

Indiana University-Purdue University Indianapolis

2009 - 2010

ANNUAL REPORT

Planning and Institutional Improvement



COMPONENT OFFICES:

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

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2009-2010 Annual Report

Office of Planning and Institutional Improvement

MISSION

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

GOALS

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

- 1) Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.
- 2) Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
- 3) Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
- 4) Derive and develop key indicators of student learning and institutional effectiveness and accountability.
- 5) Gather, analyze, and interpret data on key indicators and provide internal reports for campus constituents as well as accountability reports for external stakeholders.
- 6) Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.

COMPONENTS OF THE OFFICE

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

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

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

The Economic Model Office helps administrators:

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

Information Management and Institutional Research (IMIR)

The mission of the Office of Information Management and Institutional Research (IMIR) is to provide and coordinate information support for planning, administering, and evaluating academic and administrative programs in ways that will continuously improve IUPUI. IMIR provides fundamental support for IUPUI campus, school, and program planning and evaluation activities by:

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

Office of Institutional Effectiveness (OIE)

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

Office of Program Review

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

Testing Center (TC)

The mission of the Testing Center (TC) is to provide assessment and evaluation support through the collection and processing of test data, creation of assessment

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

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

Planning & Institutional Improvement

~ *Highlights* ~

July 1, 2009 – June 30, 2010

Teaching and Learning

1. Pike taught graduate courses in education (Y500/Y502) and Graunke co-taught an undergraduate course in psychology (B311).
2. Kahn team-taught the English Capstone Seminar and piloted Presentation Maker in the class.
3. PAII staff designed and implemented a campus-wide plan to ensure student learning of the Principles of Undergraduate Learning.
4. PAII staff conducted program reviews designed, in part, to improve teaching and learning, in the departments of Geography and Religious Studies, the Criminal Justice program, and University College.
5. Black and Kahn are faculty in University College.
6. Black worked with a campus-wide committee to develop new program review guidelines.
7. Mzumara and Singh served as co-chairs of the *PRAC Subcommittee on Course Evaluations*, and also collaborated with the *Faculty Affairs Subcommittee on Student Satisfaction Surveys*. Work accomplished during the 2009-2010 reporting period included development of a *Faculty Survey on End-of-Course Evaluations at IUPUI*, compilation of resource materials containing recommendations and guidelines on the use and administration of end-of-course evaluation instruments, presentation at a pre-conference workshop on this topic at the 2009 Assessment Institute in Indianapolis, and co-facilitation of a poster session on *Use of End-of-Course Evaluations* at the 2010 E.C. Moore Symposium on Teaching Excellence at IUPUI.
8. Kahn served as director and Scott served as coordinator of the IUPUI ePortfolio initiative, working closely with the ePort Executive Committee, the Center for Teaching and Learning, and UITS to guide implementation of the ePortfolio at IUPUI.
9. Kahn and Scott collaborated with Center on Teaching and Learning colleagues to co-sponsor and co-present nine campus-wide workshops on ePortfolios and related topics, including the use of rubrics to assess and improve learning, alignment of program outcomes with the PULs, reflection to enhance learning, an introduction to IUPUI's ePortfolio, and colloquia and symposia for faculty and staff using ePort in their classes or programs.
10. Kahn and Scott worked with seven University College faculty to plan a pilot of ePort in Fall 2010 in conjunction with the Personal Development Plan that students develop in the first year seminar.
11. Kahn and Scott consulted with the eight academic units currently involved in Integrative Department Grants, including Computer Information and Leadership Technology; School of Dentistry (Pediatrics); Tourism, Convention, and Event

Management; IUPU-Columbus; the Office of Service and Learning and University College (collaborative project); the Office of Student Life; the School of Library and Information Science; and the School of Nursing. Awarded new grants for 2010-2012 to Music Technology and Dentistry (Preventive).

12. In conjunction with UITS, Kahn contracted with an outside consultant to customize a portfolio tool that enables students to create personal Web sites and digital resumes within Oncourse.
13. Kahn, Scott, and Patki began development of a Web site for IUPUI's 2012 accreditation visit. The site currently focuses on development and use of rubrics and provides examples of rubrics for the PULs.
14. Testing Center staff increased the number of students taking the COMPASS Mathematics Placement Tests by 5.3% (from a total of 4,302 students tested in 2008-2009 to 4,530 students tested in 2009-2010), the number of students taking the Chemistry Placement Test by 1.5% (from 1,296 tests administered in 2008-2009 to 1,315 tests in 2009-2010), and the number of students taking English for Academic Purposes (EAP) Placement Tests by approximately 3.9% (i.e., up by 22 students for a total of 590 students for FY2009-2010).
15. Testing Center staff launched *make-up exam proctoring services* in support of academic units and administered a total of 103 make-up exams during the year.
16. Testing Center staff assisted faculty in the Schools of Medicine and Nursing by administering a total of 222 *Myers-Briggs Type Indicator (MBTI)* assessments during FY 2009-2010.
17. Testing Center staff launched a satellite test site at the Park 100 Learning Center and continued to collaborate with academic units in administering placement tests in the Business/SPEA Building (BS 3003) and Math Computer Lab (LD 225). (Total number of students served at satellite test sites: approximately 180)

Research and Scholarship

1. PAII staff presented 38 addresses/papers at national and international meetings.
2. Banta was selected to serve on advisory boards for the National Institute for Learning Outcomes Assessment, the New Leadership Alliance for Student Learning and Accountability, and the Teagle Foundation.
3. Kahn developed a proposal for and was accepted to Cohort VI of the Inter/National coalition for Electronic Portfolio Research. Cohort VI will run for three years, beginning Fall 2010, and will focus on use of ePortfolios for assessment and accreditation purposes.
4. Black was awarded a \$5,000 research grant from University College to develop an assessment plan for the Nina Scholars Program.
5. Kahn and Scott planned and began implementing an evaluation of the Integrative Department Grant program, which supports ePortfolio adoption for the purpose of program improvement.
6. Banta, Pike, and Kahn contribute columns and/or serve as editors/reviewers for seven national/international journals.
7. IMIR staff provided data on IUPUI performance indicators that were used to evaluate progress toward IUPUI goals, provide information for the IUPUI annual report, and update the IUPUI Profile of Progress in the Institutional Portfolio.

8. IMIR staff compiled faculty and student evaluations of student attainment of the PULs and presented reports to the campus and academic units.
9. IMIR staff prepared and disseminated unit-level academic and administrative reports for the National Survey of Student Engagement (NSSE), IUPUI Faculty Survey, and IUPUI Staff Survey.
10. IMIR staff assisted in the design, administration, and analysis of surveys and other assessment projects for faculty and campus units, including the School of Public and Environmental Affairs, the Division of Student Life, UITS, and a faculty member in the School of Physical Education and Tourism Management.
11. IMIR staff worked with administrative and academic units to design, administer, analyze, and disseminate the results for the Fall 2009 and Spring 2010 Pulse surveys.
12. Mzumara reviewed a total of 24 grant proposals as a member of the National Science Foundation's Course, Curriculum, and Laboratory Improvement (CCLI-Type I) and Informal Science Education (ISE) Programs
13. Singh served on the Indiana Evaluation Association (IEA) Program Coordinating Committee to plan IEA evaluation events.
14. Mzumara assisted faculty in conducting an initial review and validation of the Guided Self-Placement (GSP) process for placement in first-year writing courses.

Civic Engagement

1. IUPUI was designated fifth nationally among the top twenty-five "Good Neighbor Universities" by the Coalition of Urban and Metropolitan Universities as a result of an application prepared by Kahn and Scott.
2. Mzumara served as a member of the Board of Directors of the American Evaluation Association (AEA), and also as a member of the Advisory Panel for the Indiana Supreme Court Commission for Continuing Legal Education (CLE).
3. Kahn wrote and edited the 2008-2009 print and online [IUPUI Performance Report](#), *The Talent Dividend: A Great University for a Great City*, focusing on IUPUI's efforts to improve educational attainment in Indianapolis and Central Indiana.
4. Kahn was appointed and served as vice chair, board of directors, for the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL), an international ePortfolio association.
5. Banta serves as Education Committee chair and as a member of the board of directors and the executive committee of the Simon Youth Foundation.
6. Banta worked with Chancellor Bantz to develop the Executive Committee of the Central Indiana Talent Alliance and Johnson was appointed executive director of the Alliance.
7. Kahn served as president of the University Faculty Club.

Diversity

1. IMIR staff provided data on diversity at IUPUI for the Chancellor's Diversity Cabinet and the Chancellor's annual diversity report.

Collaboration

1. The Testing Center and the Center on Teaching and Learning share a staff member.
2. IMIR and Enrollment Services share a staff member.
3. Black and Kahn are University College faculty members, and the University College evaluator meets regularly with IMIR staff.
4. Kahn and Scott work with staff in UITS and the Center on Teaching and Learning to develop IUPUI's student ePortfolio.
5. PAII and Human Resources staff collaborate on facilitating the Accelerated Improvement Process initiative.

Best Practices

1. IMIR staff developed and maintained a Web-based system that enables users to view and update course-level information on Principles of Undergraduate Learning (PULs) emphasized in each course and to create an evaluation schedule to support IUPUI's 2012 reaccreditation.
2. IMIR staff worked with staff in the Registrar's office to develop a Web-based application to support a pilot study of PUL evaluations by faculty members.
3. IMIR staff provided weekly information about undergraduate, graduate, and first-professional applications, admissions, and enrollments through the Point-in-Cycle (PiC) system
4. IMIR staff provided data on enrollment and financial aid to IUPUI professional schools for inclusion in college guidebooks and rankings.
5. IMIR staff provided management information for the academic deans to use in their annual reports.
6. PAII staff collaborated to prepare the annual campus report to the Higher Learning Commission (HLC) of the North Central Association (NCA).
7. IMIR staff collected data and prepared the IUPUI response to the Coalition of Urban and Metropolitan Universities impact survey.
8. IMIR staff coordinated the campus response to the National Science Foundation (NSF)/National Institutes of Health (NIH) Survey of Graduate Students and Postdoctorates in Science and Engineering.
9. Testing Center staff launched a redesigned Web site and increased the total number of Site Visits by 33.9% and Pageviews by 37.9%.
10. Scanning services staff scanned a total of 148,922 documents in FY 2009-10 (up by 45.9% from last fiscal year) and processed Web-based and paper-and-pencil course/faculty evaluations for a total of 21 academic units including the departments/schools of Continuing Studies, Education, Health and Rehabilitation Sciences (SHRS) [plus Departments of Occupational Therapy (OT) and Physical Therapy (PT)], Journalism, Law, Liberal Arts, Medicine (OB/GYN, Microbiology and Immunology), Nursing, Social Work, Physical Education, Public Health, Public and Environmental Affairs (SPEA), Labor Studies, University College, Herron School of Art and Design, The Fund Raising School (Center on Philanthropy), IU Kokomo, and IUPU Columbus. (Total number of *courses evaluated on-line* during

FY2009-2010: 2,048.) In addition, Testing Center staff administered online evaluation surveys in support of session evaluations for the American Association of State Highway and Transportation Officials (AASHTO) conference and the 2009 Assessment Institute in Indianapolis.

11. Testing Center staff maintained the number of units using *Scanning Services* and exceeded revenue projections by approximately 17.5% (i.e., up by \$13,620 from the revenue target amount of \$78,000).
12. Banta served as acting vice chancellor for student life and conducted a successful search for an interim vice chancellor.

2009-10 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.		
I.1a. Assist in developing campus plans and priorities	I.1a. Plans for campus and schools integrated appropriately in self study for reaccreditation by NCA.	Trudy
1.1b. Assist CFO in convening Resource Planning Committee.	1.1b. Deans and faculty leaders engaged in resource planning for the campus.	Trudy
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI.	Trudy
I.3. Communicate broadly the campus mission/vision.	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Trudy, Susan, Amol
	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).	Susan, Mike
	I.3c. Participation in PAII national conference maintained at 1000.	Karen, Trudy
	I.3d. Number of national and international invitations for PAII staff maintained at 100.	Karen, Trudy
	I.3e. Number of external information requests maintained at 210.	Karen et al.
	I.3f. Improved PAII Website – increased Google Page Rank for home page and main section pages.	Amol
	I.3g. 5% increase in # visits to PAII Websites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).	Amol
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	II.1a. At least 25 units assisted with planning annually.	Karen, James, Trudy
	II.1b. At least 50 planning consultations/projects conducted annually.	Karen et al.
II.2. Provide leadership and information support for planning.	II.2a. P-20 Council initiated and functioning.	Trudy
	II.2b. Expanded information infrastructure for campus enrollment planning.	
	II.2c. Expanded use of new reporting Web site for enrollment trends.	Amol
	II.2d. Approximately one-half (10) of the deans report using IMIR survey or database information in their annual reports.	Gary, Susan, Karen

Goal III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.			
III.1.	Continuously improve information support for the campus assessment process.	III.1a. Inventory of information resources available to support assessment. III.1b. Increased use (to 10) of peer group analysis by discipline. III.1c. Work with campus leaders to integrate IUPUI surveys with other assessments for accountability.	Karen Gary Gary
III.2.	Continuously improve the academic and administrative program review processes.	III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed. III.2b. Reviewers' ratings monitored for suggested improvements. III.2c. Develop guidelines for reviewing self-studies by PRAC members. III.2d. Program Review Guidelines revised by PRAC and others. III.2e. Continue development of Program Review database.	Karen, Trudy Karen Karen Karen Karen
III.3	Continuously improve the campus practice of assessment.	III.3a. Number of units assisted with assessment remains steady at 30. III.3b. Number of assessment consultations/ projects remains steady at 150. III.3c. Cadre of campus assessment professionals developed and supported. III.3d. Assist faculty in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages. III.3e. Information derived from the placement testing and validation processes enhanced. III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course evaluations. III.3g. Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty. Aim to have six programs using the ePort software by the end of AY 2008-2009. III.3h. Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment. III.3i. Improvements in course placement services accomplished through use of outreach testing services. III.3j. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys. III.3k. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	Karen et al. Karen et al. Trudy, Karen, Gary Howard Howard Howard Susan, Howard Susan, Howard Kent Kent Howard
III.4.	Continuously improve survey programs.	III.4a. Survey items aligned with campus priorities. III.4b. Response rates on student surveys increased to 30%. III.4c. Increased timeliness and quality of survey reports.	Gary
III.5.	Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.5a. Expand use of the program review financial table for departments as an individual consulting service for department academic budget planning. III.5b. Develop a module on the use of economic models in academic budget planning with actual examples (Allied health, education, Nursing, etc.) for deans, directors, department chairs and fiscal officers. III.5c. Write and submit two articles on the use of economic models in academic budget planning.	James James James
III.6.	Develop a more uniform and concise set of campus-wide performance indicators.	III.6a. Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Susan, Gary, Karen

III.7. Contribute evaluation resources for campus programs and community organizations.	III.7a.	At least 1 evaluation study funded and conducted for campus constituents.	Howard
	III.7b.	Program evaluation resource site redesigned, deployed, and updated.	Howard
	III.7c.	At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).	Howard
	III.7d.	Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.	Kent
	III.7e.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects.	Howard
Goal IV. Derive and develop key indicators of student learning and institutional effectiveness and accountability.			
IV.1. Work with campus leaders to identify performance indicators.	IV.1a.	Campus performance indicators agreed upon and disseminated widely.	Trudy, Gary
IV.2. Advance institutional effectiveness through collaboration.	IV.2a.	Continued leadership by PAII staff on committees assigning campus performance indicators.	Susan, Gary
IV.3. Develop strategies for evaluating student learning of the PULs.	IV.3a.	Instructions for evaluating learning of the PULs disseminated to academic units.	Trudy, Gary, Amol, Susan
IV.4. Collect information about PAII effectiveness.	VI.4a.	Increasingly useful set of indicators in use for monitoring effectiveness of PAII performance.	Karen, Gary
Goal V. Gather, analyze, and interpret data on key indicators and provide internal reports for campus constituents as well as accountability reports for external stakeholders.			
V.1. Continuously improve management information reports and analysis capability for academic managers.	V.1a.	Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Gary, Amol
	V.1b	Enhance reporting application for 'Five year trend' on IMIR Website to include drilldown capability up to department/program level.	Amol
	V.1c.	Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.	Karen, Gary Trudy
V.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).	V.2a.	Performance Report completed on schedule. (Improve process for developing the report in the new format.)	Susan
	V.2b.	Continue to improve a streamlined process for updating performance report on iPort Website.	Amol
	V.2c.	At least 1500 Performance Reports distributed.	Susan
	V.2d.	Increase page views on iPort page by 5% compared to previous year.	Susan
	V.2e.	Campus diversity initiatives evaluated and documented.	Gary, Trudy
V.3. Provide information to academic and administrative units so that they can improve their processes.	V.3a.	Provide data and analysis for Enrollment Services to assist their efforts to attract and support a better prepared entering first-year cohort.	Gary
	V.3b.	Provide deans and senior administrators with information about instructional costs and productivity.	Gary, James
V.4. Gather, analyze, and report data on student learning embodied in the PULs.	V.4a.	Ratings of student effectiveness in learning the knowledge and skills embodied in the PULs aggregated and reported at unit and campus levels.	Trudy, Gary, Susan, Amol

Goal VI. Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.		
VI.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.	VI.1a. At least one workshop conducted for personnel associated with academic units. VI.1b. At least one workshop conducted for administrative unit personnel.	Gary, Trudy, Amol, Howard Gary
VI.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	VI.2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely. VI.2b. Deans' annual reports placed on the Web by IMIR staff.	Karen et al. Amol
VI.3. Advance institutional effectiveness through collaboration.	VI.3a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen, Trudy
VI.4. Implement project management.	VI.4a. Implement Project Management techniques within PAII division.	Amol
VI.5. Continuously improve the professional development of PAII staff.	VI.5a. Professional development opportunities are identified and staff participate. VI.5b. Cross train PAII staff	Karen et al.
VI.6. Develop and implement a diversity plan for PAII.	VI.6a. Diversity plan and implementation strategy developed.	Susan
VI.7. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	VI.7a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).	Karen et al.

Summary of Progress on Goals and Objectives - FY2009-2010

Goal I:	Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	Best Practices
Timeframe:	
Objective:	I.1a. Assist in developing campus plans and priorities.
Actions taken to date:	I.1a. Plans for campus and schools integrated appropriately in self study for reaccreditation by NCA. This is integral in planning the self study.
Indicators of progress:	Meeting summaries provide evidence.
Activities planned:	Criterion Committees will receive copies of campus plans (see Appendix A) at the outset and be instructed to relate their work to the plans. Deans and vice chancellors will be asked to study their own annual reports since 2001 and summarize progress as well as plans for the future.
Objective:	I.1b. Assist CFO in convening Resource Planning Committee.
Actions taken to date:	I.1b. Deans and faculty leaders engaged in resource planning for the campus. Banta serves with CFO Dawn Rhodes as co-chair of the Resource Planning Committee (RPC), which includes deans and faculty leaders.
Indicators of progress:	The RPC has met at least once each month during 2009-10.
Activities planned:	The RPC will make progress in recommending budgeting priorities to the Chancellor.

Objective:	I.2. Develop a short list of campus priorities for strategic investment.
Actions taken to date:	I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI. A list of priorities has been developed by deans and faculty leaders and presented to the Chancellor (see Appendix B).
Indicators of progress:	
Activities planned:	The Chancellor will make choices and develop a final list for dissemination.
Objective:	I.3. Communicate broadly the campus mission/vision.
Timeframe:	On-going
Actions taken to date:	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio. Once again, published Performance Report in streamlined format, both in print and online.
Indicators of progress:	Communications & Marketing continued to print and distribute approximately 3,000 copies of print report. IUPUI climbed to #5 on <i>U.S. News & World Report's</i> list of “up and coming” national universities. The Chancellor attributes this in part to the impact of the Performance Report on his peers, whose comments are factored into the development of the <i>U.S. News</i> list.
Activities planned:	Improvements in the design of the online version of the report.

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).</p> <p>Ongoing development of institutional portfolio and print and online Performance Report.</p> <p>Positive reception of report on campus.</p> <p>Continue development of online and print materials.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>I.3c. Participation in PAII national conference maintained at 1000.</p> <p>Registration fee unchanged for second year.</p> <p>2009 registration 900. The Assessment Institute in Indianapolis (see Appendix C) attracted people from 402 different colleges, universities, and organizations; 46 states and Washington DC, Guam, and Puerto Rico; and 7 countries outside the US (Australia, Barbados, Canada, New Zealand, Saint Lucia, United Arab Emirates, and United Kingdom).</p> <p>Keep registration fee at same level for 2009 and reduce expenses where possible.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>I.3d. Number of national and international invitations for PAII staff maintained at 100.</p> <p>PAII staff received invitations to make or to consult with international and national organizations, but were unable to accept all of these.</p> <p>PAII staff received 55 invitations to make presentations or to consult with international and national organizations (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 11 (25 in 2008-2009, 56 in 2007-2008, 20 in 2006-2007, 28 in 2005-2006, 37 in 2004-05) of these.</p>

Activities planned:	Continue to monitor and increase PAII dissemination efforts																																									
Actions taken to date:	<p>I.3e. Number of external information requests maintained at 210.</p> <p>PAII staff continue to respond to hundreds of information requests from external constituents.</p>																																									
Indicators of progress:	<p>PAII staff responded to 544 (428 in 2008-2009, 404 in 2007-2008, 392 in 2006-2007, 251 in 2005-2006, 144 in 2004-2005) information requests from external constituents.</p>																																									
Activities planned:	Continue to monitor and increase PAII dissemination efforts.																																									
Actions taken to date:	<p>I.3f. Improved PAII website – increased Google Page Rank for home page and main section pages.</p>																																									
Indicators of progress:	<p>Comparison of Google Page Rank on main Web sites</p> <table border="1" data-bbox="402 1123 1253 1381"> <thead> <tr> <th rowspan="2">Web site address</th> <th colspan="5">Google Page Rank</th> </tr> <tr> <th>As of 30/6/06</th> <th>As of 30/6/07</th> <th>As of 30/6/08</th> <th>As of 30/6/09</th> <th>As of 30/6/10</th> </tr> </thead> <tbody> <tr> <td>http://planning.iupui.edu/</td> <td>n/a</td> <td>6/10</td> <td>6/10</td> <td>7/10</td> <td>7/10</td> </tr> <tr> <td>http://imir.iupui.edu/</td> <td>5/10</td> <td>5/10</td> <td>6/10</td> <td>5/10</td> <td>6/10</td> </tr> <tr> <td>http://iport.iupui.edu/</td> <td>5/10</td> <td>6/10</td> <td>6/10</td> <td>5/10</td> <td>6/10</td> </tr> <tr> <td>http://tc.iupui.edu/testing/</td> <td>n/a</td> <td>4/10</td> <td>4/10</td> <td>4/10</td> <td>4/10</td> </tr> <tr> <td>http://reports.iupui.edu/</td> <td>n/a</td> <td>n/a</td> <td>4/10</td> <td>5/10</td> <td>5/10</td> </tr> </tbody> </table>	Web site address	Google Page Rank					As of 30/6/06	As of 30/6/07	As of 30/6/08	As of 30/6/09	As of 30/6/10	http://planning.iupui.edu/	n/a	6/10	6/10	7/10	7/10	http://imir.iupui.edu/	5/10	5/10	6/10	5/10	6/10	http://iport.iupui.edu/	5/10	6/10	6/10	5/10	6/10	http://tc.iupui.edu/testing/	n/a	4/10	4/10	4/10	4/10	http://reports.iupui.edu/	n/a	n/a	4/10	5/10	5/10
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Activities planned:																																										
Actions taken to date:	<p>I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).</p> <p>Usage statistics for PAII Web sites.</p> <p>Testing Center launched a redesigned website and increased the total number of <i>Visits</i> by 33.9% and <i>Pageviews</i> by 37.9%.</p>																																									

Indicators of progress:	Testing Center staff made steady progress towards development and compilation of online resources for Testing Center's Program Evaluation Site.				
	Web site address	Site Usage			
		July 1,08 – Jun 30,09		July 1,09 – Jun 30,10	
	Visits	Pageviews	Visits	Pageviews	
	http://planning.iupui.edu/	45,032	126,834	37,368	101,942
	http://iport.iupui.edu/	15,512	36,937	14,613	31,512
	http://imir.iupui.edu/	8,603	51,811	8,640	44,689
	http://reports.iupui.edu/	3,679	18,498	8,021	28,921
	http://tc.iupui.edu/testing	13,483	40,393	18,052	55,716
	Note: Website usage for Institutional Reports (reports.iupui.edu) has increased significantly over the past year. This is a positive sign as we would like our website visitors to make use of various reports available on that site. Institutional Reports site has registered a 220% increase in 'Absolute Unique Visitors' (up from 1225 in FY08 to 4001 in FY09).				
Activities planned:	<p>Continue to update the Testing Center website; and consult with Troy Brown (Executive Director of Communications & Marketing) to obtain ideas for improving the website.</p> <p>Continue to make progress with further development of the Program Evaluation Resource Site.</p>				
Goal II:	Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.				
Campus Planning Theme:	Best Practices				
Timeframe	Ongoing				
Objective:	II.1 Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).				

