

# Indiana University-Purdue University Indianapolis

# 2014 - 2015

## 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 Program Review and Accreditation Office leads, coordinates, and supports the academic and administrative program review processes. This collaborative peer review 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, 2014 – June 30, 2015

### The Success of our Students

#### *Promote Undergraduate Student Learning and Success*

- **Banta** coordinated a campus-wide project on Competence-Based Education/Assessment supported 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, Black, Kahn, Mitchell, Mzumara, and Scott** served on the Program Review and Assessment Committee; **Mitchell** served as chair of the Program Review Subcommittee.
- **Banta** served as chair of the campus P-20 Council, which is working on a community-wide K-12 tutoring project that will involve IUPUI undergraduates as tutors.
- **Black** served as chair of the University College Academic Policies and Procedures Committee and as University College Faculty Associate.
- **Black** coordinated a program review for the Advising Center in Engineering and Technology and for the IUPUI Campus Center; she also facilitated a follow-up session to ensure action on recommendations from the review of the First-Year Experience in University College. During the follow-up meeting the faculty reported developing a *Template for First-Year Seminars at IUPUI*, initiating a system for evaluation of advisors in first-year seminars, implementing new marketing strategies for Themed Learning Communities, and developing an action plan focused on the recommendations, identifying a person responsible, rationale, timeframe for developing and implementing the recommendations, and the outcomes.
- **Institutional Research Office (IRO) staff** worked on the Student Analytics Business Intelligence project, which was completed and implemented October 15, 2014. It provides over 40 detailed reports related to student success.
- **IRO staff** produced 3 recurring reports containing student data and fulfilled 17 ad hoc information requests for student data.
- **Kahn** directed and **Scott** coordinated the IUPUI campus's ePortfolio Initiative, which began this year to transition projects from Oncourse to the new Taskstream platform with support from staff of University Information Technology Services (UITS) and the IUPUI Center for Teaching and Learning. New workshops and a

webinar on Taskstream were added to ongoing professional development workshops on using ePortfolios to enhance learning and assessment. One new project was launched and several new projects began preparation for ePortfolio adoption, bringing the total to approximately 44 undergraduate and graduate projects in 15 schools (38 programs) and 6 other units.

- **Kahn** and **Scott** worked with University College and the Life-Health Sciences Internship Program to mount the first IUPUI ePortfolio Showcase, intended to recognize excellent student ePortfolios and to foster wider adoption of ePortfolios across the institution.
- **Kahn** co-chaired the Improvement Committee and served on the Steering Committee for the Division of Undergraduate Education's Foundations of Excellence project to improve outcomes for students transferring to IUPUI from other campuses. **Scott** served on the Roles and Purposes Committee, **Miles** and **Mzumara** served on the Transfer Student Committee, and **Mitchell** was a member of the Diversity Committee.
- **Kahn** worked with leaders of the RISE Initiative to support adoption of ePortfolios for RISE courses.
- **Kahn** served on the Steering Committee of the Council on Retention and Graduation.
- **Kahn** team-taught the Capstone Seminar in English with Professor Karen Johnson.
- **Mitchell** taught two Sociology courses (Gender in Society – Sociology R325)
- **Mitchell** and **Janik** (in conjunction with Steve Graunke, OSDAE) administered the undergraduate and graduate alumni surveys, which collected data on alumni job opportunities, debt, and other outcomes, as well as satisfaction and knowledge. These results were reported to the alumni office.
- **Mitchell** and **Janik** designed and administered the 2015 Faculty Survey, which included items related to high impact practices and teaching information literacy.
- **Mitchell** and **Janik** administered surveys and collected focus group data for three administrative reviews, which highlight administrators' and units' effectiveness in advancing student learning.
- **Testing Center (TC) staff** added the *GRE*, *MCAT*, and *Pearson Assessments* (Teacher Licensure Testing and Performance Assessments) to the portfolio of "high-stakes" tests offered in the BS3000 TC facility.
- **Testing Center staff** in collaboration with Math faculty conducted validation analyses of ALEKS Math data and implemented revised cut scores for placement in Mathematics and first-year Chemistry courses.
  - For the reporting period (7/1/2014 – 6/30/2015), TC staff administered a total of **6,065** ALEKS Math assessments online, and a total of **1,916** World Language Online Placement Tests [i.e., French: 258; German: 157; and Spanish: 1,501]

- In partnership with UITs and participating schools, **Testing Center staff** increased by **118%** (from 11 to 24 clients) the total number of clients (i.e., academic units or individual course instructors) using *proctored computer-based classroom testing* offered in the SL070 Testing Center Suite. The client list includes the Schools of Nursing, Science, and the Department of Economics. (Total number of class tests administered: ~ 45,500)
- *Online Course Evaluations*: In conjunction with the IUPUI Academic Affairs Office, **Testing Center staff** coordinated, launched, and successfully completed two campus-wide Online Course Evaluation Pilot Projects that utilized the eXplorance Blue/Evaluation system ([www.explorance.com/blue/course-evaluations/](http://www.explorance.com/blue/course-evaluations/)) and included faculty and student participants from the IUPUI Schools of Education, Engineering & Technology, Law, and Physical Education and Tourism Management. In May 2015, TC purchased the Blue/Evaluations product following a successful completion of the Blue Pilot Projects at IUPUI and advice from EVC Paydar.

#### *Increase Capacity for Graduate and Graduate Professional Education*

- **Banta** chaired 1 doctoral program committee and served on another.
- **Banta** served on a dissertation committee.
- **Janik** facilitated focus groups with IUPUI alumni for the purposes of program review.
- **Kahn** and **Scott** supported increasing use of ePortfolios in graduate programs at IUPUI, bringing the total to 9 projects in 8 schools.
- **Mitchell** and **Janik** designed and administered the graduate student alumni survey.
- **Testing Center staff** (in the BS3000 TC facility) proctored a variety of competence-based / language proficiency assessments and college admission exams (e.g., COMPASS/ESL, GRE, LSAT, MCAT, TOEFL, Core Academic Skills Assessments / Pearson Assessments, Miller Analogies Test, etc.) for students seeking admission to graduate or graduate professional programs.

#### *Transform On-Line Education*

- **Mzumara** served as a member of the *Proctoring Task Force* for the IU Office of Online Education.
- **Mzumara** served as a member of the University-wide *Competence-Based Education (CBE) Task Force*

#### *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>).

## Advances in Health and Life Sciences

### *Leverage Our Strengths in Health and Life Sciences*

- **Banta** served as consultant and featured speaker at the summer conference of the American Dental Education Association held in Austin, Texas.
- **Banta** served as a consultant and featured speaker for audiences on the Missouri and Arizona campuses of A.T. Still (medical) University.
- **Black** discussed the program review process with personnel in the School of Medicine, and conducted program reviews in the School of Nursing and the Department of Biology, and facilitated a follow-up session to ensure the use of recommendations in the School of Dentistry graduate programs and the Department of Biology. Faculty in Dentistry reported restructuring current programs and developing new programs; providing start-up research funds for faculty; assigning new laboratory space; implementing exit interviews of graduating students and subsequent follow-up interviews; developing rubrics to assess courses; and updating curricular requirements. Biology faculty reported developing criteria to allocate space; reviewing course content; introducing evidence-based teaching; initiating journal clubs and research seminars for graduate students; developing a new course on professional skills; and developing a mentoring program for pre-tenure faculty and lecturers.

## 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's** text with Catherine Palomba, *Assessment Essentials, 2<sup>nd</sup> Edition*, was published by Jossey-Bass, San Francisco.
- **Banta** serves as Founding Editor, **Black** as Managing Editor, and **Kahn** as Book Review Editor for *Assessment Update*, published by Jossey-Bass.
- **Banta** serves on the editorial boards of the following journals: *Assessment and Evaluation in Higher Education*, *the Journal of General Education*, and *the Journal of Assessment and Institutional Effectiveness*.
- **IRO staff** provided data for 3 grant applications or grant annual reports.
- **Kahn, Scott, and Landis** co-authored a paper accepted for publication in the peer-reviewed *International Journal of ePortfolio*, now in press.
- **Kahn** served as a reviewer for the *International Journal of ePortfolio* and the *Journal on the Scholarship of Teaching and Learning* and on the editorial board of the new UK-based ePortfolio journal *RAPPORT (The International Journal for Recording Achievement, Planning and Portfolios)*.

- **Kahn** presented or co-presented twelve sessions, **Scott** co-presented eight sessions, and **Landis** co-presented four sessions at venues that included the AAC&U annual meeting, the AAEEBL annual conference, and the Assessment Institute in Indianapolis.
- **Mitchell** and **Janik** designed and administered the 2015 Faculty Survey, which included items related to research activity.
- **Mitchell** and **Janik** administered surveys and collected focus group data for three administrative reviews, which highlight administrators' and units' effectiveness in promoting faculty research.
- **Mzumara** co-authored and published 4 research papers in refereed publications, as listed below:
  - Bunu-Ncube, L. G., Watt, J. X., **Mzumara, H. R.**, *et al.* (2015). Supporting STEM Education: Reflections of the Central Indiana Talent Expansion Project. Book Chapter in Transforming Institutions: 21<sup>st</sup> Century Undergraduate STEM Education. Purdue University Press.
  - Connor, U. M., Mac Neill, R. S., **Mzumara, H. R.**, & Sandy, R. (2015). Development of the CoMac Adherence Descriptor™: A linguistically based survey for segmenting patients on their worldviews. Patient Preference Adherence, vol. 9, pp. 509-515. (Document available online at [www.dovepress.com/articles.php?article\\_id=21038](http://www.dovepress.com/articles.php?article_id=21038))
  - Feldhaus, C. R., Bunu-Ncube, L. G., **Mzumara, H. R.**, *et al.*, 2015 (March-April). Using Mini-Grants to Create Sustained Faculty Buy-In for Student-Centered Pedagogy and Assessment in STEM Foundation Courses. Assessment Update, 27(2), 3-4 & 13-14.
  - Hundley, S. P., Feldhaus, C. R., Watt, J. X., Marrs, K. A., Gavrin, A., & **Mzumara, H. R.** (in press). Central Indiana STEM Talent Expansion Program: Student and Faculty Interventions. Proceedings for the *Portland International Conference on Management of Engineering & Technology (PICMET)*.
- **Mzumara** co-facilitated 3 presentations at national conferences, and gave 6 talks (on testing/assessment-related topics) at local meetings held at IUPUI.
- **Mzumara** served as principal evaluator for two NSF-funded collaborative grant research projects housed in the School of Science that helped to increase the number of students completing STEM degrees at IUPUI: (i) *Central Indiana STEM Talent Expansion Program (CI-STEP)*, and (ii) *Undergraduate Research and Mentoring (URM) Program*.

*Deepen Our Commitment to Community Engagement*

- **Banta** served as vice president of the Westside Community Development Corporation.
- **Banta** and **Black** served on the Advisory Committee of the Central Indiana Education Alliance and helped to produce that organization's annual performance report.
- **Banta** served on the University of Kentucky Alumni Board of Directors.
- **Mitchell** served on the committee for IUPUI's participation in the Collaboratory – a software package designed to gauge faculty, staff, and students' participation in community engagement and service learning.
- **Mitchell** and **Janik** designed and administered the 2015 Faculty Survey, which included items related to community engagement. A report on community engagement was written and delivered to the Office of Community Engagement.
- **Mitchell** and **Janik** designed and administered the 2015 Alumni Survey, which included items related to community engagement.
- **Mzumara** served as *Commissioner* for the State of Indiana Supreme Court's *Commission for Continuing Legal Education (ICCLE; [www.in.gov/judiciary/cle/](http://www.in.gov/judiciary/cle/))*; Chair, Attorney Specialization Committee; Member, ICCLE Strategic Solutions Committee; Member, ICCLE Distance Education Working Group, and Member, ICCLE Military Exemptions Working Group.

#### *Strengthen Internationalization Efforts*

- **Banta** was an invited participant in the Forum on Intercultural Learning and Exchange held in Vienna, Austria.
- **Banta** presented a refereed paper at the annual meeting of the European Association for Institutional Research in Essen, Germany.
- **Banta** served on an international team that reviewed the Hong Kong University of Science and Technology for the Hong Kong University Grants Council.
- **Banta** and **Black** included a track on Assessing Global Learning at the Assessment Institute in Indianapolis.
- **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.
- **Kahn** presented refereed papers at the annual ePortfolios and Identity Conferences (ePIC) in London, England in July 2014 and in Barcelona, Spain in June 2015.
- **Kahn** and **Scott** supported participation in the AAEEBL international conference for 16 IUPUI faculty and professional staff.
- **Mitchell** and **Janik** designed and administered the 2014 Climate Survey, which looked into international faculty, staff, and students' experiences and perceptions of campus.

- **Mitchell** worked with School of Law staff to identify the needs of international students in the Master's degree program.
- **Scott** accepted an invitation from the Association of American Colleges and Universities to co-facilitate a pre-conference workshop on ePortfolios for the AAC&U 2015 Conference on Global Learning.

#### *Promote an Inclusive Campus Climate*

- **IRO staff** provided data for the annual IUPUI Diversity Report.
- **Janik** gathered information for the Higher Education Excellence in Diversity (HEED) Award.
- **Mitchell** and **Janik** designed and administered the 2014 Climate Survey, which collected information about the campus climate generally and for specific groups.
- **Mitchell** reported climate survey data to numerous constituents on campus, including individual meetings with deans and presentations to units (e.g. Student Affairs staff, Library staff, Faculty Council, etc.). Some presentations were broad; some pertained to specific groups of people.
- **Mitchell** served on the Chancellor's Diversity Cabinet.
- **Mitchell** wrote the campus climate section of the Diversity Report.
- **Mitchell** served on the Chancellor's committee regarding the creation of an LGBT Center on campus.
- **Mitchell** serves as the advisor to the LGBTQ Student Alliance.
- **Mitchell** met with Office of Admissions staff to answer the Campus Pride Index survey questions about IUPUI.
- **Mitchell** and **Janik** administered surveys and collected focus group data for 3 administrative reviews, which highlight administrators' and units' effectiveness with diversity.
- **Mitchell** worked with Vice Chancellor Dace on restructuring the Diversity Report for the future.

#### *Develop Faculty and Staff*

- **PAII staff** sponsored the national Assessment Institute in Indianapolis for over 1000 faculty, staff, and administrators from 48 states and 10 other countries ([http://www.planning.iupui.edu/institute/2014\\_Institute/brochure2014.pdf](http://www.planning.iupui.edu/institute/2014_Institute/brochure2014.pdf)). **Banta** and **Black** developed the program for the Institute, and **Kahn** and **Scott** organized the ePortfolio track.

- **Banta** provided a workshop for the annual Assessment Leadership Academy of the Western Association of Schools and Colleges, which was held in Oakland, California.
- **Banta** gave a keynote address for the annual Texas A&M Assessment Conference held in College Station, Texas.
- **IRO staff** served on 2 salary survey studies and provided data for 2 salary equity reviews.
- **IRO staff** fulfilled 4 ad hoc information requests for faculty data.
- **Kahn** and **Scott** provided three professional development workshops for IUPUI faculty and staff on ePortfolio teaching, learning, and assessment practice and cooperated with UITS and the Center for Teaching and Learning to present another five sessions on the new ePortfolio platform.
- **Kahn** and **Scott** supported participation for 1 undergraduate student, 1 graduate student, and 2 other academic staff to present at the AAEEBL Midwest Regional Colloquium.
- **Kahn** and **Scott** co-facilitated with University College personnel a year-long community of practice for instructors adopting the ePortfolio-based Electronic Personal Development Plan.
- **Kahn** and **Scott** worked with the ePortfolio Coordinating Committee to develop a program of grants for faculty and staff to launch ePortfolio projects or transition complex assessment projects to the new ePortfolio platform, issuing the first call for proposals in May.
- **Mitchell** and **Janik** designed and administered the 2015 Faculty Survey.
- **Mitchell** and **Janik** administered surveys and collected focus group data for 3 administrative reviews, which highlight administrators' and units' effectiveness in providing leadership for faculty.
- **Scott** and **Landis** served on the planning committee for the 2014 AAEEBL Midwest Regional Colloquium.

## Collaboration

- **Banta** served as co-chair, with Vice Chancellor Zeb Davenport, of the IUPUI Campus Campaign (<http://www.campuscampaign.iupui.edu/index.html>).
- **Banta** assembled the teams to conduct 5-Year Administrative Reviews for 3 academic deans.
- **Banta** assembled committees to search for the new deans of Liberal Arts and Philanthropy and worked with **Durr** to schedule campus interviews for the candidates for these positions.
- **Black** and **Mitchell** served as members of the search committee for the position of Executive Director of Institutional Research and Assessment.

- **IRO staff** provided data and website support for the annual Performance Report and Performance Indicators.
- **IRO staff** provided web-based 5-year trend reports for deans to use in preparing their Annual Planning and Budgeting Reports. These reports are also a data source that schools and departments rely on throughout the year.
- **IRO staff** maintained the SQL Server application that deans use for entry and submission of the Annual Planning and Budgeting Report.
- **IRO staff** provided proposal submission support for the Assessment Institute.
- **IRO staff** pulled survey samples, associated data, or provided other support for 6 surveys, administered various surveys, and maintained an application for survey administration.
- **IRO staff** fulfilled 8 information requests for IUPUI information from other institutions of higher education.
- **IRO staff** fulfilled 25 information requests for data needed for accrediting or other external agencies.
- **IRO staff** fulfilled 7 information requests for executive management presentations.
- **Mitchell and Janik** collected and reported feedback from campus participants in 3 administrator searches – School of Liberal Arts Dean, School of Nursing Dean, and Executive Director of Institutional Research and Assessment.
- **Testing Center staff** partnered with IU Communications and launched a technical development project to redesign the TC website ([tc.iupui.edu](http://tc.iupui.edu)).
- **Testing Center staff** collaborated with UITS on development of software-based solutions (including development of a new online test reservation system) to support proctored testing services offered at the TC.

## Best Practices

- **Banta** planned and implemented Cluster Conversations for Deans and Vice Chancellors with members of the IUPUI Faculty Council.
- **Banta** served on the IUPUI Planning Committee of the Faculty Council.
- **Banta, Kahn, and Miles** worked with Stephen Hundley to develop performance indicators to gauge progress on the goals in IUPUI's new Strategic Plan (<http://strategicplan.iupui.edu/>).

- **Black** planned and carried out a meeting with department chairs who are planning reviews for coming years for the purpose of discussing the program review process in general and ways to improve the instances of use of data in self studies. A panel of department chairs and internal colleagues who have participated in recent reviews provided advice.
- **Black** facilitated conduct of program reviews for 8 units.
  - World Languages and Cultures March 25-27, 2015
  - Computer & Information Science October 27 -29, 2014
  - Anthropology October 6-8, 2014
  - Master in Technology February 25-27, 2015
  - Advising in Engineering and Technology Sept 29-30, 2014
  - Nursing November 12-13
  - TCEM October 29-31, 2014
  - Campus Center October 28-30, 2014
- **Black** planned program reviews for 7 units:
  - Forensic Science Feb. 9, 2015
  - Philanthropy August 11, 2014
  - Kinesiology July 14, 2015
  - Philosophy September 10, 2014
  - Nursing August 20, 2014
  - Housing Feb. 5, 2015
  - Campus Center July 10, 2014
- **Black** facilitated follow-up sessions with 7 units to ensure the implementation of reviewers' recommendations for the following units:
  - Biology Feb 10, 2015
  - History June 17, 2015
  - First Year Experience – University College June 24, 2015
  - English Sept 9, 2014
  - Dentistry (MS and PHD) Feb 9, 2015
  - TCEM April 28, 2015
  - Communication Studies September 8, 2014
- **IRO staff** provided institutional data reports for 4 program review self-studies.
- **Kahn** co-chaired and **Scott** staffed the PRAC subcommittee that conducted the annual peer review of annual school/unit assessment reports for 2013-14.
- **Kahn** wrote the 2013-14 *IUPUI Performance Report*, continued to serve as editor of IUPUI's strategic plan, *Our Commitment to Indiana and Beyond*, and worked with Office of Academic Affairs staff on developing the web site for the strategic plan.
- **Kahn** participated in the committee that prepared IUPUI's campus budget request and served as editor of the document presented at the IUPUI budget conference with President McRobbie.

## 2014-15 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
<b>Goal I. Engage in collaborative planning campus wide, with other units, and within our division. (Collaboration, Best Practices, and 1-10)</b>			
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.	BP, 7	Susan K.
	I.2.b. New campus vision and priorities communicated in program review.	BP	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.	BP, Col	Karen and Trudy
	I.4.b. At least 50 planning consultations/projects conducted annually.	BP, Col	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.  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, 1  BP, Col	Kent and Howard  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.  I.8.b. Constituents informed concerning changes in services provided.  I.8.c. Effective, meaningful relationships established with university constituents.	BP, Col, 1-10  BP, Col, 1-10  B, Col, 1-10	Trudy, Howard, Larry, Anne, Karen, Susan K.  Trudy, Howard, Larry, Anne, Karen, Susan K.  Trudy, Howard, Larry, Anne, Karen, Susan K.
<b>Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders. (Best Practices, Collaboration).</b>			
II.1. Provide leadership for IUPUI Student Pulse surveys.	II.1.a. 2-4 Pulse surveys conducted annually.  II.1.b. SRO and SDAE staff involved in proposing new ways to improve Pulse on campus.	Col, BP  Col, BP	Trudy, Anne, and Robbie  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.
II.4. Maintain IUPUI reputation for leadership in the field of ePortfolio development, use, and assessment through national	II.4.a. Continued national presentations, publications, and professional service.	BP, 6, 10	Susan K. and Susan S.

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
and international presentations, publications, and ongoing service on national committees and boards.			
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. II.5.b. Student Analytics Business Intelligence project completed and reports available on the IRO website. II.5.c. Reports showing comparisons with our 12 peer institutions developed and distributed.	BP, Col  BP, Col  BP, Col	Larry, Gulshan, Anne, and Robbie  Larry and Gulshan  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) II.6.b. Ad hoc requests for data collection fulfilled as appropriate. (2014-2015: Climate Survey, Healthy IU Survey)	BP, 1, 7, 9, 10  BP, 1, 7, 9, 10	Anne and Robbie  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. 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). 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, 6  BP, 1  BP, 1	Howard  Kent and Howard  Howard
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

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
<b>Goal III. Lead and support evaluation and improvement efforts to accomplish campus and unit goals. (Best Practices, Collaboration)</b>			
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.
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	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

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
indicators.			
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
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.
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	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

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.b. At least one academic unit provided with professional/technical support to facilitate use of Internet-based testing services.	BP, Col	Howard and Kent
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. III.15.b. Chairs undergoing program review in the next year oriented in a group session. III.15.c. Reviewers' ratings monitored for suggested improvements. III.15.d. Development of Program Review database continued.	BP, Col BP, Col, 10 BP BP	Karen and Trudy Karen and Trudy Karen 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

## Summary of Progress on Goals and Objectives – FY2014-15

<b>Goal I:</b>	<b>Engage in collaborative planning campus wide, with other units, and within our division.</b>
<b>Timeframe:</b>	Ongoing
<b>IUPUI Strategic Initiatives:</b>	All initiatives (1-10) Collaboration Best Practices
<b>Implementation Strategy:</b>	<b>I.1. Assist in developing campus plans and priorities.</b>
<b>Performance Indicator:</b>	<b>1.1a. Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.</b>
<b>IUPUI Strategic Initiatives:</b>	Collaboration Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Banta, Kahn, and Miles worked with Stephen Hundley on several drafts of performance indicators that will be used to track progress on the IUPUI Strategic Plan.</li> <li>• OIE edited final plan and web site</li> <li>• OIE reported on progress toward plan goals in 2013-2014 campus Performance Report and incorporated the report into strategic plan web site.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• A final draft of the indicators has been produced, though new indicators may be added in the coming year.</li> <li>• IRO performance indicator documents informed the process</li> <li>• Performance Report published and distributed in February 2015 with traffic lights on six of ten strategic plan goals.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Produce dashboard and more detailed reports on Strategic Plan progress.</li> <li>• Continue to collaborate on finalizing performance indicators and incorporate them into 2014-2015 performance report.</li> </ul>
<b>Implementation Strategy:</b>	<b>1.2. Communicate broadly the campus mission/vision.</b>
<b>Performance Indicator:</b>	<b>I.2a. Annual Performance Report produced and disseminated.</b>
<b>IUPUI Strategic Initiatives:</b>	Deepen our Commitment to Community Engagement Best Practices

<b>Activities in 2014-2015:</b>	Report produced, published in print and on the web, and disseminated on schedule, with revised format aligned with strategic plan goals.
<b>Evidence of Effectiveness:</b>	Report published on schedule with focus on progress toward strategic plan goals.
<b>Plans for 2015-2016:</b>	
<b>Performance Indicator:</b>	<b>I.2b. New campus vision and priorities communicated in program review.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Campus priorities are communicated to department chairs in the initial program review planning sessions with their deans. The campus vision and priorities are communicated to review teams during their orientation sessions.</li> <li>• IRO/SRO developed a new template to report program review data to department chairs/program directors. SRO implemented focus group data collection for alumni to enhance information given to departments and programs for the purpose of improvement. Mitchell, Black, and Banta reviewed self-studies and provided feedback.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• Most self studies for program review include references to the campus vision and priorities.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Continue aligning unit and campus goals in program reviews.</li> <li>• IRDS plans to continue providing data to chairs/program directors for the purposes of program review. Mitchell will oversee the implementation of these projects. We have discussed moving the timeline so chairs/program directors could receive institutional data sooner in the writing process. We will use 2015-2016 as a pilot to conduct surveys of current students in the program.</li> </ul>
<b>Implementation Strategy:</b>	<b>1.3. Plan agenda and retreats for Council of Deans.</b>
<b>Performance Indicator:</b>	<b>I.3a. Agenda for 2014 Council of Deans retreat planned, space identified and arranged, and retreat implemented.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	The 2014 Council of Deans Retreat was held at the Woodstock Club in August. Guest speaker Barbara Holland emphasized the importance of community engagement and methods for assessing its effectiveness.
<b>Evidence of Effectiveness:</b>	The Retreat was concluded successfully.

<b>Plans for 2015-2016:</b>	The 2015 Retreat, featuring a preview of campus priorities provided by new Chancellor Nasser Paydar and EVC Kathy Johnson, is planned for Montage in August.
<b>Implementation Strategy:</b>	<b>1.4. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).</b>
<b>Performance Indicator:</b>	<b>I.4a. At least 20 units assisted with planning annually.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	See Appendix B
<b>Evidence of Effectiveness:</b>	PAII staff assisted 149 IUPUI units with planning this year, (36 in 2013-14; 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).
<b>Plans for 2015-2016:</b>	
<b>Performance Indicator:</b>	<b>I.4b. At least 50 planning consultations/projects conducted annually.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	See Appendix B
<b>Evidence of Effectiveness:</b>	PAII staff participated in 212 planning consultations/projects this year (242 in 2013-14; 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).
<b>Plans for 2015-2016:</b>	
<b>Implementation Strategy:</b>	<b>1.5. 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.</b>
<b>Performance Indicator:</b>	<b>I.5a. Committee meeting and functioning.</b>

<b>Activity:</b>	<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Collaboration Best Practices	UITTS.
<b>Evidence of Effectiveness:</b>		Committee was believed to have served its purpose in guiding and participating in platform selection process.	
<b>Plans for 2015-2016:</b>			
<b>Implementation Strategy:</b>	<b>1.6.</b>	<b>Conduct a P-20 Council to coordinate campus efforts in area P-12 schools.</b>	
<b>Performance Indicator:</b>	<b>I.6a.</b>	<b>P-20 Council meeting regularly to share information about involvement in area P-12 schools and community agencies.</b>	
<b>IUPUI Strategic Initiatives:</b>		Promote Undergraduate Student Learning and Success Best Practices Collaboration	
<b>Activities in 2014-2015:</b>		Three meetings of the P-20 Council were held.	
<b>Evidence of Effectiveness:</b>		Tutoring of K-12 students at public schools and community centers was identified as a priority, and a preliminary report on the number of IUPUI tutors at specific locations was compiled (See Appendix C).	
<b>Plans for 2015-2016:</b>		Work on compiling a comprehensive report on tutoring involvement by campus units will continue, and a more coordinated and focused campus effort will be planned.	
<b>Implementation Strategy:</b>	<b>1.7.</b>	<b>TC staff will work with campus units (e.g., School of Science, UITTS, etc.) to manage integrated test proctoring services in the Testing Center facilities.</b>	
<b>Performance Indicator:</b>	<b>I.7a.</b>	<b>New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.</b>	
<b>IUPUI Strategic Initiatives:</b>		Promote Undergraduate Student Learning and Success Best Practices	
<b>Activities in 2014-2015:</b>		Following a formal vendor vetting process, Testing Center and UITTS staff collaborated in getting an internal vendor (Periodic) and commenced work on developing a new online test reservation application for use at the Testing Center.	

<b>Evidence of Effectiveness:</b>	The selected vendor (Periodic) developed a new test scheduling application and moved the new scheduler into pilot testing phase for classroom testing services offered in the SL070 Testing Center facility.
<b>Plans for 2015-2016:</b>	Testing Center will continue to work collaboratively with the application developer, UITS IT staff, and faculty to troubleshoot and remove existing bugs in the software and implement updated versions of the new test scheduling application for use in the two IUPUI Testing Center facilities.
<b>Performance Indicator:</b>	<b>I.7b. 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.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Testing Center and UITS staff worked collaboratively with faculty interested in using software-based solutions to facilitate secure administration of proctored computer-based tests offered at the Testing Center.
<b>Evidence of Effectiveness:</b>	Increased the number of faculty using Canvas and the Respondus LockDown Browser software package to enhance secure administration of proctored computer-based class tests offered at the Testing Center.
<b>Plans for 2015-2016:</b>	Testing Center will continue to implement software-based solutions (including use of the Canvas LMS, Respondus LockDown Browser software, and video proctoring solution) to maintain a more secure environment for administering computer-based class tests.
<b>Implementation Strategy:</b>	<b>1.8. Develop a coordinated communication and marketing plan to highlight and increase the services of PAII.</b>
<b>Performance Indicator:</b>	<b>I.8a. PAII website revised and updated to reflect recent changes in programs and services and to improve its overall design.</b>
<b>IUPUI Strategic Initiatives:</b>	1-10 Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• PAII website was updated following the current IU template. A local consulting firm, Sticksnleaves, was retained to consult PAII stakeholders. A comprehensive report suggested how the site could be improved. (See Appendix D for report)</li> <li>• Updated IRO website</li> <li>• OIE site was restructured and content reorganized with assistance and recommendations from consultants on user clarity. Additional progress was delayed pending divisional restructuring.</li> <li>• TC staff updated the existing Testing Center website, and launched a new project to redesign the Testing Center website (in partnership</li> </ul>

<p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>with IU Communications).</p> <ul style="list-style-type: none"> <li>• The new PAII website is under construction.</li> <li>• Testing Center website was updated to reflect recent changes or up-to-date information in placement testing, proctored testing services, and course evaluation services offered at the Testing Center.</li> </ul> <ul style="list-style-type: none"> <li>• Helpnet personnel will work with PAII staff to improve the layout of the PAII site.</li> <li>• IRO website will be incorporated into IRDS website</li> <li>• OIE, transition site support to HelpNet and complete restructuring.</li> <li>• Testing Center will continue to work with IU Communications (communications.iu.edu) and complete the project to redesign the Testing Center website (tc.iupui.edu) by January 2016.</li> </ul>
<p><b>Performance Indicator:</b></p>	<p><b>I.8b. Constituents informed concerning changes in services provided.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>1-10 Best Practices Collaboration</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<ul style="list-style-type: none"> <li>• Presented services (handout) at Academic Deans' meeting</li> <li>• Testing Center and UITs staff worked collaboratively with faculty interested in using software-based solutions to facilitate secure administration of proctored computer-based tests offered at the Testing Center.</li> </ul> <ul style="list-style-type: none"> <li>• Increased the number of faculty using Canvas and the Respondus LockDown Browser software package to enhance secure administration of proctored computer-based class tests offered at the Testing Center.</li> </ul> <ul style="list-style-type: none"> <li>• Testing Center will continue to implement software-based solutions (including use of the Canvas LMS, Respondus LockDown Browser software, and video proctoring solution) to maintain a more secure environment for administering computer-based class tests.</li> </ul>
<p><b>Performance Indicator:</b></p>	<p><b>I.8c. Effective, meaningful relationships established with university constituents.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>1-10 Best Practices Collaboration</p>
<p><b>Activities in 2014-2015:</b></p>	<ul style="list-style-type: none"> <li>• Established working relationships with clients</li> <li>• OIE, maintained relationships with university constituents and expanded outreach through participation in Foundations of Excellence, the Council on Retention and Graduation, PRAC, and other campus committees; participation in strategic planning process; developed Performance Report in collaboration with</li> </ul>

<p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>External Affairs, Chancellor’s staff, and IRO; collaboration with UCOL on ePDP initiative; ePortfolio workshops; the ePortfolio Showcase; professional development grants to fund faculty and staff participation in AAEEBL and other relevant meetings; regular meetings with ePortfolio team (representing OIE, CTL, and UITS); closer relationship with RISE leadership; and new ePortfolio grant program.</p> <ul style="list-style-type: none"> <li>• Mitchell developed effective, meaningful relationships with a number of university constituents including vice chancellors, deans, and other assessment staff; staff in Diversity, Equity, and Inclusion; Student Affairs staff; and other staff who would benefit from survey information from the campus administration.</li> <li>• Clients request additional project (repeat business) and are satisfied with the service they receive.</li> <li>• OIE, some efforts only bearing fruit in 2014-2015: IUPUI programs using ePortfolio began to transition to Taskstream webfolio with support from ePortfolio staff , CTL, and UITS; successful ePortfolio Showcase with 17 student participants and about 40-50 attendees; strategic plan finalized; FoE self-study and recommendations completed; PRAC report review completed; announcement of joint grant program with RISE Initiative forthcoming soon.</li> <li>• NA</li> <li>• OIE, transition remaining ePortfolio users to Taskstream; fund selected ePortfolio grants and provide IT and pedagogical support to faculty and staff involved; issue RFP for 2016-2017 and joint RFP with RISE; encourage CTL and UITS to maintain technology support for ePortfolio users; co-sponsor 2016 ePortfolio Showcase; conduct review of 2014-2015 PRAC reports; continue work with performance indicators; continue committee participation.</li> </ul>
<p><b>Goal II:</b></p>	<p><b>Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.</b></p>
<p><b>Timeframe:</b></p>	<p>On-going</p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Best Practices Collaboration</p>
<p><b>Implementation Strategy:</b></p>	<p><b>II.1. Provide leadership for IUPUI Student Pulse surveys.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>II.1a. 2-4 Pulse surveys conducted annually.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Best Practices Collaboration</p>
<p><b>Activities in 2014-2015:</b></p>	<ul style="list-style-type: none"> <li>• SRO conducted one Pulse survey in 2014-2015 regarding student political efficacy. SRO was scheduled to conduct another Pulse</li> </ul>

<p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>survey concerning Paws Pantry; however, the Division of Student Affairs wanted to delay data collection.</p> <ul style="list-style-type: none"> <li>• The future of Pulse surveys will be considered as IRO and SRO personnel move to IRDS.</li> <li>• Plans for 2015-2016 include working within the new structure to understand the needs of constituents regarding the Pulse Survey.</li> </ul>
<p><b>Performance Indicator:</b></p>	<p><b>II.1b. SRO and SDAE staff involved in proposing new ways to improve Pulse on campus.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Best Practices Collaboration</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<ul style="list-style-type: none"> <li>• Mitchell recruited new students from different organizations in order to get a new, fresh perspective on the Pulse surveys. The Pulse Committee, including Banta, Janik, and others, had a great discussion about students taking surveys and topics that would be interesting to them. It is clear moving forward that Pulse needs to be redesigned.</li> <li>• The future of Pulse surveys will be considered as IRO and SRO personnel move to IRDS.</li> <li>• Plans for 2015-2016 include working within the new structure to understand the needs of constituents regarding the Pulse Survey.</li> </ul>
<p><b>Implementation Strategy:</b></p>	<p><b>II.2. Prepare Performance Report for print and web distribution to multiple stakeholders.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>II.2a. Print and web publication of <i>IUPUI Performance Report</i> complete in early February.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Deepen commitment to community engagement Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>Report produced and disseminated on schedule, with new format aligned with strategic plan goals. Report re-positioned as progress report on strategic plan.</p> <p>Report with new format published in print and on the web and disseminated on schedule.</p> <p>Develop and publish 2014-2015 report focused on strategic plan progress and student success by early February.</p>

