorter 45 minute sessions might have enabled more time to talk. It might have been nice to meet separately with undergraduates, graduates, and postgrads. The on-campus schedule was compressed, but effectively organized. I feel bad about the way in which the end of the term, plus holiday break, has extended the process of writing the actual report.

I would suggest a second meeting with both the Dean and the Chair at the end of the visit to ask final questions and discuss issues. We asked for a second meeting with the Dean, which was productive, but we did not have an exit interview with the chair. Perhaps we could have had breakfast with the chair on the final day. Monday's schedule was very long. Schedule was tight. I would have liked more flexibility and more breaks. I think it would have been nice to have some impromptu meetings. The schedule should have allowed more than 15 minutes with assistant professors. There seemed some duplication in meeting with reps of the academic programs and then meeting with them again in separate sessions for grad programs and undergraduate studies program. More time to work as a committee in private. More time with untenured faculty (one at a time would have been helpful). First night meal too heavy and too long. A 15 hour day is too much. Day 1 was long. Jam packed which is good, but the afternoon seemed to have overlap.

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

Yes. A planned session with the Director of Research was necessary. I would have preferred to meet with more students, particularly the Ph.D. students. Perhaps separate meetings with graduate and undergraduates would have helped. No way to determine how students were chosen, though, they might have been the best/happiest or a random sampling. It was good to include representatives from other units that interact with Biology. I would suggest a separate meeting with junior faculty to discuss mentoring and other issues specific to tenure-track faculty. I also would suggest a separate meeting with the senior tenure-line faculty to discuss research issues within the department. The latter may be specific to the English Dept. itself because the Department has so many Lecturers, but the former should be a feature of all program reviews. I would have liked to meet with the staff of History to learn more about the dept. organization, student interactions, and dept. morale. Would suggest meeting with students taking course work as service courses. Talking to the TLC teachers who were not FYS would give perspective.

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

I appreciated the addition of Marianne Wokeck, as I suggested. We really needed more than two IUPUI representative given the complexity of the Graduate School mission. I can see much thought went into planning the review team members, they represented the various areas and concerns. Strong team, relevant areas included and with strong participation. We benefited from the IUPUI members and the community representative. With such a large department (English) with importance to the community an additional representative from the community would have been better.

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

My only suggestion would be to have a clearer charge for the mission of the review in the initial meeting. Given the complex reporting lines, it took time for us to understand how and who would use the review. Extending the time for each session would be helpful. The self-study was good, although my sense is that it could have been streamlined somewhat. If it could be done in two days that would be great, may not be feasible. Students of color were absent/little in terms of diverse representation. Longer orientation session. Transportation to and from hotel and parking for in-town but off-campus reviewers could have been more clear. Coffee and tea in the meeting room. Keep meeting groups to 8-9 people so everyone can talk. I would suggest that some meetings with department faculty be held separately for the external reviewers. The presence of an Associate Vice Chancellor and an Associate Dean might have felt intimidating to faculty in discussions of relationships with in the School of Liberal Arts and the higher administration of IUPUI. Shorten Schedule. Questions to the review team

could have been more focused, condensed. It would have been useful to meet with the untenured faculty in smaller groups or one at a time. They were not very cohesive as a group and it hindered open discussion. Three different tenure-track faculty approached the Review Team members privately with information that they hadn't felt comfortable sharing during the group session with the team. More time with students. Move the team, sitting in the same room the entire time was a little hard.

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

poor (0 responses) fair (0 responses) good (5 responses) excellent (21 responses)