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>II.1a. At least 25 units assisted with planning annually.</p> <p>PAII staff continue to provide planning assistance to campus units. (See Appendix D.)</p> <p>Developed program review budget tables for five departments, including Criminal Justice, Museum Studies, Geography, Religious Studies, and World Languages and Cultures.</p> <p>PAII staff assisted 27 IUPUI units with planning this year, (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) Completed five budget review tables.</p> <p>PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.</p> <p>Support the implementation of the strategic plan for off-campus facility centers and requests for services by academic and support units.</p> <p>PAII and Human Resources staff will work together to increase the use of our mutual resources in strategic and financial planning.</p> <p>Continue to support the program review process and improve where possible.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>II.1b. At least 50 planning consultations/projects conducted annually.</p> <p>PAII staff continue to provide planning assistance.</p> <p>PAII staff participated in 33 consultations/projects this year (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).</p> <p>PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.</p>

Objective:	II.2. Provide leadership and information support for planning.
Actions taken to date: Indicators of progress: Activities planned:	II.2a. P-20 Council initiated and functioning. The Talent Alliance has been formed (see Appendix E). An Executive Committee of community leaders was formed and met twice. A Planning Subcommittee was appointed and met once. The Executive Committee will meet at least twice annually, with the Planning Subcommittee meeting quarterly to provide direction.
Actions taken to date: Indicators of progress: Activities planned:	II.2b. Expanded information infrastructure for campus enrollment planning. Discussed with potential users about the requirements for reporting tools for campus enrollment planning. IMIR staff conducted training session about how to use new website for enrollment reporting. Based on the discussion with end users IMIR staff has started to plan for implementation of an enhanced enrollment reporting system. Website usage for Institutional Reports (reports.iupui.edu) has increased significantly over the past year. This is a positive sign as we would like our website visitors to make use of various reports available on that site. Institutional Reports site has registered a 220% increase in 'Absolute Unique Visitors' (up from 1225 in FY08 to 4001 in FY09). IMIR staff is planning to implement new reporting system which will enable campus community to quickly and easily build enrollment reports on the web. The system will be released in first quarter of 2011. Continue with annual training workshops and directly communicating with end users about using this report website.

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned</p>	<p>II.2c. Approximately one-half (10) of the deans report using IMIR survey or database information in their annual reports.</p> <p>Virtually all deans are using some survey or database information in their annual reports. For the future, this goal should be modified to monitor whether deans make greater use of IMIR information in their annual reports.</p> <p>Updated point-in-cycle (PIC) enrollment data on the IMIR web site.</p> <p>Updated management-indicator data on the IMIR web site.</p> <p>Updated performance-indicator data for annual reports.</p> <p>Updated PIC data were used by Enrollment Services offices and all IUPUI schools (including IUPUC).</p> <p>A review of annual reports revealed that virtually all deans used management-indicator data in their annual reports.</p> <p>Performance-indicator data were used in the IUPUI annual reports, and the teaching and learning and diversity committees used performance-indicator data in evaluating progress in meeting IUPUI goals.</p> <p>Continue to update and improve PIC data.</p> <p>Continue to update and improve management-indicator data.</p>
<p>Goal III:</p>	<p>Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.</p>
<p>Campus Planning Theme:</p>	<p>Teaching and Learning</p>
<p>Timeframe:</p>	<p>On-going</p>
<p>Objective:</p>	<p>III.1. Continuously improve information support for the campus assessment process.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.1a. Inventory of information resources available to support assessment.</p> <p>See Indicators of Progress.</p> <p>The Testing Center continues to seek people to partner and/or co-sponsor the evaluation resources segment of the division Web site.</p> <p>PAII Web sites provide access to annual assessment and planning reports.</p> <p>Periodically, <i>Assessment Update</i> issues are provided at no cost to PRAC members, and each dean is invited to register a PRAC member for the Assessment Institute in Indianapolis at no cost.</p> <p>The electronic Institutional Portfolio includes aggregated data on student learning outcomes and is the repository for the annual campus performance report.</p> <p>Continue to seek ways to provide useful resources to the campus community. We will continue evaluating the newly-deployed Web site and make improvements as needed.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>III.1b. Increased use (to 10) of peer group analysis by discipline</p> <p>IMIR worked with the schools of Nursing and Informatics to assist them in developing appropriate peer groups for comparison of instructional costs and productivity and degrees awarded. In addition, peer group analyses were conducted for the Chancellor, Vice Chancellor for Finance and Administration, Office of Diversity Equity and Inclusion, and the Council on Retention and Graduation.</p> <p>Assisted academic and administrative units in conducting peer group analyses.</p> <p>IMIR developed peer-group reports for two academic units (Nursing and Informatics), three administrative units (Chancellor’s Office, Finance and Administration, and Diversity Equity and Inclusion), and a standing campus committee (Council on Retention and Graduation).</p>

Activities planned:	Continue to work with academic and administrative units on peer group analyses.
Actions taken to date: Indicators of progress: Activities planned:	<p>III.1c. Work with campus leaders to integrate IUPUI surveys with other assessments for accountability.</p> <p>IMIR staff worked with the 2012 Committee (see Appendix F) to integrate results from the Continuing Student Survey into the evaluation of the Principles of Undergraduate Learning. IMIR staff also integrated results from the faculty, staff, and student surveys into the evaluation of IUPUI campus performance indicators and the evaluation of the campus diversity indicators.</p> <p>Results of the student, faculty, and staff surveys were included in IUPUI annual reports, evaluations of IUPUI goal attainment, and evaluations of student learning of the PULs.</p> <p>Continue to provide survey data for use in accountability assessment</p>
Objective:	III.2. Continuously improve the academic and administrative program review processes.
Actions taken to date: Indicators of progress: Activities planned:	<p>III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed.</p> <p>Conducted 4 program reviews, including the departments of Geography and Religious Studies, the Criminal Justice program, and University College. Follow-up meetings were conducted for Philosophy, Nursing, and Bachelor of Science in Public Administration. Campus and Community Life, Philanthropic Studies, and Physical Education. Planning meetings were held for Recreational Sports, Dentistry IT, Museum Studies, Individualized Major Program, and Political Science.</p> <p>All planned reviews were conducted as scheduled.</p> <p>The departments of Recreational Sports, Dentistry IT, Museum Studies, and the Individualized Major Program will be reviewed and follow-up sessions will be conducted for Geography and Religious Studies, the Criminal Justice program, University College, Campus and Community Life, Philanthropic Studies, and Physical Education. Planning meetings will be scheduled for appropriate departments/units.</p>

	<p>5 reviews were planned. 4 reviews and 5 follow-up sessions were conducted.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.2b. Reviewers' ratings monitored for suggested improvements.</p> <p>Ratings were compiled and actions taken as necessary (see Appendix G).</p> <p>The Program Review and Assessment subcommittees on Program Review and Advanced Practice continue to provide feedback on the self-studies before they are submitted to the external review team.</p> <p>Reviewers' ratings were monitored.</p> <p>Ratings will continue to be monitored.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.2c. Develop guidelines for reviewing self-studies by PRAC members.</p> <p>The development of these guidelines was completed and committee work was reported to PRAC at the April 2010 meeting.</p> <p>PRAC members will use the newly-developed guidelines in reviewing draft self-studies.</p> <p>Continued development of the guidelines by the taskforce then reviewed by the full PRAC committee.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.2d. Program Review Guidelines revised by PRAC and others.</p> <p>The development of these guidelines was completed and committee work was reported to PRAC at the April 2010 meeting.</p> <p>The new template will be in use.</p> <p>Continued review of the guidelines in practice will guide further changes by PRAC.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.2e. Continue development of Program Review database.</p> <p>Most of the information about reviews has been added to the database.</p> <p>Database will be used as a repository for findings of reviews and other pertinent information.</p> <p>Verifying and correcting information will continue.</p>
<p>Objective:</p>	<p>III.3. Continuously improve the campus practice of assessment.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3a. Number of units assisted with assessment remains steady at 30.</p> <p>See Indicators of Progress (and Appendix D).</p> <p>PAII staff responded to 38 IUPUI unit requests for assistance with assessment in 2009-2010 (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) (see Appendix D).</p> <p>PAII staff will continue to respond to requests for assistance with assessment projects.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3b. Number of assessment consultants/projects remains steady at 150.</p> <p>See Indicators of Progress.</p> <p>PAII staff fulfilled 375 requests for assistance with assessment in 2009-2010 (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).</p> <p>PAII staff will continue to consult with other units on assessment projects.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3c. Cadre of campus assessment professionals developed and supported.</p> <p>IMIR staff worked with the School of Engineering & Technology, School of Informatics, School of Liberal Arts, and School of Public and Environmental Affairs to train assessment practitioners and improve assessments of student learning. IMIR staff also consulted with IUPUC staff on assessment.</p> <p>Staff members in four academic units were trained in assessment, along with IUPUC staff members.</p> <p>Continue to train campus assessment professionals.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3d. Assist faculty in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.</p> <p>Testing Center staff continued to provide faculty in the Department of Mathematical Sciences with course placement validation reports and placement audit reports/class rosters; and also assisted faculty with review of retest policy for Mathematics Placement Tests.</p> <p>Testing Center staff assisted faculty in the Writing Program with review of the Guided Self-Placement process for first-year writing courses at IUPUI.</p> <p>Assisted faculty in the EAP Program with large group administration of the English for Academic Purposes (EAP) placement tests for incoming international students.</p> <p>Continued to maintain relatively high compliance rates for course placements in chemistry, EAP, writing, mathematics, and world languages (as reflected by the relatively low numbers of grievances or appeals by test takers).</p> <p>Assist faculty in the Department of World Languages & Cultures to implement the WebCAPE Chinese Placement Test and develop initial cut scores for placement in Chinese courses at IUPUI.</p> <p>Assist faculty in chemistry with revision of placement cut scores and implementation of an updated version of the Chemistry</p>

	<p>Placement Test (upon release by the American Chemical Society).</p> <p>Continue to conduct validation studies in connection with IUPUI's placement tests, and share results with the faculty responsible for the respective placement tests.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3e. Information derived from the placement testing and validation processes enhanced.</p> <p>Implemented revised cut scores and recommended course placement for Mathematics; also worked with Cathy Buyarski and math faculty in articulating follow-up communication with students who obtain very low placement scores on COMPASS Mathematics Placement Tests.</p> <p>Generated placement score distributions and used crosstabs procedures to improve presentation of statistical summary tables for course placement validation purposes.</p> <p>Overall course placement validation reports continue to show an upward and positive trend in success rates for students who comply with placement test recommendations; and the upward trend in the number of beginning students placed in college-level first-year writing courses (i.e., ENG-W 130/131 or higher), mathematics (i.e., MATH 11000/11100 or higher) and Chemistry C105 or higher courses.</p> <p>Closely monitor the placement of students in mathematics courses, particularly those placed in Pre-Algebra or Algebra placement domains; and adjust placement cut scores, as needed.</p> <p>Assist faculty in establishing appropriate cut scores for WebCAPE Chinese Placement Test.</p> <p>Continue to collect and disseminate data related to the quality and effectiveness of IUPUI's placement tests for course placement purposes.</p>
<p>Actions taken to date:</p>	<p>III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.</p> <p>Assisted a total of 13 academic units with development and administration of web-based end-of-course evaluations at IUPUI.</p>

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>Maintained a good and steady number of academic units that use end-of-course evaluation services offered at the Testing Center.</p> <p>Continue to encourage new and existing academic units to use web-based course/instructor evaluation services, and expand online course evaluation services accordingly.</p>
<p>Actions taken to date:</p>	<p>III.3g. Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty.</p> <p>Expanded faculty development opportunities designed to introduce faculty members to ePort, and co-sponsored (with CTL) series of workshops on topics like rubric development and reflection that are relevant to ePortfolio assessment.</p> <p>Worked with UITS and outside consultant to enhance ePort software capabilities, adding presentation portfolio tool to the existing matrix tool.</p> <p>Consulted with nine projects funded by ePort funds and with NSF-funded project using ePort for assessment.</p> <p>Worked closely with University College on planning Fall '10 pilot of ePort in First-Year Seminars.</p> <p>Piloted ePort Presentation Maker in team-taught English Capstone Seminar.</p> <p>Continued to offer small seed grants to departments/programs interested in implementing ePort.</p> <p>Faculty can now request a portfolio site in Oncourse through the regular Oncourse site request process. (Previously, they had to go through UITS or the CTL.)</p> <p>Provided funding for 6 faculty members to attend Assessment Institute and one to attend Sakai Conference.</p> <p>Four faculty members involved in ePort-funded projects made presentations on their work at national conferences.</p> <p>IUPUC ePort grantee has edited book accepted for publication; book includes a chapter by Kahn and Karen Johnson.</p> <p>Developed successful proposal for inclusion in Cohort VI of</p>

	<p>Consult with faculty and offer presentations to departments and programs as requested.</p> <p>Continue to fund faculty conference participation to the extent possible under existing travel restrictions.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3h. Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.</p> <p>Consulted with ten units on use of ePort for assessment, learning, and self-presentation.</p> <p>Offered nine workshops on ePort and related topics (including rubric development and use), in collaboration with CTL.</p> <p>Developed web resource on rubrics for PUL, ePort, and North Central web sites.</p> <p>Robust attendance and positive evaluations for workshops.</p> <p>Continue consultations and workshops.</p> <p>Get the ePort web site (which was developed in Summer 2009) online within Academic Affairs web site.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3i. Improvements in course placement services accomplished through use of outreach testing services.</p> <p>Emails were sent to 30 local school corporations indicating that remote placement services were available. Clif Marsiglio and Kent Stoelting made trips to eight districts that had responded.</p> <p>At the initial visit, 7 schools indicated that they would like to participate in the service. Unfortunately, on follow-up calls, the schools did not respond to our requests to begin the service.</p> <p>Howard Mzumara, Clif Marsiglio, and Kent Stoelting met with Admissions. A plan was developed where admissions would work with several schools to assist in developing regional sites where tests could be administered, instead of individual high schools. This is ongoing.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3j. Satisfaction with TestingCenter services maintained at 95% satisfied rate on exit surveys.</p> <p>Review exit survey results with Testing Services Supervisor in areas highlighted by the students. The supervisor will in turn address them with the work-study students. The staff will continue to work with the flow of student traffic as it pertains to seat time.</p> <p>Independent Studies Exit Survey results – maintain high favorable ratings among respondents.</p> <p>Meet with work study students to develop a process for seating the students in a more timely manner. Will also work with the students to have student IDs ready for administration of actual tests. Will work with staff and students in completing end-of-day tasks in preparation for the following day (i.e. making sure that Independent Studies tests are on site and that incoming students are aware of the proper procedures for testing at the center.</p>
	<p>III.3k. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>During FY 2009-2010, Testing Center assisted a total of 21 academic units with forms design, processing of Scantron (paper) forms and/or web-based course/instructor evaluation surveys and reports (see Appendix D).</p> <p>Testing Center served new clients such as the Fund Raising School (the Center on Philanthropy) and retained all other academic units served during the previous reporting period.</p> <p>Pursue initiatives that may facilitate incremental quality improvements in offering course/instructor evaluation services for academic units that use the Testing Center.</p>

Objective:	III.4. Continuously improve survey programs.
Actions taken to date: Indicators of progress: Activities planned:	III.4a. Survey items aligned with campus priorities. The Continuing Student Survey was revised to reflect more accurately the outcomes associated with the Principles of Undergraduate Learning. This survey was also modified to provide additional evidence on the RISE initiative. Survey data were used in reports on student learning of the PULs and reports on the RISE initiative to senior campus administrators, academic deans, the 2012 Committee, and the Program Review and Assessment Committee. RISE and PUL questions will be included on the Continuing Student Survey.
Actions taken to date: Indicators of progress: Activities planned:	III.4b. Response rates on student surveys increased to 30%. IMIR staff worked with the Center for Survey Research and the PULSE Steering Committee to improve response rates on surveys. The Continuing Student Survey response rate was 23%. Continue to work with campus academic and administrative units to reduce the number of surveys sent to students, faculty, and staff.
Actions taken to date:	III 4c. Increased timeliness and quality of survey reports. Turnaround time for completed survey reports has been reduced substantially. Campus-wide results are generally available within 1-2 months, and school reports are generally available within 3-4 months. In addition, the reports have been revised to provide more straightforward presentation of the data, and to discuss important differences among units and/or groups of students. IMIR staff used mail-merge procedures to automate preparation of reports using campus survey data. In addition, the reports have been revised to provide more straightforward presentation of the data, and to discuss important differences among units and/or

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>groups of students.</p> <p>Turnaround time for completed survey reports has been reduced substantially. Campus wide results are generally available within 1-2 months, and school reports are generally available within 3-4 months.</p> <p>Continue to use mail-merge procedures in the preparation of reports.</p>
<p>Objective:</p>	<p>III.5. Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.5a. Expand use of the program review financial table for departments as an individual consulting service for department academic budget planning.</p> <p>Supported all requests for program review budget tables for the 2009-10 program reviews.</p> <p>Completed budget tables for program reviews for five departments, including Criminal Justice, Museum Studies, Geography, Religious Studies, and World Languages and Cultures (2010 update of 2007 original budget review table).</p> <p>Continue to support the planned program reviews for 2010-2011</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.5b. Develop a module on the use of economic models in academic budget planning with actual examples (Allied health, education, Nursing, etc.) for deans, directors, department chairs and fiscal officers.</p> <p>Provided support for program reviews with budget tables until larger economic model project arise.</p> <p>Budget tables for program reviews completed in the absence of larger economic model projects.</p> <p>To support new deans in the use and support of economic modeling opportunities.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.5c. Write and submit two articles on the use of economic models in academic budget planning.</p> <p>Provided data analysis for an article with the Department of Accounting in the Kelley School of Business.</p> <p>Completed the data analysis for an article for the Department of Accounting in the Kelley School of Business.</p> <p>To expand research activities.</p>
<p>Objective:</p>	<p>III.6. Develop a more uniform and concise set of campus-wide performance indicators.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.6a. Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators.</p> <p>Continued to report on existing list of key performance indicators in print and online Performance Report.</p> <p>Current (campus and diversity) performance indicators were finalized in Fall 2009 and should remain stable for the next several years. The exception will be the addition of performance indicators related to sexual orientation and gender identity in the 2011 diversity report.</p> <p>No change in list of performance indicators.</p> <p>Similar sets of performance indicators are used for annual reports each year.</p> <p>Continue use of existing list of key performance indicators.</p> <p>IUPUI will use similar sets of performance indicators each year.</p>

	III.7. Contribute evaluation resources for campus programs and community organizations.
Actions taken to date: Indicators of progress: Activities planned:	III.7a. At least 1 evaluation study funded and conducted for campus constituents. Testing Center collaborated with faculty in the school of science at IUPUI in writing collaborative grant proposals for external funding. To date, two National Science Foundation (NSF) grant proposals at IUPUI (and one NSF grant proposal at Purdue University) have been accepted for funding beginning in FY 2010-2011. Testing Center evaluation team will facilitate project assessment/evaluation activities for at least three external grant projects funded by NSF beginning FY 2010-2011.
Actions taken to date: Indicators of progress: Activities planned:	III.7b. Program evaluation resource site redesigned, deployed, and updated. Testing Center staff (in consultation with staff in the Center for Teaching and Learning and the Office of the Vice Chancellor for Research and Sponsored Services) made steady progress toward redesign and compilation of online resources for the Testing Center's Program Evaluation Resource Site. A document containing a variety of online resources for program evaluation was compiled during AY 2009-2010. Testing Center staff will continue to partner with interested units at IUPUI and move forward with the next steps to launch a Program Evaluation Resource website at the Testing Center.
Actions taken to date:	III.7c. At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services). Through a redesign of the Testing Center website, improved communication with potential clients, and pursuit of new contract and grant projects, Testing Center staff made some progress that appears to have increased public awareness of services offered at the IUPUI Testing Center.

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>Maintained at least 225 units that use <i>Scanning Services</i> and examinees that take a variety of state and national exams at the IUPUI Testing Center (for admissions, proficiency assessment, certification or licensure purposes); and exceeded the Testing Center’s revenue budget amounts for FY 2009-2010.</p> <p>Testing Center administered a total of 103 <i>make-up</i> exams during FY 2009-2010.</p> <p>Whenever possible, Testing Center staff will continue to work with external test vendors in expanding contract testing services at IUPUI and also continue to support research/evaluation project activities in collaboration with academic units or individual faculty members at IUPUI or elsewhere in the IU / PU system.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.7d. Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.</p> <p>An additional testing site has been utilized for several weeks during the summer. BS 3003 is available for student placement testing. It has a capacity for thirty students to test. We hope to use the lab for large scale EAP testing as well. We have also utilized LD 225 for COMPASS Mathematics testing during June and July.</p> <p>Indicate number of tests given this year versus last year.</p> <p>The Testing Center hopes to maintain a central campus presence through the use of either the LD building or BS building during the summer of 2011.</p>
<p>Actions taken to date:</p>	<p>III.7e. At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects.</p> <p>Testing Center staff presented 2 evaluation-related papers at the 2009 Evaluation Conference in Orlando, FL.</p>

Indicators of Progress:	Testing Center staff assisted faculty in writing several NSF grant proposals; and, to date, three NSF grant proposals have been accepted for funding beginning in FY 2010-2011.
Activities planned:	Testing Center staff will continue to collaborate and assist principal investigators with preparation of technical reports, manuscripts, or research briefs for peer-reviewed conference presentations and/or publication.
Goal IV:	Derive and develop key indicators of student learning and institutional effectiveness and accountability.
Campus Planning Theme:	Best Practices
Timeframe:	On-going
Objective:	IV.1. Work with campus leaders to identify performance indicators.
Actions taken to date:	IV.1a. Campus performance indicators agreed upon and disseminated widely. IMIR staff used performance indicators that were developed in conjunction with campus leaders in Fall 2009.
Indicators of progress:	The performance indicators developed in 2009 were linked to the Academic Affairs action plan and the goals identified by the office of Diversity, Equity, and Inclusion (see Appendix H).
Activities planned:	The performance indicators developed in 2009 will continue to be used, and revisions to these indicators will be based on feedback from campus leaders.
Objective:	IV.2. Advance institutional effectiveness through collaboration.
Actions taken to date:	IV.2a. Continued leadership by PAII staff on committees assigning campus performance indicators. PAII staff continued to chair relevant committees. IMIR staff continue to assume leadership for the evaluation of the teaching and learning indicators for the campus, as well as the indicators for the Chancellor's diversity report.

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>See action item above.</p> <p>PAII staff continue to assume leadership for the evaluation of the teaching and learning indicators for the campus, as well as the indicators for the Chancellor's diversity report.</p> <p>Continue to work with relevant campus committees and constituencies.</p> <p>PAII staff will continue to participate in committees evaluating campus performance indicators.</p>
<p>Objective:</p>	<p>IV.3. Develop strategies for evaluating student learning of the PULs.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.3a. Instructions for evaluating learning of the PULs disseminated to academic units.</p> <p>In conjunction with the 2012 Committee and the Program Review and Assessment Committee, methods for faculty evaluation and student self-evaluation of learning vis-à-vis the PULs were developed and implemented (see Appendices I, and J).</p> <p>Instructions were disseminated through a variety of campus channels and media. Extensive discussion in 2012 Committee and PRAC. Visited IUPUC to discuss process with key faculty and staff.</p> <p>Eport team and CTL presented a workshop on the process in October '09.</p> <p>Both faculty and student evaluations of PUL outcomes were conducted in Spring 2010.</p> <p>Deans and faculty provided a 5-year schedule for evaluating student learning of the 1 or 2 PULs receiving Major or Moderate emphasis in each undergraduate course. Evaluations were recorded for the first time in Spring 2010. School reports based on direct and indirect evidence were disseminated to schools.</p> <p>Units successfully submitted PUL evaluations at end of spring semester.</p> <p>Current faculty and student evaluations of PUL learning will continue to be utilized.</p>

	<p>More faculty development related to PUL evaluation should help more faculty evaluate student learning appropriately.</p> <p>Continue to consult, offer workshops, and discuss, as necessary.</p>
Objective:	IV.4. Collect information about PAII effectiveness.
Actions taken to date:	<p>IV.4a. Increasingly useful set of indicators in use for monitoring effectiveness of PAII performance.</p> <p>Continue to collect information about a stable set of indicators of PAII effectiveness.</p>
Indicators of progress:	The indicators of PAII performance have remained stable over the last several years and provide useful information on PAII performance.
Activities planned:	Continue to utilize current PAII performance indicators.
Goal V:	Gather, analyze, and interpret data on key indicators and provide internal reports for campus constituents as well as accountability reports for external stakeholders.
Campus Planning Theme:	Best Practices
Timeframe:	
Objective:	V.1. Continuously improve management information reports and analysis capability for academic managers.
Actions taken to date:	<p>V.1a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.</p> <p>The management indicators and five-year trend reports have been combined and the web-based reports now allow for department-level and program-level reporting.</p>
Indicators of progress:	Feedback from users indicates the new “institutional reports” web site is widely used and positively evaluated. Website usage for Institutional Reports (reports.iupui.edu) has increased significantly over the past year. This is a positive sign as we would like our website visitors to make use of various reports

<p>Activities planned:</p>	<p>available on that site. Institutional Reports site has registered a 220% increase in 'Absolute Unique Visitors' (up from 1225 in FY08 to 4001 in FY09).</p> <p>The “institutional reports” and point-in-cycle web sites are being revised to provide additional tools for academic managers.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.1b Enhance reporting application for ‘Five year trend’ on IMIR Website to include drilldown capability up to department/ program level.</p> <p>The management indicators and five-year trend reports have been combined and the web-based reports now allow for department-level and program-level reporting.</p> <p>Feedback from users indicates the new “institutional reports” web site is widely used and positively evaluated.</p> <p>The “indication reports” and point-in-cycle web sites are being revised to provide additional tools for academic managers.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.1c. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.</p> <p>IMIR staff continue to meet with clients to revise reports based on user feedback. Based on user feedback, the Passport report and the Work Study report have been modified, and plans are underway to modify the Point-in-Cycle and Institutional Reports web sites.</p> <p>Based on user feedback the “Passport” and the “Work-Study” reports have been modified. Efforts are underway to modify the Point-in-Cycle and “Institutional Reports” web sites based on user feedback.</p> <p>IMIR staff will continue to meet with clients in order to provide reports that meet clients’ needs.</p>
<p>Objective:</p>	<p>V.2. Document institutional effectiveness via IUPUI’s annual performance report in print and on the Web (iPort).</p>
<p>Actions taken to date:</p>	<p>V2a. Performance Report completed on schedule. (Improve process for developing the report in the new format.)</p> <p>2008-2009 Performance Report was completed on time for campus needs, but not on time to submit for Admissions Marketing Report award.</p>