<b>Implementation Strategy:</b>	<b>II.3. Prepare annual report on assessment of learning at IUPUI.</b>
<b>Performance Indicator:</b>	<b>II.3a. Report reviewed and completed for distribution by end of March.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Report delayed but posted online in mid-June.
<b>Evidence of Effectiveness:</b>	
<b>Plans for 2015-2016:</b>	Reframe report organization and contents to align with current campus directions.
<b>Implementation Strategy:</b>	<b>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.</b>
<b>Performance Indicator:</b>	<b>II.4a. Continued national presentations, publications, and professional service.</b>
<b>IUPUI Strategic Initiatives:</b>	Accelerate innovation and discovery through research and creative activity Develop Faculty and Staff Best Practices
<b>Activities in 2014-2015:</b>	Staff participated in 14 international, national, and regional presentations and supported such presentations by 11 other IUPUI faculty and staff. Staff also maintained service on national committees and boards. Provided professional development funds for ten other faculty and academic staff.
<b>Evidence of Effectiveness:</b>	Public references to IUPUI's work in others' presentations and publications; other IUPUI faculty and staff volunteering to serve on national ePortfolio projects; invitations to staff to serve on a new international planning group (Kahn); and present in a new forum (Scott).
<b>Plans for 2015-2016:</b>	Maintain current service; Kahn to develop new book chapter for 2017 publication; new articles to be published in <i>International Journal of ePortfolio</i> and <i>Theory into Practice</i> in 2015-2016.
<b>Implementation Strategy:</b>	<b>II.5. IRO and SRO will provide information about campus, school, and department performance to campus constituents.</b>

<b>Performance Indicator:</b>	<b>II.5a. Management Indicators, Performance Indicators, and Diversity Indicators updated in a timely manner (completed by October 15) and the data disseminated widely.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Management Indicators were completed and available by October 15<sup>th</sup>. Diversity Indicators were completed for the Diversity Cabinet meeting. Performance Indicators were completed.</li> <li>• IRO/SRO updated the management indicators, performance indicators, and diversity indicators. The data were disseminated to various groups on campus through web applications and printed reports.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• Management Indicators were used. Performance Report was published. Diversity Cabinet assigned stoplights to their indicators.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• IRO, IRDS will provide needed data and reports</li> <li>• SRO, IRDS will be continuing to provide data for a variety of indicators on campus. Mitchell will oversee the Diversity Report indicators. Miles will oversee the others.</li> </ul>
<b>Performance Indicator:</b>	<b>II.5b. Student Analytics Business Intelligence project completed and reports available on the IRO website.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Project was completed and rolled out Oct 1 <sup>st</sup> , 2014
<b>Evidence of Effectiveness:</b>	Many users have used the resulting reports
<b>Plans for 2015-2016:</b>	IRDS will continue to support these reports
<b>Performance Indicator:</b>	<b>II.5c. Reports showing comparisons with our 12 peer institutions developed and distributed.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	A few “test” charts were produced, but we were not able to take this project any further than that for 2014-15
<b>Evidence of Effectiveness:</b>	None

<b>Plans for 2015-2016:</b>	NA
<b>Implementation Strategy:</b>	<b>II.6. SRO staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.</b>
<b>Performance Indicator:</b>	<b>II.6a. 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)</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Deepen our Commitment to Community Engagement Promote an Inclusive Campus Climate Develop Faculty and Staff Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• SRO administered the Undergraduate and Graduate Student Alumni Surveys in conjunction with OSDAE. Mitchell presented information from the surveys to the Alumni Association and to deans, where applicable.</li> <li>• SRO administered the Faculty Survey. Mitchell presented the information to the Chancellor’s Cabinet and to the Faculty Council – Planning Committee. Janik created reports for the Center for Service and Learning regarding community engagement, the Center for Teaching and Learning regarding part-time faculty, and the library committee regarding information literacy in the classroom. Janik also created reports for deans where applicable.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• The alumni association hopes to use the information gathered in order to inform programming and decision making. The alumni survey information was used in the law school’s accreditation report.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• IRDS will be discussing how the alumni and faculty surveys will be administered in the future. Mitchell will be overseeing both.</li> </ul>
<b>Performance Indicator:</b>	<b>II.6b. Ad hoc requests for data collection fulfilled as appropriate. (2014-2015: Climate Survey, Healthy IU Survey)</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Deepen our Commitment to Community Engagement Promote an Inclusive Campus Climate Develop Faculty and Staff Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• SRO administered and reported on the 2014 Climate Survey – a survey administered to all faculty, staff, and students at IUPUI. Mitchell met with various constituents on campus to report findings of the survey (including all deans, executive management, affinity</li> </ul>

<p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>group faculty and staff councils, human resources, Student Affairs staff, Library staff, and others).</p> <ul style="list-style-type: none"> <li>• SRO administered the Healthy IU survey in conjunction with the School of Public Health at IUPUI. Janik met with the School of Public Health to understand goals for the project and delivered all cleaned data to them in a timely fashion. The survey was administered to all employees of Indiana University, across all campuses.</li> <li>• The way in which the climate survey results were reported was very effective. Multiple deans were grateful for individual meetings with Mitchell and Dace where data were presented and ideas were given concerning how to go about addressing some of the local issues within particular units.</li> <li>• The plan moving forward is that the climate survey will be part of IUPUI’s core survey schedule – on a 4-5 year rotation. We will be administering the climate survey at IUPUC this academic year.</li> </ul>
<p><b>Implementation Strategy:</b></p>	<p><b>II.7. IRO staff will respond to ad hoc requests for information from campus leaders, schools, and departments.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>II.7a. Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>IRO completed over 100 information requests in 2014-15</p> <p>Clients sent “thank you” emails and additional information requests</p> <p>Ad Hoc information requests will be fulfilled by IRDS</p>
<p><b>Implementation Strategy:</b></p>	<p><b>II.8. Contribute evaluation resources for campus programs and community organizations.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>II.8a. At least 1 evaluation study funded and conducted for campus constituents.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Promote Undergraduate Student Learning and Success Accelerate Innovation and Discovery Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of</b></p>	<p>Mzumara served as internal evaluator for two collaborative research grant projects (CI-STEP and IUPUI URM) housed in the IUPUI School of Science and funded by NSF.</p> <p>Both the CI-STEP and IUPUI URM grant projects continued with data</p>

<p><b>Effectiveness:</b></p> <p><b>Plans for 2015-2016</b></p>	<p>collection and dissemination activities facilitated by the PI and Co-PIs in the Schools of Science and Engineering and Technology at IUPUI.</p> <p>During this last year of the 5-year grant project, Mzumara will continue to coordinate data collection and reporting of evaluation activities and formally complete his role as internal evaluator for the collaborative CI-STEP project funded by NSF.</p>
<p><b>Performance Indicator:</b></p>	<p><b>II.8b. 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).</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Promote Undergraduate Student Learning and Success Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016</b></p>	<p>Testing Center continued to experience growth in proctored computer-based testing services with the addition of several faculty / academic units that utilized proctored classroom testing for students enrolled in the Schools of Nursing, Science, and the Department of Economics. Also, the Testing Center increased the flow of test takers taking a variety of proctored admissions/certification/licensure tests in partnership with ACT, the College Board, ETS, Pearson VUE (<a href="http://www.pearsonvue.com">www.pearsonvue.com</a>), and other external test vendors.</p> <p>Testing Center administered at least 20 varieties of tests and maintained over 225 units that utilized services at the Testing Center.</p> <p>Testing Center will continue to pursue and manage strategic growth to enhance testing services, increase revenue from fee-based proctoring services, and to maximize utilization of the Testing Center facilities.</p>
<p><b>Performance Indicator:</b></p>	<p><b>II.8c. 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.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Promote Undergraduate Student Learning and Success Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016</b></p>	<p>Mzumara collaborated with the PI and Co-PIs in the Schools of Science and Engineering &amp; Technology on dissemination and annual reporting activities for the CI-STEP grant project funded by NSF.</p> <p>Mzumara co-authored and published 3 research papers in refereed publications, and also served as co-presenter for 3 presentations given at national conferences on STEM Education.</p> <p>Mzumara will continue to serve as principal evaluator and team-up with the PI and Co-PIs for the CI-STEP Project (housed in the Schools of Science and Engineering &amp; Technology) and co-author papers for broader dissemination of project findings.</p>

<b>Implementation Strategy:</b>	<b>II.9. Report to the Higher Learning Commission</b>
<b>Performance Indicator:</b>	<b>II.9a. Process for the Assurance Filing in 2016 initiated.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices
<b>Activities in 2014-2015:</b>	Kahn and Black attended HLC Workshop on Self-Study; initial meeting with potential writers was held; detailed crosswalk between new criteria and 2012 self-study content was begun. (Deadline for filing delayed until August 2017.)
<b>Evidence of Effectiveness:</b>	
<b>Plans for 2015-2016</b>	OIE, assemble and, as needed, consult with writing teams; writers begin developing assurance arguments for the 21 Core Components of the 5 HLC Criteria.
<b>Performance Indicator:</b>	<b>II.9b. Quality Initiative Proposal identified during 2017-2020 and reported between 2019 and 2022.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices
<b>Activities in 2014-2015:</b>	Chancellor Paydar and EVC Johnson have agreed that the QI proposal will focus on renewing emphasis on teaching related to the Principles of Undergraduate Learning and the assessment of related student learning.
<b>Evidence of Effectiveness:</b>	A pilot project involving the use by trained faculty of VALUE rubrics for Oral Communication Skills and Critical Thinking to evaluate samples of student work in R110 (Communication Studies) and B110 (Psychology), respectively, was planned.
<b>Plans for 2015-2016</b>	Results of the pilot project will be reported and plans made for the future.
<b>Performance Indicator:</b>	<b>II.9c. Annual and periodic reports to HLC developed and submitted in a timely manner.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices
<b>Activities in 2014-2015:</b>	Plans for locations review were laid.
<b>Evidence of Effectiveness:</b>	All essential contacts for the locations review were made.

<b>Plans for 2015-2016</b>	A reviewer identified by the HLC staff will conduct the locations reviews.
<b>Goal III:</b>	<b>Lead and support evaluation and improvement efforts to accomplish campus and unit goals.</b>
<b>Timeframe:</b>	On-going
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Implementation Strategy:</b>	<b>III.1. Continuously improve the campus practice of assessment.</b>
<b>Performance Indicator:</b>	<b>III.1a. Number of units assisted with assessment remains steady at 30.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
<b>Activities in 2014-2015:</b>	See Appendix B
<b>Evidence of Effectiveness:</b>	PAII staff assisted 36 IUPUI units with assessment in 2014-15. (131 in 2013-14; 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).
<b>Plans for 2015-2016:</b>	PAII staff will continue to respond to requests for assistance with outcomes assessment
<b>Performance Indicator:</b>	<b>III.1b. Number of assessment consultations/projects remains steady at 150.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Best Practices Collaboration
<b>Activities in 2013-2014:</b>	See Appendix B
<b>Evidence of Effectiveness:</b>	PAII staff fulfilled 275 requests for assistance with assessment this year (228 in 2013-14; 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).
<b>Plans for 2014-</b>	

<b>2015:</b>	
<b>Performance Indicator:</b>	<b>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.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Testing Center administered ALEKS Math products, COMPASS/ESL placement tests, and ‘unproctored’ Internet version of the World Language online placement tests for French, German, and Spanish (developed locally at the Testing Center).
<b>Evidence of Effectiveness:</b>	Testing Center successfully completed the second year of a large-scale implementation of ALEKS Math products and remotely administered the “unproctored” Internet tests for cohorts of students who took the IUPUI world language online placement test battery (for French, German, and Spanish).
<b>Plans for 2014-2015:</b>	Testing Center staff will continue to work in close collaboration with faculty and the Placement Testing Advisory Committee to make incremental quality improvements in placement testing practices, policies, and procedures to better serve the assessment needs for incoming and continuing students at IUPUI.
<b>Performance Indicator:</b>	<b>III.1d. Information derived from the placement testing and validation processes enhanced.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Testing Center staff compiled and analyzed combined data from ALEKS Math assessments, course placements, and course grades for the student cohort for Fall 2014.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• Testing Center conducted a series of validation data analyses that provided Math faculty with empirical data used in making decisions for revising/updating the Math Placement Chart.</li> <li>• Enhanced placement test reports generated via ALEKS PPL included the Placement Report; Placement Histogram; Individual Student Report; Comprehensive Cohort Report; Prep and Learning Module Reports; and the ALEKS analytics report (i.e., Cut Score Optimization &amp; Efficacy Report that provides a way to correlate students' course grade data to determine an institution's ideal cut scores for ALEKS).</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Periodically, TC staff will continue to conduct validation analyses to determine the appropriateness and utility of ALEKS Math products</li> </ul>

	for course placement in Mathematics and Chemistry. Also, TC will work with faculty in the Department of World Languages & Cultures to identify a suitable replacement for the existing World Language online placement tests that are still running on an antiquated server.
<b>Performance Indicator:</b>	<b>III.1e. 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.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Collaboration Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Mzumara served as member of the University-wide CBE Task Force and also participated in several webinars or workshops on CBE/A.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• As a member of the CBE Task Force, Mzumara participated in the compilation of a preliminary draft report that provides an outline of a proposed infrastructure for supporting CBE programs and students who enroll in CBE programs or courses at IUPUI.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Testing Center staff will work collaboratively with faculty and students who are interested in using proctored testing services to support new or existing CBE programs or courses at IUPUI.</li> <li>• TC will offer testing services as needed to support faculty and students in Online Education Programs at IUPUI.</li> </ul>
<b>Performance Indicator:</b>	<b>III.1f. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit (or customer satisfaction) surveys.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Exit or customer satisfaction surveys were <u>not</u> conducted this year due to transition of software for placement testing and course evaluations services.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• (Not Available)</li> <li>• Testing Center staff will continue to develop and administer user satisfaction surveys whenever it is feasible to do so.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Exit or customer satisfaction surveys were <u>not</u> conducted this year due to transition of software for placement testing and course evaluations services.</li> </ul>
<b>Performance Indicator:</b>	<b>III.1g. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.</b>

<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Develop Faculty and Staff
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Testing Center conducted two pilot projects using Blue/Evaluations and processed course/instructor evaluation forms for new clients including the Schools of Education, Engineering and Technology, Law, and Physical Education and Tourism Management.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• As part of the Blue/Evaluations pilot projects conducted in Fall 2014 and Spring 2015, Testing Center staff made enhancements to improve the presentation and usefulness of course/instructor evaluation reports for the Schools of Education, Engineering &amp; Technology, and Physical Education &amp; Tourism Management.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Testing Center staff will continue to assist academic units or individual faculty in making incremental quality improvements in course/instructor evaluation services using the Blue/Evaluations.</li> <li>• Testing Center will work collaboratively with the Office of Academic Affairs in serving schools interested in using the Blue/Evaluations system (from eXplorance) to facilitate a campus-wide implementation of online course evaluations at IUPUI.</li> </ul>
<b>Implementation Strategy:</b>	<b>III.2. Disseminate evaluative findings.</b>
<b>Performance Indicator:</b>	<b>III.2a. Participation in PAII national conference maintained at 950.</b>
<b>IUPUI Strategic Initiatives:</b>	Accelerate Innovation and Discovery Best Practices
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• The 2014 Assessment Institute in Indianapolis was held October 19-21, 2014. (See Appendix E.)</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• The Assessment Institute in Indianapolis attracted 1030 people from 420 different colleges, universities, and organizations; 48 states and Guam, Puerto Rico and Washington D.C.; and 10 other countries: Australia, Canada, Colombia, Egypt, Japan, Kazakhstan, New Zealand, Nigeria, Saudi Arabia, and United Arab Emirates.</li> <li>• Follow-up evaluation suggested widespread satisfaction with the Institute program. (See Appendix F.)</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• The 2015 Assessment Institute in Indianapolis is planned for October 25-27, 2015.</li> </ul>
<b>Performance Indicator:</b>	<b>III.2b. Number of national and international invitations for PAII staff maintained at 40.</b>
<b>IUPUI Strategic Initiatives:</b>	Accelerate Innovation and Discovery Best Practices

<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>PAII staff received 19 invitations to make presentations or to consult with international and national organizations (11 in 2013-14; 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.</p>
<p><b>Performance Indicator:</b></p>	<p><b>III.2c. Number of external information requests maintained at 300.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Accelerate Innovation and Discovery Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>PAII staff responded to 878 information requests from external constituents this year (854 in 2013-14; 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).</p>
<p><b>Implementation Strategy:</b></p>	<p><b>III.3. Complete analysis of research data for I/NCEPR Cohort VI research project and disseminate findings.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>III.3a. Final report prepared and submitted.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Accelerate Innovation and Discovery Develop Faculty and Staff Best Practices</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>Final report prepared, submitted, and posted online in January 2015. Article accepted for publication in <i>International Journal of ePortfolio</i> in 2015-2016.</p> <p>Formal project completed and report filed; article accepted for publication.</p> <p>Findings of project will continue to inform our faculty development efforts and consultations with ePortfolio constituents.</p>

<b>Performance Indicator:</b>	<b>III.3b. Conference presentations and publications contributed.</b>
<b>IUPUI Strategic Initiatives:</b>	Accelerate Innovation and Discovery Develop Faculty and Staff Best Practices
<b>Activities in 2014-2015:</b>	Presentations at ePIC (European ePortfolio conferences in 2014 and 2015, AAEEBL National Conference 2014, Assessment Institute 2014, AAEEBL Midwest Regional Conference in November 2014; AAC&U Annual Conference 2015. Two articles submitted for peer review in Fall 2014.
<b>Evidence of Effectiveness:</b>	Articles accepted for publication; revised articles submitted; currently in press.
<b>Plans for 2015-2016:</b>	Continue developing presentations for relevant conferences; develop book chapter for 2017 publication.
<b>Implementation Strategy:</b>	<b>III.4. Provide leadership and information support for the Talent Alliance.</b>
<b>Performance Indicator:</b>	<b>III.4a. Talent Alliance achieving its goals.</b>
<b>IUPUI Strategic Initiatives:</b>	Deepen our Commitment to Community Engagement Collaboration
<b>Activities in 2014-2015:</b>	Talent Alliance re-named Central Indiana Education Alliance. Implementation Teams continued their work.
<b>Evidence of Effectiveness:</b>	An annual community report was produced and distributed.
<b>Plans for 2015-2016:</b>	A new Executive Committee will determine the future of the Alliance.
<b>Implementation Strategy:</b>	<b>III.5. Continue to develop a more uniform and concise set of campus-wide performance indicators.</b>
<b>Performance Indicator:</b>	<b>III.5a. Annual campus performance report based on key performance indicators linked to new campus goals/President's Principles of Excellence.</b>
<b>IUPUI Strategic Initiatives:</b>	1-10 Best Practices Collaboration

<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<ul style="list-style-type: none"> <li>• IRO provided data on performance indicators for the performance report</li> <li>• OIE, 2013-2014 Performance Report reorganized around strategic plans goals; work on performance indicators continued throughout the year.</li> </ul> <ul style="list-style-type: none"> <li>• Performance report was published</li> <li>• Report published in print and on the web with traffic light colors for 6 of 10 goals.</li> </ul> <ul style="list-style-type: none"> <li>• IRDS will provide performance indicator data for the performance report</li> <li>• Finalize performance indicators and incorporate selected data into Performance Report. Develop 2014-2015 Performance Report and begin more formal evaluation process for performance indicators and traffic light colors.</li> </ul>
<b>Implementation Strategy:</b>	<b>III.6. Work with campus leaders to identify areas warranting improvement.</b>
<b>Performance Indicator:</b>	<b>III.6a. Campus performance indicators used to provide direction for improvement.</b>
<b>IUPUI Strategic Initiatives:</b>	1-10 Best Practices Collaboration
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>IRO staff members worked with members of the strategic planning team to develop performance indicators for the new strategic plan.</p> <p>New performance indicators were discussed and drafted.</p> <p>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.</p>
<b>Implementation Strategy:</b>	<b>III.7. Advance institutional effectiveness through collaboration.</b>
<b>Performance Indicator:</b>	<b>III.7a. HR-supported Accelerated Improvement Process monitored and instances of improvements documented.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2013-2014:</b>	See list of significant improvements in III.17.

<b>Evidence of Effectiveness:</b>	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.
<b>Plans for 2014-2015:</b>	Continue to encourage deans to use the process.
<b>Implementation Strategy:</b>	<b>III.8. Assist Chancellor in developing administrative reviews and searches.</b>
<b>Performance Indicator:</b>	<b>III.8a. Administrative review committees and search committees for campus administrators established, implemented, and successfully concluded.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	5 Administrative Reviews were conducted.
<b>Evidence of Effectiveness:</b>	All reviews were concluded successfully.
<b>Plans for 2015-2016:</b>	Plans were completed for 3 Administrative Reviews in 2015-16
<b>Performance Indicator:</b>	<b>III.8b. Survey and focus group data collected and reported to administrative review committees.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	SRO collected data for three administrative reviews in 2014-2015: Dean James Gladden (PETM), Dean Jane Luzar (Honors), and Vice Chancellor Marwan Wafa (IUPUC) from faculty, staff, and students as appropriate.
<b>Evidence of Effectiveness:</b>	The Administrative Review process continues to provide committees with a breadth of data from faculty, staff, and students concerning each administrator's effectiveness.
<b>Plans for 2015-2016:</b>	IRDS will collect data for three administrative reviews in 2015-2016: Kim Kirkland (Office of Equal Opportunity), Dean John Williams (Dentistry), and Dean David Russomanno (ENGT). Mitchell will oversee this process.
<b>Implementation Strategy:</b>	<b>III.9A. Continue to improve unit assessment practices and reporting.</b>

<b>Performance Indicator:</b>	<b>III.9A.a. PRAC peer review of assessment reports conducted such that units receive feedback by the end of March.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Develop Faculty and Staff Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Peer review completed on schedule and feedback provided to units by end of March 2015.
<b>Evidence of Effectiveness:</b>	Several units responded with thanks; one followed up for further guidance as the report team planned for 2015-16 improvements. New PRAC Report guidelines posted in June, in time for use in preparing 2014-15 reports.
<b>Plans for 2015-2016:</b>	Anticipate same review timetable for 2015-16.
<b>Implementation Strategy:</b>	<b>III.9B. Serve on PRAC/PRAC subcommittees to help inform campus leaders of assessment activities.</b>
<b>Performance Indicator</b>	<b>III.9B.a. Serve on PRAC.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Develop Faculty and Staff Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Kahn co-chaired and Scott served on one PRAC subcommittee; Kahn also reported subcommittee recommendations in April and led work on revising PRAC Report guidelines for next cycle. Kahn also worked with UITS for presentation to full committee on assessment capabilities of new ePortfolio platform.</li> <li>• Mitchell served on PRAC committee and served as Chair of the Program Review subcommittee.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• OIE, several PRAC members have followed up to learn more about Taskstream and/or are planning new ePortfolio grant proposals.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• OIE, cooperate with PRAC leadership as invited.</li> </ul>
<b>Implementation Strategy:</b>	<b>III.9C. Serve on Diversity Cabinet to inform diversity indicator reporting and assessment.</b>
<b>Performance Indicator:</b>	<b>III.9C.a. Serve on Diversity Cabinet.</b>

<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• IRO presented data to the Diversity Cabinet</li> <li>• Mitchell served on Diversity Cabinet. Mitchell also served on a Chancellor-appointed committee regarding assessment of LGBTQ Student Services.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• Stoplights were assigned to the Diversity Indicators</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• IRDS will provide these data in the future</li> </ul>
<b>Implementation Strategy:</b>	<b>III.9D. Serve on Foundation of Excellence committees to inform assessment usage and understanding.</b>
<b>Performance Indicator:</b>	<b>III.9D.a. Serve on Foundations of Excellence (FoE) committees.</b>
<b>IUPUI Strategic Initiatives:</b>	Promote Undergraduate Student Learning and Success Optimize our Enrollment Management Promote an Inclusive Campus Climate Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• Larry Miles served on the FoE organization task force</li> <li>• Kahn co-chaired FoE Improvement Committee and served on overall project steering committee; drafted committee report that was incorporated into full project report. Scott served on Roles and Purposes Committee and contributed to committee report.</li> <li>• Mitchell served on Foundations of Excellence Diversity Committee.</li> </ul>
<b>Evidence of Effectiveness:</b>	<ul style="list-style-type: none"> <li>• Task force report was submitted</li> <li>• Committee reports developed, submitted on time, and incorporated into full project report.</li> </ul>
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• Action teams will follow up on report recommendations. Kahn has volunteered to serve on Data team that will identify performance indicators for transfer student success.</li> </ul>
<b>Implementation Strategy:</b>	<b>III.10A. Offer faculty development programming and resources related to ePortfolios that meet users' needs and attract new users.</b>
<b>Performance Indicator:</b>	<b>III.10A.a. Workshops and other programs offered and ePortfolio web site kept current.</b>
<b>IUPUI Strategic Initiatives:</b>	Develop Faculty and Staff Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education

<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>OIE staff offered ePortfolio workshops on pedagogy, assessment, and reflection, and a number of repeated workshops on Taskstream. Worked with Academic Affairs webmaster on web content management system and new ePortfolio website; completely re-designed and re-wrote copy for site with substantial new additions.</p> <p>Strong participation in new workshops. Progress on web site delayed by heavy workload for web master and adoption of new content management system.</p> <p>Address ePortfolio support needs at CTL; implement new grant program to support transitioning and new ePortfolio users.</p>
<p><b>Implementation Strategy:</b></p>	<p><b>III.10B. In collaboration with UITS and CTL, support individual and unit transition to new ePortfolio Platform.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>III.10B.a. Training workshops offered and successful pilot projects and transition to TaskStream accomplished by several units by June 30, 2015.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Collaboration Best Practices Promote Undergraduate Student Learning and Success Increase Capacity of Graduate Education Leverage our Strengths in Health and Life Sciences Develop Faculty and Staff</p>
<p><b>Activities in 2014-2015:</b></p> <p><b>Evidence of Effectiveness:</b></p> <p><b>Plans for 2015-2016:</b></p>	<p>OIE staff presented information and hands-on experience with new platform in five new workshops and one webinar. Transitions slow due to overload of CTL staff who were also supporting faculty transitions from Oncourse to Canvas and to loss of one of the two ePortfolio consultants in June 2015.</p> <p>Four current ePortfolio projects completed transition to new platform, and nine others had begun transition by end of June 2015.</p> <p>Support transition for as many of the remaining current projects as possible; support eight to ten new projects with pilot grants or professional development. Assist and collaborate with new CTL ePortfolio consultant(s).</p>
<p><b>Implementation Strategy:</b></p>	<p><b>III.10C. In collaboration with University College and LHSI Program, sponsor IUPUI ePortfolio Showcase event.</b></p>
<p><b>Performance Indicator:</b></p>	<p><b>III.10C.a. Event held in March 2015.</b></p>
<p><b>IUPUI Strategic Initiatives:</b></p>	<p>Collaboration Best Practices Promote Undergraduate Student Learning and Success Leverage our Strengths in Health and Life Sciences</p>

<b>Activities in 2014-2015:</b>	All members of planning team actively contributed human and financial resources to launch the new event.
<b>Evidence of Effectiveness:</b>	Event attracted 17 very engaged student participants along with approximately 40 to 50 faculty, staff, and family attendees. Secured permissions for use of the ePortfolios to generate future interest and support among faculty and students as well as professionals at other institutions. At least one faculty visitor decided to adopt ePortfolio in his senior capstone based on his attendance at the Showcase.
<b>Plans for 2015-2016:</b>	Will continue working with University College and LHSI, building on lessons learned last year, with a goal of increasing participation at the Spring 2016 Showcase.
<b>Implementation Strategy:</b>	<b>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.</b>
<b>Performance Indicator:</b>	<b>III.11a. Advocacy and collaboration with RISE units sustained.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration Promote Undergraduate Student Learning and Success Accelerate Innovation and Discovery Strengthen Internationalization Efforts
<b>Activities in 2014-2015:</b>	Exploratory meetings with RISE leaders.
<b>Evidence of Effectiveness:</b>	Decision by end of year to co-sponsor RISE course development proposals with funding for new projects using ePortfolio.
<b>Plans for 2015-2016:</b>	Will issue a call for proposals in early November 2015, with expectation of funding two RISE/ePortfolio grants (thus doubling the number of supported RISE projects).
<b>Implementation Strategy:</b>	<b>III.12. IRO and SRO staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.</b>
<b>Performance Indicator:</b>	<b>III.12a. 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.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration

<b>Activities in 2014-2015:</b>	Strategic Plan Performance Indicators were not finalized in 2014-15
<b>Evidence of Effectiveness:</b>	NA
<b>Plans for 2015-2016:</b>	IRDS will continue to support development of strategic plan performance indicators and collection and dissemination of data
<b>Implementation Strategy:</b>	<b>III.13. IRO and SRO staff will provide data to schools and departments for program reviews.</b>
<b>Performance Indicator:</b>	<b>III.13a. 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.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	<ul style="list-style-type: none"> <li>• IRO provided institutional data reports for 4 program review self-studies.</li> <li>• IRO/SRO provided data to the Honors College, Forensic Science, Informatics, Philanthropy, and MS Technology for the purpose of program review.</li> </ul>
<b>Evidence of Effectiveness:</b>	
<b>Plans for 2015-2016:</b>	<ul style="list-style-type: none"> <li>• IRDS will support program reviews</li> <li>• IRDS will continue to prepare information in a timely manner. We are going to pilot a new timeline.</li> </ul>
<b>Implementation Strategy:</b>	<b>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.</b>
<b>Performance Indicator:</b>	<b>III.14a. At least one campus unit and at least one local/regional community partner assisted with design and creation of web-based data collection instruments.</b>
<b>IUPUI Strategic Initiatives:</b>	Deepen our Commitment to Community Engagement Collaboration
<b>Activities in 2014-2015:</b>	Testing Center 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 with creation and administration of web-based survey forms for evaluation of the Assessment Institute in Indianapolis. In addition, TC staff continued to support faculty and staff at the IUPU Columbus Campus with administration of the World Language online placement tests.

<b>Evidence of Effectiveness:</b>	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) and the IUPU Columbus Campus.
<b>Plans for 2015-2016:</b>	Testing Center will continue to provide existing or new clients with professional services or assistance in forms design, creation and administration of web-based surveys for data collection or research purposes.
<b>Performance Indicator:</b>	<b>III.14b. At least one academic unit provided with professional/technical support to facilitate use of Internet-based testing services.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Testing Center assisted faculty in the Departments of Mathematical Sciences and World Languages and Cultures to utilize ALEKS Math products and the 'unproctored' Internet tests for French, German, and Spanish language placement tests for incoming student cohorts.
<b>Evidence of Effectiveness:</b>	Testing Center staff successfully administered 'unproctored Internet tests' for incoming students who completed ALEKS Math assessments and/or the IUPUI World Language online placement tests.
<b>Plans for 2015-2016:</b>	Testing Center staff will continue to work closely with the Placement Testing Advisory Committee (particularly faculty who coordinate placement tests in the Departments of Chemistry, Mathematical Sciences, and World Languages and Cultures) in enhancing the utilization of ALEKS Math products and/or language proficiency assessments for course placement purposes.
<b>Implementation Strategy:</b>	<b>III.15. Continuously improve the academic and administrative program review processes.</b>
<b>Performance Indicator:</b>	<b>III.15a. Program review introduced to new deans and the schedule for review of units implemented.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Planned 7 reviews (Forensic and Investigative Sciences, Philanthropy, Kinesiology, Philosophy, Nursing, Housing, and the Campus Center). Facilitated the conduct of 8 reviews (World Languages and Cultures, Computer and Information Science, Anthropology, Master in Technology, Nursing, Tourism, Convention, and Event Management, and the Campus Center). Established follow-up procedures for 5 reviews (Biology, History, First-Year Experience, English, and Dentistry).

<b>Evidence of Effectiveness:</b>	Reviews were planned and conducted and follow-ups established.
<b>Plans for 2015-2016:</b>	Continue to plan and conduct reviews according to schedule. Continue to orient department chairpersons in an annual meeting.
<b>Performance Indicator:</b>	<b>III.15b. Chairs undergoing program review in the next year oriented in a group session.</b>
<b>IUPUI Strategic Initiatives:</b>	Develop Faculty and Staff Best Practices Collaboration
<b>Activities in 2014-2015:</b>	Conducted chairpersons orientation in August 2014.
<b>Evidence of Effectiveness:</b>	Chairs better prepared for reviews.
<b>Plans for 2015-2016:</b>	Conduct a second chairs orientation in August 2015.
<b>Performance Indicator:</b>	<b>III.15c. Reviewers' ratings monitored for suggested improvements.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices
<b>Activities in 2014-2015:</b>	Ratings were compiled and actions taken as necessary (see Appendices H and I).
<b>Evidence of Effectiveness:</b>	Reviewers' ratings were monitored and used.
<b>Plans for 2015-2016:</b>	Ratings will continue to be monitored and used.
<b>Performance Indicator:</b>	<b>III.15d. Development of Program Review database continued.</b>
<b>IUPUI Strategic Initiatives:</b>	Best Practices
<b>Activities in 2014-2015:</b>	Program Review database was converted to an Access format
<b>Evidence of Effectiveness:</b>	Information will be much easier to generate.
<b>Plans for 2015-</b>	Continue to populate the database with historical as well as current

2016:	information
<b>Implementation Strategy:</b>	<b>III.16. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.</b>
<b>Performance Indicator</b>	<b>III.16.a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.</b>
<b>IUPUI Strategic Initiatives:</b>	Deepen our Commitment to Community Engagement Best Practices Collaboration
	<p><b>2014-2015</b></p> <p><b>Improvements reported in department follow-ups in 2014-15</b></p> <ul style="list-style-type: none"> <li>• Biology Feb 10, 2015</li> <li>• History June 17, 2015</li> <li>• First Year Experience – University College June 24, 2015</li> <li>• English Sept 9, 2014</li> <li>• Dentistry (MS and PHD) Feb 9, 2015</li> </ul> <p><b>Department of biology</b> is developing criteria to allocate space that recognizes the differences between research areas, balances funding with other measures of productivity; allocates additional space to faculty whose level of funding requires it; protects junior faculty who are performing satisfactorily; and minimizes disruptive relocations.</p> <p>Faculty are reviewing course content, including duplication (rather than reinforcement of core concepts) and sufficient choice while ensuring that all students emerge with a firm grounding in the fundamentals of biology.</p> <p>Considering increasing the number of lecture sections for large freshman and sophomore/junior courses, adding new upper level undergraduate courses and ways that we might use new or existing graduate offerings for some undergraduates.</p> <p>Several faculty are introducing evidence-based teaching and can share their experience with others. We have also taken advantage of the opportunity to send faculty to the National Academies Northstar Summer Institute and will continue to do so.</p> <p>We will work to develop a 360° evaluation for teaching in biology to ensure the highest standards of classroom instruction and to properly recognize and reward excellence in this aspect of faculty work.</p> <p>In the PhD program faculty initiated regular journal clubs and research in progress seminars for the graduate students this summer. We started a course this fall covering professional skills for graduate students, including statistics, scientific writing, presentation skills and ethics. We believe these will address the lack of coherence in the program and amongst the students highlighted by the review team.</p>

<p>A mentoring program is in place for pre-tenure faculty and lecturers. The department chair will work more closely with faculty and mentors to ensure that faculty (at all ranks, tenure track and lecturers) are mentored.</p> <p><b>History</b></p> <p>Developed a comprehensive strategic plan. Goals include increasing undergraduate enrollments, strengthening the master's program, adopting and implementing a digital humanities initiative, increasing faculty development opportunities, increasing civic engagement, developing better administrative roles</p> <p><b>First Year Experience</b></p> <p>Developed <i>A Template for First-Year Seminars at IUPUI</i>. Several schools outside of University College have been closely watching this revision process and are waiting for the final document so that fidelity and consistency of FYS offerings can be enhanced across campus.</p> <p>The Summer Bridge and Themed Learning Communities task forces have recently concluded discussions and, at the writing of this report, program directors are developing recommendations to clarify mission, purpose, and intended audience for these programs.</p> <p>In the spring semester, TLC faculty will be invited to participate in a project led by the Executive Director of OSDAE to begin assembling and evaluating direct measures of learning</p> <p>Program leadership has engaged in ongoing discussions with OSDAE about creating a more comprehensive assessment plan for the first-year experience, including an increased focus on longitudinal data.</p> <p>The Associate Dean for Academic Affairs and the Director of Advising are working to create a system for evaluation of the advisor in the first-year seminar.</p> <p>The Themed Learning Communities program implemented a new marketing strategy with a visible presence around campus, a station in the new student orientation resource fair and mailings to incoming students.</p> <p>Developed an action plan focused on the recommendations that identifies a person responsible, rationale, timeframe for developing and implementing the recommendations, and the outcomes.</p> <p><b>English</b></p> <p><u>Planning</u>: The department agrees with the reviewers that we should implement a 3-5 year plan that includes our research priorities and the teaching needs of our various concentrations. To this end, efforts are already being made to use this self-study and its outcomes to aid in the development of a 5-year strategic plan that engages the school and campus' strategic plans.</p> <p>Scott Weeden will take the lead on developing assessment plans for majors and minors, with Professor Buchenot as a consultant, as recommended by the review committee. Respective concentrations have already met and began conversations on how they might collaborate with Scott to make the best of the data already</p>
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collected on student performance/learning and what they say about the success of our Student Learning Outcomes. There has been discussion as well about collaborating with faculty in the Writing Center faculty in order to make better use of assessment data there.