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>Report distributed at Chancellor’s Report to the Community.</p> <p>Work with Communications & Marketing to ensure that report is printed in time for award submission.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.2b. Continue to improve a streamlined process for updating performance report on iPort Website.</p> <p>IMIR staff members have worked with PAII staff to continue to improve and streamline the process for updating the campus performance report on the iPort website.</p> <p>Data on institutional effectiveness were posted to the iPort website on schedule.</p> <p>Continue to post institutional data to the iPort website on schedule.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.2c. At least 1500 Performance Reports distributed.</p> <p>3,000 Performance Reports printed and distributed by Communications & Marketing, External Affairs, Chancellor’s Office, PAII, and other units.</p> <p>See above action item.</p> <p>Work with Communications & Marketing on continuing to produce a high-quality, attractive report.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.2d. Increase page views on iPort page by 5% compared to previous year.</p> <p>Published 2008-2009 Performance Report on iPort, as well as a printed version. Continued to improve presentation of data in online version of report.</p> <p>See page view statistics. Page reviews did not increase in 2009-2010.</p> <p>Action should be taken to create a more attractive and readable online version of the Performance Report.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.2e. Campus diversity initiatives evaluated and documented.</p> <p>IMIR staff members continued to assume leadership for evaluation and documentation of campus diversity initiatives.</p> <p>Campus diversity indicators were documented and evaluated, and reports were disseminated on time.</p> <p>IMIR staff members will continue to assume leadership for evaluation and documentation of campus diversity initiatives.</p>
<p>Objective:</p>	<p>V.3 Provide information to academic and administrative units so that they can improve their processes.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.3a. Provide data and analysis for Enrollment Services to assist their efforts to attract and support a better prepared entering first-year cohort.</p> <p>IMIR staff members continued to provide Point-in-Cycle enrollment data to Enrollment Services to support their efforts to attract and support a better prepared and more diverse entering class.</p> <p>The Point-in-Cycle web site is extensively used by Enrollment Services.</p> <p>Based on conversations with Enrollment Services staff members, the Point-in-Cycle web site is being revised to meet clients' needs.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.3b. Provide deans and senior administrators with information about instructional costs and productivity.</p> <p>IMIR staff continue to collect and report data for the Delaware Study of Instructional Costs and productivity. In 2009-10 IMIR began constructing peer groups for schools.</p> <p>IMIR staff were asked to present information on instructional costs and productivity to the Chancellors' staff, the Executive Committee of Faculty Council, and academic deans.</p> <p>IMIR staff members are working with academic units to improve the accuracy of reports on instructional costs and productivity.</p>

Objective:	V.4. Gather, analyze, and report data on student learning embodied in the PULs.
<p data-bbox="237 464 427 531">Actions taken to date:</p> <p data-bbox="237 978 415 1045">Indicators of progress:</p> <p data-bbox="237 1350 367 1417">Activities planned:</p>	<p data-bbox="440 306 1380 415">V.4a. Ratings of student effectiveness in learning the knowledge and skills embodied in the PULs aggregated and reported at unit and campus levels.</p> <p data-bbox="532 464 1360 569">UITS and Enrollment Services developed an electronic template similar to the Grade Roster for recording students' PUL evaluations (see Appendix I).</p> <p data-bbox="532 611 1380 716">IMIR staff prepared reports for faculty assessment of student PUL attainment and supplemented these data with reports on students' perceptions of their attainment of the PULs.</p> <p data-bbox="532 758 1380 936">ePort now has the capability to aggregate and produce reports on assessment data within the ePort environment, but to do this at the campus level, all units would need to use the same version of the matrix tool and the same scoring scale. Currently, there are no plans to require this.</p> <p data-bbox="532 978 1360 1083">IMIR staff provided school reports summarizing both direct and indirect evidence of student learning of PUL-related knowledge and skills (see Appendix J).</p> <p data-bbox="532 1125 1365 1230">Reports on student learning of the PULs were completed on time and the results were presented to the 2012 Committee and the Program Review and Assessment Committee.</p> <p data-bbox="532 1272 1349 1304">Development of aggregation and reporting capabilities in ePort.</p> <p data-bbox="532 1346 1352 1419">Additional faculty development opportunities will increase faculty expertise in evaluating student learning of generic skills.</p> <p data-bbox="532 1461 1300 1566">IMIR staff members will continue to collect data on student learning of the PULs from faculty and students and prepare reports for the campus community.</p> <p data-bbox="532 1608 1349 1713">Continue to disseminate information on recently added functionalities in ePort. Support units interested in aggregating ePort assessment data.</p>

Goal VI:	Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.
Campus Planning Theme:	Best Practices
Timeframe:	On-going
Objective:	VI.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.
<p data-bbox="235 806 428 873">Actions taken to date:</p> <p data-bbox="235 1247 415 1314">Indicators of progress:</p> <p data-bbox="235 1545 367 1612">Activities planned:</p>	<p data-bbox="440 701 1321 768">VI.1a. At least one workshop conducted for personnel associated with academic units.</p> <p data-bbox="534 806 1370 1054">IMIR staff conducted two workshops for deans and directors of administrative units on PAII information and preparation of their annual reports. IMIR staff members also made presentations on IMIR information resources to the Enrollment Management Committee, Council on Retention and Graduation, the Academic Policies and Procedures Committee, and the Program Review and Assessment Committee.</p> <p data-bbox="534 1096 1317 1201">Testing Center staff facilitated two professional development workshops on test construction and use of test/item analysis reports.</p> <p data-bbox="534 1247 1328 1352">Follow-up meetings with attendees indicated that the presentations were effective and suggestions for improvement were noted.</p> <p data-bbox="534 1394 1377 1499">At least 8 attendees participated in the test/item analysis workshop. They came from several academic units, including the schools of Medicine, Science, and Social Work.</p> <p data-bbox="534 1545 1354 1612">Based on feedback from attendees, presentations for the coming year are being modified.</p> <p data-bbox="534 1654 1281 1759">Testing Center staff will continue to facilitate at least one professional development workshop during fall and spring semesters of each academic year.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.1b. At least one workshop conducted for administrative unit personnel.</p> <p>IMIR staff made presentations on the use of IMIR web reports to administrative personnel in APPC, Enrollment Management, the Council on Retention and Graduation, and PRAC.</p> <p>Follow-up meetings with attendees indicated that the presentations were effective and suggestions for improvement were noted.</p> <p>Based on feedback from attendees, presentations for the coming year are being modified.</p>
<p>Objective:</p>	<p>VI.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.</p>
	<p>VI.2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.</p> <p>2009-2010</p> <ul style="list-style-type: none"> • In Spring 2010 faculty utilized for the first time the PAII-developed process for evaluating student learning related to the PULs. • Pulse surveys (see Appendices K and L) were conducted on the concept of diversity, the Common Theme project, and Student Health Services. The IUPUI Student Pulse Survey program has been initiated both to improve the use of survey findings and to attempt to reduce the ever-declining questionnaire response rate. In connection with each Pulse survey, we can identify improvements made in units serving as the focus. • PAII staff used a rubric to evaluate unit assessment reports posted on the Program Review and Assessment Committee Web site. Discussion of these reviews in PRAC led to observable improvements in more than half of the 2009-10 assessment reports. • IMIR staff added an Executive Summary section to Faculty Survey and Student Satisfaction and Priorities Survey Summary Reports. The process for creating these reports was also revised in order that data may be available sooner. • IMIR utilized data from the Delaware Study of Instructional Costs and Productivity to begin an examination of the funding of IUPUI schools. Initial efforts included developing procedures for generating

normative data from other research universities participating in the study. IMIR staff members have also worked with administrators and staff in schools to improve the quality of the data used in the analyses. Specifically, IMIR staff worked with the School of Informatics to identify administrative expenditures that should not be included in calculating instructional costs. Staff members also worked with the School of Liberal Arts to improve procedures for counting the contributions of part-time faculty and faculty members with joint appointments. Staff members also worked with the School of Nursing to identify issues related to documenting the productivity of adjunct faculty members. IMIR staff members also identified problems with the coding of graduate teaching assistants and shared that information with the Office of the Vice Chancellor for Academic Affairs.

- Economic Model Office proposed and successfully developed a modified application of economic models for program reviews that resulted in departments embracing the service as a critical component of program reviews and for stand-alone consultation.
- Provided or continued grants to nine campus units for planning and implementation of ePort. Awarded two new grants for 2010-2012. (A third possible grant is pending consultation with the department.)
- Provided ongoing consultation to ten campus units involved in ePort-funded or externally funded grants on implementing ePort to improve learning and assessment.
- Developed and began implementing an evaluation of the Integrative Department Grant Program (the grants given by the ePort initiative). Initial survey responses have been received from most departments/programs that have had grants in the past and that have current funding.
- Organized and co-presented (with CTL) nine campus-wide workshops on ePort and related topics.
- Funded participation by nine IUPUI faculty members in Assessment Institute and participation by one in Sakai Conference.
- In collaboration with UITS, employed an external consultant to adapt Sakai web presentation tool to IU Oncourse environment.
- Piloted new ePort Presentation Maker tool, which enables students to create personal academic/professional web sites within ePort, in senior English Capstone Seminar. Problems identified were addressed during Spring/Summer 2010 by consultant.
- Continued working with University College to plan pilot of ePort in approximately 12 sections of the First-Year Seminar. (Pilot was postponed from Spring 2010 to Fall 2010 to accommodate the need for additional planning to integrate ePort with the Personal Development Plan and to complete development of ePort Presentation Maker tool.)
- Students using ePort in 2009-2010 reported that the tool was easy to

use; it is now on a par with other Oncourse tools in terms of user-friendliness.

- Developed new campuswide summary report on assessment at IUPUI.
- In collaboration with IMIR, began development of web site for IUPUI's 2012 accreditation visit. Site currently offers extensive resource on development and use of rubrics for assessment.
- Developed application to the Coalition of Urban and Metropolitan Universities for "Saviors of Our Cities" designation; IUPUI was designated fifth nationally among the top 25 universities that were named.
- Testing Center staff contributed evaluation resources in support of faculty or academic units engaged in writing grant proposals for external funding.
- Testing Center staff (in consultation with the Center for Teaching and Learning and the office of the Vice Chancellor for Research, IUPUI) made progress towards compilation of online resources for development of Testing Center's Program Evaluation Resource website.

2008-09

- Acting on evidence that Principles of Undergraduate Learning are not systematically taught and assessed in the academic programs across campus, PAII staff initiated activities to ensure that these activities will be evident when NCA visitors arrive in 2012
- Acting on evidence that questionnaire response rates are declining, due in part to the proliferation of surveys across campus, PAII staff convened the largest purveyors of surveys and developed, with student leaders, a Student Pulse Survey approach designed to increase response rates.
- Deans were introduced in a Deans Council meeting to the Accelerated Improvement Process (AIP) by peers who had used AIP, and several new projects were initiated as a result.
- Designed the facility layout and provided the budget plan, worked with IU Real Estate Office and secured the facility site, and developed the newest off-campus learning center at Park 100. Instrumental in the development and implementation of the strategic plan for off-campus centers.
- Provided ongoing consultation to Departments of Visual Communication, Computer and Information Science, and Tourism, Convention, and Event Management; Schools of Dentistry and Engineering & Technology; and IUPUC on implementing the IUPUI ePortfolio to improve student learning and support authentic assessment.
- Developed and presented four campus-wide faculty development workshops designed to assist faculty and academic programs with

successful implementation of ePort for learning and assessment (in collaboration with staff from UITS and CTL). (Introduction to ePort workshop filled within 24 hours of announcement.)

- Provided or continued grants to twelve IUPUI academic units to support implementation of ePort to improve learning and assessment.
- Consulted throughout the year with UITS on needed enhancements to ePort software environment, which has improved significantly in ease of use over the past two years and now includes basic assessment management capabilities.
- Provided invited presentations to 13 IUPUI academic units and committees interested in learning more about ePort.
- With staff support, developed a web site on creating and using rubrics for the PULs to support IUPUI faculty with assessment of authentic materials in ePortfolios or other student work.
- Worked with University College faculty and staff to plan pilot of ePort and Personal Development Plan in Spring 2010. This initiative is intended to help students chart a course for their academic career at IUPUI, to support retention, and to provide information to advisors in University College and the major.
- In collaboration with Communications and Marketing and IMIR, developed improved IUPUI Performance Report, which won national recognition from the *Admissions Marketing Report*.
- Because more than 100 first-time freshmen were dismissed from IUPUI for having a Fall semester grade point average below 1.00, IMIR undertook a study to determine (1) if any student characteristics were related to the probability of being dismissed and (2) if it was possible to predict who would be dismissed. Results of the research have led to changes in programs for first-time freshmen and have helped focus efforts to develop an early warning system.
- Based on requests from the Office for Women, the Chancellor, and the Executive Vice Chancellor for Academic Affairs, IMIR conducted a faculty salary study to (1) determine if women or minorities have significantly lower salaries than males or majority faculty members. Results identified a small, but significant, difference in faculty salaries by gender. No differences were found for race/ethnicity. In addition, faculty members with salaries that were significantly lower than expected were identified and schools are evaluating whether salary adjustments are needed and how to adjust those salaries.
- Feedback from school and campus administrators indicated that there is a need for five-year trend data at the department and academic plan levels. IMIR staff have developed an Institutional Reports web site that provides campus decision makers with the ability to 'drill down' to the department and plan level.

2007-08

- Provided consultation to School of Engineering and Technology on implementing ePort to support student development of critical thinking skills, after NSSE results indicated that E & T students gave themselves the lowest rating on campus on critical thinking.
- Provided consultation to School of Dentistry on use of ePort to support student understanding of professional ethics in clinical settings after assessment findings indicated a need for improvement.
- IMIR staff developed new tools for campus enrollment planning, including models for forecasting enrollment, determining the probability of a student enrolling at IUPUI, forecasting graduation rates, and predicting first-year grade point averages for new students.
- IMIR staff developed and administered a new survey for graduate and graduate professional students at IUPUI.
- Worked with assessment professionals in Health and Rehabilitation Sciences, Nursing, and University College on campus-wide study of student success.
- IMIR staff developed reports for IUPUI schools on instructional costs and productivity, using data from the national Delaware Study.
- IMIR staff developed peer group analyses for the Schools of Engineering and Technology, Liberal Arts, and SPEA, as well as University College and the University Library.
- Revised performance indicators for diversity initiatives undertaken by the Diversity Cabinet.
- IMIR staff created the Information Gateway to provide easy access to information to be used in evaluation and assessment (<http://reports.iupui.edu/gateway/>).
- In the School of Nursing, the Economic Model Office converted and updated one of the four original economic models (of the pilot test era in 1991-1994) from a Paradox database platform to a Microsoft Excel platform. Developed a working relationship with this school that resulted in the annual update and integration of benchmark data into their annual financial report to the departments and offices. Provided continuous decision support with the curricular conversion from the ASN to BSN program, the addition of the accelerated BSN, faculty workload analysis and subsequent salary generation model, cost, and the tuition and program fee analysis for the IU Board of Trustees approval to address the high cost of clinical instruction and the acute shortage of nursing faculty.

2006-07

- IMIR provided data to the Enrollment Management Council and academic deans that were used to improve enrollment projections for Fall 2007 and subsequent years.
- IMIR conducted a series of analyses for the Admissions Office that are being used to provide automatic admissions for some students.
- IMIR, along with other campus units, provided Derrick Price with data to conduct an extensive study of the factors related to retention at IUPUI. Price produced a report commissioned by the Council on Retention and Graduation.
- IMIR is working with the Chancellor's Diversity Cabinet to develop new performance indicators for evaluating and improving the campus climate for diversity.
- Progress report on ICHE Goal 6 (produced by PAII staff) (see www.planning.iupui.edu/552.html) includes improvements made in schools based on assessment of student learning of PULs.
- Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus (<http://www.planning.iupui.edu/improvement/>).
- Provided consultation for the School of Nursing simulation mannequin in clinical courses; course evaluation study for Testing Center; business plan for School of Public and Environmental Affairs' Executive Education program; course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternative course format; facility budget planning for School of Social Work's Department of Child Services \$5 million 3-year grant; clinic budget planning for Oral Surgery Clinic; integration of the Division of Labor Studies into the School of Social Work; strategic budget planning for the School of Science; and budget planning for the Assessment Institute.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.

2005-06

- All Doubling Task Forces reported using data this year in their annual reports. The Enrollment Management Task Force reported "collaboration with the Office of Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research."
- The Council on Retention and Graduation reported reviewing

student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes.

- Other Doubling Councils reported analyzing student enrollment and survey data to plan continuation of their work.
- A faculty member in Physical Education used the AIP norm setting tool (What would cause me to fail as an instructor? You fail as students?) in classes at start of the semester. She reported that this worked much better than past efforts with norm setting in classes and found the tool to be a great help.
- SPEA used the AIP to streamline the admissions process and to ensure proper back-up procedures are in place.
- University College used the AIP in the 21st Century Scholars Program to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result, the process was streamlined and various checkpoints were added to evaluate the process.
- PAII staff continue to collaborate with staff in the Office of Human Resources Administration to conduct monthly facilitator meetings for faculty and staff interested in the Accelerated Improvement Process. To date, over 35 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned.
- The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation reviews; Student Life and Diversity to inform the campus-wide smoking policy; University College to improve advising; Medicine to improve the Biotechnology Certificate program.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.
- The Economic Model was used by Nursing, Dentistry, and Law to inform their financial planning. In the Dentistry accreditation report, the Economic Model process received special notation.
- A model predicting first-year grade point average for new students has been incorporated into admission procedures for Fall 2009.
- Workshop conducted on use of the Information Gateway was well received.
- Five disciplines made use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College).
- Results from the Continuing Student Survey were used by several units to evaluate implementation of the PULs.
- University College staff have used the results of the study of dismissed students to include reporting elements in the soon-to-be-released early warning system.

- All schools that had faculty identified as having salaries significantly below expectations have completed a review of those salaries and are implementing plans to adjust salaries as needed.
- Held two workshops to familiarize deans and administrative personnel with the new Institutional Reports system.
- Reviewed course/faculty evaluation instruments for a total of 13 academic units and compiled a course evaluation inventory.
- Will continue to work with departments and schools to assist faculty in using ePort to assess and improve student mastery of PULs and disciplinary outcomes.
- Results of the survey of graduate and graduate professional students at IUPUI will be distributed.
- IMIR will continue to work with the Enrollment Management Council to identify areas where additional information is needed to improve enrollment management efforts.
- Continue to expand and update the institutional reports web site with information on credit hours, as well as survey data and potentially retention and graduation rates.
- In collaboration with PRAC and FAC Subcommittees on Course Evaluations, Testing Center staff will facilitate at least one faculty development workshop to discuss ways to improve End-of-Course Evaluations at IUPUI.
- Expanded the economic model services to include long-term projections with detailed recommendations and strategies as demonstrated in the partial project list of significant school engagements of the following:
 - o School of Education, 1996 – 1999. The first substantive test of the economic model that provided the critical link of academic planning with budgeting—provided close consultation with the Office of the Vice Chancellor of Administration and Finance (ADFI) and the Office of the Chancellor in the budgetary solution for the School of Education’s \$533,406 deficit in an annual \$7.4 million budget. Deftly handled the political sensitivity of and proposed the not so intuitive obvious solution to transfer 4,200 student credit hours of remedial course offerings to the emerging University College and its efforts to improve retention of first year student experiences.
 - o School of Allied Health Sciences, 1998 - 2001. The initial analytical project for a tuition rate analysis for the conversion of the undergraduate physical therapy program to the master’s level led to a school wide economic model. The economic model analysis identified an emerging negative cash flow situation and declining inability of the state appropriation to subsidy the multitude of undergraduate programs. Became fully integrated in the budget planning process of the school as a budget analyst, an ad hoc internal review committee member,

	<p>and an external review committee member—that resulted in the subsequent restructuring of a 16-program school with a \$5-million budget and a \$500,000 cash flow shortfall. The economic model engagement identified a looming financial exigency and the successful pursuit of the faculty governance policy of the complete restructuring of the School of Allied Health Sciences into the School of Health and Rehabilitation Sciences focused on graduate programs.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.2b. Deans' annual reports placed on the Web by IMIR staff.</p> <p>IMIR staff members assisted campus academic and administrative units submit their annual reports via the Web.</p> <p>Reports were submitted via the Web.</p> <p>IMIR staff members will continue to assist academic and administrative units in submitting their annual reports via the Web.</p>
<p>Objective:</p>	<p>VI.3. Advance institutional effectiveness through collaboration.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.3a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.</p> <p>Banta and Kuhn initiated AIP in the Office of the Vice Chancellor for Research (OVCR) to improve the limited submission process.</p> <p>11 projects were completed, including one that Banta and Kuhn initiated in the Office of the Vice Chancellor for Research (OVCR) to improve the limited submission process.</p> <p>The OVCR project was concluded and the limited submission process was improved.</p> <p>All projects submitted reports noting process improvements. The OVCR project was concluded and the limited submission process was improved.</p> <p>Deans will be invited to send representatives to new AIP training provided by consultant Ann Zanzig in October. Deans will specify a process to be improved and send a team for orientation.</p>

Objective:	VI.4. Implement project management.
Actions taken to date:	<p>VI.4a. Implement Project Management techniques within PAII division.</p> <p>IMIR staff members continue to track various projects using OnTrak – Project tracking system.</p>
Indicators of progress:	<p>The biweekly reports and annual reports are used to document number and type of projects completed by IMIR in a given year. This information is used in various reporting systems within PAII.</p>
Activities planned:	<p>IMIR staff members will implement project management for the 2012 reaccreditation.</p>
Objective:	VI.5. Continuously improve the professional development of PAII staff.
Actions taken to date:	<p>VI.5a. Professional development opportunities are identified and staff participate.</p> <p>See indicators of Progress.</p>
Indicators of progress:	<p>Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops/training opportunities as part of the ongoing staff development activities in PAII.</p>
Activities planned:	<p>Continue to hold staff retreats at least once a year.</p> <p>Maintain flexibility in work schedules to allow staff members to pursue professional development or training opportunities as needed.</p>
Actions taken to date:	<p>VI.5b. Cross train PAII staff</p> <p>No new training this year. However, arrangements for providing backup support for fiscal processes was put in place.</p>
Indicators of progress:	<p>Absences of key personnel will not result in delays in processing.</p>

<p>Activities planned:</p>	<p>Encourage staff to participate in workshops.</p>
<p>Objective:</p>	<p>VI.6 Develop and implement a diversity plan for PAII.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.6a. Diversity plan and implementation strategy developed.</p> <p>Plan and implementation strategy were developed prior to this year.</p> <p>Plans for program review guideline revision are under discussion. Plans for “Diversity Impact Statement” under discussion.</p> <p>Awaiting direction from the Office of Diversity, Equity, & Inclusion.</p>
<p>Objective:</p>	<p>VI.7. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.7a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).</p> <p>See indicators of progress.</p> <p>PAII staff consulted with internal and external units on 372 requests or projects.</p> <p>Continue to provide consultations.</p>

2010-11 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.		
I.1a. Assist in developing campus plans and priorities	I.1a. Plans for campus and schools integrated appropriately in self study for reaccreditation by the HLC of the NCA.	Trudy
I.1b. Assist CFO in convening Resource Planning Committee.	I.1b. Deans and faculty leaders engaged in resource planning for the campus.	Trudy
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI.	Trudy
I.3. Communicate broadly the campus mission/vision.	I.3a. On-line annual report for IUPUI developed using electronic institutional portfolio.	Susan, Trudy, Amol, Steve
	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).	
	I.3c. Participation in PAII national conference maintained at 1000.	Karen, Trudy
	I.3d. Number of national and international invitations for PAII staff maintained at 100.	Karen, Trudy
	I.3e. Number of external information requests maintained at 210.	Karen et al.
	I.3f. Improved PAII Website – increased Google Page Rank for home page and main section pages.	Amol
	I.3g. Maintain # visits to PAII Websites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).	Amol
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	II.1a. At least 25 units assisted with planning annually.	Karen, James, Trudy
	II.1b. At least 50 planning consultations/projects conducted annually.	Karen et al.
II.2. Provide leadership and information support for planning.	II.2a. P-20 Council initiated and functioning.	Trudy
	II.2b. Expanded information infrastructure for campus enrollment planning.	Amol
	II.2c. Expanded use of new reporting Web site for enrollment trends.	Amol
	II.2d. Approximately one-half (10) of the deans report using IMIR survey or database information in their annual reports.	Gary, Karen

Goal III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.			
III.1. Continuously improve information support for the campus assessment process.	III.1a.	Inventory of information resources available to support assessment.	Karen
	III.1b.	Increased use (to 10) of peer group analysis by discipline.	Gary
	III.1c.	Work with campus leaders to integrate IUPUI surveys with other assessments for accountability.	Gary, Steve
	III.1d.	Leadership for 2012 NCA-HLC reaccreditation	Trudy, Karen, Gary, Susan
III.2. Continuously improve the academic and administrative program review processes.	III.2a.	Program review introduced to new deans and the 8-year schedule for review of units completed.	Karen, Trudy
	III.2b.	Reviewers' ratings monitored for suggested improvements.	Karen
	III.2c.	Develop guidelines for reviewing self-studies by PRAC members.	Karen
	III.2d.	Program Review Guidelines revised by PRAC and others.	Karen
	III.2e.	Continue development of Program Review database.	Karen
III.3. Continuously improve the campus practice of assessment.	III.3a.	Number of units assisted with assessment remains steady at 30.	Karen et al.
	III.3b.	Number of assessment consultations/ projects remains steady at 150.	Karen et al.
	III.3c.	Cadre of campus assessment professionals developed and supported.	Trudy, Karen, Gary
	III.3d.	Assist faculty in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.	Howard
	III.3e.	Information derived from the placement testing and validation processes enhanced.	Howard
	III.3f.	At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.	Howard
	III.3g.	Development, implementation, evaluation, and adoption of student electronic portfolio by faculty. Aim to expand the number of programs using the ePort software each year.	Susan
	III.3h.	Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.	Susan
	III.3i.	Improvements in course placement services accomplished through use of outreach testing services.	Kent
	III.3j.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Kent
	III.3k.	At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	Howard
III.4. Continuously improve survey programs.	III.4a.	Survey items aligned with campus priorities.	Gary, Steve
	III.4b.	Response rates on student surveys increased to 25%.	
	III.4c.	Increased timeliness and quality of survey reports.	
III.5. Continue the use, development and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.	III.5a.	Expand use of the program review financial table for departments as an individual consulting service for department academic budget planning.	James
III.6. Continue to develop a more uniform and concise set of campus-wide performance indicators.	III.6a.	Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President's Principles of Excellence.	Trudy, Susan, Gary, Karen

III.7. Contribute evaluation resources for campus programs and community organizations.	III.7a.	At least 1 evaluation study funded and conducted for campus constituents.	Howard
	III.7b.	Program evaluation resource site redesigned, deployed, and updated.	Howard
	III.7c.	At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).	Howard
	III.7d.	Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.	Kent
	III.7e.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects or other research collaborations with IUPUI faculty colleagues.	Howard
Goal IV. Derive and develop key indicators of student learning and institutional effectiveness and accountability.			
IV.1. Work with campus leaders to identify performance indicators.	IV.1a.	Campus performance indicators agreed upon and disseminated widely.	Trudy, Gary
IV.2. Advance institutional effectiveness through collaboration.	IV.1b.	Student learning outcomes for every academic program listed on IUPUI catalogue.	Trudy
	IV.2a.	Continued leadership by PAII staff on committees assigning campus performance indicators.	Susan, Gary
IV.3. Implement strategies for evaluating student learning of the PULs.	IV.3a.	Faculty evaluation of PUL-related learning proceeding on schedule.	Trudy, Gary, Amol
IV.4. Collect information about PAII effectiveness.	IV.4a.	Monitor a useful set of indicators in use for monitoring effectiveness of PAII performance.	Karen, Gary
Goal V. Gather, analyze, and interpret data on key indicators and provide internal reports for campus constituents as well as accountability reports for external stakeholders.			
V.1. Continuously improve management information reports and analysis capability for academic managers.	V.1a.	Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Gary, Amol, Larry
	V.1b.	Enhance reporting application for 'Five year trend' on IMIR Website to include drilldown capability up to department/program level.	Amol
	V.1c.	Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.	Larry, Gary Trudy, Karen
V.2. Document institutional effectiveness via IUPUI's NCA-HLC self study and annual performance report in print and on the Web (iPort).	V.2a.	Develop a draft of IUPUI's NCA-HLC self study.	Trudy, Karen, Susan Amol
	V.2b.	Redesign iPort to make it more user friendly and continue to improve a streamlined process for updating the performance report on the site.	Amol, Susan Gary
	V.2c.	Maintain page views on iPort page.	
	V.2d.	Campus diversity initiatives evaluated and documented.	
V.3. Provide information to academic and administrative units so that they can improve their processes.	V.3a.	Provide data and analysis for Enrollment Services to assist their efforts to attract and support a better prepared entering first-year cohort.	Gary, Larry
	V.3b.	Provide deans and senior administrators with information about instructional costs and productivity.	Gary, James
V.4. Gather, analyze, and report data on student learning embodied in the PULs.	V.4a.	Ratings of student effectiveness in learning the knowledge and skills embodied in the PULs aggregated and reported at unit and campus levels.	Trudy, Gary, Susan, Amol, Steve

Goal VI. Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.		
VI.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.	VI.1a. At least two workshops conducted for academic and administrative units.	Gary, Trudy, Amol, Howard
VI.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	VI.2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely. VI.2b. Deans' annual reports placed on the Web by IMIR staff.	Karen et al. Amol
VI.3. Advance institutional effectiveness through collaboration.	VI.3a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen, Trudy
VI.4. Implement project management.	VI.4a. Implement Project Management techniques within PAII division and campus-wide.	Amol
VI.5. Continuously improve the professional development of PAII staff.	VI.5a. Professional development opportunities are identified and staff participate. VI.5b. Cross train PAII staff	Karen et al.
VI.6. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	VI.6a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).	Karen et al.