### **MS in Dentistry**

Programs: Start-up research funds provided, new laboratory space provided. Restructured programs. Exit interviews implemented for graduating students, and subsequent follow-up interviews are being considered, rubrics developed in courses. New program being developed.

PhD in Dentistry. Curriculum scheduling changes. Requirement changes in courses.

- Climate Survey
  - Karen Dace and Mitchell met with every dean regarding school-level results. Every dean has been charged with developing a diversity plan (using the same model so they are somewhat standardized). They will be expected to use the information from the climate survey (as well as other information like the Affirmative Action plan that Rick Morgan provides) to develop this plan. All schools are going about this process differently.
  - Mitchell presented this information to all University Library staff. They have a diversity committee that followed up with me. They asked for a special report on international students because the library has more international student traffic than you would expect. We completed this report. They are using the information to better understand what students are experiencing and they are looking into the diversity of their collections.
  - Mitchell presented this information to Student Affairs staff in a couple different ways. First, I presented to all Directors about their own staff within Student Affairs. I also presented to all Student Affairs staff (at their retreat) about the student data in general. Student Affairs staff were very grateful to see stories about what students were experiencing so they could better understand how to meet students where they are.
  - Mitchell met with Camy Broeker who was attempting to think through diversity training for HR staff. I presented staff data from the climate survey. We talked about perceptions of staff regarding bias/harassment/discrimination. One specific area that we discussed in detail was the proportion of staff who identify as having a disability's discomfort with the process of going through OEO to claim disability. She is using that information to help HR staff and to think through that process more.
  - Mitchell met with every affinity group faculty/staff council. The climate survey results are informing their planning for the new few academic years. There are a few examples. The Black Faculty and Staff Council and I discussed in detail stories about representation and access. Therefore, they are going to focus on talking to key decision makers on campus about why certain policies we have hinder representation and access of people of color. Using information from the survey, the Asian Faculty and Staff Council is going to provide resources for incoming faculty on visa status. Using information from the survey, the Latino Faculty and Staff Council is going to open its doors and start recruiting graduate student members because the data clearly showed negative experiences for Latino graduate students. As

	<p>of now they don't really have an organization to be a part of; therefore, this group was going to spend this year reaching out to them so they do have space.</p> <ul style="list-style-type: none"> <li>○ Mitchell met with Pam King at AES. We discussed a common theme in the data that students with disabilities are experiencing instructors telling them that they shouldn't rely on AES. Pam talked about designing programming that helps develop faculty so they better understand the importance of AES in student success.</li> <li>○ Mitchell met with the Faculty Council Student Affairs committee because they had had a few complaints from transgender students about discrimination from faculty. They asked me to come to present on the climate data so they had a better overall picture. I also provided resources for them regarding the LGBTQ student population.</li> <li>○ Dawn Rhodes is using the climate survey data to better conceptualize persistent issues within the CFS staff. She is meeting individually with a number of staff in hopes of improving the overall environment of CFS workers. The climate data helped to explain why she is seeing patterns of race/class/gender issues.</li> <li>○ The Climate survey is being used to inform the NSF ADVANCE grant application – designed to improve recruitment and retention of women in STEM at IUPUI.</li> <li>○ The Climate Survey data was immediately used to form a committee on the state of LGBTQ students at IUPUI and funding was secured to create a new Center (Race, Gender, Culture, and Sexuality Center) that Multicultural Student Services (now the Multicultural Center) and LGBTQ Student Services would be a part of. The Search for the Director of LGBTQ Student Services is starting now.</li> <li>● Faculty Survey       <ul style="list-style-type: none"> <li>○ The CTL has used the Faculty Survey information to inform their development programs for part-time faculty. Robbie and I met with them about the part-time faculty data a couple times. They were very grateful that part-time faculty were included. There were very interesting findings regarding part-time faculty. In fact, they are interested in collecting more data because there seems to be two distinct groups of part-time faculty experiences.</li> <li>○ Pat Wittberg's committee on Information Literacy and the Library have used the data regarding information literacy to understand the use of it in the classroom. They are hoping to be able to "market" the need for it more to faculty and highlight its importance.</li> <li>○ Michele Hansen is using the data for the purposes of understanding high impact practices in order to inform further research and decision making.</li> <li>○ We did individual reports for schools with enough faculty members. The School of Liberal Arts had some interesting findings about faculty perceptions of mentoring that they are going to use in conjunction with the climate survey to help advocate for increased mentorship for faculty of color and women faculty.</li> </ul> </li> <li>● Alumni Survey       <ul style="list-style-type: none"> <li>○ The School of Law is using the Alumni Survey in their accreditation materials. We jumped from less than 40 students completing the alumni survey in Law in 2011 to over 140 in 2015. That benefited that school very much.</li> <li>○ Stefan Davis has recently retired and I spoke with Jayme Little (acting co-director at the moment) about the use of the Alumni data. He informed me</li> </ul> </li> </ul>
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	<p>that the information was not passed along to him. He says that he would like to shift the thinking where the office uses this kind of data more to information their programming and decision making.</p> <ul style="list-style-type: none"> <li>○ Steve, Robbie, and I are getting ready to send school-level information out to deans.</li> <li>● Administrative Reviews and Program Reviews       <ul style="list-style-type: none"> <li>○ I know anecdotally that some administrators like getting the Admin review data. Jay Gladden stopped me a few weeks ago to tell me he was really grateful for the information in his review and he was going to use it to help connect a particular department to the school more. I was stopped by a staff member in Athletics a couple years ago and told “whatever you guys found in Athletics made all the difference. We did a reorganization and the environment is a lot better now. I think he really cared about that review.”</li> <li>○ With that said, there really isn’t a formal feedback loop to know whether changes were made/data was used.</li> </ul> </li> <li>● Mitchell and Janik collected surveys from 6,817 faculty, staff, and students perceptions of cultural climate at IUPUI. Mitchell presented climate survey results to multiple decision makers on campus (Vice Chancellors, Deans, Directors, and others) in conjunction with Vice Chancellor Karen Dace to help unit leaders develop diversity planning.</li> <li>● Mitchell participated on the Foundations of Excellence Diversity Committee to help better understand and improve the climate for transfer students in marginalized and underrepresented groups.</li> <li>● Mitchell and Janik helped redesign template and data provided to departments and programs for the purpose of program review. Focus group data was added to help programs better understand alumni experiences.</li> <li>● Mitchell served on a committee designed analyze and propose resource development for LGBTQ students on campus. Mitchell helped draft the proposal which was later approved to form a LGBTQ Center on campus – the first at IUPUI.</li> <li>● Mitchell and Janik added part-time faculty to the IUPUI faculty survey for the first time making the survey a more comprehensive look at faculty employment satisfaction, community engagement, and high-impact practices.</li> <li>● Mitchell and Janik altered methodology of alumni survey slightly to help increase response rates of graduate students coming from professional programs. This resulted in an increase from 12% to 18% response rate for graduate student alumni and a significant increase in School of Law respondents specifically (36 to 144) – allowing for better data for the purposes of accreditation and institutional improvement.</li> <li>● 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.</li> <li>● Kahn and Scott continued to lead IUPUI’s growing ePortfolio Initiative, which began its transition from the Oncourse ePortfolio to the Taskstream ePortfolio (licensed by UITS as a result of the work of the IU task force co-chaired by Kahn and staffed by Scott in 2012-2014). To support more complex transitions as well as new ePortfolio projects, the ePortfolio initiative issued an RFP in Spring 2015 inviting units to apply for small grants from the initiative (partially funded by discontinuing a Graduate Research Assistant position in the office).</li> <li>● Kahn and Scott organized the ePortfolio tracks for the 2014 and 2015 IUPUI Assessment Institutes. Scott and Landis served on the planning committee for</li> </ul>
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	<p>the 2014 AAEEBL Midwest Regional Colloquium. Kahn served on the planning committee for the ePIC Conference on ePortfolios and Open Badges, the main European venue for ePortfolio researchers and practitioners.</p> <ul style="list-style-type: none"> <li>• In collaboration with the Center for Teaching and Learning and UITS, Kahn and Scott offered 8 in-person ePortfolio workshops, including several hands-on experiences with Taskstream, in addition to a webinar overview of the new platform that was recorded and is available for viewing on the CTL web site.</li> <li>• OIE and the ePortfolio Initiative helped fund attendance at the AAEEBL Conference (the premier international conference on ePortfolios) for 14 other IUPUI faculty and staff members, 11 of whom presented on their work with ePortfolios at IUPUI.</li> <li>• Kahn served on the Steering Committee and co-chaired the Improvement subcommittee of the Foundations of Excellence project focused on supporting the success of transfer students, as well as co-authoring the subcommittee's report. Scott served on the Roles and Purposes subcommittee and contributed to the group's report.</li> <li>• Kahn authored the 2013-14 IUPUI Performance Report, which was reorganized to focus on the ten goals identified in IUPUI's strategic plan, <i>Our Commitment to Indiana and Beyond</i>. The report is now intended to serve as a public progress report on the plan.</li> <li>• Kahn continued to serve as editor of IUPUI's strategic plan, working with the Office of Academic Affairs staff on developing the web site for the strategic plan (which now also includes the Performance Report).</li> <li>• Scott wrote and Kahn edited the annual IUPUI Assessment Report, which summarizes assessment of learning practices and resulting improvements campus-wide.</li> <li>• Kahn co-chaired and Scott staffed the PRAC subcommittee that conducted the annual peer review of annual school/unit assessment reports for 2013-14. The reports today are substantially improved over the norm before this annual review was initiated and offer evidence that assessment practices across the campus have also improved. On the recommendation of the subcommittee, Kahn and Scott revised the PRAC guidelines with an eye to making instructions more specific and helpful to report writers.</li> <li>• Kahn worked with Banta, Hundley, and Miles on developing performance indicators for gauging progress on the goals set forth in IUPUI's new strategic plan.</li> <li>• Kahn joined the committee that prepared IUPUI's campus budget request and served as editor of the document presented at the IUPUI budget conference.</li> <li>• <i>Online Course Evaluations</i>: Testing Center staff (in collaboration with faculty) successfully completed the <i>Blue/Evaluations</i> pilot projects conducted campus-wide during Fall 2014 and Spring 2015 semesters, which culminated the campus with the acquisition and implementation of the Blue/Evaluations system at IUPUI.</li> <li>• To enhance our portfolio of 'high-stakes' tests, the Testing Center added the <i>GRE</i>, <i>MCAT</i>, and <i>Pearson Assessments</i> (Teacher Licensure Testing and Performance Assessments) to facilitate admissions, certification, and licensure of test takers at IUPUI.</li> </ul> <p><b>2013-2014</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
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	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• OIE cooperated actively with University College to enable steady progress with the electronic Personal Development Plan (ePDP), including advancement of the new conceptual model and implementation of a weeklong ePDP Summer Institute for professional development.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The <b>Department of Mathematical Sciences</b> revised its bylaws regarding department committee structure as a result of their 2012-13 review visit.</li> <li>• <b>Africana Studies</b> 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&amp;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.</li> <li>• Responding to the 2012-13 reviewers' report faculty in <b>Psychology</b> 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.</li> <li>• Collaborations have been developed between <b>biology</b> to share laboratory space and with <b>mathematics</b> on research; with <b>medicine</b> on training grants, with the <b>Fairbanks School of Public Health, Sociology, and Communication Studies</b> 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.</li> <li>• Studies have been launched as a result of the reviewers' report including</li> </ul>
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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 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

	<p>development programming. Additions included a monthly lunch series, as well as workshops on reflection, assessment, ePortfolio pedagogy, and web design.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Data from the newly created End of Season Athletics survey suggested that</li> </ul>
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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.

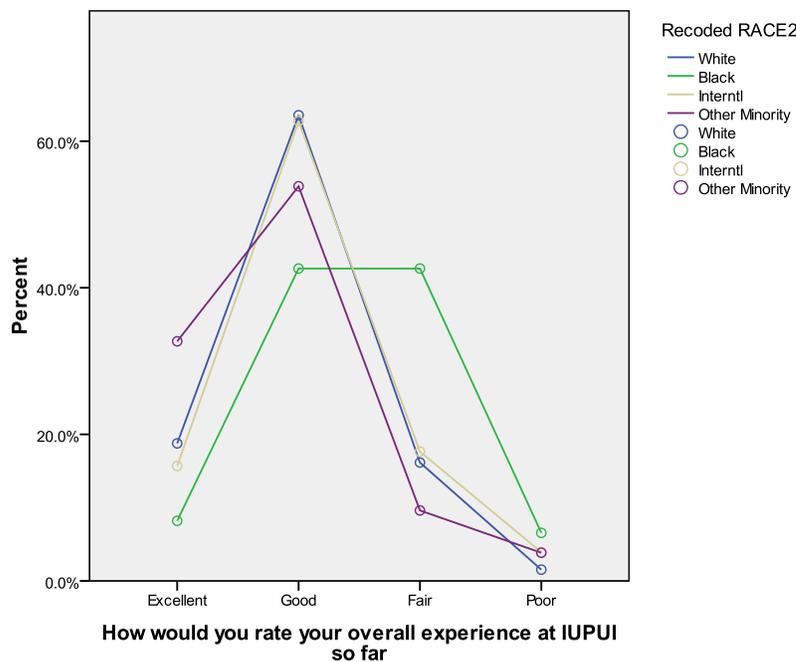
- The Testing Center collaborated with UITS, School of Science, office of the Registrar, and other campus units that facilitated planning and establishment of two integrated testing facilities located in BS 3000 and SL 070 suites. The newly renovated testing facilities will allow even more IUPUI students 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,

	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• IMIR prepared a report for the campus Admission Committee that was used to recommend changes in undergraduate admission standards for first-time students.</li> <li>• IMIR prepared a report on transfer student success that was used to make changes to transfer admission standards.</li> <li>• IMIR developed pivot tables for reporting PUL results at the department and course-section level for the School of Engineering and Technology and IUPUC.</li> <li>• IMIR developed guidelines for interpreting and using PUL results for deans and associate deans.</li> <li>• 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.</li> <li>• 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.</li> <li>• IMIR assisted IUPUC staff in instituting an institutional research office.</li> </ul>
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	<ul style="list-style-type: none"> <li>• IMIR advised IUPUC staff concerning the development of general education learning outcomes for the Columbus campus.</li> <li>• 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.</li> <li>• 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.</li> <li>• IMIR released a beta version of an enhanced Point-In-Cycle Report based on MS Reporting Services.</li> <li>• IMIR staff member worked with the 2012 Committee to provide technology management support by setting up and administrating SharePoint sites for various Criterion Teams.</li> <li>• IMIR Response to Results of Student Pulse Survey on Diversity, by Division of Student Life staff, (January 13, 2010):       <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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?</li> <li>○ Suggestions for actions to be taken on the basis of the findings:</li> <li>○ 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.</li> </ul> </li> <li>• 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.</li> </ul>
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How would you rate your overall experience at IUPUI so far \* Recoded RACE2 Crosstabulation

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

- Testing Center staff facilitated the reporting of placement scores in the Student Information System (SIS) and generated course placement summary reports and placement audit reports/class rosters that assisted faculty/academic advisors with student advising and course placements. In addition, Testing Center staff proctored course test-out exams and a variety of independent studies exams and several state and nationally-administered exams (including ACT, CLEP, DANTEs, IC<sup>3</sup>, 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

	<p>and support authentic assessment.</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Provided or continued grants to twelve IUPUI academic units to support implementation of ePort to improve learning and assessment.</li> <li>• 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.</li> <li>• Provided invited presentations to 13 IUPUI academic units and committees interested in learning more about ePort.</li> <li>• 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.</li> <li>• 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.</li> <li>• In collaboration with Communications and Marketing and IMIR, developed improved IUPUI Performance Report, which won national recognition from the <i>Admissions Marketing Report</i>.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>2007-08</b></p> <ul style="list-style-type: none"> <li>• 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 &amp; T students gave themselves the lowest rating on campus on critical thinking.</li> <li>• Provided consultation to School of Dentistry on use of ePort to support</li> </ul>
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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](http://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 21<sup>st</sup> 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.

	<ul style="list-style-type: none"> <li>• Workshop conducted on use of the Information Gateway was well received.</li> <li>• Five disciplines made use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College).</li> <li>• Results from the Continuing Student Survey were used by several units to evaluate implementation of the PULs.</li> <li>• 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.</li> <li>• 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.</li> <li>• Held two workshops to familiarize deans and administrative personnel with the new Institutional Reports system.</li> <li>• Reviewed course/faculty evaluation instruments for a total of 13 academic units and compiled a course evaluation inventory.</li> <li>• 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.</li> <li>• Results of the survey of graduate and graduate professional students at IUPUI will be distributed.</li> <li>• IMIR will continue to work with the Enrollment Management Council to identify areas where additional information is needed to improve enrollment management efforts.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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:</li> <li>• 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.</li> <li>• School of Allied Health Sciences, 1998 - 2001. The initial analytical project for a tuition rate analysis for the conversion of the undergraduate physical therapy program to the master’s level led to a school wide economic model. The economic model analysis identified an emerging negative cash flow situation and declining inability of the state appropriation to subsidize 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</li> </ul>
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	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.
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## 2015-16 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
<b>Goal I. Engage in collaborative planning campus wide, with other units, and within our division. (Collaboration, Best Practices, and 1-10)</b>			
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.	BP, 7	Susan K.
	I.2.b. New campus vision and priorities communicated in program review.	BP	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.	BP, Col	Karen and Trudy
	I.4.b. At least 50 planning consultations/projects conducted annually.	BP, Col	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.  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, 1  BP, Col	Kent and Howard  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.  I.8.b. Constituents informed concerning changes in services provided.  I.8.c. Effective, meaningful relationships established with university constituents.	BP, Col, 1-10  BP, Col, 1-10  B, Col, 1-10	Trudy, Howard, Larry, Anne, Karen, Susan K.  Trudy, Howard, Larry, Anne, Karen, Susan K.  Trudy, Howard, Larry, Anne, Karen, Susan K.
<b>Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders. (Best Practices, Collaboration).</b>			
II.1. Provide leadership for IUPUI Student Pulse surveys.	II.1.a. 2-4 Pulse surveys conducted annually.  II.1.b. SRO and SDAE staff involved in proposing new ways to improve Pulse on campus.	Col, BP  Col, BP	Trudy, Anne, and Robbie  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
<b>Goal III. Lead and support evaluation and improvement efforts to accomplish campus and unit goals. (Best Practices, Collaboration)</b>			
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
<p>III.9A. Continue to improve unit assessment practices and reporting.</p> <p>III.9B. Serve on PRAC/PRAC subcommittees to help inform campus leaders of assessment activities.</p> <p>III.9C. Serve on Diversity Cabinet to inform diversity indicator reporting and assessment.</p> <p>III.9D. Serve on Foundation of Excellence committees to inform assessment usage and understanding.</p>	<p>III.9A.a. PRAC peer review of assessment reports conducted so that units receive feedback by the end of March.</p> <p>III.9B.a. Served on PRAC</p> <p>III.9C.a. Served on Diversity Cabinet</p> <p>III.9D.a. Served on Foundation of Excellence committees</p>	<p>BP, Col, 1, 3, 10</p> <p>BP, Col, 1, 3, 10</p> <p>BP, Col</p> <p>BP, Col, 1, 2, 9</p>	<p>Susan K., Susan S.</p> <p>Susan K., Susan S., Anne, Karen, and Howard</p> <p>Larry and Anne</p> <p>Susan K., Susan S., Anne, and Larry</p>
<p>III.10A. Offer faculty development programming and resources related to ePortfolios that meet users' needs and attract new users.</p> <p>III.10B. In collaboration with UITS and CTL, support individual and unit transition to new ePortfolio Platform.</p> <p>III.10C. In collaboration with University College and LHSI Program, sponsor IUPUI ePortfolio Showcase event.</p>	<p>III.10A.a. Workshops and other programs offered and ePortfolio web site kept current.</p> <p>III.10B.a. Training workshops offered and successful pilot projects and transition to TaskStream accomplished by several units by June 30, 2015.</p> <p>III.10C.a. Event held in March 2015.</p>	<p>10, 1, 3</p> <p>Col, BP, 1, 3, 5, 10</p> <p>Col, BP, 1, 5</p>	<p>Susan K. and Susan S.</p> <p>Susan K. and Susan S.</p> <p>Susan K. and Susan S.</p>

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

**2014-2015 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*

**Kahn, S.** ENG 450 Senior Capstone Seminar in English, Spring 2015, team-taught with Professor Karen Johnson

**Mitchell, A.** Gender and Society. Sociology R325 – Fall 2014

**Mitchell, A.** Gender and Society. Sociology R325 – Spring 2015

*Guest Speaker in IUPUI Courses/Sections*

**Kahn, S.** HESA Program Evaluation class taught by Michele Hansen

**Mitchell, A.** Sociology Capstone Course. Sociology R498 – Spring 2015. Instructor: Pat Wittberg

**Mitchell, A.** Public Health Undergraduate Research Methods. Instructor: Sylvia Bigatti.

**Mitchell, A.** Public Health Graduate Research Methods. Instructor: Tamara Leech.

**Mitchell, A.** HESA Graduate Assessment Course. Instructor: Trudy Banta.

*Graduate Student Program Committees*

**Banta, T. W.** Cynthia Ahonen Cogswell

**Banta, T. W.** Steven Graunke

**Banta, T. W.** Danny King (Chair)

**Banta, T. W.** Anthony Masseria (Chair)

**Banta, T. W.** Shannon McCullough (Chair)

*Graduate Students Mentored*

**Kahn, S.** Cynthia Landis, Ed.D. student in HESA, graduate research assistantship in 2014-15

*Thesis/Dissertation Committees*

**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.** Susan Hyatt, Department of Anthropology, IUPUI, promotion to Professor of Anthropology.

**Kahn, S.**

External reviewer for Gail Matthews-DeNatale, Graduate School of Education, Northeastern University, promotion to Associate Professor of Education.

**Awards/Recognition**

**Banta, T. W.** Emans Distinguished Professor at Ball State University

**Publications**

*Refereed Articles*

Buyarski, C. A., Aaron, R. W., Hanson, M. J., Hollingsworth, C. D., Johnson, C. A., **Kahn, S.**, Landis, C. M., Pedersen, J. S., and Powell, A. A.. (In press). "Purpose and Pedagogy: A Conceptual Model for an ePortfolio." *Theory into Practice*. Expected publication in Fall 2015.

Landis, C., Scott, S., & **Kahn, S.** (In press). “Examining the Role of Reflection in ePortfolios: A Case Study.” *International Journal of ePortfolio*.

Connor, U. M., Mac Neill, R. S., **Mzumara, H. R.**, & Sandy, R. (2015). Development of the CoMac Adherence Descriptor™: A linguistically based survey for segmenting patients on their worldviews. *Patient Preference Adherence*, vol. 9, pp. 509-515. (Document available online at [www.dovepress.com/articles.php?article\\_id=21038](http://www.dovepress.com/articles.php?article_id=21038))

Feldhaus, C. R., Bunu-Ncube, L. G., **Mzumara, H. R.**, *et al.*, 2015 (March-April). Using Mini-Grants to Create Sustained Faculty Buy-In for Student-Centered Pedagogy and Assessment in STEM Foundation Courses. *Assessment Update*, 27(2), 3-4 & 13-14.

Hundley, S. P., Feldhaus, C. R., Watt, J. X., Marrs, K. A., Gavrin, A., & **Mzumara, H. R.** (in press). Central Indiana STEM Talent Expansion Program: Student and Faculty Interventions. Proceedings for the *Portland International Conference on Management of Engineering & Technology (PICMET)*.

#### *Other Published Articles*

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

**Kahn, S. Scott S.**, & Landis, C. (January 2015). “The Role of Reflection in ePortfolios at IUPUI: I/NCEPR Cohort VI Final Report.” (Published online on Coalition website).

#### *Books and Book Chapters*

**Banta, T. W.** & Palomba, C. A. (2015). *Assessment Essentials, 2<sup>nd</sup> ed.* San Francisco: Jossey-Bass (Wiley).

**Kahn, S.** (In process). “An Introduction to ePortfolio Assessment.” (Working title.) Invited chapter for *Handbook on Measurement, Assessment, and Evaluation in Higher Education*, 2<sup>nd</sup> edition. S. Secolsky and D.B. Denison, eds.

Bunu-Ncube, L. G., Watt, J. X., **Mzumara, H. R.**, *et al.* (2015). Supporting STEM Education: Reflections of the Central Indiana Talent Expansion Project. Book Chapter in *Transforming Institutions: 21<sup>st</sup> Century Undergraduate STEM Education*. Purdue University Press.

#### *Commissioned Papers*

### **Presentations**

#### *Keynote Addresses-International*

*Keynote Addresses-U.S.*

**Banta T. W.** (February 23, 2015) “15<sup>th</sup> Anniversary! Where Have We Been? Where Are We Going?” National assessment conference at Texas A&M University, College Station, Texas.

**Banta T. W.** (April 15, 2015) “Moving Assessment to the University Level to Strengthen a Culture of Learning.” A.T. Still University, Mesa, Arizona and Kirksville, Missouri.

*Peer Reviewed Papers/Presentations-International*

**Banta T. W.** (August 28, 2014) “Appreciative Inquiry in Outcomes Assessment.” Annual conference of the European Association for Institutional Research. Essen, Germany.

**Kahn, S., & Johnson, K.** (June 2015). “ePortfolios and Life Stories in a Senior Capstone Seminar,” ePIC Conference on ePortfolios, Open Badges, and Identity, Barcelona.

**Kahn, S., & Johnson, K.** (July 2014). “ePortfolios and the Senior Year Experience: Integrating Past, Present, and Future,” ePIC Conference on ePortfolios, Open Badges, and Identity, London.

*Peer Reviewed Papers/Presentations-National*

Anton, M., Johnson, K.R., **Kahn, S.**, & Kinsman, P. (July 2014) “ePortfolios, Identity, and Integrative Learning in the Senior Capstone at IUPUI,” AAEEBL Annual Conference, Boston.

Eynon, B., Gambino, L., **Kahn, S.**, Buyarski, C., Matthews-DeNatale, G., & Carson, A. (January 2015). “Catalyst for Learning: ePortfolio Professional Development Strategies for Success” (double session). AAC&U Annual Meeting, ePortfolio Forum, Washington, DC.

**Kahn, S.**, Landis, C., & **Scott, S.** (January 2015). “A Qualitative Look at ePortfolio Reflection,” AAC&U Annual Meeting, ePortfolio Forum, Washington, DC.

**Kahn, S.**, Landis, C., & **Scott, S.** (October 2014). “Reflection and Assessment in ePortfolios,” Assessment Institute in Indianapolis.

**Kahn, S.**, & **Scott, S.** (July 2014). “Not Just Another High-Impact Practice,” AAEEBL Annual Conference, Boston.

**Kahn, S.**, & **Scott, S.** (July 2014). “Success Strategies for Implementing ePortfolios,” AAEEBL Annual Conference, Boston.

**Kahn, S., & Scott, S.** (January 2015). "Selecting an ePortfolio Platform," ePortfolio Forum, AAC&U Annual Meeting, Washington, DC.

Landis, C., & **Scott, S.** (July 2014). "All You Need Is Time: Qualitative Inquiry in ePortfolio Research," AAEEBL Annual Conference, Boston.

Watt, J. X., Feldhaus, C., Ncube, L. G., & **Mzumara, H. R.** (2014, October). *Supporting STEM Education: Reflections of the Central Indiana Talent Expansion Project.* Presentation given at the Transforming Institutions: 21st Century Undergraduate STEM Education Conference held at an NCAA Headquarters, Indianapolis, Indiana (October 23<sup>rd</sup> - 24<sup>th</sup>, 2014).

Marrs, K. A., **Mzumara H. R.**, & Watt, J. X. (2014, Nov .7). *Increasing Student Retention and Success through Educational Interventions.* Presentation given 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*

Baxter, J.E., **Kahn, S.**, & Stewart, J., (November 2014). "Guiding Students Toward Capstone ePortfolios," AAEEBL Midwest Regional Colloquium, Chicago.

Kinney, M., Fierst, J., Montgomery, C., & **Scott, S.** (November 2014). "Learning in the New Knowledge Economy," AAEEBL Midwest Regional Colloquium, Chicago.

*Other Papers-Regional/Local*

*Technical Reports*

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

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

*Invited Presentations – International*

*Invited Presentations – National, Regional and Local*

**Banta T. W.** (August 3, 2014) Assessment Leadership Academy. Western Association of Schools and Colleges. Oakland, CA

**Banta T. W.** (October 21, 2014) “Three Assessment Tenors: New Verses, New Songs.” Assessment Institute in Indianapolis.

**Banta T. W.** (June 10, 2015) “Outcomes Assessment in Higher Education: What, Why, How?” American Dental Education Association, Austin, Texas.

**Kahn, S., Scott, S., & Alexander, M.** (February 2015). “An ePortfolio Overview,” IUPUI Occupational Therapy department meeting.

**Mzumara, H. R.** (January 13, 2015). “IUPUI Testing Center: Update on Testing Services.” Presentation given at the *IFC Technology Committee Meeting* held at IUPUI.

**Mzumara, H. R.** (April 14, 2015). “eXplorance Blue/Evaluations.” Talk given at the *IFC Technology Committee Meeting* held at IUPUI.

**Mzumara, H. R.** (Fall 2014 and Spring 2015). “Introducing eXplorance Blue/Evaluations”. Talk given at the *Course Evaluations Committee Meetings* held at IUPUI.

**Mzumara, H. R.** (November 25, 2014). “Placement Testing Update (ALEKS Math Assessments)”. Presentation given at the *Orientation Advisory Council Meeting* held at IUPUI.

#### *Invited Conference*

**Banta T. W.** (October 9-11, 2014) Fifth Forum on Intercultural Learning & Exchange. Vienna, Austria.

#### *Invited Workshops*

**Kahn, S., & Scott, S.** (April 2015). “ePortfolios for Teaching, Learning, and Assessment,” FACET Workshop at IU Northwest.

**Mzumara, H. R.** (May 20, 2015). “How to Interpret and Use Test/Item Analysis Reports to Improve Assessments.” Presentation given at the *Peer Mentoring Group Lunch-n-Learn Session* held at the IU School of Dentistry, IUPUI.

#### *Consultancies*

**Banta T. W.** (December 2014 – January 2015) Review of Hong Kong University of Science & Technology for the University Funding Council of Hong Kong.

**Kahn, S.** John Carroll University

**Kahn, S. & Scott, S** Indiana Wesleyan University

**Scott, S.** Lehigh Carbon Community College

*Conferences/Seminars Convened*

**Banta, T. W., Black, K. E., and Associates** (October 19-21, 2014) Assessment Institute in Indianapolis.

**Grants**

*Federal Government*

**Mzumara, H. R.** (2014-2015). 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.** (2014-2015) 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*

	<b>April 2012</b>	<b>April 2013</b>	<b>April 2014</b>	<b>April 2015</b>
Personal	265	333	349	299
Full	114	115	105	99
Comps	28	28	122	106
Special (Discount)	14	19	16	15
Accessing Institutions	1,237	1,417	1,663	1,713
<b>Total</b>	<b>1,658</b>	<b>1,912</b>	<b>2,255</b>	<b>2,232</b>

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

**Banta, T. W.** Canadian Journal of Higher Education, 1 article

**Banta, T. W.** Journal of Applied Research in Higher Education, 2 articles

**Banta, T. W.** Journal of Higher Education, 1 article

**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)*

*Research Panels, Boards and Committees*

**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

**Kahn, S.** Planning Committee for ePIC Conference on ePortfolios, Open Badges, and Identity, June 2015, Barcelona.

**Kahn, S.** and **Scott, S.** (November 2014). Planning group for Catalyst for Learning speakers bureau.

**Mzumara, H. R.** *Reviewer of Evaluation Checklists*, The Evaluation Center, Western Michigan University, Kalamazoo, MI.

(<http://www.wmich.edu/evaluation/checklists/reviewers>)

**Scott, S.** and Landis, C. (November 2014). Program planning committee for AAEEBL 2014 Midwest Regional Colloquium.

*Elected Positions*

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

*Appointed Positions*

**Mzumara, H. R.** (Term: January 2011 – December 2015) *Commissioner*, Indiana Supreme Court Commission on Continuing Legal Education, Indianapolis, IN.

(<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.

*Community Activities*

**Banta, T. W.** Central Indiana Education Alliance – Steering Committee, Executive Committee Planning Subcommittee, Council

**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.** 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](http://www.indianaevaluation.org)

**University Service**

*University Committees*

**Banta, T. W.** IU NSSE Steering Committee

**Kahn, S.** IU ePortfolio Advisory Committee (Chair)

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

**Scott, S.** IU ePortfolio Advisory Committee

*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

**Kahn, S.** Council on Retention and Graduation Steering Committee

**Kahn, S.** Council on Retention and Graduation

**Kahn, S.** RISE Task Force

**Kahn, S. and Scott, S. B.** University Club at IUPUI Board of Directors

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

**Kahn, S. and Scott, S. B.** Division of Undergraduate Education Foundations of Excellence Project: Kahn co-chaired (with S. Hundley) Improvement Committee, Scott was member of Roles and Purposes Committee

**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.** ePortfolio Showcase Planning Committee

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

**Mitchell, A.** Appointed Committee Member, LGBT Resource Center Planning Committee, Diversity, Equity, and Inclusion.

**Mitchell, A.** Member. Faculty Salary Equity Review Committee.

**Mitchell, A.** Member. Staff Salary Equity Review Committee.

**Mitchell, A.** Assessment Committee Member. Foundations of Excellence (Transfer Students) – Subcommittee on Diversity/Climate.

**Mitchell, A.** Committee Member. ADVANCE NSF Grant Application.

**Mitchell, A.** Committee Member, Program Review and Assessment Committee.

**Mitchell, A.** Member. Chancellor's Diversity Cabinet.

**Mitchell, A.** Chair, PRAC Program Review Subcommittee.

**Mitchell, A.** Committee Member, Collaboratory Beta Testing.

**Mitchell, A.** Faculty Advisor. LGBTQ Student Alliance.

**Mitchell, A.** Executive Board. LGBT Faculty Staff Council.

**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

Buyarski, C., **Kahn, S.**, & **Scott, S.** (2014-15). Co-facilitators for ePDP Community of Practice.

**Mitchell, A.** Search Committee Member. Associate Director, Multicultural Center.

**Mitchell, A.** Search Committee Chair. Management Analyst, Institutional Research Office.

**Mitchell, A.** Search Committee Member. Executive Director of Institutional Research and Assessment, Planning and Institutional Improvement.