2009-2010 Teaching, Research, and Service Report for
Office of Planning and Institutional Improvement
Economic Model Office
Office of Information Management and Institutional Research
Office of Institutional Effectiveness
Testing Center

Teaching

IUPUI Courses/Sections

Kahn, S. E450 English Capstone Seminar (team-taught with Karen Johnson)

Pike, G. R. Y500/Y502 Intermediate Statistics (Fall 2009)

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (Fall 2009) Guest lecturer, Nancy Chism's proseminar in Higher Education and Student Affairs.

Banta, T. W. (Spring 2010). "Planning, Assessment and Improvement at IUPUI." Guest lecturer, Marilyn Kuhn's class in Leadership in Dynamic Organizations, Department of Organizational Leadership and Supervision.

Black, K. E. (Spring 2010) Guest lecturer. EDUC U547: Professional Development in Student Affairs.

Johnson, J. N. Graduate Course: C565 Introduction to College and University Administration. Sherrée Wilson, instructor; provided lecture on resource allocation and economic modeling on November 2, 2009.

Pike, G. R. HESA Proseminar (Fall 2009)

Other Courses

Banta, T. W. (Spring 2010). "Building A Culture of Evidence-Based Decision-Making." Guest lecturer, Tim Hermann's class, Taylor University.

Graduate Student Program Committees

Banta, T. W. Sarah Brandenburg

Banta, T. W. Cory Clasemann

Banta, T. W. Matthew Holly

Banta, T. W. Danny King

Banta, T. W. Josh Morrison

Banta, T. W. Kristin Norris

Banta, T. W. Chasity Thompson

Pike, G. R., Rebecca Lee Garcia, Advisor

Pike, G. R., Dan Maxwell, Advisor

Pike, G. R., Danny King, Committee Member

Pike, G. R., Cory Caseman, Committee Member

Graduate Assistants/Faculty Fellows Mentored

Banta, T. W. Teresa Flateby, University of South Florida

Banta, T. W. Antwione Haywood, IU Bloomington

Banta, T. W. Richard Jackson, Faculty Fellow

Banta, T. W. John Omachonu, Middle Tennessee State University, ACE Fellow

Banta, T. W. Judith Ouimet (IUB) & Andrea Trice (Purdue) Proposal on Adjunct Faculty

Mzumara, H. R. Wen Lin, Master of Science, Department of Mathematical Sciences, IUPUI

Thesis/Dissertation Committees

Banta, T.W. (Member) Andrew Jones

Banta, T.W. (Member) Tina Powellson

Banta, T.W. (Member) Kristin Norris

Banta, T.W. (Chair) Antwione Haywood

Pike, G. R., James Thomas, Dissertation Advisor

Pike, G. R., Philemon Yebei, Dissertation Advisor

Letters of Support for Colleagues Seeking Promotion or Recognition –

Banta, T. W. 15 letters, 6 phone interviews.

Black, K. E. Amol Patki, Information Management and Institutional Research

Kahn, S. Lee Vander Kooi, Department of Visual Communication, Herron School of Art and Design

Kahn, S. Debra Runshe, Center for Teaching and Learning

Kahn, S. Amol Patki, Information Management and Institutional Research

Pike, G. R., Robert Gonyea, Promotion to Associate Research Scientist, IU Bloomington

Awards/Recognition

Pike, G. R., Sidney Suslow Award, Association for Institutional Research, May 2010.

Publications

Refereed Articles

Keller, J. H., Hassell, J. M., Webber, S. A., and **Johnson, J. N.** (2010). A comparison of academic performance in traditional and hybrid sections of introductory managerial accounting. *Journal of Accounting Education*, online publication at <http://dx.doi.org/10.1016/j.jaccedu.2010.03.001>

Mzumara, H. R. (2010, June). Book Review: The SAGE International Handbook of Educational Evaluation. *American Journal of Evaluation*, 31(2), 278-281.

Other Published Articles

Pike, G. R. (2010). Assessment measures: Lessons learned from a decade of assessment and research using the National Survey of Student Engagement. *Assessment Update: Progress, Trends, and Practices in Higher education*, 22(3), 10-12.

Pike, G. R. (2009). Assessment measures: Assessing program outcomes in the absence of random selection for participation. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 21(6), 11-13.

Pike, G. R. (2009). Assessment measures: Using the IUPUI Faculty Survey to assess civic engagement. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 21(5), 14-16.

Books and Book Chapters

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

Commissioned Papers

Banta, T. W., Griffin, M., Flateby, T., & **Kahn, S.** (2009). “Three Promising Alternatives for Assessing College Students’ Knowledge and Skills.” Commissioned by the National Institute for Learning Outcomes Assessment. (NILOA Occasional Paper No.2). Urbana, IL: University of Illinois and Indiana University, [National Institute for Learning Outcomes Assessment](#).

Presentations

Keynote Addresses-International

Keynote Addresses-U.S.

Banta, T. W. (2009, July). “Building an Evidence-Based Culture in Student Affairs.” Ivy Tech-Statewide Summer Convocation. Indianapolis, Indiana.

Banta, T. W. (2009, July). “Making Assessment Work for Us.” Ivy Tech – Central Indiana Convocation. Indianapolis, Indiana.

Banta, T. W. (2009, July). "Designing Effective Assessment." Southern Association of Colleges & Schools. Houston, Texas.

Banta, T. W. (2009, September). "Engaging Faculty: Key to Harnessing Assessment's Power to Catalyze Change" American Association of Colleges of Pharmacy. Scottsdale, Arizona.

Banta, T. W. (2010, April). "Accountability & Improvement: Can Outcomes Assessment Serve Both Masters?" Annual meeting of the North Central Association's Higher Learning Commission. Chicago, Illinois..

Banta, T. W. (2010, April). "Alternatives for Demonstrating Accountability." Association of American Universities Data Exchange. Indianapolis, Indiana.

Banta, T. W. (2010, May). "How Effective Are We at Closing the Loop?" Assessment Training and Research Institute. Tallahassee, Florida.

Pike, G. R. (June, 2010). *Assessment's greatest challenge: Using the results to make improvements.* Plenary speech at the National Association of Student Personnel Administrators Assessment and Retention Conference, Baltimore, MD.

Peer Reviewed Papers/Presentations-International

Banta, T. W. (2009, August). "US Survey Reveals Small Impact of Outcomes Assessment on Student Learning." European Association for Institutional Research (EAIR). Vilnius, Lithuania.

Cooney, E., **Kahn, S.**, & Runshe, D. "ePortfolios and Integrative Department Grants as an Implementation Strategy." Tenth Sakai Conference, Boston, MA, July 2009.

Kahn, S. "Student Electronic Portfolios for Teaching, Learning, and Assessment." 31st EAIR Forum (European Higher Education Society), Vilnius, Lithuania, August 2009.

Kahn, S., Runshe, D., Scott, S., & Ward, L. "Expanding ePortfolio Tools: IUPUI's Presentation Maker." Eleventh Sakai Conference, Denver, CO, June 2010.

Peer Reviewed Papers/Presentations-National

Banta, T. W. and Jones, E.A. (2009, November). "Alternatives to the Press to Assess with a Standardized Test" Association for the Study of Higher Education (ASHE). Jacksonville, Florida.

Banta, T. W. and Jones, E.A. (2010, January). "Using Assessment Results: Are We Making a Difference?" Association of American Colleges and Universities. Washington, D.C.

Banta, T. W. (2010, January). "E-Portfolios for Improvement and Accountability." Association of American Colleges and Universities. Washington, D.C.

Cooney, E., **Kahn, S.**, & Runshe, D. "A Department-Based Model for Implementing an ePortfolio Program." Assessment Institute, Indianapolis, October 2009.

Kahn, S. "From Vision to Practice: IUPUI's Electronic Portfolio Journey." AAC&U Annual Meeting, Washington, DC, January 2010.

Mzumara, H. R. & Lin, W. (2009, November 14th). *Another Look at Methods for Evaluating Course Placement Systems*. Presentation given at the 2009 Annual Meeting of the American Evaluation Association, Orlando, FL.

Mzumara, H. R., (2009, November). Discussant for session on "*Theories of, Theory-driven, and Research on Evaluation: What's the connection and the distinction?*" Presentation given at the 2009 Annual Meeting of the American Evaluation Association, Orlando, FL.

Pike, G. R., Hansen, M. J., & Lin, C. (June, 2010). *Using instrumental variables to account for selection effects in research on first-year programs*. Paper presented at the annual meeting of the Association for Institutional Research, Chicago, IL.

Terenzini, P. T., Hurtado, S., McCormick, A. C., **Pike, G. R.**, & Zaruba, K. (June, 2010). *The Survey Monkey on our backs: Survey research in the next decade*. Panel presentation at the annual meeting of the Association for Institutional Research, Chicago, IL.

Peer Reviewed Papers-Regional/Local

Mzumara, H. R. (2010, April 15th). *Update on Guided Self-Placement and Remote Placement Testing*. Presentation given at the April 2010 meeting of the Council on Retention and Graduation Steering Committee, Indianapolis, IN: IUPUI.

Technical Reports

Mzumara, H. R., & Lin, W. (2010, February). *Validity of COMPASS Mathematics Placement Test Scores for Course Placement at IUPUI: Data for 2009 Student Cohorts*. Indianapolis, IN: IUPUI Testing Center.

Invited Presentations – International

Banta, T. W. (2009, December). “Assessing Learning Outcomes for the 4-Year Curriculum.” Hong Kong Polytechnic University. Hong Kong.

Invited Presentations – National, Regional and Local

Banta, T. W. (2009, August). “Assessing Student Learning Outcomes for Improvement (and Accreditation).” IUPUI Informatics Retreat. Indianapolis, Indiana.

Banta, T. W. (2009, September). “Principles & Profiles of Good Practice in Assessment.” Magna Webinar.

Banta, T. W. & Jones, E. A., & **Black, K. E.** (2009, October). “Good Practice Abounds.” Assessment Institute. Indianapolis, Indiana.

Banta, T. W. (2009, November). New Leadership Alliance for Learning and accountability. Washington, D.C.

Banta, T. W. (2010, June). White paper discussion leader. Association for Institutional Research. Chicago, Illinois.

Hundley, S. P., **Black, K. E.** (2009 October). “Capstone Experiences and Their Uses in Learning and Assessment: Fundamental Approaches and Strategies.” Indianapolis, Indiana.

Black, K. E. and Hundley, S. P. (2009, October). “Program Review: Purposes, Perspectives, and Processes.” Indianapolis, Indiana.

Hundley, S. P., **Black, K. E.**, Alfrey, K. D. Alfrey. (2010, April). “Reconciling Methods to Assess Discipline-specific and General Education Learning.” Chicago, Illinois.

Johnson, J. N. (2010, January). *Resource Allocation, RCM and Economic Modeling*. College of Education, University of Akron, Akron, Ohio.

Kahn, S. “Making Reflection Meaningful for Learning and Assessment.” AAC&U VALUE Pre-Meeting Symposium, Washington, DC, January 2010 (Invited plenary).

Mzumara, H. R. (2009, October 2nd). *Developing Effective Assessments that Demand Higher-order Cognitive Abilities*. Presentation given at the Indiana Association of Social Work Educators (IASWE) 2009 Conference, Anderson, IN.

Sundre, D., Ewell, P. T., **Pike, G. R.**, Shavelson, R. J., Zane, T., & Shepard, L. (May, 2010). *Measurement in higher education*. Invited symposium at the annual meeting of the national Council on Measurement in Education, Denver, CO.

Pike, G. R., Reason, R., & Gonyea, R. (2009, October). *Research using NSSE and findings from "Parsing the First Year of College."* Panel presentation at the NSSE symposium on Student Engagement and Educational Quality: An Agenda for the Next Decade, Indianapolis, IN.

Hammang, J. M., Ouimet, J. A., & **Pike, G. R.** (2009, October). *Degrees of Preparation: measuring civic engagement readiness.* Panel presentation at the Assessment Institute in Indianapolis, Indianapolis, IN.

Hammang, J. M., & **Pike, G. R.** (2009, October). *Reporting on the common good.* Invited presentation at the Association of American Colleges & Universities, American Association of State Colleges and Universities, and Association of Public Land-grant Universities conference on Accountability Today and Tomorrow, Williamsburg, VA.

Invited Workshops

Kahn, S., & Ketcheson, K. "Institutional Portfolios Reconsidered: Using Technology to Support Planning, Assessment, and Accountability." Pre-Conference Workshop, Assessment Institute, Indianapolis, October 2009.

Kahn, S. "Fostering Integrative Learning in a Senior Capstone Seminar: Making Reflection Work." AAC&U VALUE Pre-Meeting Symposium, Washington, DC, January 2010.

Mzumara, H. R. (2009, September 25th). *Developing Effective Assessments that Demand Critical Thinking.* Workshop for IUPUI faculty, staff, and graduate students (session offered through the Center for Teaching and Learning). Indianapolis, IN.

Mzumara, H. R., Singh, J. H., et al. (2009, November). *End-of-Course Evaluations: Using content analysis to help improve teaching and learning.* Workshop facilitated at the 2010 Assessment Institute in Indianapolis, Indianapolis, IN.

Mzumara, H. R., Singh, J. H., et al. (2010, March 4th). *What's the use of student feedback at the end of a course?* Poster presented at the 2010 E. C. Moore Symposium at IUPUI, Indianapolis, IN

Mzumara, H. R. (2010, April 9th). How to Interpret and Use Test/Item Analysis Reports. Workshop for IUPUI faculty, staff, and graduate students (session offered through the Center for Teaching and Learning). Indianapolis, IN.

Consultancies:

Banta, T. W. (2009, December). National Institute on Learning Outcomes Assessment. Meeting of National Advisory Board. Washington, D.C.

Banta, T. W. (2010, February). National College of Business and Technology–Peru.
San Juan, Puerto Rico.

Banta, T. W. (2010, March – June). Chattahoochee Valley Community College

Banta, T. W. (2010, June). Higher Learning Commission Assessment Academy
Advisory Council

Johnson, J. N. (2009, December). Telephone conference question and answer session on
Responsibility Center Management. University of Saskatchewan, Saskatoon,
Saskatchewan.

Johnson, J. N. (2010, January). Video conference question and answer session on
Responsibility Center Management. University of Saskatchewan, Saskatoon,
Saskatchewan.

Kahn, S. The Richard Stockton College of New Jersey. Consulted on development of
online accreditation self-study, May 2010.

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

Conferences/Seminars Convened

Banta, T. W., Black, K. E., and Associates (October 25-27, 2009) Assessment Institute
in Indianapolis.

Grants

Federal Government

Kahn, S. NSF “Using Electronic Portfolios to Assess Student Learning as a Result of
Undergraduate Research.” Served as evaluator of ePortfolio assessment tool.

Mzumara, H. R. Co-authored proposals for large-scale evaluation projects including the
following:

Mzumara, H. R. DARPA CS-STEM Project Proposal: Cultivating STEM (CS) Talent:
Shaping the Future American Computer Science Workforce (PI: Dr. James Hill,
Department of Computer Science, IUPUI);

Mzumara, H. R. NSF STEP Project at IUPUI: *Central Indiana STEM Talent Expansion
Program* (PI: Dr. Jeffrey Watt, Department of Mathematical Sciences, IUPUI);

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

Mzumara, H. R. NSF CI-TEAM (Cyber-infrastructure Training, Education, Advancement, and Mentoring for our 21st Century Workforce): Water-HUB for Cyber Enabled Training, Education and Research in Water Resources (PI: Dr. Venkatesh Merwade, School of Civil Engineering, Purdue University)

Mzumara, H. R. Stoelting, K. A. Co-authored a proposal for the National College Testing Association (NCTA) mini-grant project at the IUPUI Testing Center:

- *Online, secure testing, technology enhancements, professional development and training*

Foundation/Other

Black, K. E. \$5k University College faculty grant to design an assessment plan for the NINA schools.

Johnson, J. N. selected to be the project manager for the Establishing Urban Universities as Anchors for Transformational Cradle to Career Partnerships program for the Indiana University Purdue University Indianapolis project entitled —Partnerships to Success: The Central Indiana P-20 Community Collaborative. The planning grant award was \$100,000 and the grant period is from June 1, 2009 to July 31, 2010.

Kahn, S. \$5k grant - Using Electronic Portfolios to Assess Student Learning as a Result of Undergraduate Research (Center for Research and Learning).

Professional Service

Editing/Reviewing

Banta, T. W. *Assessment Update*, Editor

Banta, T. W. *Assessment and Evaluation in Higher Education* (2), Editorial Board

Banta, T. W. *Educational Assessment Journal* (1), Manuscript Reviewer

Banta, T. W. Educational Researcher (1), Manuscript Reviewer

Banta, T. W. *Educational Review* (1), Manuscript Reviewer

Banta, T. W. *The Journal of Assessment and Institutional Effectiveness*, Editorial Board

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

Banta, T. W. *Journal of Higher Education* (1), Manuscript reviewer

Banta, T. W. *Wiley Periodicals, Inc* (1), Book review

Kahn, S. *About Campus*, editor of “Assessment Matters” section, journal of American College Personnel Association and College Student Educators International, published by Jossey-Bass

Kahn, S. *Assessment Update*, submission reviewer and book review editor, published by Jossey-Bass

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

Mzumara, H. R., Reviewed 1 Handbook – *The SAGE International Handbook of Educational Evaluation*

Pike, G. R., Review of Higher Education

Pike, G. R., Research in Higher Education

Pike, G. R., Journal of Higher Education

Pike, G. R., Review of Educational Research

Pike, G. R., American Education Research Journal

Research Panels, Boards and Committees

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

Banta, T.W. New Leadership Alliance for Learning & Accountability – Evaluation consultant

Banta, T.W. Teagle Foundation planning session participant. Washington, D.C.

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

Mzumara, H. R., Member of Review Panel, National Science Foundation - Course, Curriculum, and Laboratory Improvement (CCLI) Program - Type I Projects (July 13-14, 2009).

Mzumara, H.R., Member of Review Panel, National Science Foundation - Informal Science in Education (ISE) Program (February, 2010).

Pike, G. R., Technical Panel, National Survey of Student Engagement

Pike, G. R., Board, Faculty Survey of Student Engagement

Elected Positions

Mzumara, H. R., Member of Board of Directors (2006-2009), American Evaluation Association (AEA)

Appointed Positions

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

Mzumara, H. R., AEA Board Liaison to Membership Committee, Topical Interest Groups (TIGs) and Local Affiliates (2006-2009), American Evaluation Association (AEA).

Mzumara, H. R., Psychometric Consultant and Member of Advisory Panel, Indiana Supreme Court Commission on Continuing Legal Education, Indianapolis, IN.

Singh, J. H., Member, Program Coordinating Committee, Indiana Evaluation Association

Community Activities

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

Banta, T. W. Girls, Inc. (consultant)

Banta, T. W. GRADES Council Executive Committee

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. Woodmont Homeowners' Association, Secretary

Pike, G. R., Member of the Board of Directors, Chatham Arch Neighborhood Association

Pike, G. R., Chair, Board of Trustees, First Congregational Church, United Church of Christ

University Service

University Committees

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

Banta, T. W. Optometry Dean Search Committee (coordinator)

Pike, G. R., IU Institutional Research Council

Campus Committees

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

Banta, T.W. Accelerated Improvement Process (AIP), Sponsor

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

Banta, T. W. Chancellor's Staff

Banta, T. W. Council of Deans

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

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

Banta, T. W. Dialogue Group

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

Banta, T. W. Enrollment Services Campus Capacity Committee

Banta, T. W. Faculty Council

Banta, T. W. Faculty Council Campus Planning Committee

Banta, T. W. Faculty Council Budgetary Affairs Committee

Banta, T. W. IUPUI Board of Advisors

Banta, T. W. Office for Women Advisory Council

Banta, T. W. P-20 Council, Co-Chair

Banta, T. W. P-20 Planning Committee, Co-Chair

Banta, T. W. Planning/Budgetary Hearings, Coordinator

Banta, T. W. Program Review and Assessment Committee

Banta, T. W. Pulse Survey Committee

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

Banta, T. W. Talent Alliance Executive Committee, Coordinator

Banta, T. W. Tobias Center Faculty

Johnson, J. N. Member, Graduate Enhancement Task Force with a focus on how to improve the graduate student experience and support at IUPUI.

Johnson, J. N. Member of the Center for Service and Learning Advisory Committee.

Kahn, S. 2012 Committee

Kahn, S. Council on Retention and Graduation

Kahn, S. ePort Executive Committee (Chair)

Kahn, S. Faculty Club, Board of Directors (President and Chair)

Kahn, S. Faculty Club, Membership Committee

Kahn, S. PAII Diversity Committee (Chair)

Kahn, S. Personal Development Plan/ePort Pilot Planning Committee (University College)

Kahn, S. Program Review and Assessment Committee (PRAC)

Kahn, S. PRAC ePort Subcommittee (chair)

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

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

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

Mzumara, H. R., Co-Chair, *PRAC Subcommittee on Course Evaluations*; and Member, Faculty Affairs Committee (FAC) *Subcommittee on Student Feedback Surveys*.

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

Pike, G. R., Academic Policies and Procedures Committee

Pike, G. R., Council on Retention and Graduation

Pike, G. R., Council on Retention and Graduation Steering Committee

Pike, G. R., Enrollment Management Council

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

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

Singh, J. H., Co-Chair, *PRAC Subcommittee on Course Evaluations*; and Member, Faculty Affairs Committee (FAC) *Subcommittee on Student Feedback Surveys*

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

School

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

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

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

Pike, G. R., University College Academic Policies and Procedures Committee

Pike, G. R., Higher Education and Student Affairs Doctoral Admissions Committee

Professional Associations:

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

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

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

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

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

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

Kahn, S. Association of American Colleges and Universities (campus liaison)

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

Kahn, S. European Higher Education Society (EAIR)

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

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

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

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

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

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

Pike, G. R., American College Personnel Association

Pike, G. R., Association for Institutional Research

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

Pike, G. R., Indiana Association for Institutional Research

Robinson, L., Member, National College Testing Association

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

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

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

Training

Conferences and Institutes

Mzumara, H. R., 2009 *Evaluation Conference* for the American Evaluation Association, Orlando, FL (November 4 - 7, 2009)

Mzumara, H. R., 2009 *Assessment Institute in Indianapolis*, IN (October 25-27, 2009)

Mzumara, H. R., 2010 *Indiana ACT State Organizing Conference*, Indianapolis, IN (March 1, 2010)

Mzumara, H. R., 2010 *E. C. Moore Symposium*, IUPUI (March 4, 2010)

Singh, J. H., 2009 *Assessment Institute in Indianapolis*, IN (October 25-27, 2009)

Singh, J. H., 2010 *E. C. Moore Symposium*, IUPUI (March 4, 2010)

Singh, J. H., 2009 *Evaluation Conference* for the American Evaluation Association, Orlando, FL (November 4 - 7, 2009)

Stoelting, K. A., 2010 *National College Testing Association Conference*, San Antonio, TX (August 5-8, 2009)

Workshops

Mzumara, H. R., *Active Shooter Preparedness: Identifying and Responding to Concerning, Disruptive and Violent Behavior on Campus*, Workshop facilitated by Jason T. Spratt, Assistant Dean of Students, Office of the Vice Chancellor for Student Life and Dean of Students, IUPUI. (Note: Testing Center staff also attended this particular session.)