#### **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 (AALHE).

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

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

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

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

**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:*

**Forrest, K. & Mzumara, H. R.** (July 29-31, 2014). Attended the *2014 Blue Americas Conference* held at the University of Louisville, KY.

**Janik, R.** Attendee. Association of Institutional Research (AIR).

**Janik, R.** Attendee. Indiana Association of Institutional Research (INAIR).

**Janik, R.** Attendee. Assessment Institute.

**Kahn, S.** Introduction to ePortfolio Practice (with R. Turner)

**Kahn, S.** ePortfolio Assessment (Kahn)

**Kahn, S.** 5 Taskstream workshops (with Alexander, M., Powell, A. and Ward, L. E.)

**Kahn, S.** Taskstream Overview Webinar (with Ward, L. E.)

**Kahn, S.** and **Scott, S. B.** Reflection in ePortfolios

**Kirkpatrick, L.,** (September 3 - 6, 2014). Attended the *2014 Conference of the National College Testing Association* held in Denver, CO.

**Mitchell, A.** Attendee. Association of Institutional Research (AIR).

**Mitchell, A.** Attendee. Indiana Association of Institutional Research (INAIR).

**Mitchell, A.** Attendee. Assessment Institute.

**Mzumara, H. R.,** (October 8, 2014). Training on *Responding to Sexual Misconduct* held at IUPUI.

**Mzumara, H. R.** (October 19-21, 2014). The *2014 Assessment Institute in Indianapolis*, IN.

**Mzumara, H. R.** (October 23-24, 2015). Participated in the *Transforming Institutions 2014 Conference*, NCAA Headquarters, Indianapolis, IN.

**Mzumara, H. R.** (January 12, 2015). Completed online training on the *Payment Card Industry Data Security Standard (PCI DSS)*.

**Mzumara, H. R.** (January 30, 2015). Participated in the *Foundations of Excellence Mid-Project Summit* at IUPUI.

**Mzumara, H. R.** Participated in several Webinars on a variety of topics including:

- (June 4, 2015). *Breaking down barriers to implementing online course evaluations by cultivating institution wide buy-in;*
- (May 27, 2015). *Blue Data Sync: Push data from your SIS into your eXplorance hosted by Blue;*
- (May 20, 2015). *Competency Based Education: Separating Fact from Fiction*
- (April 15, 2015). *Shortening the Road to Student Success;*
- (March 13, 2015). *First Look at Canvas;*
- (March 12, 2015). *Engaging Faculty across the Institution in General Education Portfolio Assessment;*
- (February 11, 2015). *LockDown Browser and Respondus Monitor;*
- (December 10, 2014). *Blue 5.5.1;*
- (November 17, 2014). *Discussion on Developing Competencies;*
- (October 8, 2014). *Foundations of Excellence: Process and Role of Dimensions Committee;*
- (September 9, 2014). *Getting Started with Canvas;* and
- (August 20, 2014). *Accelerating Degree Attainment: Credit for Prior Learning.*

**Stoelting, K. A.** Participated and graduated from the 2014-2015 *Management Training Series (MTS)* conducted by IU Human Resources Administration at Bradford Woods (Martinsville, IN).

*Workshops:*

**Mzumara, H. R.** (May 6, 2015). Attended the *E. C. Moore Symposium on Excellence in Teaching* at IUPUI.

**Mzumara, H. R.** (May 1, 2015). Participated in the *Competency Based Education (CBE) Workshop* at IUPUI.

**Mzumara, H. R.** (April 24, 2015). Participated in the *CTL Invitational for Online Learning* at IUPUI.

**Mzumara, H. R.** (October 13, 2014). Attended the *Mentoring Academy Symposium* at IUPUI.

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

**Banta, T. W., 27**

**IRO, 0**

**OIE, 1**

**PR,**

**SRO, 0**

**TC, 10**

*Campus Visitors Hosted*

## IUPUI Council of Deans

### ~ Retreat Agenda ~

**Woodstock Club**  
1301 West 38<sup>th</sup> Street, Indianapolis

#### **Monday, August 11, 2014**

5:30 p.m. Reception

6 p.m. **Welcome and Expectations for the Retreat – Chancellor Bantz**

6:10 p.m. Community-based research, or other form of community engagement, that furthers a strategic initiative of your unit and of the campus – All participants

7:30 p.m. Dinner

#### **Preview of Tuesday’s Program – EVC Nasser Paydar**

#### **Tuesday, August 12, 2014**

7:30 a.m. Breakfast

8:30 a.m. **Welcome – Charles Bantz**

8:50 a.m. **Strategic Plan: Next Steps for Engagement and Research - Nasser Paydar**

Introduction of Barbara A. Holland, Ph.D.

- International scholar and expert in community engagement and organizational change
- Founding member of the International Association for Research on Service-Learning and Community Engagement and member of the National Advisory Panel for the Carnegie Elective Classification for Community Engagement

9 a.m. **Integrating Engagement into the Strategic Plan – Barbara Holland**

10:15 a.m. Break

10:30 a.m. **Engagement Strategies to Advance Economic Development and Expand Research Capacity and Funding – Barbara Holland**

11:30 a.m. **Overview of New Division of Community Engagement – Amy Warner**

11:50 a.m. **Discussion Item/Action Plan for Deans and Vice Chancellors**

- What priorities does your unit intend to pursue in the coming year and how can community engagement serve as a vehicle for achieving your goals?
- Are there key faculty and staff from your unit who are instrumental in shaping your community engagement priorities?
- How do you plan to communicate with, relate to, and support the campus community engagement agenda?

12:30 p.m. Lunch

1:30 p.m. **Roundtable Discussion: Strategic Planning for Research – Kody Varahramyan**

- What strategies do you propose to initiate and/or enhance the process of collaborative team-based research across schools?
- What are the campus' and schools' individual responsibilities for providing financial resources in support of cross-disciplinary research?
- What strategies do you propose to reward faculty who participate in collaborative cross-disciplinary research within and among schools?
- IUPUI is considering a Grand Challenge Initiative on the topic of *Urban Health and Well-Being* to foster cross-disciplinary community-based participatory research. How will your unit's research program fit into this theme?

2:45 p.m. Break

3 p.m. Comments, observations, questions, and reflections from all participants

4 p.m. **Wrap Up and Adjournment – Charles Bantz**

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
<b>Academic Units</b>						
Business	Information request (1) Management Reports (1)	Information Request (1) Evaluation/Assessment (3)	Grant (1) [M Kinney]	Evaluation/Assessment (1)		Information Request (3) Evaluation/Assessment (20)
IU Columbus	Management Report (1)	Committee/Service (1)				Information Request (9) Evaluation/Assessment (1) Planning Support (1)
Continuing Studies						
Dentistry	Information request (1) Management Report (1)	Information Request (1) Evaluation/Assessment (2)	Information (1) [M Meadows]	Evaluation/Assessment (1)	Evaluation/Assessment (1)	Information Request (13) Evaluation/Assessment (1) Presentation/Workshop (1)
Education	Planning Support (1) Management Report (1)	Information Request (1) Evaluation/Assessment (1)	Presentation (2) [T Banta and M Hansen classes]	Evaluation/Assessment (8) Planning support (9)		Information Request (4) Evaluation/Assessment (2)
Engineering & Technology (Music integrated)	Information request (5) Management Report (1)	Information Request (1) Evaluation/Assessment (2) Committee/Service (1)	Planning Support (1) [Engr Tech Dept]	Evaluation/Assessment (6) Planning support (1)	Evaluation/Assessment (1)	Information Request (3) Evaluation/Assessment (5) Grant Project (1) Committee/Service (1)
Health and Rehabilitation Sciences	Information request (1) Management Report (1)	Information Request (1) Evaluation/Assessment (1)	Presentation (1) [Occ Ther]	Evaluation/Assessment (1)		Information Request (18) Evaluation/Assessment (3)
Herron	Management Report (1)	Evaluation/Assessment (1)	Grant (1) [P Kinsman CoP]			Information Request (15) Evaluation/Assessment (3)
Honors		Information Request (1) Committee/Service (1)	Information (1) [L. Ruch]			
Informatics and Computing (SLIS integrated)	Information request (1) Management Report (1)	Information Request (1) Evaluation/Assessment (2)				Information Request (2)
Law	Information request (2) Management Report (1)	Information Request (3) Evaluation/Assessment (2)	Information (1) [J. Dean]	Evaluation/Assessment (1)		Information Request (5) Evaluation/Assessment (4)
Liberal Arts	Information Request (4)	Information Request (1)	Grants (5) [M Anton, C	Evaluation/Assessment (6)	Evaluation/Assessment (5)	Information Request (9)

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
(Journalism integrated)	Management Report (1)	Evaluation/Assessment (4)	Grossman, K Johnson 2, S Hyatt] Information (1) [Paralegal] Planning Support (1) [S Hyatt]	Planning Support (2)	Planning Support (2)	Evaluation/Assessment (6) Publication (1)
Medicine	Information Request (3) Management Report (1)	Information Request (1) Evaluation/Assessment (1)	Grants (3) [2 J. Fierst travel, 1 B Gilbert CoP]		Evaluation/Assessment (1)	Information Request (2)
Nursing	Information Request (3) Management Report (1)	Information Request (1) Evaluation/Assessment (3)	Grants (2) [J Young, J Embree]	Evaluation/Assessment (2) Planning Support (8)	Evaluation/Assessment (1)	Information Request (12) Evaluation/Assessment (5)
Philanthropy	Information Request (1) Management Report (1)	Information Request (1) Evaluation/Assessment (2)	Grants (2) [T Freeman, R Turner]	Planning Support (4)	Planning Support (1)	
Physical Education and Tourism Management/Kinesiology	Information Request (4) Management Report (1)	Information Request (1) Evaluation/Assessment (1) Committee/Service (1)		Planning Support (1)	Evaluation/Assessment (1) Planning Support (1)	Information Request (3) Evaluation/Assessment (4)
Public & Environmental Affairs (SPEA)	Management Report (1)	Information Request (1) Evaluation/Assessment (1)	Grants (2) [CoP T Scully, K McCool]	Evaluation/Assessment (1)		Information Request (20) Evaluation/Assessment (3)
Public Health	Management Report (1)	Information Request (1) Evaluation/Assessment (2)				Information Request (10) Evaluation/Assessment (3)
Science	Information Request (9) Management Report (1)	Information Request (1) Evaluation/Assessment (3) Committee/Service (1)	Grants (3) [M Yard & P Clark travel, B Neal-Beliveau CoP]	Evaluation/Assessment (5) Planning Support (4)	Evaluation/Assessment (2) Planning Support (1)	Information Request (7) Evaluation/Assessment (5) Grant Project (2) Presentation/Workshop (1) Publication (2)
Social Work (Labor Studies integrated)	Management Report (1)	Information Request (1) Evaluation/Assessment (2)				Information Request (20) Evaluation/Assessment (3)
University College		Evaluation/Assessment (1)			Committee/Service (1)	Information Request (15) Evaluation/Assessment (6) Presentation/Workshop (2) Committee/Service (2)

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
<b>Campus Administration</b>						
Chancellor's Office	Information Request (6)	Presentation/Workshop (1)	Publication (1) [Performance Report]	Evaluation/Assessment (4) Planning Support (16)		
Community Engagement			Reports (1) Performance Report	Planning Support (5)		
Diversity, Equity, and Inclusion/Multicultural Center	Information Request (6)	Information Request (8) Evaluation/Assessment (1) Committee/Service (1)				
Executive Vice Chancellor & Chief Academic Officer	Information Request (3) Management Report (2)	Evaluation/Assessment (1) Presentation/Workshop (1)	Publication (1) [Strategic Plan] Reports (2) [narrative for IUPUI budget request; ePortfolio Initiative annual report] Information (1) [Plater Symposium table] Projects (2) [ePortfolio Initiative; Performance Indicator development]	Planning Support (8)		Information Request (4)
Finance and Administration	Information Request (1)	Presentation/Workshop (2)		Planning Support (1)		
Planning and Institutional Improvement – PAII, OIE, TC	Information Request (10) Planning Support (11) Management Report (1)		Reports (2) [Performance Report; IUPUI Assessment Report] Committee/Service (1) [PAII website development committee]			Information Request (3)
Vice Chancellor for Student Affairs	Information Request (1)	Presentation/Workshop (2)		Evaluation/Assessment (5) Planning Support (6)	Evaluation/Assessment (1) Planning Support (2)	
<b>Campus-wide Organizations</b>						
Academic Deans			Presentation (1)			

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
(Nasser)			[ePortfolio Initiative]			
Academic Policies & Procedures Committee					Committee/Service (1)	
Athletics	Information Request (2)					
Center for Research & Learning			Grants (2) [E Rubens, V Bonds]			
Center for Service & Learning		Evaluation/Assessment (1)	Grant (1) [S Officer CoP]			
Center for Teaching and Learning	Information Request (1)	Evaluation/Assessment (1)	Grants (2) [A Powell, M Alexander] Collaborative Workshops (5) Committee/Service (1) [ePortfolio Coordinating Committee]			
CBE - Competence Based Education Task Force				Planning Support (2)		Committee/Service (1)
Council of Deans (Chancellor's)				Planning Support		
Division of Undergraduate Education	Management Report (1) Committee/Service (4)	Information Request (1) Evaluation/Assessment (1)	Planning Support (3) [RISE, CoP] Committee/Service (4) [FoE; CRG]	Evaluation/Assessment (2) Planning Support (13)		
Diversity Cabinet	Management Report (1)	Information Request (1)				
Emergency Management & Continuity						
Enrollment Management Council		Information Request (1)		Planning Support (7)		
Enrollment Services – Admissions		Evaluation/Assessment (1)				
Enrollment Services						

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
- Financial Aid						
Enrollment Services - General	Planning Support (1)					
Enrollment Services - Registrar						
Enrollment Services - Scholarship Office						
Faculty Club			Committee/Service (2) [2 on Board]			
Faculty Council						Presentation/Workshop (2)
Faculty Council Planning Committee		Information Request (1) Presentation/Workshop (1)		Planning Support (10)		
Graduate Office		Evaluation/Assessment (1)		Evaluation/Assessment (1)		
Human Resource Administration						Presentation/Workshop (1)
Intercollegiate Athletics						
Intergroup Dialogue				Planning Support (3)		
International Affairs						Information Request (6) Evaluation/Assessment (2)
IUPUI Board of Advisors						
Library		Evaluation/Assessment (2) Presentation/Workshop (2)				
Office of Women Advisory Committee				Planning Support (6)		
Online Course Evaluation Ad Hoc Committee						Information Request (5) Committee/Service (1)
Orientation Advisory Council						Presentation/Workshop (1) Committee/Service (1)
P-20 Council				Planning Support (10)		

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
Passport Office/Partners Program (Ivy Tech)						Information Request (1)
Placement Testing Advisory Committee						Information Request (3) Planning Support (1) Committee/Service (1)
Program Review and Assessment Committee		Committee/Service (2)	Committee/Service (4) [2 on committee, 2 on subcommittee] Presentations (2) [Introduction to Taskstream; Subcommittee report]	Planning Support (5)	Committee Service (1)	Committee/Service (3)
Pulse Survey Committee		Committee/Service (1)		Committee/Service (1)		
Resource Planning Committee				Planning Support (6)		
Retention and Graduation Council			Committee/Service (2) [CRG and Steering Com]			Committee/Service (2)
Student Data, Analysis & Evaluation	Information Request (1)					Information Request (2) Evaluation/Assessment (1) Committee/Service (1)
UITS	Information Request (1)		Committee/Service (4) [2 ePortfolio Advisory Committee; 2 ePortfolio Coordinating Committee]			Information Request (5) Planning Support (1) Committee/Service (2)
<b>University-wide Organizations</b>						
Alumni Relations		Presentation/Workshop (1)				
ELPS						
Foundation				Planning Support (4)		
Higher Education & Student Affairs (HESA)			Presentation (2) [T Banta and M Hansen classes]			
IU Internal Audit –						Information Request (1)

Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
IT General Controls						
IU Office of Online Education				Planning Support (1)		Information Request (3) Evaluation/Assessment (1) Committee/Service (1)
NSSE/FSSE/HSS E Consulting						
NSSE Steering Committee						
President's Office	Information Request (1)					
University Institutional Research & Reporting (UIRR)		Committee/Service (1)				
<b>Other IU or Purdue Campuses</b>						
IU Bloomington						Evaluation/Assessment (1)
IU East						
IU Kokomo						Information Request (2) Evaluation/Assessment (2)
IU Northwest/FACET			Workshop (2)			
IU South Bend						Information Request (2)
IU Southeast						Information Request (1)
<b>Local Community</b>						
Bureau of Labor Statistics	Information Request (2)					
Central Indiana Education Alliance				Planning Support (13)	Committee Service (1)	
CUE Deans Consortium for				Planning Support (6)		

Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
Urban Education)						
Indianapolis Anchor Institution Study						
WCDC – Westside Community Development Corp				Planning Support (16)		
<b>State</b>						
Ball State University						
Indiana Association for Institutional Research						
ICHE						
Ivy Tech State College						
Phi Beta Kappa				Planning Support (2)		
Purdue University	Information Request (5)	Information Request (1)				
<b>National</b>						
<b>Agency or Company:</b>						
AAC&U - Association of American Colleges and Universities			Presentations (6) [3 presentations, 6 people]			Information Request (1) Presentation/Workshop (1)
AAEEBL - Conference (the Association of Authentic, Experiential and Evidence-Based			Presentations (4) [3 pres at ann conf; 1 pres at Midwest colloquium] Committee/Service (3) [1 on Board of Directors/Chair, 2 on			

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
Learning			Midwest planning committee]			
ACPA - American College Personnel Association						
ADEA - American Dental Education Association				Evaluation/Assessment (4)		
AERA - American Educational Research Association						
AIR - Association for Institutional Research		Committee/Service (2) Presentation/Workshop (2)				
American Evaluation Association						Committee/Service (2)
ASHE – Association for the Study of Higher Education						
Assessment Institute in Indianapolis			Planning Support (2) [ePortfolio track org] Presentations (3) [1 pres with 3 people]	Planning Support (1)	Planning Support (1) Presentation/Workshop (1)	Information Request (2) Evaluation/Assessment (1)
Assessment Update			Publication (1) [section editor & reviewer]	Publication (6)	Publication (6)	Information Request (1) Publication (1)
Catalyst for Learning			Planning Support (2) [Catalyst Speaker Bureau]			
Colleges and Universities	Information Request (7)		Information Request (4) [Lehigh Carbon CC, John Carroll U, Austin-Peay St U follow-up, Indiana Wesleyan U]			Information Request (230) Evaluation/Assessment (100)
CUMU	Information Request (1)					

## Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
Higher Learning Commission (Formerly NCA)	Information Request (1)					
Hosting Visitors						
InterNational Coalition for ePortfolio Research			Publication (3) [final project report, 3 authors]			
Miscellaneous Agencies						Information Request (25) Evaluation/Assessment (7)
Miscellaneous Manuscript Reviews						Information Request (3)
Miscellaneous Professional Service						Information Request (4)
National Council on Measurement in Education						Committee/Service (1)
National Institute for Learning Outcomes Assessment						
NIH/NSF	Information Request (1) Grant Project (2)					
Simon Youth Foundation Board and Education Committee				Planning Support (2)		
University of Kentucky				Planning Support (5)		
Western Association of Schools and Colleges				Evaluation/Assessment (1)		
<b>International</b>						
EAIR - European Association for Institutional				Presentation/Workshop (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2014-2015

Schools, Offices, Organizations	IMIR	SRO	OIE	PAII	Program Review	Testing Center
Research						
Forum on Intercultural Learning and Exchange				Evaluation/Assessment (1)		
ePIC			Presentation (2) Grant (2) [K Johnson travel]			
Hong Kong University of Science and Technology				Evaluation/Assessment (2)		
Host Visitors				Evaluation/Assessment, Japan (1); Planning, Association of College & University Educators (1); Evaluation/Assessment (1)		

February 17, 2015

## **IUPUI Community Tutoring Activity**

### **Education**

The School of Education at IUPUI works closely with and provides tutoring at the following schools and Community Centers:

Elementary Partnership Schools: Center for Inquiry 2, Center for Inquiry 27, Center for Inquiry 84, Meredith Nicholson 96, Stephen Foster 67, Bridgeport Elementary in Wayne Township, Skiles Test in Lawrence Township

Elementary Student Teaching Schools: 14, 34, 46, 49, 55, 56, 67, 74, 79, 82, 83, 88, 90, 91, 103, 106, 109, 114, Cold Springs Academy

Secondary Partnership Schools: George Washington Community School, Crispus Attucks Medical Magnet High School, Harshman Middle School, Lawrence Central and Lawrence North High Schools, Pike High School

Secondary Education Student Teaching Schools:

Arsenal Tech High School

Ben Davis High School

Broad Ripple High School for Arts & Humanities

Crispus Attucks Medical Magnet High School

George Washington Community High School

Harshman Magnet Middle School

Howe Community High school

Lawrence Central and Lawrence North

Northwest High School

Perry Meridian High School

Southport Middle and High School

Community Centers: Hawthorne, Concord, Mary Rigg, Forest Manor, Christamore House, CAFE

Other: School on Wheels

60 undergraduate students per semester who are in H341 classes are involved in tutoring in multiple locations, including:

- With high school students with disabilities who are involved on the IUPUI campus as part of the SITE program with IPS.
- Pike High School
- Hawthorne Community Center afterschool program with middle school age students

60 undergraduate students per semester in F200 work with School on Wheels, George Washington Community School, and Crispus Attucks.

George Washington Community School – An average of 56 secondary education interns are supporting GW students each fall and spring semester.

A total of 5460 hours per semester are spent by SOE students in field experiences in IPS schools. These students support one-to-one tutoring as well as small group and large group instruction in classrooms and learning centers. Our students also serve as AVID mentors.

Typically about 140 School of Education interns conduct their student teaching experiences in IPS schools each year (110 elementary and 30 secondary education).

### **Engineering and Technology**

Indy Learning Centers provides tutors and mentors who work with students of various ages, abilities, and ethnic backgrounds. The staff serves elementary, middle, and high school students in central Indiana where they work to support programs such as After-School Achievers, learning centers, and directed study halls.

Looking to the future, Indy Learning Centers plans to implement technology to connect one-on-one with students by implementing and using online study tables and online white boards so that students can see problems and a process resolving them. This unit also will provide resources about tutoring, homework help, college entrance resources, and information about Indiana colleges and universities to all Indianapolis students.

### **Health and Rehabilitation Sciences**

Activities:

Burmese students enrolled in selected public schools receive the following services from *occupational therapy* faculty and students: computer literacy training, instructions on community based organic farming/gardening, career counseling, study skills training, life skills training (i.e., communication, preventing at-risk behavior, problem solving, assertiveness, conflict resolution, public speaking, job interview), math and science tutoring, physical and mental health promotion (i.e., nutrition/healthy eating habits, stress and time management, team building, bullying prevention, and assist the students in completing college and scholarship applications.

*Physician assistant* students provide tutoring at Phalen Leadership Academy.

### **Informatics and Computing**

Media and Museums, N485: A course engaging local museum professionals as on-site mentors and experts for students hoping to understand the rapidly-evolving world of information technology in museums and cultural institutions.

Website description: Current trends, problems, best practices and developments in new media. Students pursue a special interest and share information and experience with the group. This course is an in-depth exploration of topics and issues at the forefront of new media. Seminar format with research papers and class discussion/presentations.

### **Law**

Shortridge Magnet School for Law and Public Policy - Law students tutor Shortridge students, coach the Shortridge mock trial team, and mentor Shortridge seniors working on their capstone law project necessary for graduation.

## Medicine

Community Leadership Mentor Program: This unique program is a leadership development initiative done in partnership with the United Way of Central Indiana. Students participate in training sessions, agency visits, and a board experience with the goal of preparing them for future roles as nonprofit board members.

Website description:

- Community Leadership Mentoring Program (CLMP) offers medical students an opportunity to develop community leadership skills and increase their understanding of non-profit board operations.
- This is a medical school career commitment and while most students begin in the MS-I year, students may choose to begin in the MS-II year.
- Training sessions and site visits will be done on weekdays outside of scheduled class time or on the weekends.

The Crispus Attucks Student Interest Group (CASIG) provides weekly lessons, tutoring, and mentorship to middle and high school students at Crispus Attucks Medical Magnet School with the mission of getting kids interested in science and medicine. After school lessons are prewritten and require little to no outside work for volunteers. Come teach the physical exam, pathologies of smoking and drinking, and the physiology of the human body!

CASIG will also be piloting a volunteer after school program to assist students in math and the sciences. Tutoring and mentoring is fun for the kids and rewarding for you!

After school lessons: Tuesdays 3pm-5pm  
 Tutoring and mentoring: Mondays and Thursdays 3-5pm  
 Crispus Attucks Medical Magnet High School  
 1140 Dr. Martin Luther King Jr. St. Indianapolis, IN, 46201

IUSM Student Co-Chairs  
 Regina Addo  
[regiaddo@iupui.edu](mailto:regiaddo@iupui.edu)  
 Derryl Miller  
[miller89@iupui.edu](mailto:miller89@iupui.edu)

## Nursing

Sophomore nursing students provide exit exam tutoring for senior Broad Ripple High School students as a Service Learning component of the B234 Healthy Populations course (10 students per semester).

## Public Health

An informal tutoring program for Indianapolis Latino teenagers enrolled in the *Your Life. Your Story.* (YLYS) resilience-building program takes place once every other week. The YLYS program was developed through a community-based partnership between the School of Public Health and the Latino Health Organization. The program is interdisciplinary, and now also includes partners from Herron, Education, and

Informatics (though they are involved in other components of programming, not tutoring).

## Science

The MAC (Math Assistance Center) does community outreach by helping students that are not a part of IUPUI with their mathematics courses on a case by case basis. This includes system campus students like IU-Kokomo and IU-Bloomington students, but also includes current students from local high schools, Marian University, Ivy Tech, among others. We are also engaged with a local Girl Scout troupe and helping them set up a MAC at their local school as part of their silver medal award. We have a continued relationship with some local high schools that call asking for tutors to come work privately at their school. We also field many students through our online tutoring interface, currently before we make it a CAS login, that are coming to us from all over the Greater Indianapolis area and elsewhere. (we had a student in Italy that found us through google searches and was using our tutoring service).

Many of our science undergrads work for Indy Learning Centers as math and science tutors. In addition, many of our secondary science & math student teachers participate in the activities listed within Education.

CEES (Pam Martin et al) does a lot of work in the community, including IPS middle schools- <http://cees.iupui.edu/opportunities-cees>, but it is much more of establishing science clubs, service learning, and environmental education than it is tutoring.

Many of our science faculty serve as preceptors for Project SEED and other summer mentored research programs for local high school students from high-need schools.

Cindy Williams's SCI-I120 Windows on Science course and PSY-B303 Career Planning for Psychology Majors course provide tutoring support to children in reading and mathematics at Center for Inquiry, IPS #2. This fulfills service component for the respective courses. In the PSY-B303 course, we also have students who are completing Service Learning with the John H. Boner Community Center after school programs in both Fall and Spring semesters. Our students' efforts involve mentoring and tutoring with the following E.D.G.E. (Excellence – Discovery – Growth through Education) afterschool programs: Brookside Elementary, IPS #54, Theodore Potter Elementary, IPS #74, Washington Irving Elementary, IPS #14, Harshman Middle School, and Arsenal Tech High School.

Math students have worked with high school students at Ben Davis and Arsenal Tech to set up math clubs. Two recent math graduates focused their capstone experience on math learning strategies of visually and hearing impaired students at the Indiana School for the Blind and School for the Deaf. They studied concept miss-understandings that need remediation during tutoring because of visual or verbal disabilities.

We know a lot of our science students tutor high school students through one-on-one arrangements that are not part of any IUPUI coordination or training program. Most math majors tutor on weekends for extra cash.

**Center for Service and Learning**

The America Reads\*America Counts Federal Work-Study program (run out of the Center for Service and Learning) has approximately 30-35 IUPUI students each year tutoring elementary aged students in reading and math at 3 IPS schools (Wendell Phillips, Key Learning Community, and Theodore Potter) and 3 community centers/after school programs (Indy Parks at IPS 63, Concord Neighborhood Center, and Hawthorne Community Center).

**Community Learning Network**

We provide a work study student to assist at the school working with students, parents, teachers, and community at Joyce Kilmer Academy School 69.

**Health and Wellness Promotion - Division of Student Affairs**

Rainbow's End Swim Lessons: about 12 student-athletes provide lessons to Special Needs children of various ages weekly for an 8 week period at Baxter YMCA.

Jags Reading Club: A dozen or so student-athletes visit area schools to read to kindergarten through 3<sup>rd</sup> grade students. Might not be 'tutoring' since these are single visits.

**International Affairs**

In coordination with the Confucius Institute, Office of International Affairs staff provide support for Confucius classrooms in instruction of Mandarin and Chinese cultural dimensions for students in Center for Inquiry Schools (Indianapolis Public Schools), Brownsburg Elementary and Middle Schools, and the International School of Indianapolis.

**Solution Center**

Park 16 Tutoring at Redeemer Presbyterian Church

One graduate intern works with a group of volunteers in a leadership and support role in tutoring of students. Plays a lead role in communicating to the congregation about the Park 16 Newstar Tutoring, which includes advertising, communicating from the pulpit during announcements, gathering volunteers in a variety of settings, updating the church's online communities about the tutoring, etc.

**Student Involvement – Division of Student Affairs**

14 First Year Service Scholars volunteer 3 1/2 hours each week in George Washington Community School's after-school program (the HUB). Part of their time in the program is spent tutoring. These 14 students do 25-30 hours of tutoring each week collectively.



**Website Information Architecture Strategy for the  
IUPUI Office of Planning and Institutional  
Improvement**

Presented by:

**Kristen Cooper, VP, Operations  
Tracy Lasseter, Product Manager**

**June 16, 2015**

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## EXECUTIVE SUMMARY

The IUPUI Office of Planning and Institutional Improvement (PAII) engaged Sticksnleaves in a thorough study of the PAII website to better understand the end-users and develop a website information architecture strategy. This report will identify the key stakeholders, define the research objectives and methodology, explain the qualitative and quantitative data collected and then analyze the feedback. Lastly, this report will provide next steps for how the PAII department can move forward and begin to implement the information architecture strategy. Here are some of the key findings that were found through this detailed analysis:

- The reputation of PAII is very high both internally and externally. IUPUI should leverage the reputation and research of PAII and promote it both internally and externally. The homepage of the website is an excellent space to highlight success.
- A marketing and communication strategy should be developed to effectively communicate with stakeholders about new PAII information, processes, improvements and awards.
- User engagement will increase and improve if the information architecture strategy is implemented.

## PRIMARY STAKEHOLDERS ACCESSING THE PAII WEBSITE

1. Faculty
2. Department Chairs
3. Deans
4. Conference goers - faculty, staff, some students
5. Faculty from other institutions like Butler
6. Administrators (Student Affairs)
7. Others on campus that do institutional research (Directors of Assessment throughout the campus)
8. Peer institutions doing similar work
9. Technology vendors
10. Individuals interested in demographic profile of IUPUI (institutional data)
11. Administrative staff - These are your most frequent users, they pull the data at the request of the Admin leader.

## RESEARCH OBJECTIVES

The PAll website is utilized by a wide array of internal and external stakeholders of the university. In an effort to provide information more easily, the PAll department needed to better understand the needs of its end-users. Therefore, the PAll Department hired Sticksnleaves to complete a comprehensive study that would validate assumptions about the end-users and provide a strategy that would make the user experience more positive.

The following research objectives were developed by the PAll team in collaboration with the Sticksnleaves team at the beginning of the project:

- How is the content on the PAll website currently organized?
- What are the patterns of current users?
- Who is visiting the website and with what frequency?
- Why do users visit the PAll website?
- What information does the end-user need from the PAll site?
- When / what time of year do users visit the site and access information?
- What are common perceptions about PAll and the website?
- How do users know when new information is available?
- What are the formats and frequencies in which the PAll department should be communicating important information or updates?
- Students, faculty, staff, administrators and external constituents need to find important information quickly and easily. How should the PAll website be organized so that it can best serve its users?

## RESEARCH METHODOLOGY

Building a successful website requires a deep customer focus. Validating customer needs and understanding what the customer wants enables the creation of a user interface and experience that will engage visitors and keep them coming back. After launching more than 60 companies - each with a web and/or mobile application component, Sticksnleaves has developed a research methodology that allows organizations to create logical content architecture. Following is a description of the process used to understand the end-user in order to create and communicate meaningful content.

1. *Discovery Meeting*: Discuss the scope of the project including goals of the website and the metrics used to evaluate success.
2. *Persona Study*: Identify and define characteristics of the end users.
3. *User Interviews*: Before developing any type of technology product, it is critical to understand the customer. Personal interviews provide insights into user perceptions and behaviors that will influence the content organization of a website. These interviews are an opportunity to validate assumptions and collect feedback.
4. *Card Sorting Strategy and Survey*: Review all content on the site and organize content into segmented categories for use in card sorting survey. Card sorting allows us to determine how users naturally group types of content together.
5. *Tree Testing Strategy and Survey*: Tree testing allows us to determine how easy or difficult it is for a user to find the content they are looking for on the site.
6. *Qualitative Analysis*: Review data from in-person interviews to validate assumptions as well as identify problems, patterns, and ideas.
7. *Quantitative Analysis*: Review the card sorting and treejack surveys to score content and user patterns.
8. *Suggested Next Steps*: After carefully reviewing all of the data, Sticksnleaves will propose changes for: content organization, copywriting that engages users, and a communication approach that will elevate the presence of PAI both internally and externally with the purpose of providing a more valuable user experience.

## QUALITATIVE INTERVIEW RESULTS

Personal interview participants included representatives from the following personas identified in the Discovery meeting: faculty, administrators, directors of support, directors of assessment and an external constituent. A total of ten people participated in the personal interviews. Following is the list (in alpha order by last name) of those who provided feedback:

1. Rachel Applegate, Chair, Library Science
2. Andrea Engler, Exec Director, Student Transitions & Mentor Initiatives
3. Tim Garner, Associate Dean & Director of Faculty Development
4. Stephen Hundley, Professor and Chair, Technology Leadership and Communication
5. Jason Kelly, Associate Professor of History and Director of the IAHI
6. Jennifer Lee, Associate Professor, Associate Dean for Academic and Student Affairs
7. Miriam Murphy, INterim Director McKinney School of Law, Chair, Campus Planning Committee
8. Matt Pastilli, Director of Assessment & Planning, Student Affairs
9. Irene Queiro-Tajalli, Ph.D., Professor of Social Work
10. Wanda Worley, Associate Dean, Academic Affairs and Undergraduate Programs

### **Personal Interview Feedback**

Each participant was asked 18 questions and given the opportunity to provide additional feedback. Interviews were conducted at the IUPUI campus. Following is an overview of the key data collected from the interviews.

#### ***User persona types that participated in the interview:***

- Faculty, chairs, directors and an external user
- Several participants wore multiple hats
- Many are involved with several committees on campus

**Site visitation frequency:**

- Half of the participants have visited the site within the last month.
- Half of the participants have not visited the site recently.
- Some users visit about once every 7 years during a departmental curriculum review.
- Most participants agreed they might visit more frequently if they had a better understanding of what was available through the website or if new information was posted to the site that they were not aware of.

**Understanding and perceptions of PAll:**

- Trudy Banta is very highly regarded both internally and externally.
- The campus does not positively exploit the great reputation of PAll.
- There is a lot of confusion about precisely what The Office of PAll does.
- There is confusion around the vocabulary used on the website.
- There is confusion about PAll and IMIR.
- This comment encapsulates the spirit of most of the responses, "Lots of numeric information that informs planning, headcounts, number of credits, annual reports."
- \*See the spreadsheet for the varied responses to the question.

**PAll services/information utilized:**

- Program review and assessment
- Annual reports
- Peer comparisons: faculty salaries, student performance
- PUL (principles of undergraduate learning) matrix
- Strategic plan
- IMIR data

**Top reasons for visiting the PAll website:**

1. Assessments and program review
2. Annual reports
3. Student data
4. Institutional data
5. Portal to IMIR data

**If a user cannot find something, what does s/he do?**

- Most call Karen Black or Linda Durr.
- Several will do a Google search to find the necessary info.
- Search the Academic Affairs or Registrar pages.

***On behalf of whom are users looking for information:***

- All participants pull information for their own projects and committees.
- Some participants pull information on behalf of someone more senior.
- A few participants pull information in collaboration with a colleague for a project or committee.

***Information that users would like to see on the PAll website:***

- “Can you add the National Student Survey for Engagement report, Senior report, Alumni reports, links to other planning offices within the other academic schools, new Business Intelligence dashboard for University College?”
- Keep all of the information that is currently on the site - titles of content are confusing.
- “What’s different, new study, specific to this year, what is note worthy that at another level may not know about?”

***What users would like to see on the homepage:***

- Summary of what the Office of PAll does.
- Explanation of how the Office of PAll serves students, faculty and administrators - target each of the personas and how they can benefit from the information on the website.
- Announcements about new information, new trends and awards.
- Search tool.
- Navigation tool.
- Keep the space clean.
- News feed.

***Communication from PAll:***

- All participants felt communication was infrequent.
- Most participants felt that they received no communication from PAll.
- Some participants heard about requests for surveys or requests for proposals from more senior level academic administrators.
- PAll does not proactively push information out to stakeholders.
- Each participant would like to receive regular communication from PAll regarding: new information or any type of information that could help them do their job.
- Deans, Department Chairs and Committee Chairs are the most optimal information distribution channels. The Dean’s Council and Faculty Senate

would be effective platforms to communicate updates from the PAII Department.

- Email is the most common and preferred methodology of written communication.
- Most participants are active on Facebook. Some have LinkedIn accounts and very few use Twitter.

***Participant comments:***

- "Document links should open in a new window."
- "Name is confusing. Would recommend Office of Institutional Research or Planning."
- "Provide more context for the links and reports on the website."
- "Capitalize on the conference in October."
- "Trudy is humble - she needs to toot her own horn. The PAII website could be a great opportunity to interact with Trudy or her colleagues (in PAII). Leverage the website to position the department/university as a thought leader in the field."
- "What's different, new study, specific to this year, what is note worthy that at another level may not know about?"

## QUANTITATIVE SURVEY RESULTS

After interviewing participants and collecting their feedback, Sticksnleaves created two surveys that would test where users get lost on the PAll website. An email was sent out to 27 names supplied by Karen Black that explained the purpose of the surveys along with two links to the surveys. One-third of those invited to take the survey actually participated. Survey participation is anonymous. Below is an overview of the results from the Card Sorting and Treejack surveys. This data revealed a series of patterns and challenges on the website.

### **Card Sorting**

Nine participants were asked to file a topic (cards) under a particular category. Users were not told whether their answers were right or wrong. Quantitative information gathered from the results helps to determine where users assume they will find information on the PAll website. Following are the key results of the Card Sorting exercise.

#### ***Cards by Agreement***

The tables below show what percentage of participants agreed a specific topic (card) should be placed under a particular category.

#### ***Cards with 100% agreement***

<b>Card</b>	<b>Category</b>
PAll Staff Biographies	About Us
Assessment Grants	Evaluation & Assessment
Assessment Grant Guidelines	Evaluation & Assessment

***Cards with ~90% agreement***

<b>Card</b>	<b>Category</b>
The Mission of PAll	About Us
Overarching Goals of PAll	About Us
Staff Contact Info	About Us
Testing Center Contact Info	Testing Center
A List of Reports of Assessment Plans	Evaluation & Assessment
A List of Assessment Resources	Evaluation & Assessment
A List of Resources for Current Assessment Activities	Evaluation & Assessment
Assessment Grant Proposals and Reports	Evaluation & Assessment
Evaluation and Processing Services for Tests Administered by the Testing Center	Testing Center
An Archive of Past Evaluation Projects	Evaluation & Assessment

***Cards with ~70-80% agreement***

How PAll is Organized - The Departments Within The Offices	About Us
External Websites	Information Support
Student, Staff, and Faculty Surveys	Survey Research
Awards and Recognition of PAll	About Us
Office of the Senior Advisor Contact Info	Office of the Senior Advisor
Institutional Effectiveness, Office of Institutional Effectiveness Contact Info	Institutional Effectiveness
Paperwork and Information for the	Accountability/Accreditation

Accreditation Process	
Program Review & Assessment Committee Mission and Responsibilities	Office of Program Review and Accreditation Services
Program Review & Assessment Committee Membership	Office of Program Review and Accreditation Services
Program Review & Assessment Committee Meeting Schedule and Minutes	Office of Program Review and Accreditation Services
Program Review & Assessment Committee Annual Summary of Activities	Office of Program Review and Accreditation Services
Guidelines for Academic Program Review	Office of Program Review and Accreditation Services
Guidelines for Program Review for Service Units	Office of Program Review and Accreditation Services
Questions for Departmental Self-Assessment of Graduate Programs	Evaluation & Assessment
A List of Past Departments That Have Been Reviewed and Who the Reviewers Are	Office of Program Review and Accreditation Services
The Services That PAII Provides To Help You Survey the Campus Population	Survey Research
Report of Use in Preparation of an Annual Budget and Planning	Campus & Unit Planning
A Place to Request Survey Services from PAII	Survey Research
A Place to Request Proctoring Services from PAII	Testing Center
A Place to Request Test Development and Web Development from PAII	Testing Center

***Cards by Variance***

The table below shows the cards with the most variance in answers. The higher the number of categories, the less likely users understand where to find this information on the PAII website.

<b>Card</b>	<b># of Categories w/ Answers</b>
Peer Comparison Information	7
A Place to Request Data from PAII	6
IUPUI ePortfolio Annual Progress Report	6
A List of Reports on Student Outcomes	6
Council Annual Reports For All Councils on Campus from 2005-2011	6
IUPUI Performance Indicators	6
Campus Environmental Scanning	5
Campus Planning and Budgeting Resources	5
Institutional Portfolio - Detailed Annual Report of the Performance of Students and Faculty, Used for Accreditation Purposes	5
A Tool for Improving or Creating a Process	5
A List of Reports Detailing Use of Evidence of Student Learning	5
A List of Reports of Student Learning Outcomes (Undergrad & Professional Learning)	5
Program Review and Assessment Committee Meeting Schedule and Minutes	4
Program Review and Assessment Committee Membership	4
Program Review and Assessment Committee Mission and Responsibilities	4
Program Review and Assessment Committee School Assessment Reports	4

A List of Reports Detailing Evidence of Student Learning	4
A List of Campus Offices, What Their Main Processes Are, And Contact Name for the Office	4
Program Review and Assessment Committee Annual Summary of Activities	4
A Detailed Overview of the Best Practice Indicators for the Institution	4
Upcoming Events and Conferences	4
A List of PAII Annual Reports From 2003-2011	4
Institutional Reports	4
Quick Information About IUPUI, Student Demographics, Diversity, and Campus Facilities	4
IUPUI Glossary of Assessment Terms	4
IUPUI Campus Performance Reports	4

### ***Card Sorting Results Analysis***

- The categories with the heaviest traffic were “About Us” and “Evaluation & Assessment”.
- Users felt “About Us” was a place to find all contact info, goals, awards, and campus information.
- A majority of users would categorize any card with “Assessment” in the title under “Evaluation & Assessment” even though some of this information is currently stored under “Assessment Institute”. Having two categories that are so similar seems to be confusing to most users.
- One of the least popular categories was “Assessment Institute”. Users seemed to place this information under “Evaluation & Assessment”, indicating users feel there is no clear difference between these categories.
- “Improvement” is another category that was rarely selected by users. The vagueness of the term “improvement” may be the cause.
- Users seemed to struggle with finding reports the most, with “Peer Comparison” having a very diverse set of answers.

## **Treejack**

Eleven participants were asked 10 questions related to finding information on the PAll website. They were then shown a replica of the menu currently being utilized on the site and instructed to select where they believed this information could be found. Results from this study were measured by success, directness, time taken, and an overall score.

- **Success:** The success score is the percentage of people who selected a correct item as the answer to the task.
- **Directness:** Directness is the percentage of participants who didn't backtrack up the tree at any point during the task. The higher this score is, the more confident you can be that your participants were sure of their answers. If you have a low success score but a high directness score, there's a good chance that participants thought the answer was somewhere you didn't.
- **Time Taken:** This box plot illustrates the time taken for participants to complete your survey. Outliers greater than four standard deviations from the mean have been removed for the purposes of these calculations. All times are listed in minutes.
- **Overall Score:** The overall score is a weighted average of the squares of success and directness which favors success over directness at a ratio of 3:1, and scaled to be a value out of 10.

### ***Key Results Overview***

- Out of all tasks completed, participants had a 42% success rate.
- Out of all tasks completed, 81% of answers were chosen without backtracking.

### **Breakdown of Responses:**

#### **1. Suppose you were looking for survey research of students, faculty and staff. Where would you find institutional reports with this type of information?**

- Correct answer: Campus & Unit Planning - Planning Tools
- 0% success rate with 91% directness
- 7 out of 11 participants believe this information to be found under "Survey Research"

- **Key Result:** The extreme ratio of success (0%) to directness (91%) indicates this information is not being stored where users believe it should be.



## 2. Find resources to help you plan a budget for your program.

- Correct answer: Campus & Unit Planning - Planning and Budgeting Resources
- 81% success rate with 81% directness
- 9 out of 11 participants had the correct answer without backtracking.
- **Key Result:** This information is very easy for users to find (no changes needed).



## 3. Find where IUPUI ranks among its peers for some of the school's programs.

- Correct answer: Campus & Unit Planning - Peer Comparison Information
- 27% success rate with 90% directness
- 3 participants had the correct answer, with 3 choosing an answer of "IUPUI Rankings and Campus Statistics". The 4 remaining were split between "Institutional Research and Institutional Effectiveness".

- **Key Result:** This question had by far the most varied answers with more than one participant choosing the same answer.



#### 4. Where would you look to find the accreditation process and paperwork for your program?

- Correct answer: Accountability/Accreditation - Accreditation
- 63% success rate with 100% directness.
- 3 participants felt this information was stored under “Office Program Review and Accreditation Services”.
- **Key Result:** With 2 menu items that are so similar, it would be beneficial to streamline all accreditation information into one location.



#### 5. Find the school's annual reports.

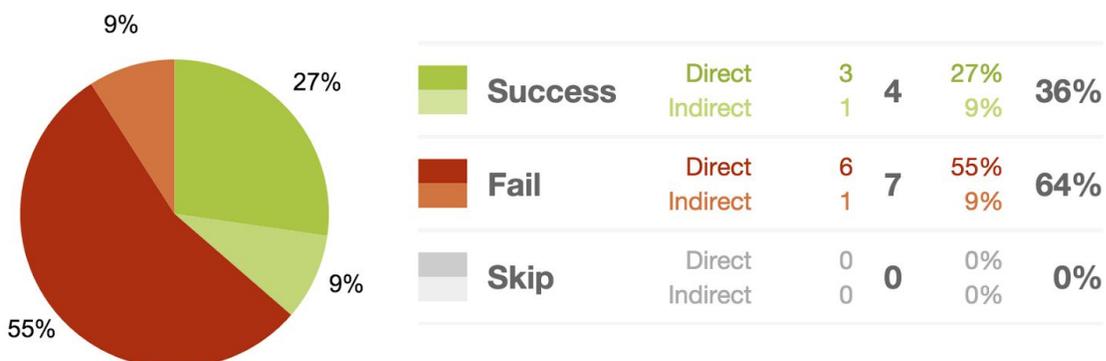
- Correct answer: Accountability/Accreditation - IUPUI Council Annual Reports (or) PAI Annual Reports
- 18% success rate with 45% directness.

- It took an average of 23 seconds for a participant to select an answer, which was the longest of any task.
- With 8 unique answers, only 2 of which were correct, this task also had the largest variance in answers.
- **Key Result:** It seems the main menu title “Accountability/Accreditation” misleads users. They are not looking for reports under this header.



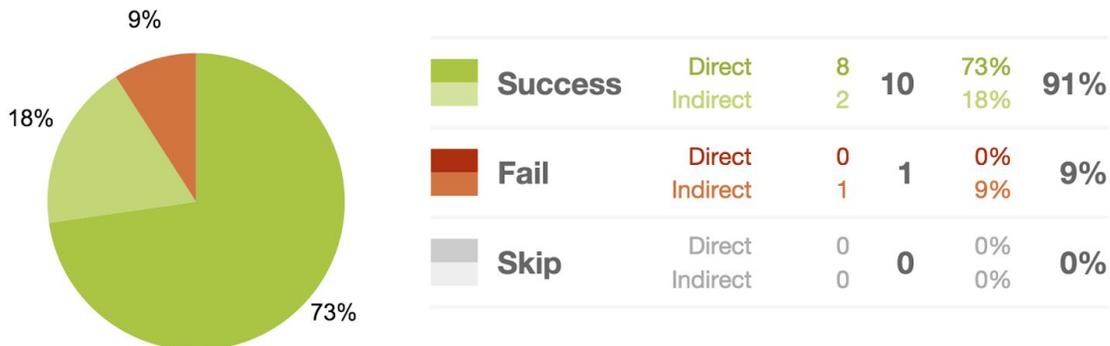
## 6. Find reports detailing evidence of student learning.

- Correct answer: Evaluation & Assessment - Components of Student Learning Assessment
- 36% success rate with 81% directness.
- This task had 7 unique answers. Most users (9 of 11) believed this information was under “Evaluation & Assessment” but only 4 correctly selected the submenu item.
- **Key Result:** Submenus need to be streamlined in order to reduce confusion and redundancy.



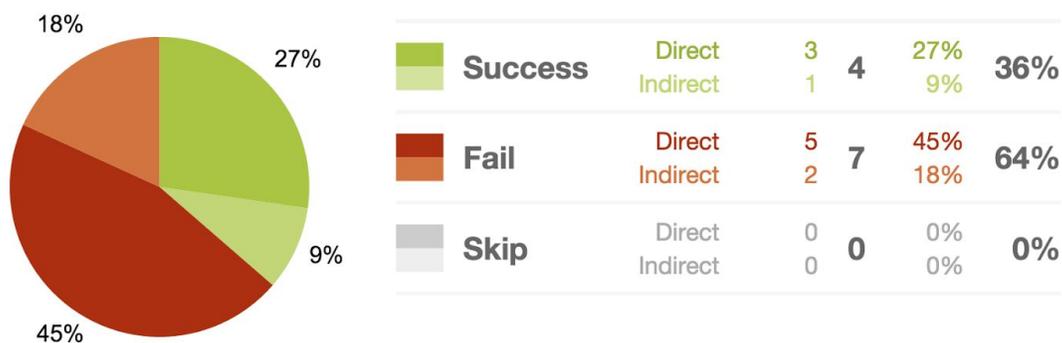
## 7. If you were attending the annual assessment conference put on by IUPUI, where would you look to gather information about the conference?

- Correct answer: Assessment Institute
- 90% success rate with 72% directness
- **Key Result:** With a high success rate and overall score, this information seems to be stored in the correct location for users.



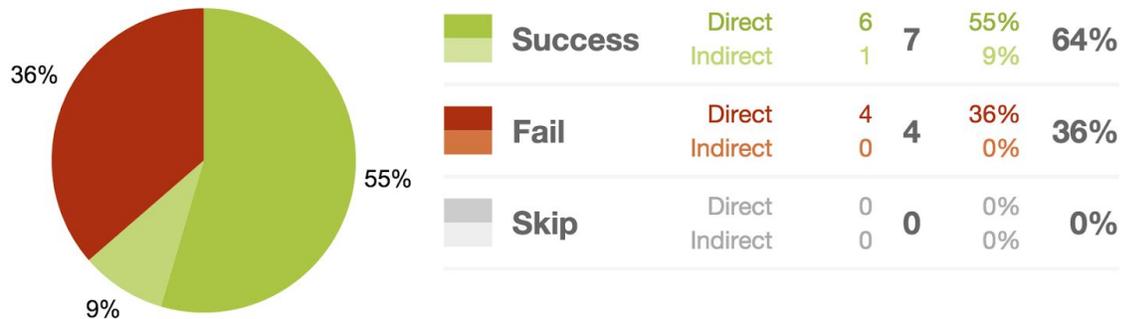
## 8. Find guidelines for an academic program review.

- Correct answer: Evaluation & Assessment - IUPUI Program Review
- 36% success rate with 72% directness
- **Key Result:** The majority of participants placed this information under "Office of Program Review and Accreditation Services". Several menu categories seem to be repetitive, and this is causing major confusion.



### 9. Assuming you are writing an assessment grant - find examples of past grant proposals.

- Correct answer: Evaluation & Assessment - Assessment Grants
- 63% success rate with 90% directness
- **Key Result:** While the majority of participants selected the correct answer, the remaining 4 all had unique responses across 4 menus.



### 10. Assume you want help in administering a survey of the campus population. Find a list of services that PAII provides to help you.

- Correct answer: Evaluation & Assessment - Surveys
- 9% success rate with 90% directness
- **Key Result:** 7 participants felt this information was found under "Office of Program Review and Accreditation Services" while 3 believed it was under "Information Support". Only 1 participant selected the correct answer.



## WEBSITE INFORMATION ARCHITECTURE STRATEGY

### Home Page

After carefully analyzing the data from the card sort and treejack surveys, Sticksnleaves recommends updating the navigation of PAll's home page. This would include the elimination of the navigation bar at the top of the page that provides links to the different offices and integrating these into the left hand navbar. The following is a sample of how the categories and subcategories within the navigation tool can be best organized:

1. About Us
  - a. Video of Trudy Banta talking about: mission of PAll, purpose of PAll website and how the website serves students, faculty, administrators and external constituents.
  - b. Mission
  - c. Goals
  - d. Staff Contact Information
  - e. Department Contact Information (info from toolbar at the top)
  - f. Related Websites
2. Accreditation
  - a. All things having to do with accreditation
3. Annual Reports
  - a. Annual Planning and Budget Information
4. Assessments and Program Review
  - a. Assessment Institute (and past conference information)
  - b. Student, Faculty and Staff Surveys
  - c. Program Review and Assessment Committee (PRAC)
  - d. IUPUI Program Review
  - e. Assessment Grants
  - f. Surveys
  - g. Evaluation Processing
  - h. Archived Evaluation Projects
  - i. Components of Student Learning Assessment

5. Assessment Institute Conference
6. Budget Planning
7. Peer Institutions
  - a. Overview
  - b. 12 Peer Institution Information
8. Student Data
  - a. Student Learning
9. Surveys
  - a. Any information and reports having to do with surveys
10. IUPUI Data
  - a. IUPUI Vision & Mission
  - b. Institutional Reports - Recent Academic Trends for Responsibility Centers
  - c. Rankings
  - d. Polis Center
  - e. Center for Philanthropy
  - f. Centers for International Business Education and Research (CIBERs)

### **Additional Notes**

\*Move the information under the Accountability & Accreditation link into the respective categories.

- IUPUI Rankings and Campus Statistics move to - University Data
- Accreditation moves to - Accreditation
- IUPUI Campus Assessment Reports moves to - Assessments and Program Review
- IUPUI Council Annual Reports moves to - Annual Reports
- PAII Annual Reports moves to - Annual Reports
- ICHE Goal 6 - Assessing General Education moves to - Assessments and Program Review

\*\*Eliminate the 'Improvement' category and move the following links:

- Best Practices moves to - University Data
- Accelerated Improvement Process - University Data

## UX/UI Analysis

There is a great opportunity to improve the user interface and experience. Following are a few suggestions that would make it easier for the user to find information:

- Having two navbars is confusing, remove the top nav and place in the sidebar.
- Expanding the menu to see the submenu items should not redirect the user. It should simply expand the menu to view the submenu items.
- Several items on the website have many paths that can be taken to discover the information. All info should be streamlined into a single locale.
- The website needs a favicon.

## Marketing PAII

Currently, faculty and staff receive very little information about updates to the PAII website. There is a high affinity and appreciation for the information on the website. Creating a marketing strategy to keep key stakeholders informed on a consistent basis will increase engagement on the PAII website. Following are some suggestions to create PAII champions throughout IUPUI and beyond.

- Create a video featuring Trudy Banta discussing: PAII, how PAII serves students, faculty, administrators and external constituents.
- Create a more comprehensive list of key stakeholders to receive the PAII newsletter. Mention updates on the website and include links.
- Utilize social media on a weekly basis to promote information on the website and the Assessment Institute Conference.
- Identify someone in the department to attend faculty council and appropriate department meetings to share information about PAII and the website.
- Publicly recognize and thank anyone that contributes content to the PAII website.
- Highlight any awards received in the newsletter, social media as well as any time PAII visits with any departments.

## SUGGESTED NEXT STEPS

1. Take time to review all of the information in this report.
2. Reorganize the home page and navigation tool.
3. Define how site contains different information from IMIR and registrar. This can be done under the 'About Us' tab.
4. Develop a marketing and communication strategy.
5. Add a 1-2 minute video on homepage with Trudy Banta addressing the following questions:
  - a. What is PAll?
  - b. How does PAll support students, faculty, administrators and external constituents?
  - c. What type of information can be found on the PAll website?
  - d. How do I navigate the PAll website?
6. Re-test how users respond to reorganization of data.

## THANK YOU FROM STICKSNLEAVES

Sticksnleaves appreciates the opportunity to work with Trudy Banta, Karen Black and the entire IUPUI Planning and Institutional Improvement team. Sticksnleaves loves helping universities build tech strategies. Our team of experts can help you design and develop web and mobile applications as you move forward and continue to grow. We thank you for the opportunity to build an information architecture strategy and look forward to collaborating with you in the future.

# 2014 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*
- George D. Kuh  
*National Institute for Learning  
Outcomes Assessment*
- Jeffrey A. Seybert  
*Higher Education Consultant*
- Ralph Wolff  
*Senior Advisor at Western  
Association of Colleges and  
Schools (WASC) Senior College  
and University Commission*



## Track Keynotes and Workshops

emphasizing assessment in:

- High Impact Practices
- Graduate/Graduate Professional Education
- ePortfolios
- National Institute for Learning Outcomes Assessment (NILOA)
- Faculty Development
- STEM Education
- Global Learning
- 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
- 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 areas listed above.

### Concurrent Workshops:

In-depth sessions with leaders of successful assessment initiatives.

### Poster Session:

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

## For More Information Contact:

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and Senior Advisor to the Chancellor  
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[www.assessmentinstitute.iupui.edu](http://www.assessmentinstitute.iupui.edu)



## Assessment Institute 2014-General

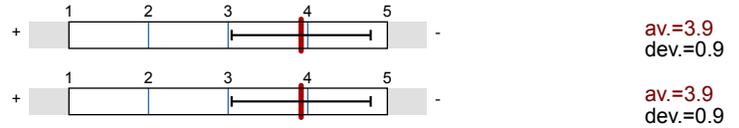
2014 Assessment Institute in Indianapolis ~ October 19-21, 2014

No. of enrollment = 1100, No. of responses = 460,  
Response rate = 41.8%

### Overall indicators

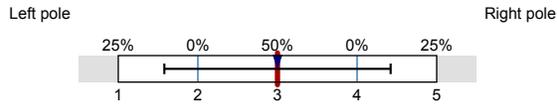
## Global Index

Please rate the quality of the components of the Institute (use N/A to indicate no knowledge or no opinion) (Scale width: 5)



## Legend

Question text



n=No. of responses  
av.=Mean  
md=Median  
dev.=Std. Dev.  
ab.=Abstention

### A. Please answer Yes or No to the following questions

1a. Were you attracted to this Institute because of its focus on assessment of ePortfolios?



2a. Were you attracted to this Institute because of its focus on assessment of high impact practices?



3a. Were you attracted to this Institute because of its focus on assessment of student affairs programs and services?



4a. Were you attracted to this Institute because of its focus on assessment of global learning?



5a. Were you attracted to this Institute because of its focus on assessment in faculty development?



6a. Were you attracted to this Institute because of its focus on assessment of STEM education?



7a. Were you attracted to this Institute because of its focus on assessment of graduate education?

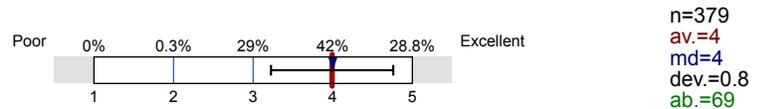


8a. Were you attracted to this Institute because of its focus on the National Institute for Learning Outcomes Assessment (NILOA)?

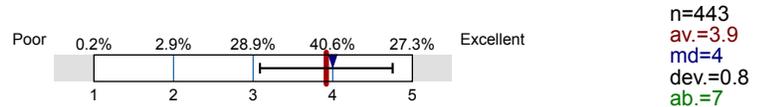


**B. Please rate the quality of the components of the Institute (use N/A to indicate no knowledge or no opinion)**

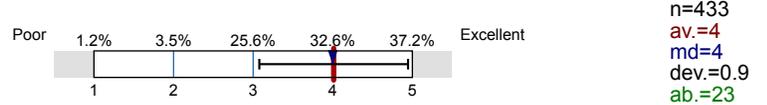
1b. The brochure announcing the Institute was...



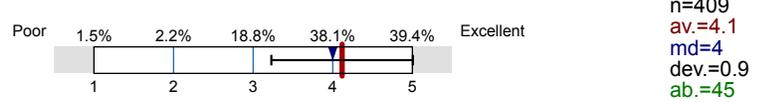
2b. Information on the Institute website was...



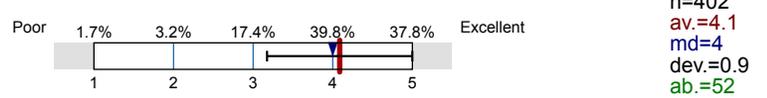
3b. The registration procedure was...



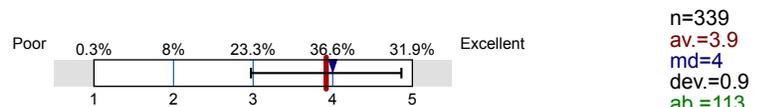
4b. The hotel facilities were...



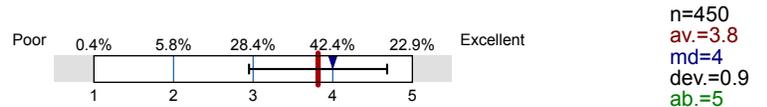
5b. Monday's plenary session was...



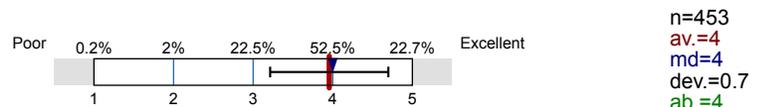
6b. Tuesday's plenary session was...



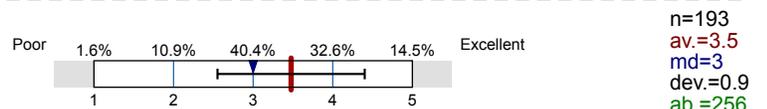
7b. The scheduling of sessions was...



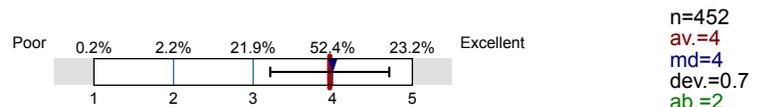
8b. The overall quality of session presentations was...



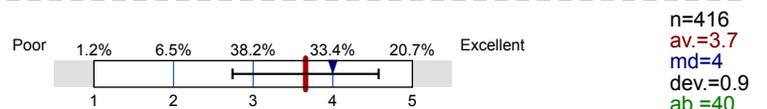
9b. The overall quality of the poster session was...



10b. The extent to which the Institute met my needs was...

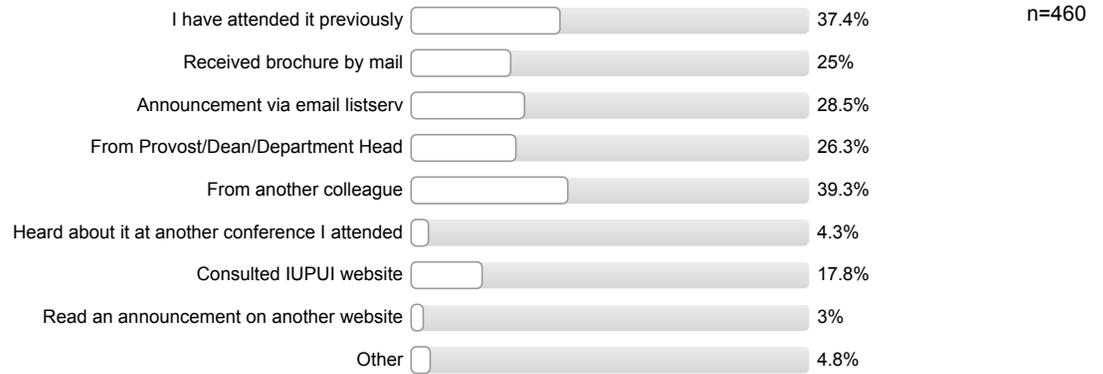


11b. The cost versus the cost of similar conferences I've attended was...

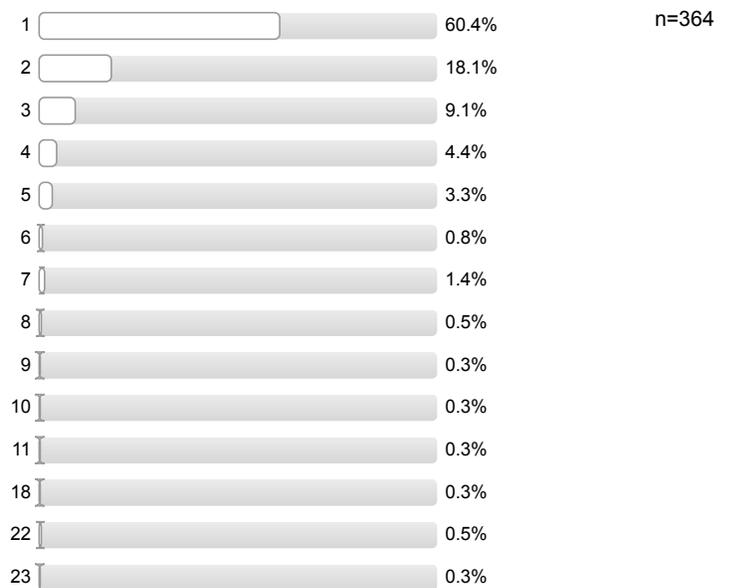


**C. How did you find out about the Assessment Institute in Indianapolis?**

1c. Choose all that apply:



2c. Including this year, how many times have you attended the Assessment Institute?



**D. Please provide this background information to help us understand our participants:**

1d. What type of institution do you represent?



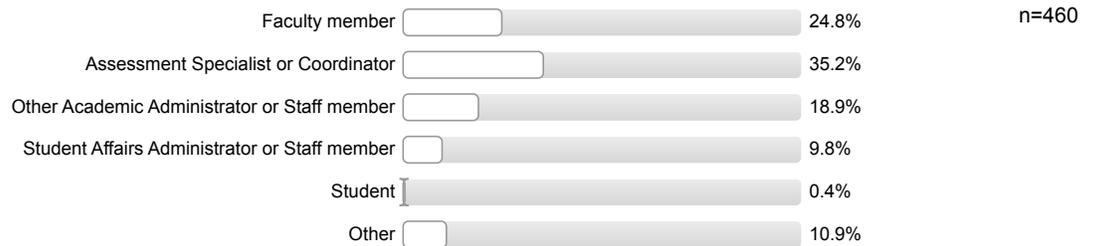
2d. If other, please specify here:

- mid-size university with 4 colleges and graduate education programs
- A four year college of art and design
- Allopathic medical school that is part of a larger metropolitan research university
- Art & Design Institute

- Community College and University
- Corporate exhibitor
- Dental School
- Educational nonprofit, not accredited but partner to accredited institutions
- Exhibitor (2 Counts)
- Faith-based liberal arts
- Federal Government college of Education
- First professional degree
- For-profit, bachelor and graduate degree-granting university
- For-profit, private institution that offers associate level to doctoral level degrees.
- Graduate Seminary
- Graduate and first professional
- Graduate institution
- Graduate school
- Graduate-only institution (both professional and applied research degrees)
- Health Science
- In a professional program within a LAS university
- International education organization
- Liberal arts institution with a large professional preparation component
- Medical School
- Medical school
- Online University - offering Associate's, Bachelor's and Master's degrees.
- Private Nursing College
- Private college of nursing
- Private, discipline specific
- Private, non-profit
- Professional School
- Regional Campus of a Comprehensive University
- Regional Community University
- Religious, comprehensive
- Research Institute at Research University
- School of Dentistry
- School of Medicine
- School of Pharmacy (Doctoral Level)
- Seminary
- Single-purpose college
- Special Focus- Art and Design

- Specialty 4 year institution - Visual Art & Design
- Technical Institute
- Technology institution that offers 2 year and 4 years degrees.
- Tribal College
- Tribal college/community college
- Upper division college
- Upper division undergraduate/graduate
- Vendor (2 Counts)
- corporate
- four-year public, teaching-focused
- graduate and first professional
- non-profit organization
- online
- online seminary with AA and general ed
- online teacher's college
- private, specialized art and design
- professional graduate institution
- research institute
- several of above

3d. What is your primary role at this institution? (Please choose only one)



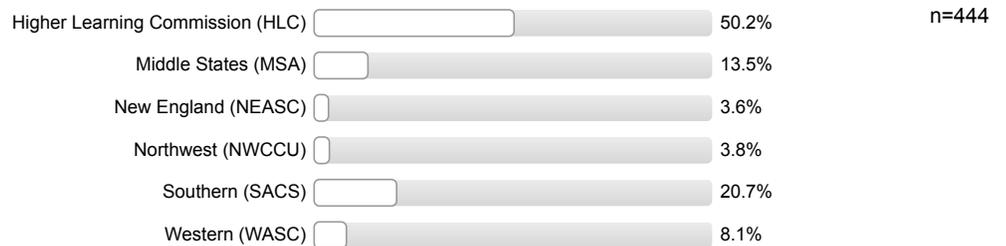
4d. If other, please specify here:

- Assessment Office is under the same center. I am supporting the assessment office on a part-time basis.
- Assessment specialist within student affairs unit
- Associate Faculty Development Director
- Associate Provost/Assessment Coordinator
- Dean of Enrollment
- Dean of Learning Resources
- Dean who also oversees academic assessment
- Department Chair
- Department Chair, which is elected from faculty at my school

- Department Chair/Title III Director highly engaged with assessment.
- Dept. Head
- Director of Composition, responsible for assessment of first-year writing; my research interests include assessment of teaching and learning in the area of writing.
- Director of Institutional Effectiveness
- Director of Institutional Effectiveness and Planning
- Director of Institutional Research and Assessment
- Director of Learning Outcomes and Assessment
- Director of accreditation; work with assessment
- Elected faculty member to our Curriculum committee, who got charged with assessment.
- Emeritus
- Executive Director, Academic Service-Learning
- Executive Director, Faculty Development
- Exhibitor
- Faculty
- Faculty Development Coordinator/Director
- Faculty Member
- Faculty developer
- Faculty member and assessment director
- Faculty member who is chair of Assessment Committee and also director of First Year Program
- General Education coordinator
- I am also the Assessment Champion for my department.
- I am responsible for 2 different administrative areas (one of which is assessment for our School's professional degree program) as well as a full-time paid faculty member.
- IR
- Institutional Effectiveness
- Institutional Effectiveness and Strategic Planning Administrator
- Institutional Research (3 Counts)
- Institutional Research Director
- Institutional Reserach
- Instructional Design and Faculty Support
- Instructional Designer
- Instructional Designer - Faculty Development
- Instructional Support
- Librarian
- Marketing
- Marketing Manager
- Program Director

- Program Director for Dental Hygiene
- Provost (3 Counts)
- Reference & Instruction Librarian (whether or not this is a faculty position depends on the institution. At our university, we are "non-instructional staff.")
- Research
- Research and development for transformation initiative
- Researcher
- Sales
- Senior Research Analyst (2 Counts)
- Senior Research Analyst/Adjunct Faculty Member
- Service-Learning
- Tracking and Retention Specialist
- Vice Provost for Assessment and other areas
- Work on many aspects of international student needs in undergraduate business school
- accreditation
- administrator
- civic engagement/ academic service learning director
- coordinator at research institute
- curriculum development
- institutional research
- library dean
- not directly affiliated any more

5d. In which accreditation region of the country is your home institution?