Mzumara, H. R., *Understanding Emergency Management at Indiana University: An introduction to the National Incident Management System (NIMS)*, Workshop offered at IUPUI (by the Office of the Vice President for University Regional Affairs, Planning, and Policy, Indiana University), May 26, 2010

Mzumara, H. R., 2010 *E.C. Moore Symposium on Teaching Excellence*, IUPUI

Campus Visitors Hosted

Banta, T. W. California State University-Monterrey Bay

Banta, T. W. Wayne State University

Banta, T. W. Ms. Daggubati Purandeswari, Minister of State for Human Resource
Development (Higher Education), India

Banta, T. W. Indiana Wesleyan University

Banta, T. W. Takeshi Kushimoto, Tokyo Metropolitan University, (Japan)

Banta, T. W. Taylor University

Banta, T. W. Thailand

Banta, T. W. University of Cincinnati

IUPUI Mission Statement (Trustee Approved – November 2005)

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

(Trustee-Approved – June 2002)

The **VISION of IUPUI** is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in

Teaching and Learning

Research, Scholarship, and Creative Activity

Civic Engagement, Locally, Nationally, and Globally

with each of these core activities characterized by

Collaboration within and across disciplines and with the community,

A commitment to ensuring diversity, and

Pursuit of best practices

Statement of Values

The IUPUI community values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. We recognize students as partners in learning. We value the opportunities afforded by our location in Indiana's capital city and are committed to serving the needs of our community. Our students, faculty, and staff are involved in the community, providing educational programs, working with a wide array of community partners who serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline. IUPUI is a leader in fostering collaborative relationships; thus we value collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. We are committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all.

Goals for Implementing IUPUI's Mission

Excellence in Teaching and Learning

- I. Attract and support a better prepared and a more diverse student population
- II. Support and enhance effective teaching
- III. Enhance undergraduate student learning and success
- IV. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

Excellence in Research, Scholarship, and Creative Activity

- I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond
- II. Provide support to increase scholarly activity and external funding
- III. Enhance infrastructure for scholarly activity

Excellence in Civic Engagement, Locally, Nationally, and Globally

- I. Enhance capacity for civic engagement
- II. Enhance civic activities, partnerships, and patient and client services
- III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

March 19, 2009

IUPUI Mission-Related Goals and Action Steps

~ Integrating Content from the Academic Plan ~

Excellence in Teaching and Learning

- I. Attract and support a better prepared and a more diverse student population.
 - A. Improve the academic quality of the undergraduate student population.
 1. Develop admission processes for first-time freshmen and transfer students that are designed to improve the overall quality of the student population.
 2. Implement scholarship and financial aid policies that will support the recruitment and retention of diverse, well prepared entering and transfer students.
 3. Offer free summer preparatory courses for newly admitted at-risk students.

4. Offer a Summer Bridge Program that supports entering students' transition to the university.
 5. Continue to raise the required level of preparedness for entering students, referring those students with deficiencies to Indiana community colleges.
 6. Transform the Honors Program into the IUPUI Honors College and launch the Honors Professional Admissions Program.
- B. Increase the proportion of out-of-state and international students in the undergraduate student population at IUPUI.
1. Aggressively recruit well-prepared out-of-state and international students in order to increase academic diversity and to give Indiana students a broader perspective. Special academic programs and more student housing will help the recruitment process.
 2. Advertise academic programs and strengths, scholarship and financial aid opportunities.
 3. Use a variety of outlets to market IUPUI widely, including Web pages, newspaper, television, radio, text messaging, billboards, posters, specialized mailings, and recruitment fairs.
- C. Increase the proportion of historically underrepresented minority students in the undergraduate student population.
1. Aggressively recruit and enroll minority students to be commensurate with the proportion of those students graduating from high schools in the state and IUPUI service area.
 2. Invest in programs that promote diversity in the student population.
 3. Undertake community outreach activities and partnerships with local high schools to increase student diversity.
 4. Increase funding available for students from diverse backgrounds with unmet financial need.
- II. Enhance undergraduate student learning and success.
- A. Undertake a campus-wide effort to address retention and graduation issues in a systematic, sustained fashion by prioritizing initiatives, coordinating efforts, and providing ongoing assessment tied to attainable goals.
1. As part of campus-wide retention initiatives, continuously assess their effectiveness and identify factors associated with student success.
 2. Develop a coordinated array of programs to deal with factors related to student success.
- B. Continue to implement powerful pedagogies (i.e., best practices) that evaluative data have shown to promote student learning and success at IUPUI.

1. Implement and/or continue initiatives such as: sampler courses, summer programs and courses, aggressive advising, learning communities, and first-year and senior experience courses.
 2. Assist faculty in developing the skills required to respond effectively to the needs of IUPUI students.
- C. Increase baccalaureate degree recipients' knowledge and skills related to the Principles of Undergraduate Learning (PULs).
1. Continue to implement the PULs across the curriculum.
 2. Implement "My IUPUI Experience," which incorporates the Personal Development Plan and integrates the PULs in curricular and co-curricular experiences.
 3. Provide support and professional development for faculty members as they implement the PULs in courses.
 4. Develop electronic portfolios and other direct measures for systematically assessing student learning related to the PULs.
- III. Support and enhance effective teaching.
- A. Recruit, promote, and retain diverse tenured and tenure-track faculty members who are excellent educators by emphasizing and rewarding effective teaching.
1. Aggressively recruit, promote, and retain diverse faculty members and reward effective teaching.
 2. Increase the flexibility of faculty appointments.
 3. Provide support and professional development opportunities that improve instruction.
 4. Continue to support the Centers for Teaching and Learning, Research and Learning, and Service and Learning.
- B. Increase and strengthen students' internship, international, undergraduate research, and service learning experiences.
1. Implement the RISE initiative by challenging undergraduate students to have one or more of the following: **R**esearch experience for undergraduates, **I**nternational engagement through Study Abroad, **S**ervice and **E**xperiential learning via internships and community engagement.
 2. Increase departmental initiatives to redesign curriculum to engage students in experiential learning.
 3. Engage in and support interdisciplinary work that addresses complex community issues locally and globally.
 4. Document outcomes of experiential learning opportunities and scholarship in peer-reviewed, professional forums and publications.

- IV. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows.
 - A. Achieve national and international recognition of the quality and extent of graduate programs at IUPUI.
 - 1. Increase graduate enrollment, particularly doctoral enrollment.
 - 2. Increase diversity at all levels of graduate and professional programs.
 - 3. Increase the proportion of active researchers among the graduate faculty.
 - B. Expand graduate programs in areas of global significance, national focus, regional demand, unique campus resources, and expertise.
 - 1. Increase the number of graduate programs, particularly at the doctoral level.
 - 2. Develop new graduate degree and post-baccalaureate certificate programs to meet local, state, national, and global needs.
 - C. Expand employment possibilities for students completing graduate programs at IUPUI.
 - 1. Increase opportunities for internships as part of graduate education.
 - 2. Expand mentorship opportunities for graduate students and post-doctoral fellows.
 - D. Improve administrative and business practices to support graduate education.
 - 1. Expand the number of scholarships and fellowships available to graduate students.
 - 2. Increase funding levels of IUPUI graduate scholarships and fellowships.
 - 3. Consider more campus housing and added services and programs that support graduate life.

Research, Scholarship, and Creative Activity

- I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond.
 - A. Continue the Signature Centers Initiative and other promising opportunities as means of supporting the interdisciplinary collaboration of faculty with common research interests.
 - B. Implement a variety of other action items to enhance research, scholarship, and creative activity.
 - 1. Hire foreign adjuncts for brief periods to enrich research and teaching.

2. Actively seek external funding to support graduate student training, and support faculty efforts to obtain such funds at both the school and campus levels.
 3. Ensure that teaching assignments for research active faculty are consistent with national standards at research intensive institutions.
 4. Develop and support strategic international partnerships that enhance faculty work across research, teaching, and service.
- C. Increase the diversity of research scientists and scholars.
1. Develop mechanisms to recruit visiting faculty from underrepresented groups in order to increase diversity among scientists and scholars.
 2. Adopt programs and practices that have been shown to produce more minority PhDs.
 3. Encourage a multi-cultural visiting research scientist program.
- II. Provide support to increase scholarly activities and external funding.
- A. Use start-up funds to recruit faculty and promote research and scholarly activity.
1. Recruit senior faculty by having deans guarantee return of funds from indirect cost recoveries to researchers for a period of three years.
 2. Allocate campus administrators' share of indirect cost recoveries to the Office of the Vice Chancellor for Research to support start-up funds in strategic partnerships with schools.
- B. Streamline reporting lines and the assessment of research centers.
1. Document current practices and share information about new strategies with deans.
 2. Clearly distinguish between "campus-wide" centers and "school" centers in center policies and establish an IUPUI committee to provide advice on policies and implementation strategies.
 3. Institute regular program reviews of research centers, taking proper account of the differences in center structures and purposes in different disciplines.
- C. Promote interdisciplinary research.
1. Create infrastructure (e.g., Faculty Annual Reports, a database of shareable equipment, common colloquium calendar, etc.) that provides opportunities for collaboration and sharing.
 2. Reward interdisciplinary research through promotion and tenure reviews and through sabbatical leaves.
 3. Develop new PhD programs and grant graduate degrees that are interdisciplinary.
 4. Develop procedures that facilitate interdisciplinary hiring.

5. Create cross-disciplinary mentoring programs for new faculty.
 - D. Provide grant-matching and bridge funds to support research.
 - E. Provide early assurance to faculty writing proposals involving matching funds that institutional funds will be available.
 1. Provide bridge funding to productive faculty.
- III. Enhance infrastructure for scholarly activity.
- A. Provide adequate space for research on campus.
 1. Continue work on a Master Space Plan to support the needs for research and creative space. Develop a systematic plan to construct research buildings.
 2. Communicate space needs to the public more openly and make space needs a priority in fundraising campaigns.

Excellence in Civic Engagement, Locally, Nationally, and Globally

- I. Enhance capacity for civic engagement.
 - A. Continue to implement the TRIP (Translating Research into Practice) Initiative.
 1. Increase the level of entrepreneurial activity among IUPUI faculty and administrators.
 2. Strengthen science, engineering, and technology programs, particularly within the life sciences, to enable IUPUI to respond quickly and flexibly to new opportunities created by new emerging technologies.
 - B. Demonstrate support for civic engagement locally and globally in all aspects of institutional work.
 1. Give sustained voice through publicity, speeches, publications, editorials, and other public representations to the academic importance of civic engagement as a means for fulfilling campus mission.
 2. Expand internal resources and secure external resources to support civic engagement activities according to the mission of each campus unit.
 3. Provide effective faculty and professional development activities (e.g., workshops, incentive grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.
 4. Recruit faculty, staff, and students who advocate for the role of civic engagement in the mission and life of the campus.
 5. Sustain and improve promotion and tenure guidelines and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.
 - C. Document the quality and quantity of civic activities.
 1. Update the 2002 Civic Engagement Inventory via collaborations among Web developers and staff in Planning and Institutional Improvement

(PAII), External Affairs, UITS, the Center for Teaching and Learning, the Center for Service and Learning, and University College.

2. Phase in the collection of civic engagement information via the Faculty Annual Report system.
3. Develop a database to document IUPUI translational research.
4. Conduct research on civic educational outcomes for students engaged in experiential learning (e.g., field experience, internships, service learning, study abroad, undergraduate research).
5. Document and celebrate staff, student, and faculty involvement in civic engagement activities.

II. Enhance civic activities, partnerships, and patient and client services.

A. Increase the number of campus-community partnerships.

1. Increase diverse civic engagement partnerships that vary in scale and formality.
2. Increase civic engagement partnerships that have clearly defined goals and desired outcomes.
3. Enhance cross-disciplinary partnerships with the community that involve faculty, staff, and students.
4. Enhance co-curricular opportunities on and off campus for students to contribute to the civic welfare and common good of communities.
5. Enhance strategic international partnerships with organizations and institutions overseas.

B. Strengthen the nature and quality of campus-community partnerships.

1. Involve communities in developing, implementing, managing, and evaluating civic engagement activities that are mutually beneficial, innovative, equitable, and responsive.
2. Include evaluation of civic engagement activities during campus program reviews and accreditation.

C. Increase community access to campus resources.

1. Host educational, cultural, and recreational events (e.g., science fairs, Model United Nations, Race for the Cure, etc.) on campus.
2. Provide Web sites and data bases of campus resources and expertise to increase community use of campus resources.
3. Create a Visitor's Center and increase campus tours to inform others about campus resources and educational programs.
4. Provide educational programs to increase public awareness of campus resources.

D. Strengthen linkages with K-12 education.

1. Double the enrollment in science and mathematics teacher education by Fall 2009 in order to meet at least 50% of the projected need for teachers in Central Indiana.
2. Implement mechanisms to increase enrollment and improve retention of beginning teacher education students and nontraditional Transition to Teaching (T2T) students.
3. Establish a P-20+ Council with campus and community representation to coordinate IUPUI's initiatives with Preschool-12 schools and other community organizations.

III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state.

A. Establish widespread community participation in the development and implementation of IUPUI's civic engagement in Indianapolis and Central Indiana.

1. Promote IUPUI's civic engagement to civic leaders and residents through publicity, forums, and speeches.
2. Obtain commitment of resources for civic engagement.
3. Establish community participation in a Civic Engagement Council focused on IUPUI's civic engagement in Indianapolis and Central Indiana.
4. Conduct faculty and staff development workshops focused on the local agenda.
5. Promote civic engagement through community advisory boards in schools and units.

IUPUI Priorities for 2009-10

Draft – July 2, 2009

Teaching and Learning

1. Utilize cluster hiring and other strategies to recruit, hire, and retain outstanding faculty with strong research records and diverse backgrounds (1, 2, 5, and 6)
2. Increase the number of students served by summer bridge programs, themed learning communities, summer preparatory program, advising, tutoring and financial aid for at-risk freshmen (3)
3. Recruit more out-of-state and international students (3 and 5)
4. Increase certificate and degree opportunities for adult learners in Indiana (3 and 6)
5. Develop space and activities for the IUPUI Honors College (3)
6. Complete remodeling for Multicultural Center space and develop programming to promote diversity, equity, and inclusion (3, 4, and 5)
7. Develop new programs to reduce health disparities (e.g., School of Public Health) and to contribute to economic development (e.g., energy engineering) (5 and 6)
8. Implement the “RISE to the IUPUI Challenge” initiative

Research and Scholarship

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

Civic Engagement

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

Increase Resource Base

1. Plan for an aggressive IUPUI-centered fundraising campaign
2. Develop plans for a science-engineering lab building

3. Develop plans for student housing on campus, in alignment with campus master plan (4)
4. Develop University Hall with offices for IUF, Alumni Office, International Affairs, academic centers, campus and university administration (4, 2, and 5)

President's Priorities

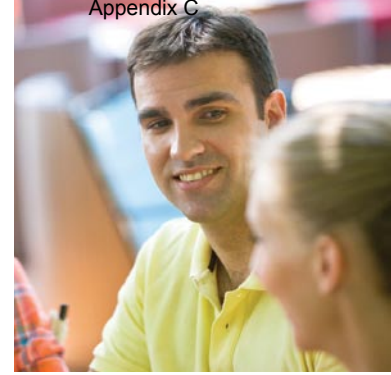
1. Recruitment and retention of excellent faculty members
2. Facilitation of intercampus research collaboration, especially between Bloomington and IUPUI
3. Significant increases in graduation rates and numbers for bachelor's degrees and certification programs
4. Development of a new master plan to guide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

The Assessment Institute

INDIANAPOLIS, INDIANA



Appendix C



The Westin Indianapolis
Indianapolis, Indiana
October 25-27, 2009

HOTEL
RESERVATION
DEADLINE
September 25, 2009

INSTITUTE
REGISTRATION
DEADLINE
October 2, 2009

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

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
ACADEMIC UNITS					
Business	Publication (1)	Information Request (3)	Presentation/Workshop (1)		Information Request (6) Evaluation/Assessment (3)
IU Columbus		Information Request (3)	Planning Support (1)	Evaluation/Assessment (1)	Information Request (30) Evaluation Assessment (1)
Community Learning Network	Grant Project (1)				
Continuing Studies		Information Request (3)			Evaluation/Assessment (1)
Dentistry	Planning Support (1) Presentation/Workshop (1)	Information Request (1)	Planning Support (1)	Evaluation Assessment (1)	
Education		Information Request (2)	Planning Support (1)		Information Request (10) Evaluation/Assessment (3)
Engineering & Technology	Information Request (1)	Information Request (7) Evaluation/Assessment (1)	Planning Support (1)	Evaluation/Assessment (1) Planning Support (1)	Evaluation/Assessment (1) Grant Project (1)
Graduate School					
Health and Rehabilitation Sciences	Information Request (1)				Evaluation Assessment (3)
Herron					Evaluation/Assessment (3)
Informatics		Information Request (4) Report (1) Evaluation/Assessment (2)		Evaluation/Assessment (1)	Information Request (12)
Journalism				Planning Support (1)	Evaluation/Assessment (1)
Law		Information Request (3)			Information Request (1) Evaluation/Assessment (3)
Liberal Arts		Information Request (7) Report (1) Evaluation/Assessment (4)		Evaluation/Assessment (6)	Information Request (2) Evaluation/Assessment (6)
Library & Information Science			Planning Support (1)		
Medicine		Information Request (3) Evaluation/Assessment (1)			Information Request (9) Evaluation/Assessment

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
					(50) Grant Project (1)
Music					
Nursing		Information Request (4) Report (1)	Planning Support (1)	Evaluation/Assessment (1)	Information Request (1) Evaluation/Assessment (1)
Physical Education and Tourism Management		Information Request (3)		Evaluation/Assessment (2)	Evaluation/Assessment (2)
Public & Environmental Affairs (SPEA)		Information Request (2) Report (2) Evaluation/Assessment (1)		Evaluation/Assessment (2)	Information Request (3) Evaluation/Assessment (4)
Science		Information Request (4) Report (1)		Planning Support (1)	Information Request (3) Evaluation/Assessment (86) Grant Project (3)
Social Work/Labor Studies		Information Request (6)			Evaluation/Assessment (3) Presentation/Workshop (1)
University College		Information Request (22) Evaluation/Assessment (2)	Planning Support (1)	Information Request (1) Evaluation/Assessment (1)	Information Request (20) Evaluation/Assessment (3)
Administration/ Academic Support Units					
Academic Affairs		Information Request (10) Report (2) Evaluation/Assessment (3)			
Academic Core Group (Sukhatme)					
Academic Operational Reporting Committee (Sukhatme)					
Academic Policies and Procedures Committee					
Athletics Committee		Report (1)			
Deans Council		Report (8) Evaluation/Assessment (2)		Planning Support (1) Committee/Service (1)	
Enrollment Services -		Information Request (26)		Planning Support (1)	Information Request (10)

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Admissions		Report (7)			Committee/Service (1)
Enrollment Services – Financial Aid					
Enrollment Services - General				Planning Support (1)	Information Request (4)
Enrollment Services - Registrar					Information Request (2) Committee/Service (1)
Enrollment Services – Scholarship Office					
Equal Opportunity, Office of					
Graduate Office		Information Request (1) Report (1)			
Human Resource Administration				Evaluation/Assessment (1)	
Human Resources / Work Study					
International Affairs					Evaluation/Assessment (1)
NON-Departmental					
ROTC					
UITS					
Work/Retention CTE Grant					
CAMPUS-WIDE ORGANIZATIONS					
2012 Committee				Planning Support (1) Committee/Service (1)	
Academic Core Group					
Center for Research & Learning			Planning Support (1)		
Center for Service Learning	Committee/Service (1)		Planning Support (1)	Evaluation/Assessment (1)	
Center for Teaching and				Planning Support (1)	Evaluation/Assessment (1)

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Learning Council on Graduation and Retention					Presentation/Workshop)2)
Dialogue Group				Committee/Service (1)	
Diversity Cabinet					
Emergency Management & Continuity			Committee/Service (1)		Committee/Service (1)
Enhancing Minority Attainment (EMA) Task Force					
Enrollment Management Council					
Faculty Affairs Committee			Committee/Service (1)		Committee/Service (1)
Faculty Club					
Faculty Council				Committee/Service (1)	
Faculty Council Budgetary Affairs Comm				Planning Support (1)	
Faculty Council Planning Committee				Planning Support (1)	
FASPAC Committee					
Faculty Council Executive Committee					
IMIR Management Reports					
IMIR Web Products					
IU Foundation					
Library		Information Request (2)			
Office of Womens Advisory Committee				Committee/Service (1)	
Philanthropy					
Professional Development (CTL)	Information Request (1)			Presentation/Workshop (1)	
Program Review and Assessment Committee	Committee/Service (1)		Committee Service (1)	Planning Support (1) Committee/Service (1)	Presentation/Workshop (1) Committee/Service (1)

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Retention and Graduation Council			Committee/Service (1)		Presentation/Workshop (1)
RISE					
Solution Center					Information Request (5)
Talent Alliance				Planning Support (1) Grant Project (1)	
Veteran's Affairs		Information Request (2)			
CAMPUS ADMINISTRATION					
Chancellor's Office	Grant Project (1)	Information Request (21) Report (2)		Evaluation/Assessment (2) Planning Support (3)	
Executive Vice Chancellor & Dean of Faculties Office					
Office of Diversity, Equity, and Inclusion/Multicultural Center		Information Request (2) Report (2) Evaluation/Assessment (1)		Planning Support (2)	
Office of External Affairs & Communications and Marketing			Publication (1)		
Office of Finance and Administration		Information Request (5) Report (2) Evaluation/Assessment (2)		Evaluation/Assessment (4) Planning Support (1) Committee/Service (1)	
Office of Planning and Institutional Improvement	Grant Project (1)	Information Request (1) Report (9) Evaluation/Assessment (4)			Information Request (7) Evaluation/Assessment (1)
Vice Chancellor for Research				Evaluation/Assessment (1)	
Vice Chancellor for Student Life	Planning Support (1)	Information Request (5)	Planning Support (1)	Evaluation/Assessment (2) Planning Support (1)	
UNIVERSITY ADMINISTRATION					

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Diversity Cabinet	Presentation/Workshop (1)				
ELPS				Committee/Service (1)	
Higher Education & Student Achievement (HESA)				Committee/Service (1)	
IU Institutional Research / URR					
IUB Math Dept Committee					Information Request (1)
Institutional Research Council					
President's Office					
Student Information Systems					
UITS		Information Request (2) Evaluation/Assessment (3)			Information Request (3)
University Budget Office					
University Planning, Institutional Research and Accountability					
University Relations		Information Request (5)			
OTHER IU OR PURDUE CAMPUSES					
IU East					
IU Kokomo					
IU South Bend					Presentation/Workshop (1)
Purdue West Lafayette					Grant Project (2)
LOCAL COMMUNITY					
Bureau of Labor Statistics		Information Request (11) Report (8) Evaluation/Assessment (2)			
Chartwells					

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Clarian Health Partners Community Advisory Board					
Colleges and Universities					
CUE Deans (Consortium for Urban Education)				Planning Support (1)	
GRADES Council Executive Committee					
Indianapolis Peace Institute					
Indianapolis Public Schools					
IUPUI Student					
Simon Youth Foundation Board and Education Committee					
United Way of Central Indiana					
WHOA				Committee/Service (1)	
STATE		Information Request (11) Report (8) Evaluation/Assessment (2)			
ICHE					
Indiana Association for Institutional Research					
Ivy Tech State College					Information Request (25) Evaluation/Assessment (1)
NATIONAL					
Agency or Company:					
AAC&U				Presentation/Workshop (1)	
AASCU FIPSE Grant					
Academic Impressions					
ACSP RFP					

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
American College Personnel Association (ACPA)			Publication (1)		
American Evaluation Association					Committee/Service (2) Publication (1)
ASHE					
Assessment Institute			Presentation/Workshop (1) Committee/Service (1)	Presentation/Workshop (3) Committee/Service (1)	Evaluation/Assessment (1)
Assessment Update			Publication (1)	Publication (1)	
Association for the Study of Higher Education					
Association for Institutional Research					
Association of American Colleges and Universities (AAC&U)					
Captioning Survey					
Colleges and Universities					Information Request (200) Evaluation/Assessment (78)
CSRDE Data Exchange					
FIPSE Assessment RFP					
FIPSE Grant					
Hossler Retention Survey					
Hosting Visitors			Planning Support (1)		
International Code Council, Inc					Information Request (6) Evaluation/Assessment (1)
Journal of the Scholarship of Teaching and Learning					
M.A. Rooney Foundation					
Miscellaneous Agencies			Committee/Service (1)		
Miscellaneous Manuscript Reviews					Information Request (1)
Miscellaneous					Evaluation/Assessment (3)

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Professional Service					
NASULGC Voluntary System of Accountability					
National Postsecondary Education Cooperative (NPEC)					
National Service-Learning Clearinghouse					
NCCI Leveraging Excellence Award					
NDIR Chapter					
Nina Mason Pulliam Charitable Trusts					
NSF Program Panel Reviews					Evaluation/Assessment (12)
NSSE Deep Learning					
NSSE Expenditures Research					
NSSE/FSSE Consulting					
Research in Higher Education					
Review of Higher Education					
Simon Youth Foundation Board and Education Committee				Planning Support (1) Committee/Service (2)	
Western Association of Schools and Colleges (WASC)					
INTERNATIONAL					
European Institute for E- Learning EIfEL					
European Association for Institutional Research			Presentation/Workshop (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2009-2010

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Hosting Visitors			Planning/Support (1)	Information Request (3)	
Sakai Project			Presentation/Workshop (1)		

PARTNERSHIPS FOR SUCCESS: CENTRAL INDIANA'S P-20 EDUCATION ALLIANCE

Vision

Our vision is the success of every learner from cradle to career, linking inextricably the improvement of educational outcomes and economic development and the well-being of the entire community.