6d. Is assessment part of your assigned responsibilities?



7d. How do you characterize your own experience in assessment?



### E. Finally, please tell us about the most and least valuable aspects of the Institute

1e. The most valuable aspect of the Institute:

- Pre conference workshops
- individual presentations
- George Kuh, Tom Angelo, Linda Suskie  
Hearing best practices from other practioners
- I enjoyed the sessions on writing and assessment. I thought all of the sessions I attended were very well done
- The pre-conference workshops
- hearing about various assessments that are done around the country and the relevant topics.
- - Walvoord workshop
- 1) The pre-conference workshops;  
2) Excellent speakers on a host of very relevant topics.  
  
I came with two others from my institution. This allowed us to split up and cover many pertinent sessions and then debrief and brainstorm with each other. We came away with many good ideas that will be very helpful as our university moves forward in the assessment of student learning outcomes.  
  
The conference was a good size - big enough, but also small enough to allow for effective networking as well as access to the speakers.
- 1) meeting other faculty and staff (and one student) from other schools, 2) The case studies and real-life experiences of other schools that are going through accreditation of their university and those of their programs. 3) Being able to translate the assessment of a program that has an accreditation standard with programs that are assessed but do not have an accreditation standard. 4) global learning outcomes.
- 1.opportunity to present  
2.many interesting sessions from which to choose
- A Global prospective on Intercultural Competence
- Amazing opportunities for networking and all of the sessions I attended were very strong. I left the conference with more information than I can ever process!
- Appreciated the practical sessions where other institutions shared ideas and demonstrated how they were tackling some of the more challenging aspects of assessing student learning.
- Appreciated the range of assessment topics covered.
- As a new professional, it opened my eyes to what other universities are doing in comparison to our own.
- As a newcomer to the field of higher education and now assessment everything was valuable. I wish I could have attended more sessions.
- As someone who is beginning my journey into the area of assessment, having so many experts in one setting was very valuable. Soaking in various aspects of all areas of assessment has given me a great base of knowledge of assessment.
- Assessment 101 pre-conference workshop
- Assessment 101, the pre-session.
- Assessment experts  
Community college presenters (addressing same issues we face)  
Variety of sessions
- Assessment experts sharing their perspectives/advice on assessment and on the current and future challenges and directions of assessment. My favorite speakers are Ralph Wolff, Trudi Banta, and Tom Angelo.
- B. Walvoord's pre-session

- Barbara Walvoord's presentations
- Barbara Walvord session.
- Barbara Woolvard's presentation, Morning Keynote sessions; Assignment level assessment developing signature assignments (Charrette sessions on campus); Adding students to the assessment process and providing student feedback as it relates to their own assessment for improvement purposes; Developing rubrics for various purposes; research on the use of photos capturing student engagement; information on DQP and the library resource and course mapping.

I also like having opportunities to network with individuals from other institutions to build collaboration.

- Being able to bring practical ideas home that I can use to adapt at my institution.  
Hearing from colleges in the same situation as mine and how they worked through problems.
- Big picture thinking on assessment. i enjoyed learning more about how teacher educators could be used to help other faculty outside colleges of ed.
- Breadth of session topics
- Breakout sessions and pre-conference workshops
- Breakout sessions.
- Broad areas of coverage to allow me to learn about many areas, including a range of levels from beginner to experienced
- Came with several other members of my University and this was invaluable as we shared the knowledge from the different seminars together.
- Community engagement and service-learning topics
- Concepts around assessment teams at various institutions  
The practical sessions that directly involved creating something (specific outcome)
- Concrete ideas for building and assessing ePortfolios.
- Connecting with other assessment professionals
- Connecting with others and the pre-conference. Also - the Student Affairs track.
- Connections with institute like NILOA and others and focus on assessment.
- Content of some of the talks
- Content on assessing Global Learning
- Conversations with others about assessment and the future of higher education
- Discussing assessment issues and solutions with potential clients. The booth location worked very well for us this year.
- Discussing best practices; listening to keynotes
- Discussion of accreditation.
- Discussion of resources
- Discussion sessions, sessions where new ideas and ways of completing assessment efforts were discussed. I know this seems like a meaningless thing but I enjoyed having snacks after lunch before the evening sessions. They were good "pick me ups" to help participants stay energized for the second half of the day.
- Diverse tracks and expert presenters
- Eclectic variety of presentations and the quality of presenters.
- Engaging with classroom assessment techniques and understanding assessment from other perspectives were the most valuable aspects for me.
- Enjoyed some excellent well known speakers!
- Excellent, thought provoking sessions.
- Exchanging best-practices and experiences with others. Learning!

Thank you for not alienating for-profit education. We want to do right by our students just as any other institution does. Where other

organizations are glad to take membership fees while simultaneously politically lobbying for the heads of all for profits (the 'one bad apple' metaphor), IUPUI provides a welcoming environment to allow all to learn and improve. Thank you for supporting and leading higher education best-practices in general!

- Exposure to a range of topics.
- Finding out about assessment and how others are implementing it.
- Finding out what others are doing, and with what resources.  
Like the tracks.
- Focus on assessment-in-practice, particularly for high-impact practices including but not limited to global learning; sharing of instruments, methods.
- Focus on outcomes based education and networking
- Focus on the basics and seeing how other institutions were dealing with assessment. Loved the strategies demonstrated by others. Took away a lot of good ideas.
- Focused exclusively on assessment. Good networking opportunities. Valuable, applicable information for a variety of aspects of assessment.
- Gaining insight from the experiences of others
- Getting ideas for concrete actions I can take on my campus.
- Getting new ideas I can use for course, program, and general education assessment.
- Getting new ideas of items related to assessment.
- Global Learning track; exactly what I needed!
- Good sessions for learning.
- Graduate track
- HIPs
- Hands-on approach to teach assessment planning process.
- Hearing assessment strategies utilized by faculty and administrators at other institutions.
- Hearing from other colleagues
- Hearing from the major voices in the field, including Trudy Banta, Linda Suskie, Tom Angelo, George Kuh, Peter Ewell, Ralph Wolff, etc. I especially appreciated Tom Angelo's presentations on Monday. I also enjoyed the two NILOA track presentations I attended. I wish I had been able to attend Barbara Walvoord's session on Sunday, but was unable to do so.
- Hearing innovative ways to incorporate assessment into my everyday work
- Hearing talks from and dialogue between experienced professionals (e.g. Wolff, Banta, Ewell, Kuh, Angelo)
- Hearing the presentation of someone who was in the exact situation two years ago that I am in now, and who moved forward with the same types of goals that I have established.
- Hearing ways that colleges arrange their process to increase faculty participation, reward, and ease of data assimilation. The sessions that provided practical applications were better for my interests and needs at this point.
- Hearing what other schools are doing in line with cultivating a culture of assessment
- Here are 2: Opportunity to see and hear about how colleagues at other institutions are approaching challenges and the experiences they've had. Opportunity to hear experts' and visionaries' perspectives on practices, policy, and trends.
- High Impact Practices
- High Impact Practices, Ralph Wolff & Ken O'Donnell's perspectives
- How to assess writing  
How to educate STEM professionals
- How to promote assessment in my institution. Information on NSSE. Information on multiple methods in assessment/research. Representatives from and information about HERI.

- I LOVED the Rubric Workshop! Fantastic and great to have some hands on opportunity to work out the process of creation.
- I appreciate both having the opportunity to hear from the "tops" in the assessment field and spend two full days with colleagues in the field.
- I appreciated the different scheduling tracks, there was so many great presentations it was hard to pick just one to attend.
- I appreciated the opening keynote by Ralph Wolff and the ensuing discussion. I also enjoyed the panel moderated by Jillian Kinzie. None of the sessions I attended highlighted anything particularly innovative, so I didn't really learn anything new. The exception to that was the Group Level Assessment session; that was new information I plan on applying.
- I believe that having an opportunity to hear from others is helpful (particularly from those at the forefront of the field) was most valuable. Over the course of the year, I tend to become somewhat narrow in my views and approaches to assessment at my own institution and it is such a much needed breath of fresh air, particularly this year's conference for reasons that are idiosyncratic to myself and not the Institute itself. Truthfully, I do not believe I really even believe I understood what good assessment of student learning was until I began attending the Institute three years ago. I still have a lot to learn, but I feel that I have grown tremendously in my assessment role in large part to the knowledge I have taken away from this conference each year. I find myself more and more intrigued by this area and wanting to get more involved in assessment practices at my institution (for better or worse).

I feel fortunate that such a conference exists and that is so close to my institution. I would say that I am concerned that it might not happen next year, but considering that it's been around longer than I have and the need for good assessment in higher education is not going away I just hope to be able to come back next year.

- I enjoy the chance to share with and learn from colleagues about innovative ideas for assessing and improving student learning.
- I enjoyed the time in workshops to work on quality assessment tools, and the chance to interact with other attendees.
- I felt as if the inclusion of the graduate/professional track was very valuable and directly applicable to my own work.
- I found the chance to pick up almost random ideas and best practices, particularly related to assignments.
- I like the track that focused on Student Services. I feel like I definitely left with many practical tools that I can use at my campus.
- I like to see how others manage the same issues I have. I am ready to revamp my assessment website, and was able to see specific websites of others who do things I would like to do.
- I liked how there were primary tracks on specific topic area and the keynote session. I was very impressed with the HIP's presentation and the track presentations.
- I liked the different options.
- I liked the way the conference was organized into tracks. It made choosing sessions easier.
- I really enjoyed and benefited from sessions offered by individuals who have long been leaders in the field. Sessions focused on the using assessment results/"closing the loop" and the bigger picture with assessment were thought provoking.
- I really enjoyed the NILOA presentations on transparency and learning more about co-curricular reviews.
- I understand the concurrent sections
- I value the networking with peers and discussions regarding challenges to assessment and accreditation.
- I very much appreciated having a student affairs track.
- I was able to collect some ideas about how I can improve assessment for the programs I work with.
- Idea sharing for faculty development and organization of assessment
- Ideas and examples, process discussion
- Ideas related to faculty development and incentives for faculty who properly conduct assessments.
- Individual sessions that addressed issues of interest to me and the workshop I attended on Sunday.
- Information & ideas from sessions
- Information available to help other institutes
- Information on High Impact Practices  
Student Affairs Track

- Insights about different purposes of assessment (for accreditation vs. for faculty info on student learning) were really helpful to me. Also I developed some new language around assessment thanks to some of the speakers.
- Interacting with participants whose primary job responsibility is assessment.
- Interaction with colleagues from across the country facing many of the same challenges
- Interaction with others within sessions
- Invited speakers
- It was great to hear the best practices and struggles of other institutions and to have several days completely devoted to learning about assessment. Working with assessment is just one of many other tasks that I am assigned.
- It's a wonderful learning opportunity. Variety of tracks and sessions to attend.
- Jane Souza
  - Sessions on graduate education assessment practices
- Ken O'Donnell was great!
- Ken O'Donnell's keynote
- Keynote in high impact track.
- Learning about effective assessment practices.
- Learning about the different methods and ideas that other institutions were using. Getting a better understanding of assessment.
- Learning about trends
- Learning best practices from other institutions as well as assessment trends. And networking.
- Learning form conversations with colleagues.
- Learning from faculty about assessment strategies and getting people to work collaboratively.
- Learning from other colleagues.
- Learning how to create and promote faculty buy-in from the bottom up.
- Learning practical approaches to assessment
- Learning the basics of assessment and how outcomes are/should be measured.
- Love the variety of concurrent sessions
- Loved the session on STEM and metacognition. But honestly it is just a great institute
- Meeting and exchanging information with others. Hearing updates on [potential] national policy and being informed about how AAC&U, NILOA, Carnegie, Lumina, and others are responding...and the responses of those who are attending to these changing circumstances.
- Meeting and learning from Linda Suskie.
- Meeting colleagues doing simila work, or with good stories of new initiatives.
- Meeting others with similar questions and, sometimes, creative solutions.
- Meeting with colleagues and hearing from speakers that are working on the same issues that I am.
- Meeting with other people and hearing what is happening elsewhere.
- My pre conference session was very useful
- Networking (3 Counts)
- Networking - helps to see and hear what other instiutions are doing in regards to assessment
- Networking and gathering of new ideas
- Networking and poster sessions.

- Networking and sessions
- Networking and sharing ideas with other colleagues
- Networking opportunities with administrators from other institutions with whom I could compare notes and practices; exposed to information slightly above my comfort level to challenge my growth,
- Networking opportunities, conversations with colleagues, learning from experts...feeling a little less alone!
- Networking opportunities, diverse session selections, pre institute workshops
- Networking opportunities.
- Networking with other assessment professionals. Really liked both of the morning plenary sessions. The selection of the tracks was excellent choice.
- Networking with other doing assessment. Increasing role/presentations on High Impact practices
- Networking with others in the assessment field.
- Networking with others in the field.
- Networking with peers and vetting of assessment practices
- Networking, promotion of qualitative research, exhibitors, continental breakfasts, snacks, high quality presentations, excellent resources from the field (access to big names such as Kuh, Banta, Ewell)
- Networking, receiving resources/materials/ideas from colleagues.
- Networking. And the two major panels (2 Counts)
- New ideas  
met new people  
many, many topics from which to choose
- Obtained ideas for building a conceptual model to guide assessment of student services areas (from the keynote track)
- Of the sessions that I attended: the pre conference workshop by Barbara Walvoord and the Monday pm conference sessions by Tom Angelo. Both were excellent training and professional development opportunities.
- Opening session
- Opportunities to discover new policies and methods.
- Opportunity for meaningful conversations with experts such as Douglas Eder and Darla Deardoff.
- Opportunity to discuss difficulties of global learning assessment with people who also struggle. Also helped me to see 'the bigger picture' with institutional assessment.
- Opportunity to focus on assessment conversations with colleagues. Sessions that tell a college's story - identify an issue, then explain how they are addressing the issue and reflection on the extent to which it is meeting their needs.
- Opportunity to interact one-on-one with Professors and the Speakers and listening to the ways they look at assessment.
- Opportunity to share.
- Organization of program and sessions
- Overall the conference and pre-conference workshops was a very positive experience for me as a first time attendee (have been to Texas A&M conference). The ability to discuss and network along with active discussion in the concurrent sessions was very valuable.
- Plenary session discussion was insightful. Some of the sessions provided innovative perspectives on assessment.
- Plenary sessions are great for getting a big picture view of what is happening or may be happening in the future. Some individual sessions were great.
- Plenary sessions that covers broad issues, looks at the changing landscape and tries to foresee upcoming changes, hand outs, interactive workshops
- Plenary sessions that provide a broader context for our assessment activities.
- Plenary talks and sessions. I was lucky and picked all the really good ones that I needed!

- Poster sessions, variety of assessment topics
- Pre-Institute workshop on designing assignments--VERY useful info that I will take back to faculty/staff workshops on my campus  
Jo Beld's presentation;  
networking with colleagues
- Pre-conference workshop - the information was excellent, well-presented, and allowed enough time to go into further depth and detail than the concurrent sessions.
- Pre-conference workshop and variety of sessions
- Pre-conference workshops for me and the colleagues that came with me.  
All were excellent.
- Pre-meeting workshops
- Preconference Workshop on Designing Assessments
- Presentation session by Linda Suskie and "Three Tenors" presentation comparing and contrasting three new assessment texts.
- Presentations about new ideas; the ability to talk with other assessment practitioners and come away with a variety of new viewpoints
- Presenting our own work and the conversations associated with that. I liked the plenary sessions, especially Tuesday's, and Linda Suskie's presentation.
- Provocative plenary sessions
- Quality of sessions (also, friendliness of participants and presenters)
- Quality of sessions I attended was excellent!
- Ralph Wolff was great
- Ralph Wolff's willingness to question the very premise of accreditation.
- Registration was held EVERY day, which was very beneficial to individuals who were only able to attend the last day.
- Ronald Severtis and Tanlee Wasson from Indiana University Southeast. They talked about annual, biennial, and triennial tracks for submitting assessment reports. The assessment reports were reviewed via a rubric and then departments could update/change their assessment report from the feedback. This is a great way for internal motivation for departments to want to be in the triennial track. I thought it was presented well.
- Rubrics, learning outcomes, assessment plans, curriculum mapping.
- Sandra McGuire's opening talk for the STEM sessions was outstanding.
- Seeing a broad array of assessment perspectives and initiatives from a varied host of presenters including SA practitioners, researchers, and faculty. As a bonus, the plentiful snack breaks and included breakfast were very nice, and above average compared to many other conferences.
- Seeing the "lay of the land" of where people are at in thier thinking. Also, the opening panel was AMAZING. I wish there was more of that.
- Session by Tom Angelo. Workshops that featured assessment software and strategies by other institutions.
- Sessions on high impact practices and community engagement. Presentations that focused on practical tips and how assessment fits in with the rest of one's work.
- Sessions that offer real examples such as dashboards, etc.
- Sessions that relate to community colleges
- Several sessions related to topics of interest at my institution - particularly e-portfolio, assessment of global learning, and working with academic librarian on assessment of information literacy.
- Shared best practices and insights into aligning assessment and accreditation.
- Sharing perspectives, problems and soutions across institutions much like my own in size and mission.
- Some great sessions and wonderful networking opportunities.
- Specific ideas about assessment practices and processes. A few new ways of thinking about assessment.
- Sr. Sandra McGuire's presentation

- Student Affairs specific details on how to roll out assessment
- Sunday Workshops
- The International/Global track
- The NILOA strand. The colleagues I brought with me valued the student affairs and faculty development strands.
- The Pre Conference
- The Pre-Institute Workshop on high impact practices. However, the entire conference was great!
- The STEM track presentations were most valuable. I learned much more than I expected to during the sessions.
- The Student Affairs track!!
- The Sunday afternoon workshop about NILOA by Natasha Jankoswki, Pat, and Peter--really helpful!
- The Sunday workshop on High Impact Practices
- The Sunday workshop with Barbara was very informative!
- The ability to gain alot of information in a very short time. The ability to gain very technical how to's not just hear about what others were doing. I would go to a whole conference taught by Barbara Walvoord.
- The addition of the graduate/professional track really added to the experience and knowledge.
- The applied sessions that offer tools to take back to the campuses that have immediate application possibilities.
- The assessment methods track in particular Thomas A. Angelo
- The concurrent sessions.
- The content of the presentations. I most appreciated the ones on faculty development; they were very practical.
- The different tracks all focusing on assessment
- The diversity of perspectives represented as well as the practical, applicable advice shared by the presenters
- The diversity of sessions and wealth of knowledge represented by attendees and presenters.
- The excellent first day plenary session/overview
- The extended preconference workshop.
- The fact that there was a graduate track.
- The fact that these sessions provide a number of ideas I could try or at least discuss at my institution. Many of the ideas I have about how we are doing assessment are validated by the contents of these sessions.
- The faculty development track.
- The framing of the student learning question, especially from Barbara Walvoord in her pre-institute session. So much of the struggle with assessment is in asking the right questions - I learned so much from this session (and other sessions!) about how to pinpoint the issue and frame the discussion. I've already come back to my position with a renewed focus on student learning and how we assess it.
- The graduate and professional track was a really great inclusion for this year. The inclusion of this track and the quality of the presentations within the track resulted in this AI being the most applicable to my role from the 5 AI conferences I have attended over the years.
- The guest speakers are always outstanding.
- The individual sessions and the ability to network with colleagues doing innovative, exciting things.
- The information, networking
- The insights, knowledge from practice, overview of the field, current and future currents and implications from knowledgeable people.
- The interactive sessions and the global track.
- The last session of the conference on authentic assessment in graduate programs was excellent. Lots of ideas to take home.
- The most valuable aspect is the broad range of assessment-related topics that are covered in this compact and very beneficial two days. I

truly appreciate the fact that the Assessment Institute brings both breadth and depth to the participants.

- The most valuable aspect of the Institute is the opportunity to see what other colleges and universities have tried, both things that worked and things that did not.
- The most valuable aspect was hearing from other institutions that had effectively implemented assessment at their college and had faculty viewing assessment as a positive experience. Being able to collaborate with peers at other institutions was a great way to share ideas on assessment practices that I could bring back to my institution to hopefully improve our assessment procedures.
- The opportunity to hear from experts in the field- Trudy Banta, Linda Suskie, Ralph Wolff... The plenary sessions were excellent. I found them most informative.
- The panel discussions about current and future trends regarding assessment.
- The panels.
- The participants
- The plenary and meeting others in the field.
- The plenary sessions (2 Counts)
- The plenary sessions and keynote set the tone for the rest of the conference. I really enjoyed the sessions that I attended. I bought the new book by Walvoord and enjoyed her session on writing assessment. I also enjoyed the High Impact Practices and NSSE sessions.
- The plenary sessions and the rigorous discussion of the panel addressing a topic that is of high interest to everyone.
- The plenary sessions and the sessions that focused on DQP implementation.
- The plenary sessions were invaluable. Listening to where we are headed next is great.
- The pre-conference session on Sunday: Building Institutional Capacity to Monitor and Assess Community-Engaged Learning
- The pre-conference workshop on building rubrics on Sunday was the most valuable session I attended.
- The pre-conference workshop on campus-wide assessment was excellent. Monday's plenary was quite thought-provoking and the presentation on HIPs and student retention from NIU was one to write home about.
- The pre-conference workshop on community-based learning
- The pre-conference workshop with Dr. Walvoord was the most valuable aspect.
- The pre-conference workshops were most valuable. If the whole conference were like that it would be more valuable.
- The pre-conference workshops.
- The pre-institute session with Rosemary was excellent; loved the learning community workshop!
- The pre-institute workshops were fantastic (I attended Assessment Clear and Simple).
- The preconference workshop with Barbara Walvoord.
- The presentations that gave specific examples on how to deal with particular assessment challenges.
- The programming.
- The range and diversity of the sessions are always appealing. There is great representation throughout many strands so there is plenty to choose from.
- The real examples of work.
- The session for Cal State
- The sessions allowed questions and or asked beforehand what questions attendees would like answered.
- The sessions and networking. The opportunity to facilitate and bring faculty from my campus. As an assessment coordinator, I fund faculty to attend and bring them with me. I then facilitate discussion with them about the sessions they attend at lunch and over dinner. It's a very effective way to get faculty involvement in assessment.
- The sessions are always just fantastic. The Sunday workshops are always good too. Also, having such a collection of top scholars and practitioners in the field of assessment represented is a huge draw for me.
- The sessions that included practical application of the theories being presented were the most useful to me.

- The sessions themselves
- The sessions with speakers from Community Colleges.
- The sessions, interactions with speakers, and conversations with colleagues
- The sharing of data collection instruments and analysis tools.
- The speakers coming from a variety of schools and disciplines, each with their own application of the topic, more specific for me - e-portfolios  
Networking at the luncheon was very good also.
- The strategies being propagated by the institute
- The subject matter experts.
- The tracks - They make it so nice to plan my days. I can either stay within one track and get intense in that area or I know where to look to hit my needs for the conference.
- The variety of presentations was really helpful.
- The variety of session provided, and the session I attended by Tom Angelo.
- The variety of sessions offered.
- The variety of sessions.
- The variety of sessions. It had something for everyone!
- The variety of topics that fit my needs
- The wealth of information the presenters share.
- The wide variety of topics and experienced presenters.
- The workshop was awesome and so was the keynote for HI. Sessions had some value but many were too vague and did not include much data.
- The workshops and other sessions.
- The workshops because that's when you can really get hands-on.
- The yearly update as to where assessment is headed in the future. Hearing from experts in the field.
- There were many sessions I attended that provided actionable strategies for implementing new student learning assessment practices.
- There were several workshops I desired to attend scheduled for the same time slot. I would like to see some of them repeated.
- There were some highlights, but most of it was regarding the fact that other institutions are in the same place we are. It was nice to feel "at home" with other folks and their successes and challenges.
- These types of conferences, specifically this year the pre-conference workshop given by Barbara Walvoord (Session 01A). Very informative, "no muss, no fuss" attitude about assessment is refreshing. For someone just trying to get their head around all this for the first time, these conferences are an invaluable asset.
- Thomas Angelo's breakout session; focus on high impact practices
- Time to network with colleagues doing the same type of work as me.
- To learn what other institutions and programs are doing. Opportunity to think about assessment instead of it being triage to a low priority due to other responsibilities. Received affirmation about conceptualizing and moving forward with assessment plans.
- Tom Angelo
- Tom Angelo's session, "Doing Assessment as if Teaching and Learning Matter Most," was the highlight of my institute experience in terms of proving concrete, innovative, and thought-provoking approaches to stirring assessment conversation. I also enjoyed the assignment charrette workshop, Ralph Wolff's plenary talk, Linda Suskie's session on sustaining a culture of betterment (although her portion of the Three Tenors talk was slightly redundant).
- Tom Angelo- fantastic!
- Tom Angelo--his workshops inspire me to try new things

- Tools and techniques to collect, warehouse and report data
  - Networking with like professionals
  - Information and best practices for accreditation
- Top notch practitioners of assessment and program design. Top people in areas of focus.
- Track presenters
- Tuesday's panel
- Two things:
  - Getting caught up on what the national experts are doing and saying, and
  - Getting to discuss my own work with others in the field
- Varied sessions. I gathered many different ideas from many different aspects or areas (alumni surveys, co-curricular assessment, graduate assessment, etc.)
- Variety and quality of concurrent sessions.
- Variety of concurrent sessions.
- Variety of information provided.
- Variety of topics presented by experts in the assessment field.
- We found all the concurrent sessions to be of value. We also enjoyed the pre-conference workshops.
- Wealth of information on all aspects of Assessment from recognized experts in field.
- Wide range of session topics; ability to generate new ideas to bring back to home school
- Wide variety of topics and best practices shared; expertise present was impressive!
- Working with my colleagues.
- Workshops were very informative.
- assessment sessions
- caliber of attendee
- cases and practices presented by pationated and selfmotivated practioners, faculty etc
- connecting with colleagues from other parts of the country that I've met before
- conversation with others
- ePortfolio sessions
- eport workshop
- focus on the topic
- global learning track
- hearing from the nation's top assessment professionals
- hearing perspectives on accreditation and future of assessment; sharing of ideas....
- learning about a variety of assessment issues
  - gaining a better perspective of assesment history and future directions
  - attending sessions with speakers who are leaders in the field
  - the NILOA stand
- learning about other institutions practices and knowing that we're not alone in our struggles
- learning from the gurus
- learning overall plan for student affairs assessment. the sessions that were good were great.
- networking (2 Counts)

- networking opportunities
- networking with other professionals.  
Learning from the experience of others
- networking, meeting with colleagues, learning from colleagues
- networking, sharing with colleagues from around the country and hearing about innovative programs or initiatives
- opportunity to meet other folks pushing the envelope.
- overall learning--about HLC and regional accreditation; individual sessions related to health sciences
- overview of the scope and levels of assessment, the purposes for which it is used both within and without the institution.
- plenary speaker opening session and time to network with others
- pre-conference workshop on HIPs
- pre-workshop options
- service-learning assessment, civic engagement pre-institutes, high-impact practices discussions.
- sessions on methods of assessing learning in student affairs programs
- talking to colleagues
- the focus on assessment in higher education.
- the opportunity to bounce ideas off of other colleagues facing similar challenges and to see what others are doing that might work for us
- the pre conference institute
- the pre-conference workshops--I frequently find the information gained from pre-conference workshops to be extremely helpful and usable.
- the sessions
- the sessions and plenary are great. Meeting and interacting w/ others is very valuable. Perhaps a scheduled time for roundtables in the various tracks would allow for more cross campus sharing?
- the theme of the conference focused on much broader issues on assessment and higher education. I helped me perceive and approach assessment within a context of the education system. It is also very reassuring to find out we are on the right track, adopting best practices in our assessment policies and processes.
- the writing assessment session with Walvoord was excellent and will be very helpful at my institution.
- tools for assessment provided by the varied speakers
- tracks  
Ralpf Woolf
- variety of fields of interest. options to attend one track or choose sessions from multiple.
- variety of tracks

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2e. The least valuable aspect of the Institute:

- None  
all valuable
- BC read her talk to us for the most part. I was surprised and disappointed.
- poster sessions
- "Pie in the Sky" ideals and "wouldn't it be nice if's". What we have is what we have. With how political the idea of education has become, we can't just change the way we do accreditation... it just won't happen any time soon.
- - some of the rooms were too small for the session which prevented attending
- 30-minute half sessions; they often seemed boiled down from a 60-minute presentation and so were often rushed

- A few more concurrent sessions on current "hot topics" in assessment such as competency based education.
 

The hotel and food were fine; however, the breakfast didn't leave many options for people who are on a gluten free diet.
- A few workshops seemed overly specific to the institution or program being discussed. The morning pre-institute on community engagement was excellent, but the afternoon session on institutional assessment of community engagement was much less relevant. The IUPUI folks knew so much about assessment tools and tricks while the other session seemed very specific to the institution being discussed and since it is a large state school and I come from a small, liberal arts college there really was not much there to help me.
- A kind of hyper-generalization in what is shared. The scale is also a bit too large for my personal goals/comfort.
- About half of the global learning sessions were more descriptive of struggles to enhance or increase global learning initiatives rather than focusing, as I had expected, on assessment challenges and successes relating to global learning (instruments, case studies, methods, strategic assessment planning).
- Accommodations and meeting facilities were poorly scheduled, hot, too crowded, and snack scheduling did not match session scheduling.
- Accreditation or faculty development topics. At this point in my career, I am not involved with either.
- All good.
- All the stuff that hasn't changed in 20 years - let's find out what faculty are already doing, etc. (The Tuesday plenary was a good example of this.) I know new people keep entering assessment work, but I would expect the proportion of substantive work - by which I mean, they've collected data, and ideally have done something that responds to it - to have increased more than it has. Even when I was new to assessment, I learned more from hearing concrete examples than from discussions of general philosophy.
- Always seems to go so fast
- At times there are too many choices making it difficult to identify which session to attend. It would be nice if popular sessions were repeated.
- Because of flight schedules, we usually have to leave in the middle of the last session.
- Becomes a bit repetitive as times.
- Can not think of any
- Difficult to find the type of sessions that addressed how to structure assessment at a University that starts at the institutional level and moves down to the unit level.
- E-portfolios
- Every aspect of the Institute is valuable to assessment. I am currently new to my position in assessment
- Everything had a role.
- Exhibitors.. I understand they sponsor the conference, but since I don't have any say on what my university system purchases, interacting with them is of really limited value.
- Few sessions devoted to general education or online learning assessment
- Food (2 Counts)
- For me as a novice to assessment, some of the special-interest sessions were not of use; however there were concurrent presentations that were of great relevance to my needs.
- For me at this point in time, the poster sessions.
- For me, the least valuable portions were the sessions that focused on software use that we cannot budget for, as nice as they may be, I cannot apply any of their practice.
- Grouping sessions by category limited the ability to engage in a broad spectrum of learning opportunities.
- Half the talks I attended were poorly presented. Speakers try too hard to fill an hour with excessive and irrelevant content. Topics are all too similar, the same session was in essence repeated dozens of times over 48 hours.
- Hands on workshops would be a great addition
- Hassles with alternative hotel and walking 8 blocks in the cold morning!!
- Honestly not sure either plenary session added much for me personally.

- Hotel layout (strung out on two floors and walking a lot of long hallways to get from one place to another)
- Hotel sold out.
- I am not a big fan of combining Tea and the Poster sessions. See my suggestions below.
- I am not sure how to avoid this too many good things and restriction of time to attend.
- I attended a couple of sessions that included a fair amount of information that was not directly related to or easily related to assessment or the process of assessment. "Being Fully Human" Eportfolio Practice as Affirmation was one. There was about a 15 minute detour into advanced robotics and theory that did not seem to fit the conference.. Also 07J1 and 07J2, were interesting, but more about retention and research than assessment directly.
- I believe that everything was valuable. There just aren't enough hours in the day to receive all of the information that you can at the institute.
- I can't really think of anything
- I can't think of anything. All of it was valuable to me.
- I cannot think of any.
- I did not care for the opening session. It is the same as last year and it is just a talking heads session.
- I did not like the endless "turn to your neighbor and discuss." When it happened in the plenary session on day two it was "just too much." I want to listen and absorb from the professional speakers. I know this goes against the grain of modern teaching, but it is the way many of us learn.
- I did not see any
- I didn't like the shared sessions. It was awkward when people left in between sessions and then entered another session. It's also hard for presenters to get their information out in 30 minutes. It felt very rushed.
- I don't find the bag or water all that helpful. It's just more to carry around, but its nice that I can ID other conference goers out and about in Downtown Indy.
- I feel like there was too much of an emphasis on indirect assessment measures and not enough emphasis on direct measures. I believe that both are valuable and certainly have their place, but I think the latter needs more attention.
- I felt that the focus of many sessions was on assessment at small liberal arts or professional schools. Being from a large, private research institution, our issues and concerns regarding assessment are much different, and I felt that these differences weren't addressed or even discussed.
- I felt the institute sessions did not offer enough examples of leveraging technology in assessment work. Another item that we struggle with on my campus is the difference between research and assessment - how to incorporate relevant research methods into our assessment strategies without expecting or requiring perfect, generalizable findings.
- I got tired of the lecture format really fast. I think interactive sessions should be the focus.
- I had hoped there would be more advanced workshops offered. There were not any that I wanted to attend because most seemed to be for beginners.
- I was less interested in grad assessment
- I was surprised by the Monday plenary session. The panel is certainly experienced but I really think that new voices and perspectives need to be mixed in. More diversity and underrepresented voices need to be part of the discussion.
- I went to one poor session and one truly awful session, but the rest had speakers who were well-prepared, articulate, and audience-focused.
- I wish my travel arrangements had enabled me to stay for Tuesday afternoon. Some sessions were overpacked.
- I would have liked to see one complete example of a good program assessment plan. I saw bits and pieces of many, but would like to see some more complete examples. Even to have someone talk about tried and true techniques for assessing typical educational outcomes - again, I picked up good ideas and things to avoid in bits and pieces, but nothing comprehensive.
- I would say there are too many sessions focused on process and not enough sessions driven by data. I went to one session where the presenter was discussing a system that wasn't even half built yet, and the presenter complained the whole time about how her assistant had quit.
- I wouldn't say that it wasn't valuable, but for me, what was not valuable were the sessions that were considered graduate tracks but rarely mentioned anything on the subject.
- I'm exhausted after long days of learning, so I don't enjoy the high tea or posters sessions. I would recommend finding another way to

include them, such as in the the second day lunch period, and strongly encourage attendees to visit sponsors and posters. I'm not sure if posters get awards, but if attendees were able to vote then they might be more engaged.

- In a few sessions it sounded as if presenters were pontificating rather than presenting. When one is not that involved in assessment, it was difficult to follow all the alphabet soup.
- In one of the Tuesday morning sessions on global learning that I attended, the presenter went so rapidly through her PowerPoint that I was not able to get a lot of the information. That was unfortunate, because I think she had some interesting ideas to share.
- In regard to the scheduling of the sessions, almost all of the student affairs sessions were in the same room. This meant that we didn't really move around all day. I suggest having sessions in various rooms to allow attendees to move around and have a different environment. Plus, that room ended up having HVAC issues and was extremely hot...we had to leave the doors open which then also caused an issue due to occasional noise in the hallway.
- It was all valuable.
- It was difficult having so many concurrent sessions when there were many occasions when I wanted to attend two track events at the same time. While it was helpful having all of the track organizers together during the second plenary, I would have liked more opportunities to hear from other tracks. Perhaps this will come out in a summary document later, but it would be nice to be able to learn more about the events I couldn't attend.
- It would have been nice to have handouts provided electronically at the time of the presentations. Many speakers had copies, but never enough.
- It's hard to say. I'm not experienced enough to say that any of it was invaluable.
- Limited room availability at host hotel.
- Lots of presentations were cancelled. This left fewer options when selecting sessions to attend.
- Lots of presentations with presenters impressed by their own methods. Would appreciate more opportunities for skills development.
- Lots of talks (especially in the split sessions) where someone stood up at the front and gave a "lecture" that wasn't engaging and didn't attempt to address my particular interests. The best presenters took a minute or two to find out who their audience was before starting out.
- Luncheon
- Luncheon presentation
- Many of the institutions represented were not peer institutions so I'm afraid some of my colleagues will dismiss experiences that I bring back from the Institute.
- Many of the sessions I attended were in rooms that were too small to handle the number of those attending. People were sitting on the floor or standing in about 75% of them. It made it hard to hear the presenters.
- Many sessions of cases that weren't very far ahead of where we are - sometimes the session descriptions over promise a new comprehensive solution, then deliver a much less compelling or impactful story.
- Monday is a long day with high tea and posters
- Monday lunch, can't remember what was discussed there at all and the food was ok.
- Monday: 4 breakouts in a row is too much. Would've rather delayed lunch to have fewer in a block.
- Most of the concurrent sessions I attended turned out to be not applicable to my goals. Having participated in the Assessment Leadership Academy (run through WASC), I was looking for ideas from much more advanced practitioners.
- My pre-conference workshop was not valuable (not as described). Very basic and was course-objectives not program-area objectives.  
Some of the workshops were weaker than others.
- N/A (7 Counts)
- NA (5 Counts)
- NA
- NONE
- None
- None at this time.