Mission

Our mission is to provide needed support for individuals in central Indiana to:

- Enter school healthy and ready to learn
- Advance successfully through elementary and secondary education
- Graduate from high school
- Graduate from college (2-year or 4-year) and enter a career

Operating Principles

1. We will collect and use data to make decisions, identifying and building upon research and successful strategies to achieve our mission.
2. We will align existing resources with effective and efficient strategies and innovate as necessary to address critical gaps.
3. We will advocate our agenda with policy makers, community members, and funding agencies to support work our research indicates will have maximum impact.
4. We will address issues of equity and inequity across race, class, and gender, focusing on the need to be more inclusive.

Goals (in order of priority as indicated by members of IUPUI-community working groups)

1. Define and increase literacies such as reading and math (relate programs and research to theory, collect data, plan initiatives, and disseminate findings broadly).
2. Fine tune the 21st Century Scholars program, making more parents and students aware of the program, helping students stay in it, taking full advantage of what the program offers, and providing strong support programs for college Scholars.
3. Develop strong commitment throughout our community to the Chamber's Common Goal to increase high school graduation rates in central Indiana.
4. Promote coordination for all the state agencies that address early childhood issues.
5. Help to mobilize human and fiscal resources to improve health and safety standards for early childhood education, ensuring that all sites for provision of early childhood education are of the highest quality.
6. Provide additional internships for experiential learning with pay.

**2012 Committee
October 19, 2009
~ Meeting Summary ~**

PUL Evaluation Update. On September 17 each academic dean and associate dean of a school enrolling undergraduates received a set of instructions for developing a 5-year plan to evaluate student learning of PUL-related knowledge and skills in at least one section of each of the school's courses. On October 5 responses to some frequently asked questions about the process were sent to the same individuals. Sarah Baker summarized the PUL evaluation process at the October meeting of the Faculty Council. Baker and Kate Thedwall gathered and summarized reactions from five Gateway instructors who pilot-tested the PUL evaluation process during Summer II 2009. The most difficult aspect of the work, according to these instructors, was recording their evaluations of students' PUL-related knowledge and skills in the absence of a method for doing so in Oncourse. A temporary method has been developed by IMIR staff, but the Oncourse solution will not be available until February 2010.

Herron became the first school to complete and post its 5-year PUL evaluation plan. Informatics faculty have decided to evaluate students in every course every semester. Good progress in developing the evaluation schedules has been reported in several other schools, including Business, Science, SPEA, and Health Professions in the School of Medicine. Reports from faculty in several departments in Liberal Arts have raised questions about the process there. Missy Kubitschek will check with Marianne Wokeck and send us a report. (Subsequently, Kubitschek reported that SLA department chairs have received copies of the September 17 and October 5 email messages about the PUL evaluation process and that the process has been discussed at two meetings of SLA department chairs.)

PUL Website in Academic Affairs. Rick Jackson showed us an outline of the Website he is developing that will reside on the Academic Affairs Website. His aim is to have one place for faculty to go to learn as much as possible about the history of PUL development, definitions of the PULs, and how the PULs may be taught and assessed. Susan Kahn is developing a site focused on the self study for 2012 that will provide details and references related to the current PUL evaluation project. 2012 Committee members suggested that the Academic Affairs site will endure beyond the 2012 visit by a team appointed the Higher Learning Commission of the North Central Association. Accordingly, Jackson and Kahn were encouraged to confer about the best ways to develop and link the two sites.

PUL Workshops. Terri Tarr, Pratibha Varma-Nelson, and Susan Kahn described the workshops that the Center for Teaching and Learning has conducted to date to assist faculty in teaching and assessing student learning of PUL-related knowledge and skills. Attendance has been good, averaging 25 participants at each. Three more workshops are scheduled before this semester ends. To learn about these workshops, consult <http://nca.iupui.edu/>.

The workshops have revealed a good deal of difference in the depth of information faculty in different schools have received about the PUL evaluation project. Some faculty are in schools where accreditation has led to a culture in which assessment is valued, so faculty in these

schools have a wealth of information to share about teaching and assessing student competence. Other participants say they haven't heard much about the PUL student evaluation project. It will be desirable to have examples and exercises for both advanced participants and novices in future workshops.

Some faculty attending the workshops have expressed concern about the different definitions that will be given to the student evaluation criteria in different courses, at different levels, and in various disciplines. In the absence of a true undergraduate curriculum committee with representation across academic units—as is present at the graduate level at IUPUI—decisions about setting uniform standards can only be made at the unit level.

Academic leaders in several units are interested in preparing adjunct faculty to teach and evaluate student learning of PUL-related knowledge and skills. Center for Teaching and Learning staff are planning to assist with this, as well as to continue offering the PUL-related workshop series as long as the workshops are needed. A needs assessment should be undertaken soon to see if interest in the workshops will wax or wane at the end of the current series.

Faculty Communities of Practice. The possibility of developing communities of practice where faculty interested in teaching and evaluating student learning of the PUL-related knowledge and skills is being considered. 2012 Committee members believe there may be interest and value in doing this, but to be successful, each community of practice needs to be given a clear charge.

Team for NCA Annual Meeting. Mary Fisher will lead a team to the April meeting in Chicago of the Higher Learning Commission of the North Central Association. Other members identified include Pratibha Varma-Nelson, Jeff Watt, Karen Black, and Susan Kahn. Team members anticipate that a central funding source will cover their expenses.

2012 Committee
~ Meeting Summary ~
November 20, 2009

Present: Sarah Baker, Trudy Banta, Karen Black, Scott Evenbeck, Mary Fisher, Michele Hansen, Rick Jackson, Susan Kahn, Missy Kubitschek, Becky Porter, Ingrid Ritchie, Josh Smith, Terri Tarr.

The 2012 Committee will not meet on December 9 as scheduled.

Enjoy that time, and thank you for your help and support in accomplishing our mission to date!

1. **PUL Evaluation Schedules** – Only Nursing and Journalism have not provided schedules for reporting student evaluation of PUL-related knowledge and skills in at least one section of every course over the next five years. Donna Boland has promised the Nursing schedule by the end of November. Rick Jackson will meet with Dean Brown to determine when and how the Journalism schedule will be submitted. Some schools, like Informatics, will evaluate every student in every course every semester. The School of Liberal Arts will evaluate in all courses over a period of just three years.
2. **PUL Web Site and FAQs** – Jackson continues to work with Monica Lewis in Academic Affairs to develop the Web site that will explain the PULs to faculty and students. We hope the site will be ready for viewing in January. Susan Kahn reported that the NCA site, which contains information about the PUL evaluation process, is available now, and will be linked to the PUL site when that is activated. Kahn is currently receiving questions about the evaluation process and will send those to Jackson for responses that can then be added to the Web site in an FAQ section.
3. **PUL Interviews with Dental Students** – Jackson reported that 21 of 400 current DDS students graduated from IUPUI. In January he plans to interview those of the 21 who volunteer to find out how they view their experiences with the PULs. If this experience goes well, Jackson may extend the study to students in other professional programs at IUPUI.
4. **PUL Workshops and Other Faculty Development Matters** – The series of workshops offered by Terri Tarr, Kahn, Center for Teaching and Learning staff, and faculty with successful experiences to share has concluded. Some of the same people attended all the workshops, suggesting that they have been designated as the persons to bring information about the PUL evaluation process back to their schools. If this is the case, the workshops may be sparsely attended in the spring. But the workshops also could become more popular as many faculty actually begin to evaluate student learning in their courses in the spring. Tarr will survey associate deans for academic affairs in the schools to ascertain the level of interest in future workshops.

The issue of preparing part-time faculty to evaluate student learning of PUL-related knowledge and skills was raised. We believe some departments have their own well-organized programs for preparing part-time faculty, while others rely on the Center on

Teaching and Learning to do this. Mary Fisher will survey associate deans to find out who is doing what in this arena.

We also discussed using materials on the PULs prepared for students in summer preparatory programs as resources for other faculty on the PUL Web site. If we use examples of student work on the Web site, we will need to obtain the students' permission to do so. Kahn is exploring the use of a form to obtain such permission.

Scott Evenbeck asked if we would like to include on the PUL Web site the video on the PULs prepared two years ago for use at the annual meeting of the Association of American Colleges and Universities (AAC&U). Evenbeck will send the link for the video to us for our review.

Tarr noted that some of the workshop participants are interested in evaluation at the course level, others are focused on the program level. Each workshop needs to address both. At workshops in the spring, participants will be asked to bring examples of work they are assigning that involves teaching and assessing the PULs.

Fisher observed that capstone courses are ideal sites for evaluating student learning and we need to emphasize that. She also encouraged us to think about ways to help faculty **use** assessment data to improve teaching, curriculum, and student services such as advising. NCA visitors will be looking for many examples of IUPUI faculty closing the loop.

5. **Civic Engagement in the 2012 Self Study** – Fisher reported that the Faculty Council Metropolitan Affairs Committee is being discontinued at least temporarily because members cannot see significant work to be done. Nevertheless, Bob Bringle and Julie Hatcher would like to reinstitute the Council on Civic Engagement. What role should civic engagement play in the 2012 self study? Documenting student learning of the PULs can take place in service learning as well as other RISE components. Should the Council on Civic Engagement take up the evaluation of student learning in RISE activities? We concluded that civic engagement will be an important section of the 2012 self study, but not a special focus, as it was in 2002.

Evenbeck reported that the Personal Development Plan is being expanded to cover not just the first year, but all of our undergraduate students' experiences. PUL learning and evaluation should be part of the Personal Development Plan.

Fisher is still evaluating Communities of Practice to see if any should be reconstituted. PUL teaching and evaluation could well be a focus for charging these new faculty groups.

2012 Committee
~ Meeting Summary ~
February 24, 2010

Present: S. Baker, T. Banta, K. Black, M. Fisher, M. Hansen, R. Jackson, S. Kahn, J. Omachonu, R. Porter, I. Ritchie, J. Smith, T. Tarr, P. Varma-Nelson.

1. Carla Boyd from the Office of the Registrar demonstrated the **process that will enable faculty to use either Oncourse or OneStart to post their ratings of student learning** related to the PULs. Members commented on the written instructions and made a few suggestions for revision. Carla will send a new copy of the instructions so that we can see it one more time before we announce its availability to faculty. Points made during the discussion include the following:
 - According to the IRB document that has been approved, PUL data will only be aggregated and reported at school and campus levels.
 - By virtue of its placement on the sidebar of the SIS Web site, the opportunity to use the evaluation site will be available to all faculty. But we anticipate that only those whose course section has been designated for evaluation that semester will take advantage of that opportunity☺.
 - The SIS evaluation form will become available, along with grade rosters, on May 4.
 - We will ask Gary Pike to set deadlines for faculty to enter their ratings and for freezing the file.
 - M. Fisher will provide for Carla an up-to-date list of associate deans so that Carla can refer faculty questions about the evaluation process to the appropriate associate dean.
 - S. Baker will convene a group of the PUL Pioneers to test the usability of the evaluation process.
2. M. Fisher reported that the **PUL Web site** should become available within two weeks.
3. T. Tarr reported that the **PUL Symposium** in early February attracted 94 faculty and staff members. This all-day format seems to be the best way of providing PUL-related teaching and evaluation information to the most people. Subsequent workshops on teaching and assessing individual PULs have not been as well attended—fewer than 10 individuals have attended the last two workshops. Video tapes of particularly good workshop presentations should be made available on the PUL and CTL Web sites. Tarr and P. Varma-Nelson will survey the deans about future workshop needs. Another Symposium in April was suggested.
4. S. Kahn reported that some **faculty who would like to use ePort** have been discouraged by the possibility that they would not be able to use ePort student evaluations to fulfill expectations for the kind of PUL evaluation that we have been discussing. T. Banta and M. Fisher volunteered to speak with faculty, chairs, and deans who have questions about this since we do believe that the ePort evaluation should suffice. We believe that

Gary Pike should be able to transfer data collected in ePorts and merge it with data collected using the SIS system.

5. K. Black will develop a **list of questions** that faculty attending the **North Central Association meeting in April** might use as guides for selecting sessions. Fisher will convene the group of seven who plan to make the trip to Chicago in April so that the questions can be considered and assignments made. Following the NCA meeting, the team will draft a plan for the 2012 North Central self study.
6. T. Banta summarized some **comments and questions** that have been posed by PRAC members **concerning the PUL evaluation process**. The list includes the following:
 - We need a body that will actually oversee the process of teaching and evaluating student learning of the PULs.
 - The PULs really need to be evaluated in more core sections more often than once in five years, so someone needs to encourage that.
 - Students ultimately need to know how their learning of the PULs is being evaluated in various courses so that they can strengthen areas of weakness through further coursework. Thus there should be a process for informing students of their PUL evaluations and then informing advisors so that they can help students select additional courses that will enable the students to strengthen their areas of weakness.
 - We must communicate more clearly the policy decision that we are assessing students' levels of performance near the end of a course as opposed to their growth over time.
 - We should provide some encouragement for program faculty to come together to define student learning collaboratively and evaluate it using some standard rating system.
 - Currently we are planning to aggregate data only at the campus and school levels, but it needs to be aggregated at the department level, and even at the program level, in order to give faculty information that can guide improvement. How can we accomplish this?
 - We need to be able to aggregate PUL data in different ways to answer various research questions.

The desirability of forming a new Undergraduate Curriculum Committee was mentioned again in connection with responding to comments and questions like those above.

2012 Committee
March 30, 2010
~ Meeting Summary ~

Members Present: S. Baker, T. Banta, K. Black, S. Evenbeck, M. Fisher, M. Hansen, R. Jackson, S. Kahn, M. Kubitschek, R. Porter, I. Ritchie, P. Varma-Nelson.

1. Jackson reported that the **PUL Web site** has been designed. Fisher believes the site will be available within a week. The URL will be www.pul.iupui.edu.
2. Baker reported progress in the **PUL evaluation process**. University College faculty now have a Web site that offers sample rubrics and other helpful information. University College will be assessing every course every term. Most faculty are using rubrics of their own that they have developed previously.

Ritchie and Kubitschek, representing SPEA and SLA, respectively, had no problems with the PUL evaluation process to report from those schools.

3. The **Web-based template** that the Registrar and UITs personnel have developed for faculty use in recording student evaluations of PUL-related learning have been widely disseminated and are appreciated by those who have reviewed them.
4. Banta distributed a document created by Gary Pike which shows that IRB approval has been obtained for very limited **aggregation of PUL evaluation data**. That is, Gary will receive from SIS a flat file that will not allow him to identify students or individual classes. Results will be aggregated only at school and campus levels for 100-, 200-, 300-, and 400-level courses, respectively.
5. Kahn has approached Gary Pike about **combining PUL evaluation data from ePort** with data that come from SIS. He has indicated that this aggregation can be accomplished, so Kahn hopes this news will encourage more faculty to use ePort in their assessment activities.
6. Varma-Nelson reported that 93 people attended the **PUL Symposium** on February 1. Fifteen of those who attended responded to a Web-based survey sent later and their responses were quite positive. The workshops on February 12 and 18 were sparsely attended. Nevertheless, some of the faculty presentations of examples of PUL teaching and evaluation can be made available as videos on the CTL Web site. This should enable more faculty to take advantage of this resource.

Ritchie encouraged Varma-Nelson to offer more Webinars and to use the videos as components in that environment.

CTL staff will prepare a questionnaire for associate deans for undergraduate education to determine needs for future CTL workshops on PUL teaching and student evaluation.

7. Fisher and Banta gathered ideas throughout the **meeting** for the conversation they plan to have on April 6 **with Associate Deans for Undergraduate Education** in each of the schools.
8. Jackson reported that he has not been able to conduct any **interviews with dental students** about their experiences with the PULs when they were students at IUPUI because the students are so busy. He is considering placing a questionnaire online, and then following up with a few individuals who are willing to be interviewed.
9. Fisher will be leading a six-person team of IUPUI faculty and staff to the annual meeting of the **North Central Association's** Higher Learning Commission April 10-13. Immediately following this conference, plans for organizing the IUPUI self-study for reaccreditation will be made. In the meantime, individuals may wish to consult the Criteria for Accreditation on the NCA Web site: <http://www.ncahlc.org/download/Handbook03.pdf> (select 'Chapter 3' in the left bar).
10. Banta distributed the attached document, which suggests a way in which academic and administrative units and standing councils and committees may contribute information to the **reaccreditation self study**. The basic idea is that each academic and administrative unit and council/committee would look back over the past decade's annual reports of their activities (most of these reports are on the Web) and, in a page or two, outline their **major achievements** and **future plans** in the areas of Teaching and Learning, Research and Scholarship, and Civic Engagement. This approach has the added benefit of serving to immerse IUPUI's newest deans in studying the history of their units as well as planning ahead.

2012 Committee
Wednesday, April 28, 2010
 ~ *Meeting Summary* ~

Present: S. Baker, T. Banta, K. Black, S. Evenbeck, M. Fisher, M. Hansen, R. Jackson, S. Kahn, J. Omachonu, R. Porter, S. Queener, J. Smith, T. Tarr, P. Varma-Nelson.

1. Rick demonstrated the new **PUL Web site and Frequently Asked Questions** and invited comments and additions. Scott suggested adding a bibliography and including the AAC&U video on the PULs.
2. Mary indicated that there is insufficient time to introduce **PULs in new faculty orientation** since the schedule is so packed. Nevertheless, if orientation is expanded to sessions that take place during the academic year, the PULs could be a topic within that format. In addition, new faculty should be alerted to watch for notices of workshops offered by the Center for Teaching and Learning (CTL).
3. **School reports on progress in evaluating student learning related to the PULs** were given by Josh and Sarah. In addition, we learned that the Engineering and Technology Assessment Committee members have asked for program-level data on the PUL evaluations. They will submit their own IRB materials to gain appropriate approval for this departure from current campus-wide practice.
4. **CTL workshop participation** has been low, with the exception of the PUL Symposium, which attracted over 90 participants. Kathy Marrs requested a PUL workshop for School of Science faculty; some dozen faculty took advantage of this opportunity. Terri and Pratibha were encouraged to offer on-line PUL workshops for associate faculty.
5. Mary Fisher reported on the **North Central Association Higher Learning Commission (HLC) annual meeting in Chicago** in mid-April. This experience gave the six participants from IUPUI an opportunity to see how other institutions are approaching their self studies. The University of Cincinnati provides a good example, and Mary suggested that once self study team chairs are appointed next fall, they be given self studies like the one from Cincinnati and asked to read the section of those documents that has to do with the Criterion for which they have assumed responsibility.

Mary and Trudy will confer over the summer and recommend that five self study committees be appointed—one for each of the five Criteria—and co-chaired by at least one faculty member. Each of the Criterion teams should develop an outline of the evidence that should go into the report on their topic. Then the outline will be submitted to a writing group that will actually produce the sections of the self study.

In the self study we should make it clear when we are referring to IUPUI-Indianapolis alone, IUPU-Columbus alone, or IUPUI, which contains both the Indianapolis and Columbus data. We should ask Marwan Wafa to appoint an IUPUC faculty member to each of the five Criterion teams.

Mary recommended that we appoint a librarian to oversee the Resource Room for the self study team.

We need a broad plan for publicizing the fact that we are doing a self study, we welcome comments and suggestions, and we will have a visit on or about mid-November 2012.

6. Mary and Trudy outlined plans for the **town hall meeting on the PULs** to be held late this afternoon (April 28). A draft timeline for the 2012 process has been constructed and will be distributed there. An organizational chart identifying Criterion, data coordination, and writing teams also will be distributed. Sarah will join Mary and Trudy in the presentation to report on the pilot test by Gateway faculty of the PUL evaluation of student learning.
7. Sarah distributed the new **First-Year Seminar Template**, which has been developed by Sarah, Jackie Blackwell, and Michele. Sarah pointed out the various references to the PULs that have been added to this new version of the template.

2012 Committee
 ~ *Meeting Summary* ~
May 25, 2010

Present: S. Baker, T. Banta, K. Black, M. Fisher, M. Hansen, R. Jackson, S. Kahn, M. Kubitschek, B. Porter, K. Marrs, D. Sorrells

Guests: Steve Graunke and Gary Pike, IMIR; Mona Kheiry, CTL

1. Steve Graunke presented tables summarizing data on the PUL items that are part of the **Continuing Student Survey**. These responses are self reports on perceived effectiveness and thus represent our indirect measure of student competence related to the knowledge and skills embodied in the PULs. (The direct measures are the faculty ratings of student performance on class assignments.) The campus means show no declines in perceived effectiveness between the first two years and the last two years of work here, but most of the differences between these two groups are small. The item showing the biggest difference suggests that IUPUI students perceive the most growth in their effectiveness in writing a final report. The smallest differences occur on items related to quantitative skills. (This may be explained by the fact that most students take their math early in their careers, and then if they don't use it, they lose these skills.)
2. Mary reported that about 35 people attended the **April 28 Town Hall meeting** on our reaccreditation and the PUL evaluation process. At that event Mary gave an overview of the self study requirements promulgated by the Higher Learning Commission of the North Central Association. Trudy provided background and description of the PUL student evaluation process, and Sarah gave examples of the process in action. We were a bit disappointed that the number of people in the audience was not greater, but Mary observed that the audience size was typical of the town hall meetings held during the spring semester. Another series is planned for spring 2011, and it was suggested that new faculty receive special invitations to attend the town hall events. In addition, student leaders should be invited to encourage attendance by students.
3. Kathy reported on School of Science **faculty experiences in recording student evaluations**. Thirty SOS faculty volunteered to evaluate their students during the spring semester, so Kathy asked Sarah Ling and Jennifer Beasley from the Center on Teaching and Learning to provide a workshop for these volunteers. The 90-minute workshop was very helpful, though more time would have been helpful. The workshop was appreciated by the participants, and the subsequent experience of recording student evaluations went smoothly.

Missy said that in general, Liberal Arts faculty found the evaluation process relatively easy. Nevertheless, a few problems were noted. During the recording process, timing out was a

problem, and the Registrar said this was probably a function of too many people using the system simultaneously. More SLA faculty used Oncourse as opposed to OneStart. Some felt the PUL process was redundant since they were giving grades. Some students who had dropped the course were still on the roster. The biggest concern was that faculty had no way to indicate that they had obtained insufficient evidence from a given student to be able to assign a level of competence. In recording a grade, that student would have received an Incomplete, but there is no option in the PUL system for giving an Incomplete.

4. In discussing the concern about **ratings for students who have not turned in a sufficient number of assignments**, Becky observed that UITS would not be able to change the system for at least a year—they put aside too many other important projects to build this system, and now they need to get back to other priorities.

After much discussion, we decided that for the coming year, faculty should be instructed to leave the line blank if they have insufficient evidence for making a judgment about a particular student's level of competence.

5. Mary described "**New Directions in Learning**," an initiative announced by President McRobbie in his State of the University address. Each campus will appoint a committee of senior faculty and administrators to work during the 2010-11 academic year on new directions for learning, such as more on-line instruction, more active learning opportunities, use of electronic portfolios for faculty and students, enhancing general education experiences for students. A university-wide conference to share findings and recommendations will be held in spring 2011. Mary and Trudy are identifying the individuals who will be invited to sit on the IUPUI committee. We will make sure that there is appropriate interaction between the New Directions in Learning Committee and the closely related work that will be taking place simultaneously on the portions of the HLC self study that pertain to student learning.
6. Rick will send us the **Frequently Asked Questions** for which he needs responses. The questions and the answers will go on the FAQ portion of the PUL Web site.
7. Mary and Trudy asked for names of faculty who might co-chair the four **HLC Criterion committees** whose work will begin next fall. Cliff Goodwin, Bob Bringle, and Drew Appleby were suggested. Mary has met with Amy Warner and others in External Affairs and will give them the Purdue and University of Cincinnati self studies, which provide good examples of campus-wide communication about the self study process. We need to inform as many faculty, staff, and students as possible about our reaccreditation and its importance to the campus. Rick mentioned that he is making plans for an email newsletter that will provide brief messages about the process from time to time.

**2009-2010 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS**

Criminal Justice, Geography, Religious Studies, University College 10-Year Review

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	4	3			1
Tour of Department and Special Facilities	3	3			1
Descriptive Overview of Department	1	2			4
Review of Academic Programs	1	2			4
Student Interviews	6		1		
Meeting with Executive Vice Chancellor	2	2			3
Faculty Interviews	6	1			
Meeting with Representatives of Related Departments	6	1			
Meeting with Liberal Arts Chairs	2	1			4
Faculty Forum	3	1			3
Collaborative Governance	1	3			3
University College Cabinet	3	1			3
University College Executive Committee	2	1			4
Meeting with School Dean	3	2			2
Concluding Discussion	5	2			

**Program Review Questionnaire Trends
2000-01 Through 2009-2010
Review Team Responses**

Rating of Usefulness of the Process

	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Not Applicable	Total (excluding NA)	Mean
Orientation Meeting	32	22	1		1	55	3.56
Faculty Interviews	32	16	1		5	49	3.63
Student and Alumni Interviews	53	10	4		5	67	3.73
Meeting with School Dean	40	7	1		2	48	3.81
Related Department Representatives Meeting	32	12	5	2	4	49	3.59
Meeting with Department Chair or program director	9	1	1		8	11	3.73
Concluding Discussion	38	9		1	7	47	3.83

Rating of Self-Study Components

	Excellent (5)	Above Ave (4)	Average (3)	Below Ave (2)	Poor (1)	Not Applicable	Total (excluding NA)	Mean
Mission and Goals	63	48	20	5		8	136	4.24
Program and Curricula	55	52	26	3		8	136	4.17
Student Outcomes	39	37	43	13	2	10	134	3.73
Resources	46	43	29	6	2	9	126	3.99
Questions to Guide Team	51	47	27	4		9	129	4.12

Diversity Indicators



Recruitment and Enrollment of a diverse student body



Retention and Graduation of a diverse student body



Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems



Diversity in research, scholarship, and creative activity



Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state



Recruitment, development, and support of diverse faculty and staff



Engagement of the campus community in global issues and perspectives



Student, faculty, and staff perceptions of the campus climate for diversity

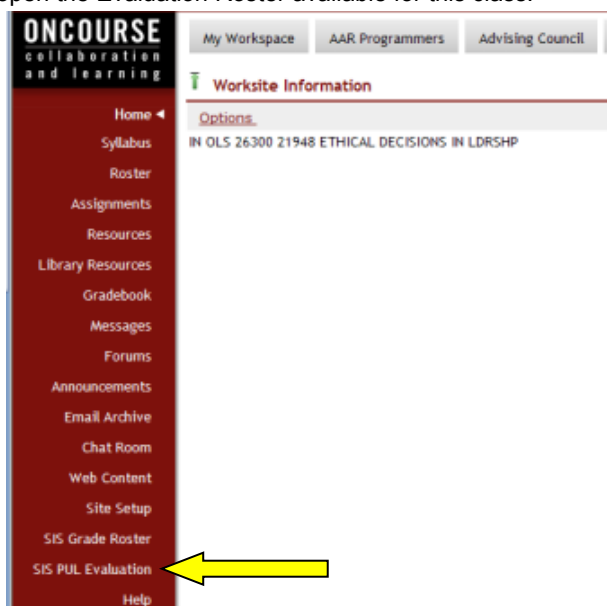
Principles of Undergraduate Learning
<http://faa.iupui.edu/pul/index.cfm>

Follow these instructions if you have been identified by your school to complete the PUL evaluation.

Two Options to Access PUL Evaluation

Oncourse: Go to: <http://oncourse.iu.edu/>

- Select the desired class from the top row of tabs.
- From the left menu bar, select **SIS PUL Evaluation**. This will open the Evaluation Roster available for this class.



OneStart : www.onestart.iu.edu

Go to: Services>Faculty Systems> [Go to Faculty Center](#)
 Select **PUL Evaluation** from your *My Teaching Schedule*.

1. PUL Evaluation instructions (Displayed at the top of the PUL Evaluation page):

**Principles of Undergraduate Learning (PUL) evaluation rosters are available for all undergraduate classes at IUPUI and IUPUC where at least one PUL has been identified for the class.*

** Save as often as needed.*

** All evaluations for Major (and Moderate, if applicable) PUL emphasis must be complete before the PUL roster can be Approved and Submitted to the Registrar.*

**Students who have withdrawn from a class will be listed on the roster but will have no PUL evaluation option.*

**Students with official grades of "FNN, FN, or I" given a PUL evaluation of "N" will not be included in final PUL reports.*

2. Recording Evaluations

Use: **V**=Very Effective **E**=Effective,
S=Somewhat Effective **N**=Not Effective

- Evaluate each student's learning of the **Major** PUL emphasized in this class and **Moderate** PUL if applicable.

- Use the magnifying glass to view and select the valid evaluation.

Search Results

View All	First	1-4 of 4	Last
PUL Evaluation	Translate Long Name		
V	Very Effective		
E	Effective		
S	Somewhat Effective		
N	Not Effective		

3. Save (green button) as often as necessary

4. Approve and Submit (yellow button) to Registrar when your evaluation is complete. Upon successful submission, the roster immediately changes to "display", with no ability to update.

ID	Name	MAJOR Values and Ethics	Major Evaluation	MODERATE Critical Thinking	Moderate Evaluation	Level	Program
1 00	700 Box Allen	<input type="checkbox"/>	Very Effective	<input type="checkbox"/>	Very Effective	Senior	Technol - Biomedis Tech AS/
2 00	927 Bru Anthony	<input type="checkbox"/>	Not Effective	<input type="checkbox"/>	Not Effective	Senior	Technol - Mach En
3 00	980 Cor le T	<input type="checkbox"/>	Somewhat Effective	<input type="checkbox"/>	Somewhat Effective	Junior	Technol - Org Ldrs BS
4 00	959 Cos ilip Anthony	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Somewhat Effective	Sophomore	Universit Undergr Business
5 00	911 Coy Raymond	<input type="checkbox"/>		<input type="checkbox"/>		Senior	Technol - Elec Engr

- PUL evaluations do not display to students nor the greater Indiana University community.

- Only PUL data aggregated at school and campus levels will be reported.

IUPUI Contact: Office of the Registrar (317) 274-1519 or email iupuireg@iupui.edu

IUPUC Contact: Office of the Registrar (812) 348-7287 or email registrar@iupuc.edu

Sample IUPUI Roster

Faculty Center

PUL Evaluation

- Principles of Undergraduate Learning (PUL) evaluation rosters are available for all undergraduate classes at IUPUI and IUPUC where at least one PUL has been identified for the class.
- Save as often as needed.
- All evaluations for Major (and Moderate, if applicable) PUL emphasis must be complete before the PUL roster can be Approved and Submitted to the Registrar.
- Students who have withdrawn from a class will be listed on the roster but there will be no PUL evaluation options for withdrawn students.

[View FERPA Statement](#)



CSCI 48700 ARTIFICIAL INTELLIGENCE

Lecture (24266)

Spring 2010 | Regular Academic Session | IUPUI | Undergraduate

Meeting Information			
Days & Times	Room	Instructor	Meeting Dates
MoWe 1:30PM - 2:45PM	Eng Science & Technology (SL) SL051	Carla Boyd, Snehasis Mukhopadhyay	01/11/2010 - 05/07/2010

Approve and Submit to Registrar

RETURN

SAVE

ID	Name	MAJOR Critical Thinking	Major Evaluation	MODERATE Quantitative Skills	Moderate Evaluation	Withdrawn	Level	Program and Plan
1 00	9 A	<input checked="" type="checkbox"/>	Effective	<input checked="" type="checkbox"/>	Effective		Senior	Science Undergraduate - Computer Science BS
2 00	7 B	<input checked="" type="checkbox"/>	Not Effective	<input checked="" type="checkbox"/>	Effective		Senior	Science Undergraduate - Computer Science BS
3 00	3 D	<input checked="" type="checkbox"/>	Somewhat Effective	<input checked="" type="checkbox"/>	Effective		Senior	Science Undergraduate - Computer Science BS
4 00	5 G	<input checked="" type="checkbox"/>	Very Effective	<input checked="" type="checkbox"/>	Very Effective		Senior	Engineering Undergraduate - Computer Engineering BSCE
5 00	6 J					Withdrawn	Junior	Science Undergraduate - Computer Science BS
6 00	9 M					Withdrawn	Junior	University Coll Undergraduate - Computer Science BS
7 00	8 S	<input checked="" type="checkbox"/>	Effective	<input checked="" type="checkbox"/>	Effective		Senior	Science Undergraduate - Computer Science BS
8 00	07 S	<input type="checkbox"/>		<input type="checkbox"/>			Senior	Science Undergraduate - Computer Science BS
9 00	46 W	<input type="checkbox"/>		<input type="checkbox"/>			Nondegree Undergraduate	University Coll Ugrd Nondeg - National Student Exchange Prog

- Principles of Undergraduate Learning (PUL) evaluation rosters are available for all undergraduate classes at IUPUI and IUPUC where at least one PUL has been identified for the class.
- Save as often as needed.
- All evaluations for Major (and Moderate, if applicable) PUL emphasis must be complete before the PUL roster can be Approved and Submitted to the Registrar.
- Students who have withdrawn from a class will be listed on the roster but there will be no PUL evaluation options for withdrawn students.

Approve and Submit to Registrar

RETURN

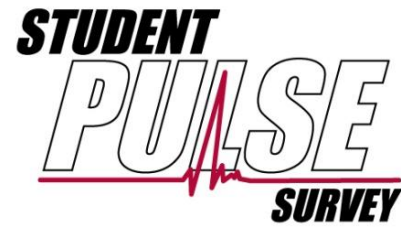
SAVE

Ratings of Student Performance on Principles of Undergraduate Learning – Major Emphasis

PUL – Major Emphasis	Not Effective	Somewhat Effective	Effective	Very Effective	Total
Written, Oral, & Visual Communication Skills	19 13.5%	16 11.3%	25 17.7%	81 57.4%	141 100.0%
Quantitative Skills	0 NA	0 NA	0 NA	0 NA	0 NA
Information Resource Skills	0 NA	0 NA	0 NA	0 NA	0 NA
Critical Thinking	14 10.4%	24 17.9%	24 17.9%	72 53.7%	134 100.0%
Integration and Application of Knowledge	65 7.5%	139 16.1%	261 30.2%	400 46.2%	865 100.0%
Intellectual Depth, Breadth, and Adaptiveness	34 9.3%	52 14.3%	194 53.3%	84 23.1%	364 100.0%
Understanding Society and Culture	9 21.4%	8 19.0%	12 28.6%	13 31.0%	42 100.0%
Values and Ethics	0 NA	0 NA	0 NA	0 NA	0 NA
Total	141 9.1%	239 15.5%	516 33.4%	650 42.0%	1546 100.0%

Ratings of Student Performance on Principles of Undergraduate Learning – Moderate Emphasis

PUL – Major Emphasis	Not Effective	Somewhat Effective	Effective	Very Effective	Total
Written, Oral, & Visual Communication Skills	21 14.3%	20 13.6%	50 34.0%	56 38.1%	147 100.0%
Quantitative Skills	2 4.0%	2 4.0%	4 8.0%	42 84.0%	50 100.0%
Information Resource Skills	0 NA	0 NA	0 NA	0 NA	0 NA
Critical Thinking	8 11.9%	6 9.0%	10 14.9%	43 64.2%	67 100.0%
Integration and Application of Knowledge	8 2.7%	62 20.8%	204 68.5%	24 8.1%	298 100.0%
Intellectual Depth, Breadth, and Adaptiveness	56 7.7%	114 15.7%	204 28.2%	350 48.3%	724 100.0%
Understanding Society and Culture	8 8.0%	4 4.0%	40 40.0%	48 48.0%	100 100.0%
Values and Ethics	0 NA	0 NA	0 NA	0 NA	0 NA
Total	103 7.4%	208 15.0%	512 36.9%	563 40.6%	1386 100.0%



Student Pulse Survey – April 2010
Student Health Services

Summary of Methods and Findings

July 26, 2010

Submitted by
Robert W. Aaron
Director of Assessment and Planning
Division of Student Life
Indiana University-Purdue University Indianapolis

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Background

A Web-based survey of a stratified random sample of 1,950 undergraduate and non-degree and 1,050 graduate and professional IUPUI students was conducted in the Spring 2010 semester to better understand students' perceptions of and needs for health services at IUPUI. In particular, services provided by Student Health Services, part of the IUPUI Division of Student Life, were presented in this survey.

The IUPUI Office of Academic Planning and Evaluation funded the brief Web survey which used a questionnaire developed by the Director of Assessment and Planning for the Division of Student Life, a board member of the Undergraduate Student Government, and the Director of Student Health Services, in consultation with the IUPUI Survey Research Center (SRC). The survey was administered by the SRC, and this report was prepared by the Director of Assessment and Planning for the Division of Student Life.

The total sample size was 3,000, and there were 792 responses to the survey yielding a 26.4% response rate.

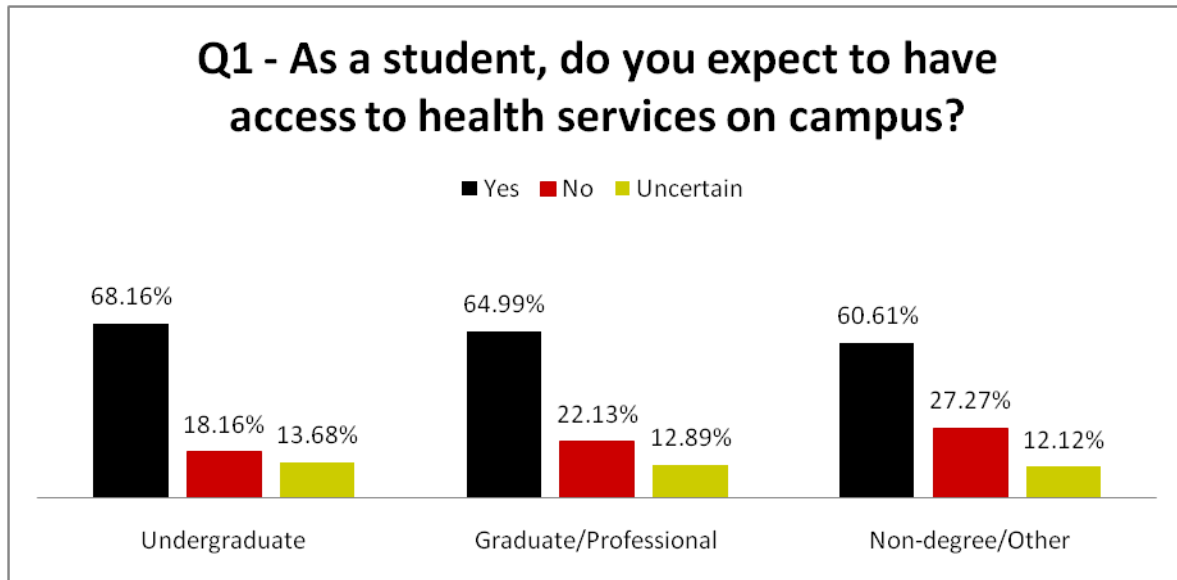
Summary of Findings

Respondents represented a wide variety of students across campus. The following table shows the demographic characteristics of respondents.

Race	Percent
American Indian/Alaska Native	0.3
Asian/Pacific Islander	4.4
Black/African American	8.0
Foreign	7.6
Hispanic/Latino	1.9
Unknown	5.9
White	72.0
Status	
Full-time	61.0
Part-time	39.0
Degree	
Undergraduate	50.8
Graduate	45.1
Other (UG Non-degree)	4.2
School	
BUS	11.7
DENT	.6
EDUC	6.3
EGTC	9.5
GRSC	1.3
HERR	2.7
INFO	2.7
JOUR	1.0
LAW	.5
LIBA	9.5
MED	5.8
NURS	4.0
PED	2.5
SCI	9.7
SCS	1.6
SHRS	1.1
SLIS	4.0
SPEA	3.5
SWK	6.2
UCOL	15.7
Age	
< 21	15.2
21-24	25.8
25 +	59.1

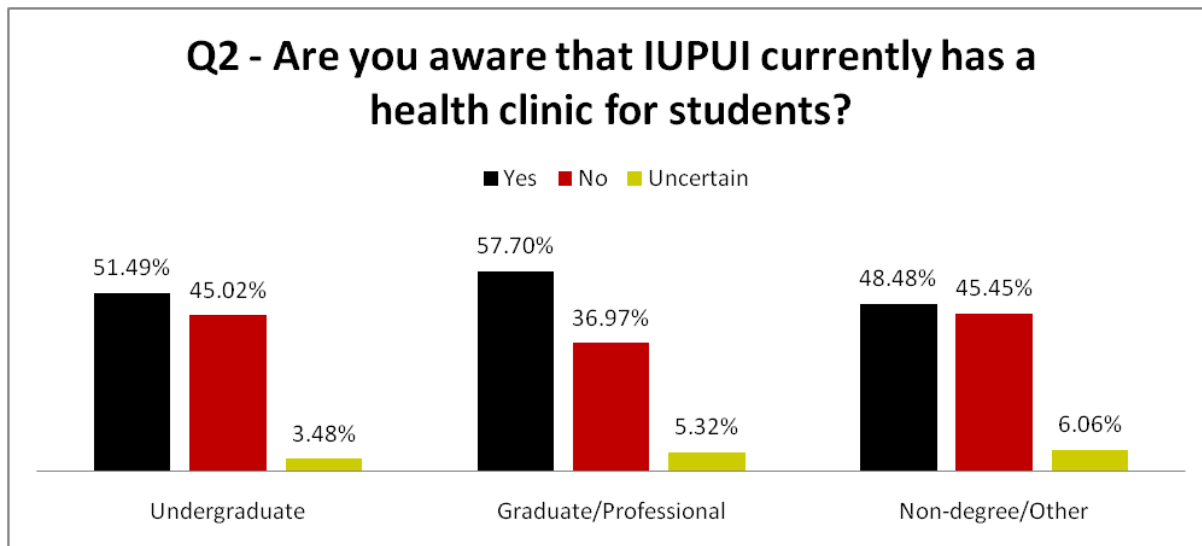
Question 1:

Expectations of health services on campus



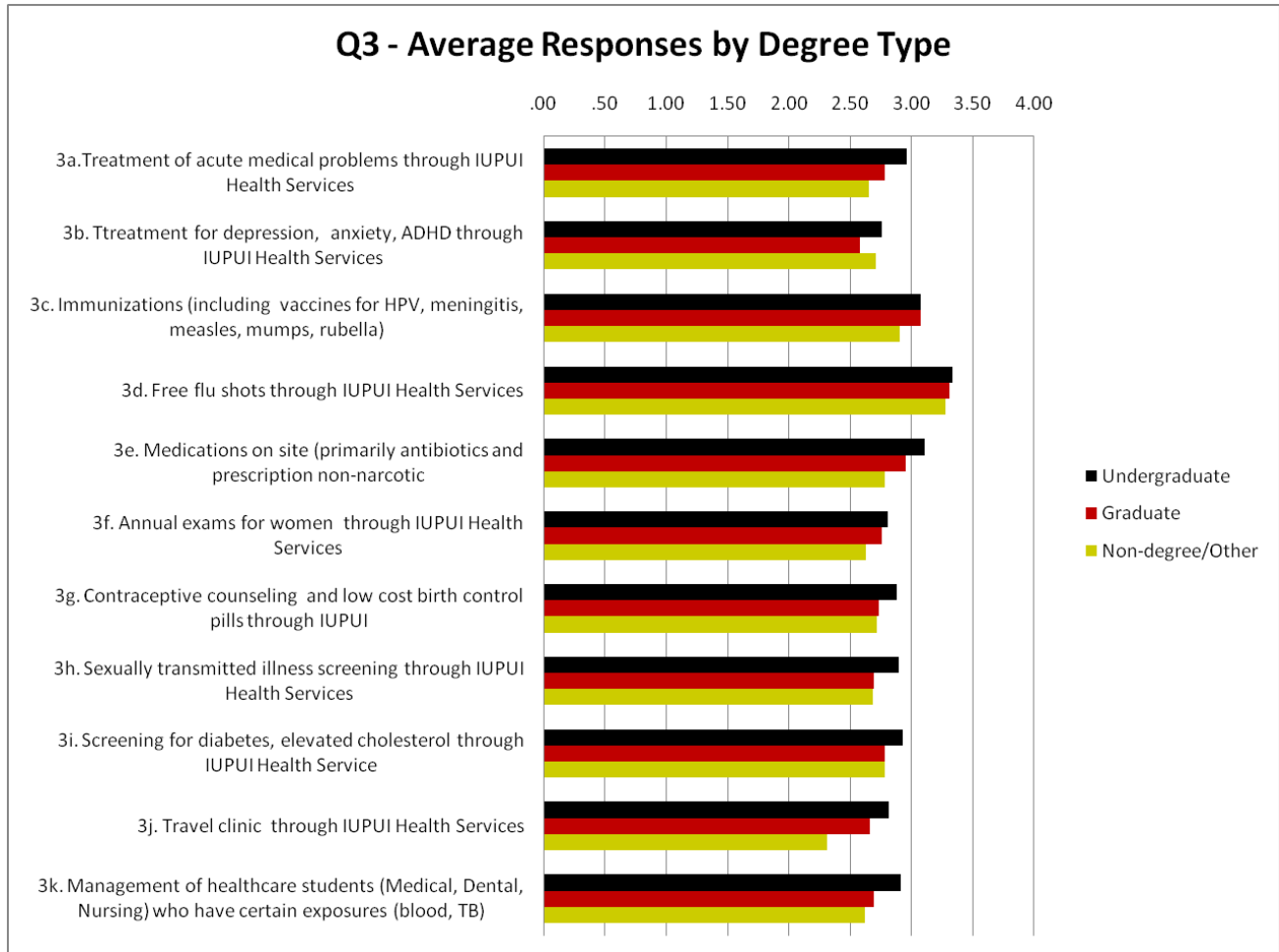
Question 2:

Awareness of health services on campus.



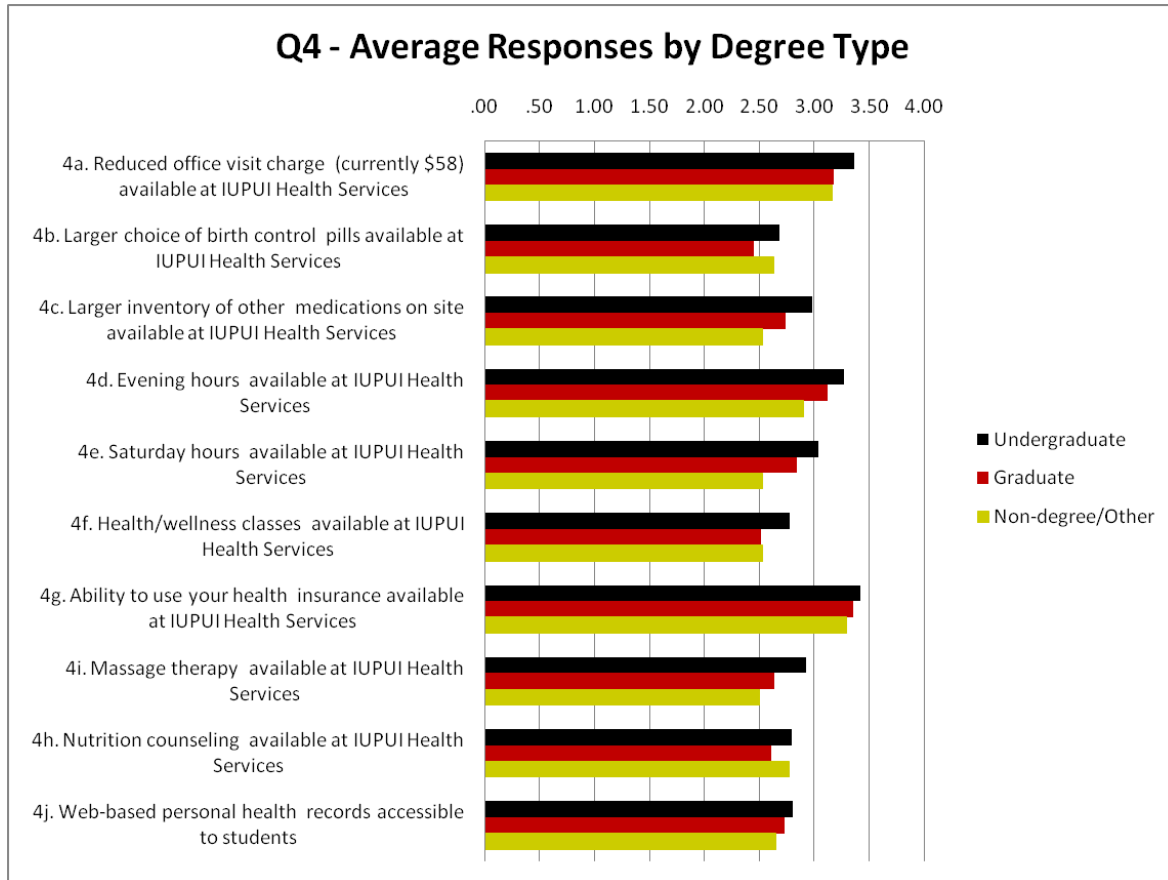
Question 3:

The following is a list of services available to students at IUPUI Health Services. Please rate how beneficial each of these services would be to you. (rating scale: 1=not beneficial, 2=somewhat beneficial, 3=beneficial, 4=very beneficial)



Question 4:

For the following additional health services, how beneficial would it be to have these available at IUPUI Health Services? (rating scale: 1=not beneficial, 2=somewhat beneficial, 3=beneficial, 4=very beneficial)



What other medical services would you like to see available through IUPUI Health Services?

Over 200 responses were received for this question. Some responses related to the actual question, while others were comment on how to pay for the services. The most popular responses (indicated by more than one person) appear below in order of popularity. It should be noted that the second-most popular response was asking for more advertising of the existing services, and not a request for additional ones.

1. dental & vision
2. advertise these services
3. lower costs
4. health & well being
5. existing services in survey
6. counseling
7. only pay if I use these services
8. specialists
9. annual exam for low cost
10. birth control

11. fitness center
12. weight management
13. addiction treatment
14. affordable
15. dependent services
16. joint/sports
17. medical treatments
18. more access
19. price & walk-ins like IUB
20. testing

Quotes:

- Low cost medical plans for eye exams and eyeglasses and contact lenses and dental cleanings and other dental work. Maybe have it based off the students income information that is on the FAFSA.
- I didn't know this existed. What room do you go to? It seems to me that if this service exists you keep it hidden very well.
- More hours and availability would be very helpful. Also, I am often unaware of their services. Is there a better way to understand what they do and do not offer? Lastly, as an employee I felt that the tests (hepatitis for example) could be handled differently and better. It seems that the health services is not well enough equipped for the size and needs of IUPUI.

Question 5:

What is the most appropriate way to fund IUPUI Student Health Services? Mark all that apply.

		Undergraduate		Graduate		Other (UG Non-degree)	
		#	%	#	%	#	%
5a. Pay full cost out of pocket at time of service	Selected	277	68.9%	234	65.5%	24	72.7%
5b. Health insurance	Selected	112	27.9%	90	25.2%	14	42.4%
5c. Student health fee	Selected	185	46.0%	184	51.5%	16	48.5%

Question 6:

Use the following space to enter any comments you may have regarding how best to pay for IUPUI Health Services.

Again, around 200 responses were received for this question. The most popular responses follow. It was unclear as to what the notion of “bursar billing” means. Is it a method of billing, or is it that the students want, or do not want, a flat fee that appears on the bursar bill?