- None that I can think of.
- Not Applicable
- Not being able to attend some sessions that were scheduled at the same time, and the second morning's offerings were not helpful to me.
- Not being able to get a room in the host hotel
- Not enough free food. :)
- Not enough structured engagement time. Perhaps roundtables by various topics or inquiries that could be signed up for ahead of time?
- Not sure
- Not sure.
- Nothing
- Nothing comes to mind (2 Counts)
- Nothing really-the focus on global assessment doesn't really apply to me but I still think it is valuable.
- Nothing, really.
- Nothing.
- One session I attended had seemingly nothing in common with its title or with the description in the program. (This comment was passed along to the presenter on a feedback form at the session.)
- One speaker presented a rubric for participants to evaluate. This was unexpected as I attended to receive ideas..
- Only two lines for registration meant a bit of a wait on the first day....
- Opening plenary sessions. I'd far prefer hear a motivating speaker that gives concrete "nuts and bolts" of assessment. Trudy mentioned in her opening remarks the theme of this year could be "back to basics." In that spirit, I'd love to see how an institution defines a good SLO, what a good rubric looks like, what good assessment data at the course, program and institution level looks like and how the data can be effectively used. The plenary sessions and too many concurrent sessions identified issues with no attempt to address possible solutions. When the question was posed about how many colleges had accreditation visits coming in the next 2 years, 75% of hands went up. I'm concerned this conference is utilized more for a triage purpose and long-lasting, meaningful institutional change.
- Opening plenary session
- Optional lunch.
- Overwhelming.
- Panel discussions
- Panel discussions in the morning. Not inspiring. Surprised that there were no breakout sessions on Monday morning.
- Plenaries - especially the panel. Perhaps the audience experience is too diverse in experience and interest? Need to move beyond 'why' assessment to details of methods, costs, administrative support and using data for advocacy.
- Plenary on Tuesday
- Plenary session.
- Plenary sessions (2 Counts)
- Plenary sessions. Provided information, but not very useful to the beginner without much background. A lot of abstract ideas that don't mean much without context.
- Poster session (2 Counts)
- Poster sessions and plenaries
- Posters (2 Counts)
- Posters (they are valuable, just less so)
- Presentations; still lecture and power point with very little interactive learning
- Presenters who asked us to "think-pair-share" in sessions. I was there to hear and learn from the presenters.

- Quality of sessions varied.
- References to certain acronyms and shop-talk I had no idea about. I felt like I was swimming in alphabet soup sometimes. If you're going to use an acronym in your speech or presentation, do what is required in APA writing format (the standard for our discipline) and state it plainly. Define your term. Explain what it is. Then from that point on you may use acronyms.
- Repetition of the concept by different speaker
- Seemed there were not as many advanced or accreditation sessions this year. I know folks get to be speakers because they are experts and experts write books, but it seemed there was a lot of personal book pushing this year. They need to realize that even mentioning your own book is pushing it. It might be okay if a different person is introducing you to say something about it, but having the speaker mention it seems too much. Maybe have a new literature in the field session and people could talk about their publications there.
- Sessions in areas I am not interested in
- Sessions in which one would need to purchase very expensive tools in order to replicate results.
- Sessions seem too remedial  
Not enough presentation of data
- Sessions that are very similar to previous years by the same presenter.
- Sessions that did not discuss what they had described.
- Sessions that focused on a specific discipline that did not seem to transfer to other disciplines. Based on the descriptions of these sessions, I chose others to attend.
- Sessions where individual/institutional research results were shared. I liked to hear more about how I could use their same project for my institution rather than hear how "x" program was successful or needed to improve at a particular institution.
- Sessions where there were 2 presentations.
- Several of the sessions focused on initiatives at individual schools since they had little relevance or transferability to my own institution. While I could appreciate the work they did, I didn't see a way to use any aspects of their experiences.
- Several of the student affairs assessment track presentations, which spent time discussing connecting to learning outcomes, but presented no really new ideas about assessment techniques beyond surveying students.  
  
Split sessions were just not long enough to cover information and discussion in many of the sessions I attended.  
  
It would also be nice to see more representation of assessment strategies beyond IUPUI. Many of the presentations I attended focused on the IUPUI environment, which is quite different from what exists at other schools with less developed assessment cultures.
- Several of the tracks (Institutional Data, Assessment Methods, for example) that were listed in the program did not include keynotes or a robust collection of sessions planned. Also, the shared session model, was not great (ie: being listed as separate sessions although they were shared time slots. One could dig in a bit to figure what was being co-presented, but one had to look around to note this). Typically I would be interested in a topic only to find it was a 20 minute presentation along with a topic I was not as interested to hear. Listing the start and stop times for each "half" of the presentations would be nice so we could move around and get the most out of the various offerings. Other organizations do this, so there are models out there.
- Several sessions did not match the abstracts provided at all... and that was really disappointing since there were usually multiple sessions per slot I wanted to attend.
- Shared Sessions
- Since this is difficult work - there were quite a few 'war stories' which would have been better in smaller doses.
- So many multiple sessions scheduled simultaneously that I can't get to the ones I want. This includes my own session when I can't attend others I want...and my colleagues can't come to mine.
- So many sessions to choose from - this was my first time attending and wished I'd reviewed the schedule in advance to plan out my sessions better. There were some I heard about afterwards I wish I'd attended! And I'm not sure if I learned anything new from the paid-for luncheon.
- Some of the 30 min sessions
- Some of the descriptions were unclear, particularly the one on graduate assessment. It focused mostly on doctorate programs.
- Some of the posters seemed only tangentially related to assessment.
- Some of the presentations were really not generalizable beyond the home institution.

- Some of the presenters were not in sync with the opening session speaker.
- Some of the sessions were less than I expected or not what I expected. Maybe I just chose the wrong ones.
- Some of the sessions were not informative.
- Some of the sessions were titled in ways that accurately reflect the content of the session
- Some of the sessions were very good, but some were...not (boring, provincial, too high-level, etc.). Definitely use the feedback forms to decide whom to invite/let in next year. Also, logistical details weren't all attended to appropriately. (Please see below.)
- Some of the workshops were nice and great, but didn't provide me with any process or take away. They were great stories, but I would have preferred more of a here is a process of assessment that we used, how we did it, and the result.
- Some presenters had very limited (or lacked) handouts to accompany their presentations.
- Some redundancy in ideas of how to engage faculty
- Some sessions did not have enough seats. Also, the sessions that were doubled (20 minute each) were not very compatible.
- Some sessions had titles which implied broad applicability, but in practice, were idiosyncratic case studies. I found myself abandoning a few presentations when the speakers did not disclose the objectives up front--- I wish that they were included on the app.
- Some sessions were focused on much larger universities than mine, which made some of the information less or not applicable.
- Some sessions were too short. Presenters had to rush through presentations or not enough time for Q&A. Some disconnect between actual presentation and its title and abstract.
- Some talks turn out to be not very relevant, or not presented that well.
- Sometimes difficult to locate meeting rooms--signage could be improved.
- Sometimes there were three sessions I wanted to attend all at the same time!
- Speaker on Monday's plenary was excellent - panel went rogue!
- Split-schedule breakout sessions do not offer enough time for any valuable information to be shared. Don't try to cram two presentations into a single time slot.
- Stacking the chairs in like too close, can we have tables in the future? I know it cuts down on ability to accommodate number of attendees, but it would help with comfort so much
- Still many folks in beginner stages of trying to convince faculty assessment is worthwhile; would like more advanced sessions
- Student Affairs presentation need to be strengthened.
- Such a strong focus on accreditation (I am from a Canadian Institution) and a strong focus on course assessment. There are a lot of Student Affairs Assessment professionals attending as well.
- The \$40 luncheon with speaker
- The Monday plenary really left a sour taste in my mouth. It's one thing to hear well-pedigreed people speak about their experiences over the years; it's another to hear them 1) repeat strategies that have failed in the past and 2) continue to promote those strategies as still holding their weight in salt. Perhaps a more youthful focus and approach to solving some of the problems we can with the assessment of real-time student learning would be more beneficial to our institutions. I understand this sounds ageist, but I also know there's a time to re-focus our range of vision regarding who can be a thought leader within every field of study.
- The Monday sessions. They were not bad but they were not what I expected
- The Plenary
- The Plenary's!
- The SA track was not very strong. The Plenary sessions also left a lot to be desired from an informational/take away stand point.  
End earlier on last day rather than a 90 minute lunch on you own before final sessions.  
Handouts? I look forward to them being posted but much is lost in translation when you receive them so far after the event.
- The Tuesday keynote panel session. Panelists did not answer most of the questions. Also, there was a session for Graduate Education that was a question and answer format which I did not enjoy. I'd rather have heard each panelist explain their strategy for planning their assessment activity.

- The back-to-back sessions, while they allowed for a lot of information distribution, didn't allow a lot of time for processing. By the end of the day, it was difficult to focus.
- The concurrent sections.
- The deep discussion surrounding accreditation. I admit that this stems largely from my lack of experience with accreditation, so it was difficult for me to fully follow and comprehend the discussion.
- The disdain for faculty who aren't whole-hearted converts to particular approaches to assessment. In a number of sessions, I heard attitudes ranging from grumbling resentment to disdain to outright contempt for lazy faculty who apparently don't want to improve, with assessment apparently being the only path to improvement. I am a cognitive scientist and a faculty member who is passionate about improving my own teaching. But I am quite wary of people who bring flawed, ahistorical and unsophisticated approaches to measuring learning (something psychology has been trying to do for over a century) and act as if measuring learning is straightforward. I am a firm believer in the value of assessment and the value of the science of learning in helping us to improve teaching. But when I see non-social scientists either shrugging off or acting as if they have solved some of the fundamental problems with measurement of learning, I become quite skeptical about the value of adopting their approach. I believe that higher ed must show more evidence of learning and the value we provide both society and the individual. But a huge obstacle to doing this is that learning itself is tremendously complex. Many faculty are rightly skeptical of people (either other faculty or administrators) who minimize this obstacle.
- The fact that there are so many concurrent sessions. It makes it very difficult to decide. Then once you are in a session and realize it's not going to meet your needs, exiting and going to another is awkward.
- The first keynote - wish there was more conversation (not just focus of accreditation)  
\*Especially for those schools that don't do it
- The focus on Graduate programs.
- The format of many of the sessions that I attended was a dissemination opportunity for the authors but held little relevance or opportunity for helping me figure out how to better assess learning at my institution.
- The general session on Monday was okay. I don't think the panel piece was necessary...as opposed to just hearing from the main speaker.
- The global keynote turned out to be a disappointment.
- The history of assessment and accreditation. BORING.  
The ePortfolio sessions - I really wanted to see some cutting edge stuff here, which I didn't see. Other than building a jazzy ePortfolio online, for example, how does one really assess a good one vs. a not so good one?
- The hotel facilities were a little bit dated, though affordable.
- The keynote sessions with the panel, especially the accreditors. They were addressing each other, not the audience. It was like sitting on a two-sided mirror, watching a conversation from afar. Would have rather heard the accreditors talk about the process they go through when accrediting and what we could expect. Hints, tips, advice.
- The lack of Internet access
- The level of the presentations was a bit more basic than I would have benefited from.
- The luncheon speaker. Was interesting but not informative.
- The off hours...how about planning something at night? Or have dinners? This is a big part of my budget so I'd like to use every minute to its fullest. I would enjoy an evening speaker as well.
- The opening plenaries each day and the many software vendors were the least valuable aspects of the Institute for me.
- The opening plenary session was a bit "sleepy", in my opinion.  
The hotel room shortage was painful. We wound up spending \$700 per person for the three nights we were there. Ouch!
- The opening plenary sessions seem less provocative than in the past. I recommend having those on one of the mornings, but not both.  
More sessions, less plenary.
- The opening reception and the high tea. I networked more and had more interesting collegial conversations in the hallway between sessions and over coffee than at either event. Others might find such events valuable or enjoyable, but I don't.
- The plenary panel on Tuesday just didn't have much structure or direction.
- The plenary sessions
- The plenary sessions

- The plenary sessions were interesting, but not nearly as valuable to me as the focused sessions.
  - The plenary sessions. I'd rather hear more case studies.
  - The poster session and the opening plenary
  - The poster sessions were not as well attended as last year. It seems that many of the poster presenters didn't choose to post. What was presented in that session was quite good.
  - The printed program -- too bulky to carry and I was able to access the information more readily from my mobile device.
  - The reception -- it was tough to talk to new people since there was an actual presentation during the reception. I expected it to be more mingling.
  - The salespeople lining the halls
  - The session with a panel discussion of faculty ambivalence (Monday 2:00). It modeled the problem rather than providing guidance by having three administrators address this issue with no faculty participants. Top-down dictation of assessment, or the perception of such, is at the heart of faculty ambivalence.
- Many of the sessions had no audience participation at all.
- The sessions were all too basic.
  - The sessions were not connected to community college.
  - The sessions with speakers regarding graduate education.
  - The shared sessions...each session was so short that I didn't learn much from any of them.
  - The speech during the Sunday night cocktail hour- it was of great interest but just poorly timed. It was time for people to meet and mingle and I would like to have been seated and able to jot things down.
  - The talks were highly variable in quality.
  - The vendors - though I know that is likely a critical part to help fund the conference.
  - The vendors, although I know that others appreciate them. I don't find much of use there.
  - There was disconnect between the opening speaker talking about change coming to higher ed and some presenters still in the past.
  - There were no "take-away" practices that I could come back and immediately institute. The sessions seemed to focus either on big thinking or on the micro-details. I was disappointed by the lack of generalizability.
  - There were several tracks that were not at all in my area, so a few times it was difficult to choose a presentation to attend. Overall, though, I had no complaints!
  - There were way too many sessions with way too many people. I realize it is hard to predict attendance at each session, but it would be nice to all of the rooms were larger to accommodate for the crowds! Being uncomfortable makes it very hard to pay attention. Additionally because there were tables in front of the posters at the poster session I couldn't get close enough to actually read them; that was very disappointing.
  - This isn't about the Institute itself, but it was the most problematic part of the trip for my group this year--It was really difficult to find a hotel room. I know you can't plan around everything but I wonder if having a home Colts game on the same weekend made this problem particularly difficult. Would it be possible to reserve a larger block of rooms in the conference hotel? Regardless, my group will reserve our hotels earlier next year.
  - Too many concurrent sessions at the same time, which made choosing very difficult.
  - Too many presentations per panel, or maybe it was that the presenters couldn't hold themselves to their time limit. Either way, they were hurried and superficial.
  - Too many solid sessions packed into small time slots or overlapping with other sessions. I missed several that I wanted to see.
  - Too much that did not apply to my day to day work.
  - Tuesday afternoon seemed to fall apart. Two of the sessions I planned to attend were cancelled at the last minute and the other was a very weak group of presenters. If the momentum can't last two days, then it should really by a day and half conference.
  - Tuesday mornign plennary- had higher expectations
  - Tuesday's plenary panel was too much of a grab bag of different ideas.

- Tuesday's plenary session - I would have liked this session to be more solutions oriented. There seems to be a prevailing notion that faculty are not very engaged in assessment work. It would be nice to have more faculty participation on the plenary session panels to hear their perspective.
- Two of the sessions I attended were about programs/assessment practices they college/university is no longer doing and were several years old.
- Vendors
- Vendors - I know they are necessary, and lots of people are in a position to need their services/products, but I felt guilty every time I passed them.
- Very little networking time built into sessions or in between sessions. Even the PDI sessions were four hours of lecture presentation. Would have preferred more opportunities for an interactive style that encouraged application of ideas to our campuses -- and networking with others who are encountering similar joys and challenges with assessment. What can we learn from each other? What networks can we build to draw from each other throughout the year until the next conference?
- We are a university on the quarter system. I do not have my budget until mid to late September. By the time I can register, the conference hotel is filled.
- We do not have a graduate program yet, so it is the least valuable to me at this time.
- Wireless internet access - during and immed after the conference, I begin receiving scam/phishing emails. This doesn't happen anywhere else and seems to be too much of a coincidence!
- all is valuable
- basic assessment measures
- breakfast and launch
- can't think of anything
- can't think of anything to put here
- e portfolios. I doubt if they will be adopted at my school (though they are a good idea).
- each year the content feels static. The plenary on monday especially. I will skip it from now on and advise all my colleagues to do the same. it's laughable to bring the same people to stage year in and year out, no matter what their contributions. shake it up, bring new, fresh, capable names in front of the crowd.
- focus on IUPI Student Service areas - most presenters in this area were connected to IUPI - would like other perspectives
- for me, the tracks kept me from attending sessions I was interested in because the perceived focus would not apply.
- hadn't realized it would be so much about accreditation (came because of the civic engagement assessment pre-institutes)
- high tea
- lack of focus in some of the sessions
- length of first day - high burn out by mid-day
- more emphasis on graduate education/program and professional degrees.
- n/a (7 Counts)
- no comment
- no opinion
- none
- none for me
- not enough of a student affairs focus, the concurrent sessions did not go together with content. Felt very rushed and jampacked. Not very organized.
- not having the handouts available to take notes on
- nothing - I find value in everything offered that I attend every time i come.
- nothing I can think of.

- nothing really
- nothing to add here...just screen the poster sessions better...a very weak presentation on service learning was there at the poster session--with no poster
- plenary sessions and Monday's lunch
- plenary sessions. We come to get ideas to take back to our campuses. Very difficult to sit through hour and a half discussions.  
Panel sessions during the breakout sessions. They don't work for the panel and the style doesn't work for the attendees
- poster sessions
- registration process on Sat., the day of the pre-conference workshops: There should have more than just 2 lines; materials should have been pre-packaged so that registrants were handed 2 things--the materials in the bag and their name tags. This alone would have saved a lot of time.
- sessions are hit and miss. Some programs were not "cutting edge", yet presenting.
- some redundancy in sessions
- the 2nd plenary session which was Q&A-like but in which the panelists actually did not really answer or address every question the audience had submitted.
- the breakfast session should have created networking opportunities. However, the setup (individual small standing high tables) makes it awkward for people to sit/stand together and have a conversation. Hope the breakfast sessions can be held in a ball room with tables and chairs.  
I didn't use the twitter or follow the twitter comments, simply I don't believe I can get much information from it. It might be trendy, but it is not useful.
- the didactic nature of the sessions
- the opening panel - I'm not sure that much changes from year to year and I'm concerned about the relative lack of diversity/fresh ideas that are expressed.
- the sessions that were a 20-minute session shared with another presenter within the same 60-minute timeslot. There was usually one topic I was more interested in learning about and the presenters were always rushed and there was little time to ask questions at the end of the presentation.
- the sessions that were not good, were pretty bad. I'm not sure if there is a way to filter out some of the sessions.
- the student affairs sessions were not as robust as I would have liked. The Purdue and USC sessions were the only two that I really gained from attendance.
- unsure, all had some value
- vendor presentations
- vendors

3e. What comments or suggestions do you have to improve next year's conference? (Please suggest a speaker if you like.)

- More sessions on how to success stories  
selecting valid and reliable assessment instruments
- No panels in breakout sessions.  
Suggested speaker or breakout presenter: Alex Ambrose - Univ of Notre Dame to discuss ePortfolios and Badges
- lower the cost if possible  
less commercialization  
more structured networking possibilities
- (1) Expand the registration desk staff in order to expedite the process.  
(2) Co-sessions don't provide enough time for a rich attendee experience. They were too rushed. Perhaps expand the time for sessions to at least 45 minutes although this will expand the full length of the conference.

- - Ralph Wolff would be great beyond the "provocateur" role. I'd like to hear him for an entire plenary/lunch session.  
-The hour-long sessions are tough for attention-spans and the 15-minute breaks are a little too long. You might consider 50 minute sessions and 10 minute breaks instead.
- - matching the topic/demand with the size of the room
- -Walk the talk. Put a student on the stage in the first session to talk about assessment and what they learned in college - get a May, 2015 graduate. Or several.  
-Charging station sponsored by a vendor for iPhones and Android phones. My phone died and I had to leave before the poster session started because of this.  
-Make sure you invite the earlier/younger faculty to present early next year.  
-If you REALLY want to be bold, put together a panel of BUSINESS LEADERS to discuss what they are seeing as outages in recent college grads they hire, so all of us can learn if what we are assessing is RELEVANT to the workplace (and sorry, I don't personally believe that a college education should ONLY teach a student how to think critically - they also need to be trained to enter the working 'real' world).  
-I would personally like to see a wider college deviation on programs and how they assess. For example, I'd like to see or hear from someone on assessment of entrepreneurial behavior from a top entrepreneurial program--like Stanford, Harvard or Babson. It seemed like there was a lot of general studies and LAS programs, but not enough in more professional/technical areas.  
-I'd like to see a panel on ePortfolio VENDORS that can tie eportfolios to learning outcomes on the back end of these platforms.
- -minor detail: the app did not allow for splitting "shared sessions"  
-poster session was offered late in the day. Afternoon is fine, but earlier. For people who attend sessions all day, continuing past 5 makes for a long one.
- 1) Make wireless access available throughout the conference, not just in the lobby.  
2) Work on the pre-workshop registration process.  
3) Because paper-saving is in effect, it would be EXTREMELY helpful if materials were available online beginning the day of the conference. If they were, participants could download them and have them to follow along during the presentation (assuming wireless access was available).  
4) There should be specifications for posters. Many of the posters had too much information on them in print so tiny it was unreadable from 3 or 4 feet away.

Thank you for arranging with sponsors for continental breakfasts, coffee, snacks, and "high tea". That was greatly appreciated.

Thank you for all the work that went into the Conference. I found it very informative and helpful. The plenary sessions, I thought, were great. I liked the panels and the interactions with the audience.

- 1. Keep the graduate tracks coming and bring more presenters who are experts in the field.
- 2. The presenters were experts in their field but were not good presenters. Many read from their Power Points and did not engage the participants well.
- 3. The hotel's room assignments were confusing. I suggest a different location for the next conference.
- A couple of colleagues attending the STEM track were surprised that the bag of materials did not contain a thumb-drive of materials (slides, etc) for all the sessions.
- A focus on the on-going issue of education to vocation. More emphasis on the assessment of engaged/experiential/service-learning as they relate to mastery and employability.
- A lot of the sessions I attended seemed to be aimed at a more basic level and I didn't get a lot of new information this year. I was hoping to hear from more institutions about innovative ideas they are trying or have tried at the course, program or institution level. I would have liked more sessions that focus on student persistence and retention. There seemed to be a heavy focus on global learning, STEM and graduate level assessment - which was not as useful for me.  
  
I would like to see presentations about faculty engagement that include faculty members involved in both teaching and assessment.
- Add a session slot on Tuesday instead of the plenary.
- Add more from a faculty perspective, even in the plenary session.
- Add other Support and Administrative service area assessment speakers
- Allow more time for presentations rather than cramming two sections into a concurrent section.
- As a presenter who requested an hour long slot, trying to fit instead into 20 minutes was really rough. It might have been more manageable if at least there was a commonality between our presentation and the other one in the session, but there wasn't. We appreciated the opportunity to present, but more care should be given to how to handle your laudatory efforts to include as many presentations as possible without compromising on presentation length.
- Assessment in online environments and more sessions from Linda Suskie. The last couple of sessions I wanted to attend were very crowded: Critical Conversations that Leads to Improvement; Using Online Tools to Assess Oral Communication and Learner-centered Assessment in Online Courses...

I think that these would be a good repeat at the beginning of the next institute. The online environment seems to be the hardest for faculty to master as far as assignments, groups, and assessing these areas. Thanks for a great event!

- At times the conference feels like it's trying to cater to too many kinds of institutions and needs. I'm not sure how to suggest addressing this. I was really hoping to get something out of the faculty development track, but the selected presentations were just too basic and nothing new.
- Barbara Walvoord
- Better descriptions of the sessions as to which audience it is directed to (e.g., faculty, student affairs, etc.). I found myself in sessions where I realized it had no applicability to what I do. Also, more emphasis on the health professions.
- Can't think of any suggestions at this time.  
It was really a very good experience and I learned a lot. Always a good thing.
- Change hotel. Its amenities are well below average. I also firmly believe that a learning conference should not support Marriot's bigoted stance in opposition of gay rights.
- Coming from the SACS region where the standards related to assessment are more rigorous than where some of the other regions are right now, I felt like that perspective was not represented enough within the sessions. Sessions were still useful when looking at higher level or bigger picture things, but the details and recommendations were often not as applicable to institutions within the SACS region. I still feel like the Assessment Institute is the best conference for assessment professionals (as well as others) regardless of accrediting region, but I think some additional sessions focused specifically on the types of assessment (namely an emphasis on ongoing, direct assessment) would be helpful.
- Concurrent sessions are a little awkward when only one of the presentations is of interest. I would prefer shorter sessions with a quick, five minute break in between to change rooms.
- Connect this stuff to real practice. get someone on stage who understands diversity and social justice from lived experience or deep scholarship and have them illustrate the connections so that even the dataheads start to understand. I attended a session on digital badges offering to "certify" someone in diversity after a couple of workshops and shuddered. that's cart before the horse. Folks have got to be making connections with best practices we want to assess at this thing or it's doing more harm than good.
- Consider expanding the general education track and adding a track on online education. For-profits and nonprofits have much to compare and discuss.
- Consider having tables rather than theatre seating for some of the rooms, particularly for those proposing small group interaction. The mobile app was very helpful -- a suggested improvement would be to incorporate a way to attach notes to the sessions saved to My Schedule. Consider reducing some of the individual session times to 50 minutes -- many of the presentations couldn't fill the whole time while others needed a shorter time to keep presenters focused.
- Continue the excellent work
- Continue to provide opportunities for Graduate Students to attend.
- Did not see that pre-institute attendance was monitored. Two people seemed to "crash" our event. A former colleague said she was not attending the pre-institute and then appeared to attend one. Policy needs to be reviewed.  
Cocktail hour with presentation was odd. Needed networking opportunities then (it was late in the day and I was tired of paying attention to speakers) that seemed interrupted.  
Our session was late in day on the last day of the institute. Not a single person from IUPUI AI in sight to help with passing out evaluations which were randomly left in the room (and thus we forgot to hand out). Recommend coverage of some sort for these end of the day, end of the institute, sessions so we don't feel "missed."
- Do not have sessions with 2 presenters. In each one I attended there was never enough time to get through everything.
- Do not schedule it during a football game.
- End all sessions by 4:00 pm
- Ensuring that there is adequate space to accommodate large group meetings. I had to sit on the floor during Monday's general session. Also, the room that the Student Services track was in (Indiana C&D) was uncomfortable in that it was very hot. This was noted from each speaker and all sessions following this track were in this room. I would also encourage all presenters to include an engagement component in their presentations.
- Excellent event, learned so much. Recommend booking Institute during week when other big events are not happening. Hotel situation was annoying but conference was outstanding.
- Expand the global track.
- Expand to three days, include more variety in pre-conference workshops - such as in-depth use of analytic and presentation software (e.g.

Excel/MS Power tools, Tableau or other data visualization software)

- Explore connection of student services programs to retention and graduation outcomes.
- FOCUS ON LEARNING IMPROVEMENT AND NOT ASSESSMENT. Assessment is not the answer nor will it ever be. I think people lose sight of what is important.
- Finer differentiation of themes, and scheduling based on this differentiation. For example, "STEM assessment - faculty development" is a lot different than "STEM assessment - implementation"
- Go back to the later date in October, which I have become accustomed to in the past 5 years. This year's date was too early. (Maybe you could send out an email as soon as the committee knows the date for next year so people can plan better.)
- Have a closing
  - Have more breaks
  - Have some meals included
- Have a graduate and professional school track to address issues related to that level
- Have a more diverse panel for the opening session.
- Have more presentations that are faculty led and that address challenges that faculty face with assessment.
- Have people register for specific tracks or sessions in order to have large enough rooms for them. Registration line needs a lot of improvement. People were lined up all the way down the hall on both Sunday and Monday. They also ran out of coffee.
- Have soda at breakfast.
  - More panel discussions with varying viewpoints.
  - More sessions on how institutions set up their systems and best practices to share.
- Healthier breakfasts and snacks.. online registration to reduce the line.... two options.. register in using online option and just line up to receive bag with materials.. or line up for the entire process..
- Hotel selling out so early was a problem.
- I appreciated speakers and participants from the West Coast and would like to see more WASC - accredited folks in the future.
- I can't think of any valuable suggestions. Other than food -- maybe offer a comfortable place for a more sit down buffet style breakfast option.
- I could easily do without a bag and a bottle of water. What I cannot do without is internet access. Please provide it in every room.
- I enjoy the conference every year and I have nothing to add. Thank you!
- I found it a bit difficult to follow which sessions were a part of which tracks. I ended up skipping around from track to track though, which is probably what I would do anyway.
- I hate to be petty, because I loved the conference overall, but the food situation was ridiculous! Nothing but carbs and sugars for breakfast (I include fruit in those categories). Some of us need protein! There were rumors of hard-boiled eggs on the first morning. I was relatively early for registration, but the eggs were gone by then. Nothing but an empty bowl remained. Also, the tea water urns were were almost always empty. And there were a lot of tea drinkers there, many of whom you're probably hearing from. I had to resort to the Starbucks for tea and, on the second morning, room service for breakfast.

I know none of this is the organizers' fault. Just thought you should know.

- I know it is hard to plan for other events taking place, but if possible, maybe try advertising/emphasizing for the hotel once registration is open. We were in a group that was not able to stay at the conference hotel due to it being booked, and while it was not the end of the world, it would have been nice to be there. We made our reservations 2 months in advance thinking it was enough time.
- I like to see more sessions on how to conduct assessment in creative disciplines (this is the area where we had most resistance from faculty members.)
  - Also, sessions on assessment professions would help full-time assessment professionals develop their career paths, clarify their roles and responsibilities, understand how to work with various constituencies and units on campus to foster changes and improvements. It is easy to coordinate assessment and gather data by the assessment coordinators/directors themselves, but in terms of making use of the results, it is not a one-person job. How to work with senior administrators and department heads to make a difference is still very challenging for our assessment professionals. I like to hear more about how other folks handle this on their campus.
- I loved many things about this, especially the workshops by Tom Angelo, Ken O'Donnell, and the folks working with NSSE data, as well as the folks doing assessment in SL classes.

I liked getting to meet the folks working in civic engagement at the pre-institute, but felt frustrated that we didn't get to connect more/ network during the main conference. I would suggest some smaller receptions, so that the civic engagement people could find each other. I felt kind of drowned in a sea of accreditation/assessment people. I did meet one woman at the pre-institutes and we continued to find each other and network, but I would have liked more.

I also found that some of the high-impact practice sessions were completely irrelevant as a service-learning director (first-year seminars, STEM, writing-intensive, etc.). I wouldn't mind if civic engagement was its own track; that would help with coherence.

- I noticed there were some schools that sent a lot of people and others who sent one. I was wondering how to go about connecting with people for meals to go out together instead of alone. I don't know if there is a way to do that or not.
- I personally believe that we should do what we can to remove accreditation from conversations about assessment of student learning. If institutions ask good questions about educational effectiveness and ground their answers in analyses of multiple lines of evidence, then accrediting agencies should honor that work. "Because we have to" is an ineffective motivation for engaging in meaningful inquiry about the conditions and practices necessary to create equitable, meaningful, and challenging opportunities to learn.
- I recommend getting rid of high tea and replacing it with a reception similar to the Monday night reception (one free drink), I think that would generally be better appreciated. This was my first time at the conference - I found the number of concurrent sessions overwhelming. Not sure whether it would be better to extend another day (3 days may be too long!) or simply reduce.

Also, the hotel availability thing was really problematic. I recommend better planning to have sufficient rooms blocked in the conference hotel at the conference rate. If that means you need a bigger hotel then so be it.

Overall, I enjoyed the conference.

- I still think, as I did last year, that the community college sector is less than adequately represented. I recommend again Dr. Jill Biden, a current community college professor and (by the way) the wife of the Vice President of the US.
- I suggest being to have time where individuals in similar fields can get together and share promising practices or how assessment has worked for them (like roundtables or crowdsourcing, perhaps).
- I suggest more interactive sessions where people can exchange ideas rather than receive information.
- I think a roundtable event with different types of assessment professionals discussing the models of assessment organization would be really valuable for the field. So for example: Assessment Director as professional staff, Assessment Director as tenured faculty (appointed after tenure), Assessment director as t-t faculty, Assessment director/ Dean of Assessment (as high level administrator), Assessment coordinator as team of faculty. Etc.

Also for obvious reasons there is more emphasis on HLC, but there are a lot of us from other regions. Middle States and SACS are so different from each other and from HLC, but there are lessons to be learned from the comparison.... That might be an interesting roundtable/panel etc. As well. Or just having greater representation in keynotes etc. from outside midwest.

- I think have round table sessions may be extremely helpful. I found the best sessions and most learning happens when people have the opportunity to discuss and talk through the issues. I think this would work better during the Tea.
- I think it is always valuable to have hands on workshops. Many of us are in the beginning stages of understanding assessment and sometimes doing the work with others can be really powerful. I appreciate that most presenters gave us time to talk with colleagues in the sessions, but tangible work toward a goal would have been helpful.
- I think it would be great if there were more networking opportunities. One idea that comes to mind is facilitating the opportunity for attendees to sign up for group dinners around Indianapolis based on themes or interests (Student Affairs, High Impact Practices, STEM, Accreditation, Assessment Measures, etc.) or by some other categories. This would allow attendees to make new connections and would promote dining at Indianapolis area restaurants. I think a lot of people are probably eating at the hotel (the food is very good in the hotel also) instead of eating at restaurants.
- I think it would be nice to see 15 - 20 minute "breakout" times following each session--explicit time set aside for attendees to share and talk and work through what they learned during sessions, before heading to snack breaks or the next panels.
- I think there is a good formula for how the Institute is run. Works for me.
- I thought Ken ODonnell's presentation was excellent. He would be a great provocator.
- I want to hear more institutional or program stories of how they implement SLO assessment, data management, and action plans resulting from the assessment data.
- I was disappointed that my pre-workshop conference was canceled and my preferred alternative already full. I recognize these things are largely beyond the control of the institute, but nonetheless these two workshops were most relevant to my current work. In the future, I wonder if the half-day workshops that are especially in-demand could be offered in both the morning and afternoon, rather than only once - assuming the workshop facilitators are willing.
- I was interested in many of the sessions offered. The reason I rated low for some categories is because the split sessions were way too short. Presenters ran out of time and had to rush through to make time for the other Presenter. Many cases we were told to email them and ask for the slides so we can have the information we needed.
- I was not given the spreadsheet maps of where all the rooms were when I registered, and did not find out about them until the last day. I had the hardest time trying to find the rooms all of my workshops were in, and I never did find one of them on Monday afternoon. I had to stop because I was in too much pain from walking back and forth in a crowd and up and down the escalators.. Being someone with limited ambulatory ability, it was exceedingly difficult to be repeatedly retracing my steps and negotiating crowds in hallways trying to find a room.

- I would be helpful to have more practical hands on workshops on assessment practices.
- I would be interested in presentations on community impact assessment within community engagement because almost all of the assessment discussed this year was of how students are impacted without reference to what difference the community engagement work is making in the community.
- I would have been interested in knowing more (even if just rumors) about what to gird ourselves for in the future - will we see the return of "value-added" assessment? What chance, really, does the DQP have to participate in the shaping of federal policy? What is the status of the AACU multi-state reliability testing of the VALUE rubrics? Do they have a chance, really, of mollifying the policy mongers?  
 And what about analytics? So far, I see a lot of executive level buzz about using analytics as evidence of educational quality . . . Assessing student learning is not as glitzy and sexy as "predictive modeling" - but are there assessment practitioners merging direct assessment data with analytics? I know that Blackboard's modules promise such a capacity . . .
- I would have preferred having workshops throughout the institute, not just pre-institute.
- I would like to hear from more presenters who are discussing proven activities/processes rather than new projects that have just been implemented that have no data on the success or failure.
- I would like to see more posters. Although the presentation format is usually good, it really limits the amount and scope of ideas and work I can connect with and, by the end of the day, I'm too tired to really get a lot out of the "talk at me" format. Expanding the number of poster sessions would allow more people to share their work in a less formal setting, allowing more conversation.  
 The poster format may also allow for more sharing of DATA on assessment. It is very useful to hear about approaches, tools, programs, etc., but to me this conference seems surprisingly light on actual data. While someone may have a great idea for a program, assessment tool, etc., I'd like to know how well it actually worked when put into practice.
- I would like to see more topics related to GE assessment and action research.
- I would rather have more workshops.
- I would really like to hear more from the STEM representatives from New Mexico State regarding their assessment efforts. Their strategies are of particular interest to my unit.
- I would really like to see more sessions aimed at experienced assessment practitioners. This year, none of the sessions were designated as exclusively for experienced participants, and the beginning level of many of them that I attended resulted in not much new learning for me.
- I would suggest maybe a more competitive process. Seems like the rigor in some of the presentations (from a methodology perspective) was lacking.  
 I'd like an "operations" track (lessons learned - what you find works best, etc.)
- I'd like to hear more about the relationship between assessment and adjunct faculty involvement. As a faculty member at a CC, I can assure you that assessment would not work without part-time faculty involvement, so we try to involve them in the process at the very beginning as intellectual contributors. I would like to hear what other schools do to get their part-time faculty involved.
- I'd like to hear some skeptics of Bloom's taxonomy, since it is odd to me that this seems to be accepted fact in assessment, whereas in cognitive science it barely merits a blip. I have not seen cognitive psychology or neuroscience that indicates that Blooms taxonomy is an accurate way of how knowledge is acquired or organized.
- I'd like to see the tracks be organized in terms of complexity-- so if a person was a beginner in an area, the sessions increase in complexity or sophistication as the institute progresses. I realize that may be a difficult thing to accomplish but it might add to understanding.
- I'm funded by a STEM grant, but this year's STEM sessions seemed more scattered than last year's. There was a definite STEM stream last year (which I found very informative), but this year's STEM presentations were often mixed in with other topics that weren't particularly relevant to me or my grant.
- I'm looking for two things:
  - 1) a place I can bring faculty who are interested in assessment but focused on their programs only. We do not have institutional outcomes so my faculty sometimes perceived general education and assessment of institutional student learning outcomes relevant to them.
  - 2) a session or strand on program assessment for academic and administrative areas (or a better understanding why I shouldn't call assessment of program outcomes "assessment")
- I'm not sure the shared sessions worked well. In most cases, the presenters were trying to cram so much material into 25 minutes, it became more of a race. Maybe 45 minute sessions next time?
- Identifying issues that are relevant to specialized institutions might be helpful. While our missions differ, it seems that specialized schools whether nursing, business, art/design, engineering are experiencing some similar challenges as opposed to comprehensive institutions.
- If a session is cancelled, it needs announced in the large group session and someone needs to show up in the room to let folks know. Something happened to one of the sessions I wanted to attend and they put a note on the door. Those fall off or doors get opened and

things are on the wrong side. Or, use the computer system and project something in the room. By the time we found out, the other sessions were already going.

- Improve opening plenary--if same people every year, consider at least varying the approach; maybe a more dynamic primary presenter
- Improve the app with online evaluations of sessions and links to electronic copies of the presentation and other resources.
 

Need to identify an "assessment 101" session or tract. As I networked with people, I was surprised at the number of people who said that they were new to the world of assessment.
- Improve the plenary/panel presentation portion of the session with more relevant topics/speakers. Overall I thought the conference was a valuable professional development tool and I learned a great deal as a new assessment professional (in my first year in this field).
- Improve the quality of the app and evaluation process and decrease use of paper.. At a couple of conferences I've attended, the evaluations and handouts were included as part of the app. You could also take notes within the app itself. For an example, check out the HLC's annual conference app.
- In future, DO NOT have someone present during the wine and cheese reception following the workshops. This was a valuable opportunity to discuss and network after a long day and it stifled that interaction. The presenter(s) likely had valuable things to say, but five minutes in to the presentation, I was no longer attentive to what was being said. After a long day of workshops, let the attendees have some 'down time' to interact socially and share / reflect on the day.
- Include some workshops that provide hands on development of assessment instruments and rubrics.
- Incorporate social media. Have more rooms or less participants. Sessions were overcrowded and uncomfortable.
- Increase the research focus of the institute
- Information about WiFi access was not readily available. If it was in the program I couldn't find it. I installed the app on my phone and it was OK but could have included more info about speakers and clearer indication of days/dates on the schedule. Notifications didn't work at all.
- Insist on an innovative model for session presentations. Despite the fact that we have SO much evidence about what translates into learning and change, the sessions are following a traditional talk model, which will result in little change. I would have benefited from scheduled, facilitated time for reflecting and building plans for implementation of eportfolios, DQP, high impact practice assessment and more.
 

In addition, I think more careful screening of sessions should be performed to accept fewer sessions that are themselves of higher impact.
- Intentional networking - student affairs practioners reception, etc.
 

Better timeline of sessions, many sessions were back to back without breaks and it was a little overwhelming.
- Internet access in all areas would be nice. I learned that the "Conference" network was just for speakers. If you weren't by the lobby, no internet.
- It was a great conference. I am looking forward to next year.
- It was great as always, thanks!
- It was very packed. I did not enjoy the double sessions very much; they were so compact/compressed that they were basically overviews.
- It works very well- thank you!
- Job-Alike Session/time for networking?
- Keep the high level of big name speakers!
- Keep up the excellent organization for an excellent conference!
- Keep up the great work in maintaining a high quality Assessment Institute!!!
- Ken O'Donnell was amazing! I wish I could have heard more from him.
 

In regard to scheduling: if possible, it would be wonderful to have a "free" session between the morning and afternoon concurrent sessions so that we could have some time to download our brains. There was so much amazing material being presented (which was giving me tons of questions and ideas to bring back to my home institution) that by the time the day was finally over, my brain was mush and I had forgotten half of it! Because lunch was off-campus (which was fine, too - I needed to get up and move), there really wasn't enough time to set-up shop somewhere and really focus and reflect on what we had learned/experienced and then prepare/create space for the new experiences to come!
- Logistical details could have improved my experience at the Institute. The line to check in/register at the conference was ridiculous. There

were two lines: one for people with last names starting with A - M and one of those starting with N - Z. However, there were probably 3 times as many people with last names starting with A - M. The alphabet should have been divided based on how many people were in each of the two groups (e.g., A - F and G - Z). Also, there was never enough coffee. Seating (not enough of it) was an issue in one of the plenaries and in some of the sessions. Please put the map of the conference on the inside of the front cover of the program; this is where attendees expect to find it. I had to hunt for the map until I finally found it (after I'd needed it for the previous sessions) tucked away on page 98.

- Look beyond US for contributions and ensure certificates are distributed to participants before departure.
  - Maintain a rock star lineup of speakers and panelists and the ethos of help and support to the participants.
  - Make clearer the audience level; I saw info in the booklet that was missing (or perhaps not easy to find) in the meeting app, which I relied on to build my item ready. Also indicate whether a half-session topic is first or second in the shared hour. I sat through several I was disinterested in because I wanted to see the second one and likely missed others I could have seen if I had known the timing.
  - Make presenter materials available online during symposium. Or hand out a flash drive at start of program. Don't schedule so many simultaneous tracks -- I wanted to go to 2 or 3 simultaneous sessions.
  - Make the presenters' materials available online and in advance.
  - Mark Milliron
  - Maybe move away from the 2 sessions in one space
  - Maybe with the different tracks available and conference participants looking for ideas or knowledge about a specific area, there can be a reception or mixer by track to get professionals from different institutions collaborating and connecting with others looking for more information. It would also be a nice time to have presenters who were presenting in those tracks there to further discuss their work or answer questions given the 20 minute sessions.  
maybe there needed to be a track... assessment 101 for those folks that are new to assessment.
  - Monday is a long day and a lot to absorb. Would be better to have 1 or 2 sessions on Sunday afternoon.
  - More "real world" examples
  - More advanced notice of conference hotel details. By the time we received the conference info through postal mail, the host hotel was completely booked.
  - More advanced sessions; continue discussion on assessment/accreditation
  - More and different exhibitors. I love the publishers tables, but the other vendors are always the same.
  - More communication with all members presenting at the conference. Our presentation was communicated about with only one member of the presenting team. Some important information was not communicated to other members....not on purpose, just busy and forgot. If each member were to be communicated with, this would remove the problem.
  - More community college sessions.
  - More discussion, hands-on
  - More implications of assessments related to nursing practice
  - More interaction with the audience and the panels.
  - More interactive sessions.
  - More interactive skill-building sessions. Opportunities to compare projects that are further along -- past mapping outcomes, and on to the development of methods, data collection, interpretation, and use. Even if the projects are smaller in scale, help us to see the full life-cycle in practice -- and then to apply it to our own situations. And, break up the day with different styles of presentations -- some lecture, some roundtable discussion, some longer skill building sessions. Build in dialog. Not just hour-long session after hour-long session of being talked at. I walked away from this conference with information overload and few clear ideas of how to apply what I heard about. Not a good outcome.
  - More interactive teaching. Having people speak at/to me for hours at a time with very little interactive tasks makes it hard to learn. As educators we all know that approach is ineffective, yet most people at the institute did exactly that. Made it hard for me to stay focused.
  - More nuts and bolts on how to assess at the graduate level.
  - More on distance education/online assessment and have someone present on graduate assessment that actually deals with program-level graduate assessment.
  - More on graduate assessment from University assessment coordinators that are actually doing assessment rather than a panel.
- Also would like to have attended session on assessment of online programs.

- More panels and especially speakers directed at beginners, please.
- More pre-institute seminars. Mine was great!
- More specifics -
- More than two lines when registering.  
Vendors directly outside the ballroom seemed to clog up the movement from one side to the other.
- More variety within the tracks
- More workshops for faculty development.
- N/A (4 Counts)
- NA
- NILOA sessions always had an introduction of the organization. This got old in a hurry and took away from the speakers time. There has to be a better way to quickly present the org and then move into the presentation.
- Need additional info. about programs' experience with data management software. Need additional info. about the range of approaches to program review. Need additional info. about pluses and minuses of a variety of standardized instruments (NOT from the perspective of the developers of these products - from the perspective of people who have tried them).
- Need some big picture sessions for a longer time on different models/approaches that work. My hotel was too far away and parking was outrageous.
- Need to get the schedule out to presenters earlier to accommodate travel plans.
- Need to learn from schools of education faculty who are experts in assessment.
- Need true beginning, intermediate, and advanced paths. Need true interactivity. I was so lectured-out at the half-way point of the first day.
- No specific suggestions. Perhaps you could try to avoid a Colts game Sunday. It made registration for the pre-conference workshops quite expensive.
- None (5 Counts)
- None at this time
- None at this time.
- None, Really well done
- None, really. Great job. I'll be back!
- None.
- Not sure.
- Nothing at this point since I'm a beginner.
- Nothing; it was really great! Excellent venue.
- On the overview of the sessions, make it clearer that some sessions have one presenter and others have two presenters. Include the estimated time of the second presenter if there are 2 presentations for one timeframe.
- Peggy Maki. Anyone from AAC&U.  
Emphasis on general education reform would be helpful. I encountered many people at this conference who still believe gen ed is checking off a list of required courses.  
  
Also, the hotel is a challenge. They do not honor government rates, which requires people to pay out of their pocket. The two restaurants available are unhealthy and expensive. There's nothing within safe walking distance. Those of us on government travel don't have the luxury of eating at these places, and cannot use public funds to take taxis to other restaurants. My out of pocket expense for this trip was several hundred dollars - hotel, food, etc. Surely there are other hotels in the area that will honor government rates and either have on-site restaurants or have restaurants within a safe walking distance.
- Peter Ewell's "Assessing Assessment" session should come back, and could be an interesting plenary on the first or second day. If there is a way to end a bit earlier on the second day, it could make travel easier - letting out at 4:15-30 in downtown Indianapolis made travel a bit challenging.
- Please change up the plenary session on the first day. While yes you are bringing some of the forerunners in the field of assessment together on the dais, it is honestly the same thing over and over again.

- Please ensure that the rooms have WiFi so the attendees can download handouts on their PCs to take notes during the conference. That is a general expectation all conferences I have attended have---even if it costs a few more dollars to attendees---its' great to have all done in one forum.
- Please have speakers post their slides to the Institute website!
- Please include additional sessions with topics/speakers that apply to community colleges.
- Please invite Tom Angelo back. His sessions were very hands-on and engaging; he illuminates what assessment can be and do very well. Also, please try to find someone who can present concerning assessment norming and creating a sustainable yet effective assessment regimen.
- Possibly moving the event to the convention center or to a venue that can better handle the size of the event.
- Possibly provide a snack break in the afternoon, or a longer break between the afternoon sessions (when scheduled like Monday) - by the time a drink was gained, the next session had already begun and it felt disruptive to enter.  
Have registration for sessions - too many were standing room only and not enough handouts from most presenters.
- Proposals call for very specific ways presenters will engage the audience. I put a lot of work into thinking about how I would do so for a 60 minute workshop. Being given only 20 minutes to achieve the same goals was a real disappointment. I wish that could have been different...
- Raise awareness of the role of Institutional Research and Information not only providing data but building their analytic and assessment capacity to assist faculty with the analysis of data collection to improve direct measures of student learning.
- Really rethink the plenary session.
- Registration for sessions so that seating is available and there are enough handouts for all attendees.
- Require presenters of sessions to make sessions interactive in some way. Much more interesting than being read to.
- Reserve more rooms, if possible in the conference hotel.
- Ronald Severtis and Tanlee Wasson from Indiana University Southeast I would love for them to do a session on assessment plans that were turned in and the rubric they used and have the audience actually use the rubric on assessment plans to get an idea of how it all works.  
Shawntel Landry and Alana Sloan from American College of Education would also be good speakers for next year.  
Denise Shaver from Andrews University
- Roundtable discussions would have been very helpful or organized networking opportunities with colleagues.
- Schedule was hard to figure out. There were a couple of venues that were very difficult to find. I ended up in the wrong place a couple of times and it wasn't until a few minutes after the talk started that I figured it out.
- Scheduling two half-sessions together in one session slot did not work well. In one case I ended up in the wrong session because a page break occurred between the first half and second half of the session I had intended to attend. There often didn't seem to be thematic linkage between the half-sessions. Why not just have all sessions be shorter - maybe 45 minutes - so there are more slots for speakers?
- Search out best practices and provide better detail on presentations. Save paper and go to all electronic presentation evaluations. Improve connectivity and use electronic media to share presentations, speaker contact information, follow-up materials and an accessible archive of all presentations
- Some of the combined sessions needed to have their own full session, in terms of volume and quality of content.
- Some of the workshop session rooms were very hot. When the doors were opened for air circulation, the noise from the hallways disturbed the session.  
I liked the interactive sessions with practical solutions and take-aways.
- Somewhere closer to more food places.
- Speaker suggestion: Angela Duckworth--"grit"  
I'd rather have fewer choices of sessions to attend but excellent quality sessions so you don't end up leaving and have down time out in the hall.
- Specify a standard format (size, style) for the poster presentations/
- Split at least a portion of the institute into tracks for beginners vs. experienced professionals. As a beginner, I would have loved to have a choice of more basic presentations, like describing the specifics of an assessment cycle at various institutions, reviewing how different

institutions use software to manage their processes and why they choose certain types of approaches, techniques for effectively reporting findings, etc. I doubt these would appeal as much to experienced professionals.

It would also have been nice to meet other beginners and/or staff who work with assessment. I am not faculty, and would love to interact with others of a similar level, to learn more about how they fulfill their assessment roles. Perhaps a meet and greet session for beginning assessment professionals or assessment staff members could be organized? (Could have a special table for new professionals at the afternoon tea/poster session?)

- Spread it over 3 days rather than two. Raise caps on the pre-conference workshops, or integrate them more into the fabric of the conference. Invite Kathy Takayama to speak. Change venue to the Crowne Plaza (LOVE their train cars!!!).
- Stretch out conference to another half a day. Monday was exhausting. With the number of sessions following lunch, and the poster session being immediately following, I was too tired and hungry to attend. I would suggest working an extended break (more than the 15 minutes between sessions) into the afternoon to recharge and view posters. Also it would be nice if there were gluten free and healthy options other than fruit for breakfast (and snacks).
- Suggested speakers for the Global Learning Track -- Dr. Mick Vande Berg of MVB Associates; Dr. Mike Stevens of Kozai Group; Dr. Tara Harvey of CIEE
- Take a look at the abstract for session 11B. This highlights an issue this institute has. Jargon and the insider approach. This is not an attractive session to anyone new to assessment, or even to those regular practitioners. This is a snobby session, it is in edu-babble blurb. Assessment is important across an institution and the various faculty and staff who work there. This institute should be attracting those new to it with a different angle on assessment. Sessions like 11B are a turn off to anyone not in the insiders club. Assessment is too important to be restricted or directed to the insiders club. It needs to be presented more broadly.

Sessions were all very similar. Need more diversity in the types of session and assessment topics. Prior learning assessment. Using VALUE Rubrics. Competency-based education. Predictive modeling. Data analytics. All are key assessment-related practices and should be part of an institute like this. Opportunity to be the premier assessment gathering in the US is being lost by staying so restricted in scope. I found it hard to find something different to attend after the first day. It looked like the same set of sessions were being offered over and over again based on the topics and content. Tracks are fine but they can still have diversity above every speaker in a track saying this is how I did this [track topic]

Lastly, I was appalled at the number of sessions where some presenters blew the conference off. It got old fast. If you propose, you should come and present. If you can't, your name should be removed. I started to get the feeling that people are using this as a cheap way to get a conference presentation on their CV without actually presenting. I'd encourage the institute to be more rigorous on assuring listed presenters actually show and present, or are not listed as being presenters.

- The "back to basics" nature of the conference somewhat limited my participation. I'd like to see more scholarship of assessment.
- The Sponsor sessions were hard to find in the program book. I recommend that they be included within the same pages as the regular sessions according to date/time. People look for sessions according to the time slots, and would routinely miss the sponsor sessions.
- The app for the conference was a good idea, however, it did not provide room location information which required one to refer back to the paper materials. After the first morning I stopped referring to it. I would change venues, several of the rooms were overcrowded, and resulted in my changing sessions. Also, there were one or two rooms where music was being played through the room speakers throughout the presentation and the hotel staff were unable to resolve it.
- The concurrent session piece could have been more clearly explained prior to the conference. It was a bit confusing when trying to plan for sessions to attend.

As for speakers, panels with experts in the field is always a hit. It's a great way to give different perspectives on a variety of topics. Tuesday's session just fielding questions was great!

- The cost of the hotel was double what it should have been. You should work with them on that. The breakfasts were super elegant, but there could have been a boxed lunch option, given the distance to food outside the hotel.
- The first plenary session had microphones in the audience, but participation from the audience was never solicited. Suggest that either participation is invited, or put away the microphones.

The headliner sessions were scheduled at the same time as multiple other sessions. This made attending sessions by new speakers quite difficult. Suggest scheduling the know headliners alone in a larger room.

- The first plenary speaker and panelists were excellent.
- The lack of coffee was unfortunate. Other than that, this conference is always well-organized and smoothly run. Thank you!
- The last concurrent session on Monday was a killer. Too many in one day with just a small break before the poster sessions.
- The meeting rooms are excellent in this hotel. I particularly appreciated how little bleeding of sound there was between rooms.
- The need for Moderators.  
I was a presenter of a shared session. Just as the session began the Assessment Institute's staff member or professor volunteer walked up to me and told me she had put the stack of assessment surveys for four different sessions scheduled for the room in the podium shelf and proceeded to walk out saying we should handle it ourselves. I thought it was a bit rude, but didn't think it would be a problem.

However, I was the second presenter in the shared session. The preceding session ran over into my time, and I could not distribute the assessment surveys either before my session (it was not possible for me to interrupt the first presenter at the podium to retrieve the surveys) or after the session (as they were walking out).

- The opening panel was disappointing this year. Rather than hearing a nice dialog from the various view points of the panel members, it was too much one way dialog and too much of the provocateur this year.
- The plenary session and panel discussions were not helpful or insightful. The best sessions were led by dynamic speakers that engaged their audience.
- The poster presentations could take place over the lunch so more people would have the opportunity to browse during the day.
- The scheduling of sessions- it was very difficult to choose between competing excellent sessions on Day 1, especially in the morning. There were not as many worthwhile offerings on afternoon of Day 2.

Thank you for asking for feedback!

- The second day was too long. Attendance was low in the afternoon sessions. Reconsider the schedule...perhaps a plenary the evening before and then a plenary over lunch as a closing.

I really enjoyed Ralph Wolff and would love to hear more from him.

- The second plenary session should be like the first. The panel answering questions is a little bit of a gamble, as far as the subject matter is concerned.
- The split sessions were very helpful. They allowed me to see more presentations and, typically, made the presenters focus on what was only essential rather than going incredibly in-depth into their presentations. I would recommend many of these sessions for next year.
- Themes for presentations - group them.
- There are several areas highly interested at the same time - I know it is difficult to develop a schedule for everyone - however always there is a room for improvement,
- There are too many concurrent sessions. Would rather it be spread out over 2.5 days and allow us to attend more sessions.
- There is a lot of information and it would be nice to be able to get the handouts for all sessions. I would love to receive the presentation given by Ralph Wolff.
- There seemed to be an overwhelming amount of "double feature" sessions, which were split into 2- twenty minute presentations within one hour block. I didn't enjoy this setup because most of the presenters seemed rushed and did not allow time for insightful answers. Plus there were several sessions that I wished would last the duration of the hour and others that I did not have much interest in, but had to sit through due to my interest in the other subject. Since the institute is only 1 1/2 days long I wanted to be sure that I was using my time wisely.
- There should be a track for Graduate/Discipline focused institutions. As a health professions school, we are obligated to adhere to accreditation standards as well as professional standards, public standards, etc. I would have liked to hear more from representatives from medical, pharmacy, nursing schools that have similar goals/objectives.
- There were so many great panels I just couldn't attend them all and I wish I could have. I don't think there is anything you can do about this. It just means I'll keep returning each year.
- This being my first conference I do not feel qualified to answer this question.
- This has nothing to do with the Institute itself but with the facility, which the Institute may have (again) outgrown. The sessions were too crowded--it was virtually impossible to write anything down because we were hip-to-hip and shoulder-to-shoulder in those small, hard hotel chairs.
- This is a little thing, but the lack of beverages throughout the day was a little ridiculous. It's not that hard or expensive to set up a coffee and hot water stand that would be available throughout the day and it would have made it easier to manage the long days. The Starbucks line was out of control.
- This is kind of tongue in cheek, but don't schedule as many excellent talks in the same time slot! I can only go to one!
- This is not my idea, but something suggested to me in a corridor conversation.

Consider inviting presentations that address the different experiences of institutions or programs that:

- 1) Serve entirely or predominantly students at a distance. The definition of "the college experience" changes when one moves to a place where students' first visit to campus coincides with commencement exercises, as do the characteristics of group work.
- 2) Serve entirely or predominantly students who transfer in. (This would include but not be limited to designated degree-completion programs.) For example, how does one assess achievement of general education outcomes if most or all general education courses are taken elsewhere? And how does one improve achievement of gen ed outcomes in the relatively few courses students might take to finish their degrees?
- 3) Have few or no full-time instructional faculty. If virtually all instruction is provided by adjuncts and the bulk of instruction and assessment

is prescribed by program directors and instructional designers, how does that affect the dynamics of the assessment enterprise?

- This was my first experience at Assessment Institute. Everything was terrific!
- Thomas Angelo was amazing. I would love to hear him speak. Offer some presentations more than once. I had to give up hearing some sessions in order to hear others that were scheduled at the same time. Have a registration for the sessions so you can gauge interest and book a larger room if necessary.
- Time for networking was very limited since there was no rarely no group breakfast, lunch, or dinner.
- To improve, it would be helpful to have the handouts from presenters ahead of time, so they can be accessed with our mobile devices. So many of the sessions ran out of handouts, and waiting for 2-3 weeks for the information doesn't make much sense to me. I understand there may be reasons why the information is not provided ahead of time, but then insist that the presenters have enough handouts for their session.

Some of the sessions were not scheduled in a room that was big enough (no way to plan for this), but on the occasions where I had to sit at the back of the room, people who were arriving late to the session were standing at the back with the door open. Sometimes people from the hallway could be heard, other times the music piped into the hallway was louder than the speaker at the front of the room (when the door was open). That was a distraction. I would encourage participants that if they arrive late, come in and find a place to sit immediately; don't stand with the door open. I am amazed at how rude professionals can be.

- Tom Angelo is fantastic. Continue his sessions. Also, Sandra McGuire from LSU was excellent.
- Too many sessions at one time, this made it difficult to decide which session to attend, especially since there was so much overlap. It would have been helpful to have only 1 or 2 sessions per category going on at once.
- Try to balance out the conflict between sessions of well known speakers who always have very high attendance with the not as well know speaker's sessions. This situation greatly reduces the attendance for the not so well know speakers. Maybe add some of these well knows to the tract sessions.
- Use of innovative presenters during the large sessions.
- Very focused on two ends of the continuum: institutional assessment and course assessment, but missing a program-level assessment component. Using e-portfolios as program assessment makes more sense than at an institutional level, yet that was completely missed.

If a continental breakfast is included, we need fewer carbohydrates and more protein selections to get us through the morning. Carbs induce sleep.

Try to get rid of the chairs and have people stand more often. We needn't be so sedentary!

- Way too many concurrent sessions! Would have loved to see more sessions but cloning myself was not an option. However, I do understand fewer concurrent sessions equates to more conference days, so there is a trade-off. Perhaps adding just one more day would be feasible.
- Wonderful!
- Would enjoy a little mid-afternoon break between sessions .. I'd rather have the sessions go an hour later. It is a lot to absorb and a break would give you a little breather.
- Would like to have more advanced level of data analysis, data storage, data warehouse.
- You always do an excellent job! The Marriott staff and facilities were great as usual. Thank you!
- encourage participants.
- eportfolios schedule conflicted with grad track
- had to travel on Sat. to get a better plane fare rather than Sunday, but did not attend the pre-conference workshops. Try to have conference travel dates when airfares might be the cheapest.
- keep the 20 minute min-sessions that work together (even though it may be more work), however, it appeared that some presenters were not aware that they were 20 minutes and can with over 50 minutes of material (maybe just a confirmation that they are in 20 minutes only may help).
- n/a
- none at this time
- none...always a great session with so much to learn
- not sure at this time.

- please provide additional sessions directed toward best assessment practices implemented in colleges of art and design
  - see above.
  - something on data collection, survey design, focus group design, etc...
  - the provocateur needs to push more and the opening plenary needs some excitement. its a bit dull
  - the session rooms were unbearably hot. it would also have been nice to have more sessions in rooms where we could sit at a table
  - the sessions were good and i enjoyed the plenary sessions and panels.
  - while the shared sessions are understandable, there is a loss of time for engaging w/ colleagues in the audience. Engagement w/ others is one of the valuable elements of the conference. Perhaps fewer sessions with more engagement would be better or spreading out some of the shared sessions on the last day when there were open time slots.
  - would have liked a few "nuts and bolts" type of presentations...such as how to write/consider assessment based on specific SLO.
- 

**Thank you for taking time to assess the Institute.  
We hope to see you next year!**

**PRAC Grants Awarded  
2014 - 2015**

First Name	Last Name	School	CoAuthor 1	CoAuthor 2	Year Semester	Project Title
Emily	McLaughlin	Engineering & Technology	Darrell Nickolson		2014-15 1st Semester	Comparative Assessment of Software Proficiencies Between Interior Design Technology Students and Industry Practitioners for the Purpose of Standardization and Certificate Creation
Michael	Golub	Engineering & Technology			2014-15 1st Semester	Assessment of dissimilar scheduling strategies to deliver Mechanical Engineering Laboratory Course
Barbara	Christie	Engineering & Technology			2014-15 1st Semester	Evaluation of Professional Empathy Skills in Healthcare Engineering Technology Management Students
Margaret	Ryznar	School of Law	Yvonne Dutton	Max Huffman	2014-15 2nd Semester	Creating a Peer Review Model for Online Courses to Ensure Program Effectiveness
Rachel	Applegate	Informatics & Computing			2014-15 2nd Semester	Community Engagement in Professional Outcomes Measurement

**2014-2015 PROGRAM REVIEW QUESTIONNAIRE  
SUMMARY FOR DEPARTMENTS**

Advising in Technology, Anthropology, CIS, Campus Center, TCEM, Nursing, Masters in Technology, and WLAC

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	1	3			
Tour of Department and Special Facilities	3	1			
Descriptive Overview of Department	2	2			
Review of Academic Programs	2	2			
Student Interviews	2	2			
Faculty Interviews	3	1			
Meeting with Representatives of Related Departments Within the School	1	2	1		
Meeting with Representatives of Related Departments Outside the School	1	1	2		
Meeting with School Dean	3	1			
Concluding Discussion	2	2			

**2014-2015 IUPUI PROGRAM REVIEW EVALUATION  
SUMMARY FOR DEPARTMENTS**

Advising in Technology, Anthropology, CIS, Campus Center, TCEM, Nursing, Masters in Technology, and WLAC

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

1. **Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?**

Yes. The self-study was okay, and had questions that enabled a good start. Campus information was good. Faculty vita was missing and had to be requested. Not all student evaluations were provided and had to be requested. The mission was unclear. The interviews had a good representation of attendees. It might have been helpful to have had a schedule showing which classes had run when over the past few years; some of this was captured in the evaluations, but a more concise and complete summary of what/when would have been good. It would have been helpful to have faculty CV's and course enrollment numbers provided prior to the visit. I would have expected the strategic plan to have more of an emphasis on action items and timelines. I would love an institutional profile with executive summaries of any institutional datasets. Very impressive pre-preparation with all the materials, background, etc. Only suggestion-is to be literal and tell the reviewers to put them into a three ring binder with tabs. Would have been more convenient. And or, to load them on your laptop. Wished the department would have added more data to the self-study; self-study did not provide much information. Information on placement of undergrads after graduation would have been helpful. The only materials I asked for while here were, (1) Information about PULs (this was new to me) (2) Data about CIS and other School of Science departments regarding faculty size, enrollment at grad/ugrad, and overall research expenditures in recent years.

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

Sections	Excellent	Above Avg	Average	Below Avg	Poor	N/A
Mission & Goals	10	7	2	2		
Programs & Curricula	10	6	1	2	1	1
Student Outcomes	8	5	3	3	1	1
Resources	10	6	3			2
Questions to Guide Team	12	6	3			

3. **Did you have the necessary office equipment to complete your work efficiently?**  
Yes. Room was cold. Water and snacks were great. We used our laptops. Wifi worked well, Kat and Nancy helped with organizational needs, etc.
4. **Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?**

Yes, all sessions were useful. It was very thorough and intensive, almost too much so. The meeting on the 2<sup>nd</sup> day with external members didn't add much. Overall, the time was appropriate. A minor suggestion would be to allow more time with faculty for each language group. I think the session lengths were well chosen for the question we had and the size of group we met with in each session. I thought the meeting with outside departments was well thought out. The time with senior leadership, especially interim dean was insufficient. Would have liked greater participation of faculty during the session with them. The last day I would have had breakfast brought into work room and added an hour early. We particularly liked talking with students last; this allowed us to have context in which to understand their comments. Sessions with faculty from other departments/schools could be shortened. A session devoted to the graduate program would have been helpful. Wish we had more time with student's grad and undergrad. Those were very informative sessions, but we were running late near the end of the day and they seemed to be cut a bit short.

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

Yes. Would have liked to have a meeting/session dedicated specifically to the place of research and scholarship in WLAC. However meetings with faculty groups by rank (e.g. all associate professors) would have been useful. Good mix of people in all groups. Talking with staff supporting "day to day" operation was valuable, as was meeting with faculty outside of school. It was odd that Victoria Champion, RN, PhD. was not part of the review. Also, some of the faculty and staff seems to be invited on an ad hoc or as available basis or maybe simply by group invitation. This was a problem because some programs were not well represented and other over-represented. Also, IU Health was essentially the only community partner represented. Would have liked to have met with the V.P. of Research in Nursing. I would have appreciated more student time. We wanted to meet with fiscal officers for Campus Center. We did not meet any graduate students in Anthropology. Undergraduate students who were not seniors would have helped. We wanted to meet with someone specifically to talk about the graduate program in Anthropology. It might have been better to have met with the Industry partners (TCM) earlier in the visit so that we could have cross checked some of their insights with other stakeholders. There were too many members of other schools or centers present at meeting on Thursday afternoon to have meaningful conversation with most important ones. It would have been helpful to have someone from the Study Abroad office there given its importance to WLAC.

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

Good mix. Well balanced team. Good diversity in terms of three external reviewers own backgrounds in Spanish, German, and Classics. Might be more helpful to have one more of them from an urban public university with issues similar to IUPUI. The community representative was very helpful and should be commended for dedicating so much time. Well balanced team. Certainly having the faculty from IUPUI was invaluable. Also having industry partner representation provided another set of insights. I was expecting to see more members of the review team who were from a pure computer science academic background. It was great to have members from different departments on campus and to hear their opinions, but I think another external member from a computer science department would have been helpful. Our team leader did not take a leadership role. School representatives were very helpful but did not dominate the sessions or outcome. Disciplinary specialists were referring to what they do as opposed to what was at hand! This is probably difficult to do since they are so entrenched in the discipline. The team leader was not very strong in leading the group and in summarizing our thoughts. Wish he would have taken more of a leadership role in guiding conversations and the group. The team was well constructed but a person who is empowered to

openly contribute to the review would be helpful.

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

8. It would be useful to have a reaction statement to the self-study from the Dean and the upper administration, to see how they view it in the large scheme of things, how it fits with their vision, etc. Shorter self-study. Thorough review of the documents prior to sending (the self-study) them to the reviewers would have caught the missing documents. Perhaps a checklist. Our campus representative was told by her supervisor to not contribute to the final submission. Allow group to meet with fiscal officers. Do not pick a leader, let group dynamics determine leader. Given the lack of women and other underrepresented minorities in STEM and computer science, the committee was hoping to have a different perspective from a more diverse group of committee members (e.g. this committee was all male). Members of IUPUI faculty who participate in these external reviews dedicate an extraordinary amount of time to the process: 2.5 full days of meetings (including 14 hours on day one) and the time necessary to read and review the self study. They provide a special perspective in terms of background information on the school and university. But they are not compensated at all and such heavy service commitments counts very little in our Faculty Annual Reports. We should therefore not be expected to help write a report, given the fact that the 'outside' reviewers are given honorariums for their service. This was not the practice when I last participated in the process and I was actually encouraged by senior faculty members in my school to not help write the report. (I did so anyway.) IUPUI faculty should therefore be exempt from having to do additional work or should be compensated with a professional development stipend in return for this extraordinary amount of service. It is even more troubling that the community representative is also expected to contribute to the report given that they are not familiar with academic affairs and receive a minimal stipend. (I am aware of the stipends since History just completed such a review). Your office should be satisfied that they take so much time from their busy working lives to contribute this service to IUPUI. Given the amount of human and financial resources that IUPUI dedicates to these reviews, it might be worthwhile to carry out your own assessment of outcomes after a 2-3 year period to see how many of the suggestions offered by external reviewers are ever implemented. We prepared our report with the best interests of the WLAC department in mind given the widespread impression among IUPUI faculty who have participated in reviews that very little is done to ensure compliance with recommendations.

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

poor (0 responses) fair (1 responses) good (2 responses) excellent ( 19 responses)