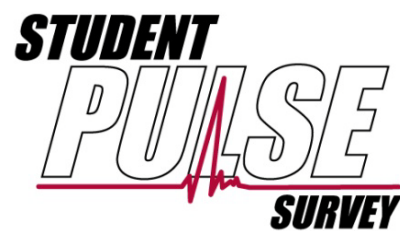
1. insurance
2. fee for service
3. use bursar account for billing
4. flat fee
5. free
6. no health fee
7. NOT bursar
8. reduced costs for students
9. sliding scale fee
10. tuition
11. insurance / bursar
12. mix of payment methods
13. payment plan

Selected quotes (unedited):

- Private insurance would be nice bc the university insurance is a way to costly for poor coverage. An annual physical (w/ STD panel, HIV rapid test, and meningitis vc for on campus students) should be mandated by the school and covered by tuition/fees
- IUPUI health services should be entirely fee-for-service, one way or another. Either students should pay out-of-pocket for services or the health service should accept insurance and bill the insurance and collect a co-pay, just like a standard doctor's office. Students shouldn't get double-charged having a Student Health Fee tacked onto their tuition through the Bursar's office to subsidize the health service office. If a student uses it - they (or their insurance) pays for it. If they don't use it, they don't pay.
- Could a flat-fee option be created that is renewable per semester? Those who have not paid the flat rate for the semester are charged out of pocket.
- It is my opinion that if a student service fee is charged for the use of these health services all students should have the option of whether to participate or not. The fee should be just as the Recreation Fee; you can purchase it if you choose to. It should not be a blanket fee, such as the technology fee.
- I have the Aetna student insurance, which I assume is primarily used to help lessen on campus Health Service costs; however, it is often a guess as to what is covered. Is there a way to fully understand what the student insurance covers in regard to health services at IUPUI as well as local non-IUPUI health care facilities? More education to the medical consumers by providers (i.e. insurance and IUPUI health services) would be very beneficial and help me to determine what illness is worth addressing at the IUPUI health services. Thank you!
- As a part time, non traditional student - I am only at IUPUI on Saturdays. don't really like having the fee added to my Bursar bill when I will probably NEVER use the service. For students to be able to use their insurance would make it nice. Also, maybe only the full time students would pay the fee and then have access to the reduced fee. If a part time student needed to use the clinic, they would pay full fee or use insurance.

Question 7:**What is your existing health insurance coverage? (Mark all that apply)**

		Undergraduate		Graduate		Other (UG Non-degree)	
		#	%	#	%	#	%
7a. parents	Selected	232	57.7%	336	94.1%	30	90.9%
7b. employer	Selected	302	75.1%	186	52.1%	22	66.7%
7c. student insurance plan	Selected	383	95.3%	267	74.8%	31	93.9%
7d. some other coverage	Selected	349	86.8%	314	88.0%	26	78.8%
7e. N.A. (do not have insurance coverage)	Selected	317	78.9%	315	88.2%	23	69.7%



*Student Pulse Survey – March 2010
Common Theme Project*

Summary of Methods and Findings

July 28, 2010

Submitted by
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Background

The purpose of this study was to better understand students' awareness and perceptions of the [Common Theme Project](#).

The IUPUI Office of Academic Planning and Evaluation funded the brief Web survey which used a questionnaire developed by the Co-Directors of the Common Theme Project, the Director of Assessment and Planning for the Division of Student Life, and a graduate assistant, in consultation with the IUPUI Survey Research Center (SRC). The survey was administered by the SRC, and this report was prepared by the Director of Assessment and Planning for the Division of Student Life.

The sample was selected at random from degree-seeking undergraduate students at IUPUI who were enrolled in at least one class during the Spring 2010 semester (n=3,000). There were 422 responses to the survey yielding a 14.1% response rate.

Summary of Findings

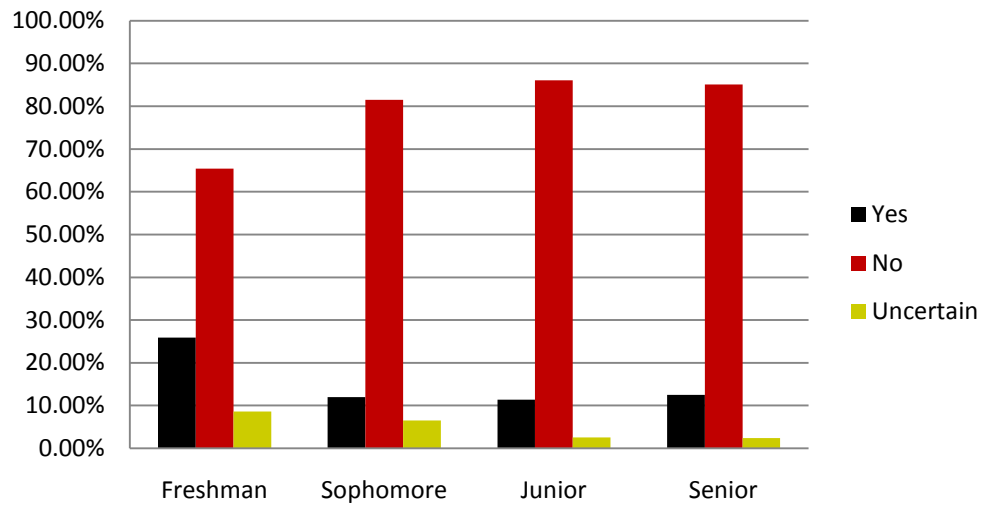
Respondents represented a wide variety of students across campus. The following table shows the demographic characteristics of respondents.

Race-Ethnicity	Percent
African American	8.3
Asian/Pacific Islander	2.4
Hispanic/Latino	4.0
Native American	0.2
Not Applicable	1.4
International	4.3
Other US	1.4
Refused	3.6
White	74.4
Status	
Full-time	75.8
Part-time	24.2
Year	
Freshman	19.2
Sophomore	21.8
Junior	18.7
Senior	39.8
Undergrad Certificate	0.5
School	
BUS	7.8
EDUC	5.7
EGTC	13.3
HERR	5.2
INFO	1.9
JOUR	0.5
LIBA	10.7
MED	0.2
NURS	4.5
PED	4.5
SCI	10.7
SCS	3.8
SPEA	3.3
SWK	1.7
UCOL	26.3
Age	
<21	32.2
21-24	29.1
25 +	38.6

Question 1: Have you heard about the Common Theme Project?

Before receiving this survey, had you heard about the IUPUI Common Theme Project?

Q1 - Familiarity with IUPUI Common Theme Project



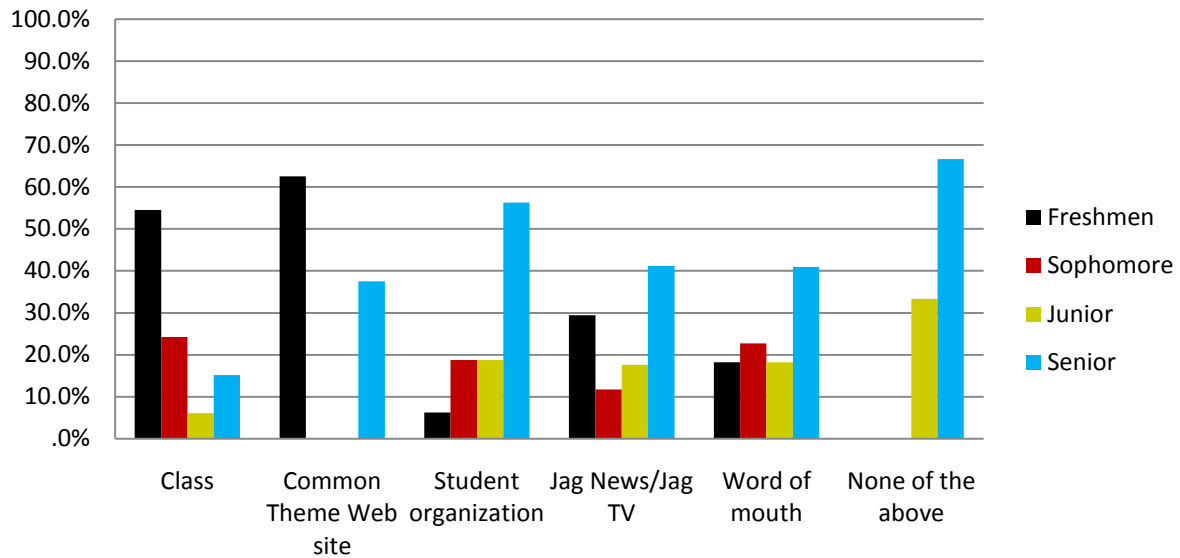
NOTE:

Only those responding "yes" to Question 1 (n=63) were asked to respond to Questions 2-5.

Question 2: How did you hear about the Common Theme?

How did you hear about it? Mark all that apply.

Q2 - Modes of Promotion



Did you hear about the Common Theme Project through any other sources?

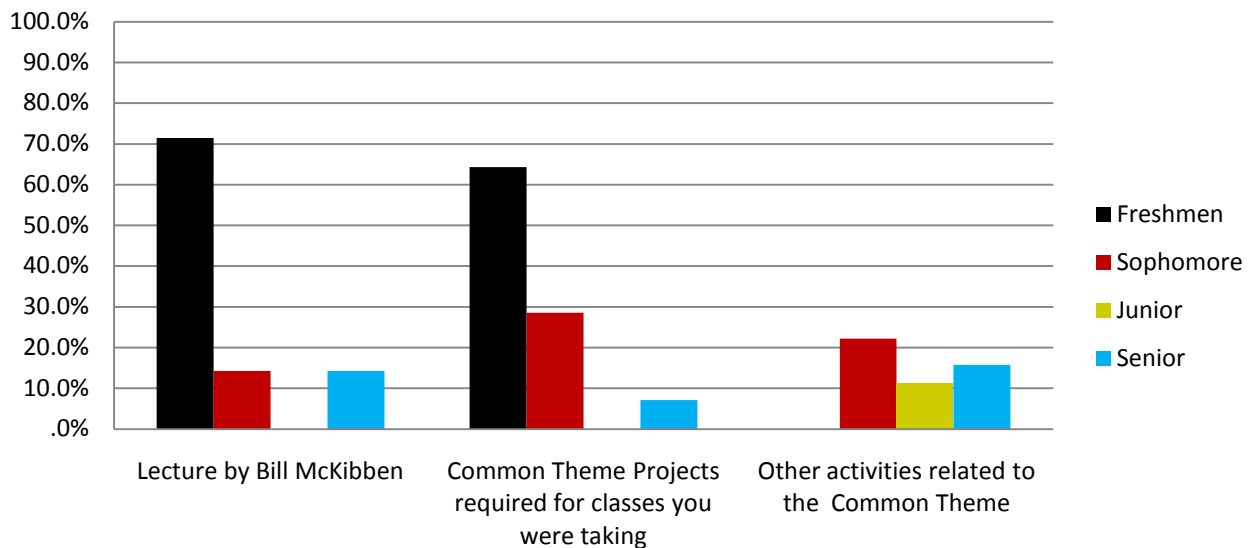
Approximately 15 people provided feedback for this question, and they indicated the following four sources:

1. Posters or signs around campus
2. From a faculty or staff member
3. E-mail (or e-mail signature line from one who had read the book) or Facebook
4. Staff council (several staff members are also taking classes and were in the sample for this survey)

Question 3: Participation in Common Theme Activities

Have you participated in any of the following Common Theme Project Activities?

Q3 - Common Theme Activity Participation



Have you participated in any other activities related to the Common Theme?

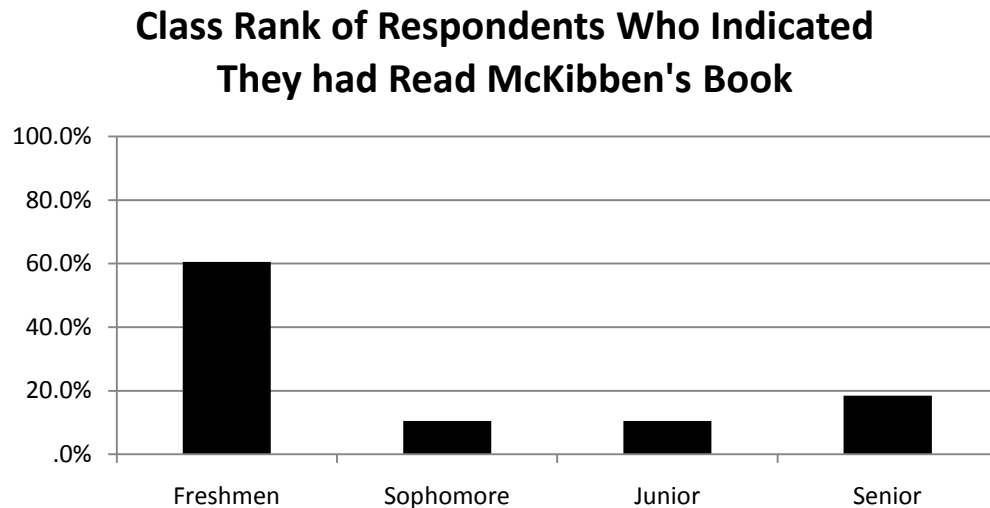
Unedited responses:

1. O-team
2. I posed for a Read poster.
3. speech maybe?
4. I attended Sen. Lugar's Collegiate Energy Summit. There were not many people from IUPUI, but people had come from all across the state. I was extremely disappointed in our representation.
5. I read a few of the blog postings and commented.
6. student group event following theme

Question 4: Common Theme Book

Have you read some or all of McKibben's book, *Deep Economy: The Wealth of Communities and the Durable Future*?

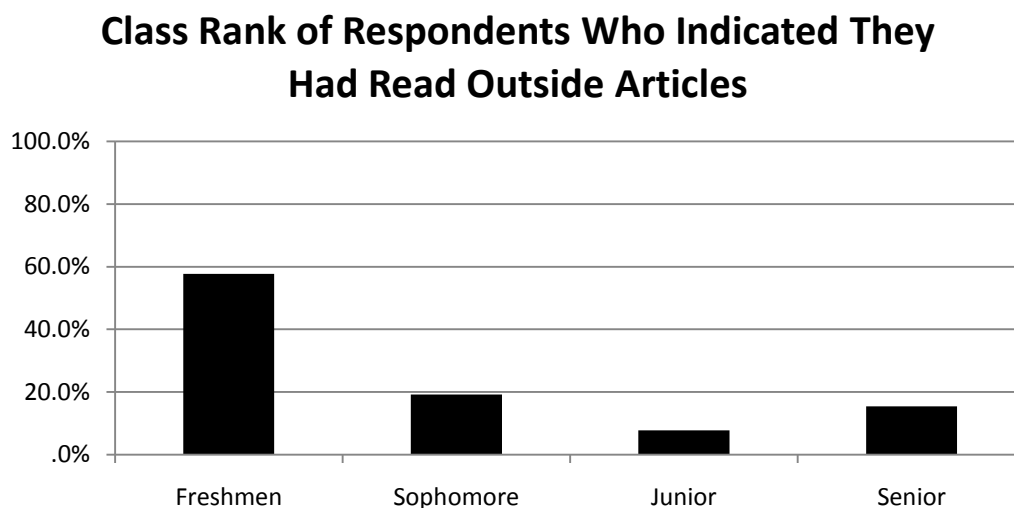
In the group of 63 responding to this question, 9.1% responded that they had read the book. The details by class rank follows:



Question 5: Other articles related to the Common Theme

Have you read other articles directly related to the Common Theme because they were required for class or recommended by your instructor(s)?

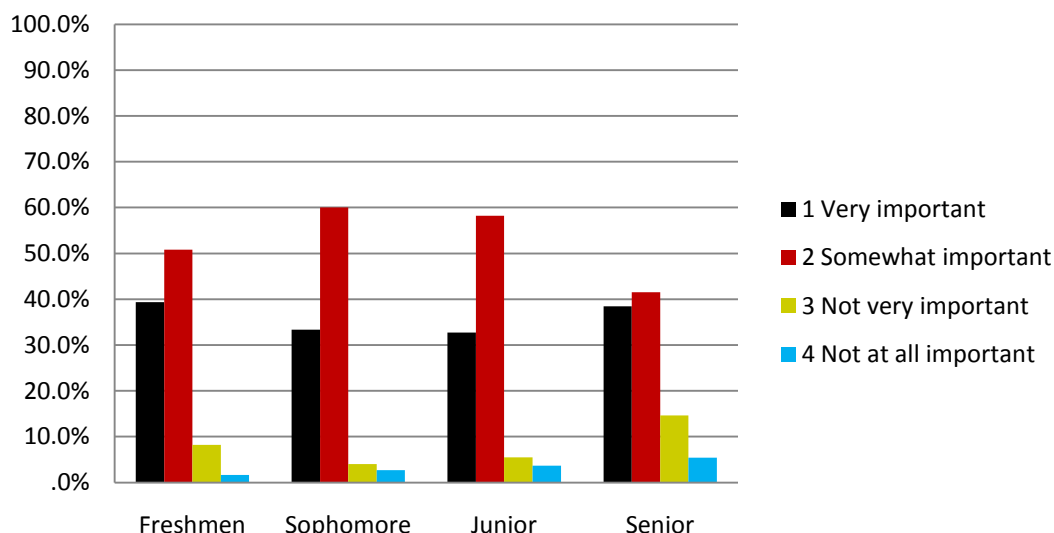
Of the 63 respondents to this question, only 6.3% indicated they have read other related articles. The details by class rank follows:



Question 6: Importance of Goals

(All respondents)

How important is it for the IUPUI community to pursue the Common Theme goals of promoting campus unity, conversation, and collaboration on timely issues that connect IUPUI to central Indiana and the world?



Question 7: Other ideas for Campus Unity, Conversation & Collaboration

Besides the Common Theme Project, please indicate other ways you think the IUPUI community should pursue the Common Theme goals of promoting campus unity, conversation, and collaboration on timely issues that connect IUPUI to central Indiana and the world.

Approximately 115 open-ended responses were received for this question. Emerging themes appear below. Selected student comments (unedited) appear on page 10.

Emerging themes from responses:

1. More advertisement and promotion of events
2. More on-campus events
3. More community involvement
4. Guest speakers and open forums
5. “traditional campus” movement, involving having evening events, more social events, more residence halls
6. Breaking down campus silos
7. Extensive external web links to world news
8. Use Oncourse for promotion of activities
9. Student organizations

Selected Student Comments (Unedited) from Question 7

1. Having more campus-wide events that involve more than just a certain group of people. Not everyone wants to read a random book that they've never heard of before. They might want to do more interactive, involving activities.
2. Using different language might help. I read this paragraph and my mind turns off. The buzzword content has made me flag this as vapid and uninspired.
3. That would be to really connect with the inner city community not just on a school level project but also by being out in the community having events held on campus for the community especially the Haughville community immediately to the west of campus, just past the whiteriver park way bridge. I also believe it would be beneficial for us to look at ways not just to reach out to persons from various countries but also to reach out to, listen to and act on the desires hopes and dreams of the inner city youth parents and elderly who have a voice and know the city and understand basis.
4. As a full time working student at the campus, I find it important to include activities for people such as myself. More weekend activities and night activities..
5. Since I was not aware of the Common Theme Project until now, I am not totally sure I fully understand the initiative. However, I think hosting panel discussions with prominent central Indiana leaders would be a good way to gain perspective and gather information and ideas about our city. You could even host panel discussions with people around the world with the use of skype.
6. Invite guest speakers from the constervative nd liberal sides of the argument in to speak. Host political debates during election times. Get people involved in things that affect thier lives after school.
7. Maybe connect/affiliate with the Culture Trail or other local community organizations funded by the city.
8. Have a universal forum on oncourse for everyone to write their thoughts and ideas.
9. more social activities on/near campus for students
10. Having events or programs, that bring different people together for unity!
11. Put in some effort at making the campus completely handicap accessible. The new disability awareness group needs to know the university is willing to do their part. This access will encourage other disable students to come to the campus. Thus showing the community that IUPUI is willing to accomodate people know matter their what their abilities.
12. Revamp the campus with more on campus housing to promote a residential campus compared to a commuter campus. Get a football team and use the track stadium for games to unite the school.
13. I might try to bring it down to more of a student level, especially since student involvement is very important. I have never heard of this and I am on campus 4 days per week and a part of many different clubs.

Learning Outcomes Assessment at IUPUI 2008-09 Annual Report

Introduction

Since the 1980s, IUPUI has steadily increased attention to assessment of student achievement of both discipline-specific learning outcomes and the campus-wide Principles of Undergraduate Learning (PULs). Our extensive assessment efforts have helped us to understand, not only what students are learning, but what methods and interventions support student success. When we identify an opportunity for improvement, we make adjustments and continue to measure progress. Assessment findings have resulted in curriculum revisions, as well as structural changes in particular courses. Assessment outcomes have also led to new or expanded student services and to changes in the ways services are provided.

The first purpose of assessment is to assure ourselves and our students that their learning experience at IUPUI meets, if not exceeds, internal and external standards. In addition, we recognize that many of our external stakeholders are interested in IUPUI students' learning and success. We regularly report to the Board of Trustees and other constituencies and make these reports available to others on request. Since 1996, we have published an annual IUPUI Performance Report, and, since 2001, that report has been published online, as well as in print. When in 2003 the Indiana Commission for Higher Education adopted its "Framework for Policy and Planning Development in Higher Education," which included a goal to promote statewide discussion of ways to enhance and measure postsecondary student learning, IUPUI began publishing this annual campus-wide assessment report in response. In June 2008, the Commission adopted a new plan, "Reaching Higher," which refocuses public policy on a revised set of system-wide outcomes. We continue to publish this report as a record of the ways in which our assessment activity leads to improvement of student learning.

At an institution with over 30,300 students pursuing more than 300 certificate and degree programs offered by 120 different departments, assessment is necessarily multi-faceted and complex. While summary risks oversimplification, this report is meant to highlight the nature and range of the assessment cycle at IUPUI, from establishing desired learning outcomes through strengthening practice based on assessment findings.

Structure and Practice of Assessment at IUPUI

Assessment of What?

Assessment gauges *whether* students are learning, *what* they learn and *how well*, and *how* they learn. Assessment also measures factors, such as engagement, known to affect or strongly correlate with students' academic success and progress toward achievement of their educational goals. Assessment also incorporates evaluation of operating efficiencies that improve the

learning environment for our students. Examples of all these forms of assessment are included in the IUPUI 2008-09 academic unit reports. (The final section of this document provides a summary of these unit-level reports.)

Learning outcomes for all IUPUI undergraduates. The Principles of Undergraduate Learning, adopted by the IUPUI Faculty Council in 1998, are the essential ingredients of the undergraduate educational experience at IUPUI. The PULs provide a conceptual framework for all students' general education and link general education with the disciplinary learning outcomes of individual majors. Students thus have the opportunity to gain increasing mastery of the PULs, not only during their first two years of college, but across their entire undergraduate experience, including courses in their major fields of study. Expectations related to the PULs, from the first year through graduation, speak to what graduates of IUPUI will know and be able to do upon completing their degrees and, in this way, define the meaning of an IUPUI baccalaureate degree, regardless of major.

1. **Core Communication and Quantitative Skills**—the ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundation skills necessary for all IUPUI students to succeed
2. **Critical Thinking**—the ability of students to engage in a process of disciplined thinking that informs beliefs and actions, remaining open-minded, reconsidering previous beliefs and actions, and adjusting their thinking, beliefs, and actions based on new information
3. **Integration and Application of Knowledge**—the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives
4. **Intellectual Depth, Breadth, and Adaptiveness**—the ability of students to examine and organize discipline-specific ways of knowing and apply them to specific issues and problems
5. **Understanding Society and Culture**—the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience
6. **Values and Ethics**—the ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics

In the complete statement on the PULs, the definition of each of these principles further articulates specific outcomes or objectives that help, not only to explain the principle's importance, but also to assure commonality in measurement across the campus, even though each school or department assesses the PULs through the lens of its own disciplinary standards.

RISE to the IUPUI Challenge. IUPUI's academic plan calls for all IUPUI undergraduates to participate during their college careers in two experiences captured in the acronym RISE—**U**ndergraduate **R**esearch, **I**nternational Learning, **S**ervice Learning, or other **E**xperiential Learning (such as internships, practica, and clinical or field experiences). Some of these experiences occur within courses; others are not associated with specific courses, but are still represented on students' transcripts. The faculty, administrators, and units responsible for the RISE to the IUPUI Challenge Initiative have agreed to focus these experiences on the PULs. Many RISE experiences include a reflective component that is incorporated, along with other relevant materials, into students' ePortfolios or other records to facilitate assessment of PUL learning outcomes across the campus.

Accreditation standards. Regional accrediting bodies, such as the Higher Learning Commission of the North Central Association (IUPUI's regional accreditor), generally do not mandate the particular learning outcomes that institutions should adopt. Rather, they require that an accredited institution specify outcomes appropriate to its mission and that the institution regularly assess those outcomes and make needed improvements. Numerous professional bodies separately accredit programs that prepare students to enter those fields, offering an additional external validation of quality. Thus, many IUPUI schools or departments assess and respond to two (or more) sets of standards, complicating their assessment work, but also strengthening their students' educational experience. Sometimes the standards overlap; see the unit report summaries below for examples of especially creative ways in which IUPUI schools have combined internal and external standards for increased efficiency of assessment and enhanced clarity for faculty and students.

Best Practices and the First-Year Experience. One of IUPUI's mission commitments is that each of its core activities, including teaching and learning, will be characterized by, among other values, the pursuit of best practices. These "best practices" are intended to support students' success in achieving their educational goals, particularly by enhancing engagement and improving retention and graduation rates. Consequently, IUPUI has invested substantial resources in a variety of first-year experiences to assure that students get off to a good start. Students are introduced to the PULs in their First-Year Seminars and Themed Learning Community courses; they also develop their PUL-related knowledge and skills in Gateway courses (introductions to a field of study that account for over 30 percent of all undergraduate credit hours). Advisors and faculty work with new freshmen in First-Year Seminars to create a Personal Development Plan that includes academic and career goals that are integrated with the PULs. Assessment of these practices typically focuses on analyses of engagement levels, surveys eliciting student perceptions, and data about percentages of students who persist into their second semester and second year.

Program and project evaluation. Some assessment approaches resemble the kinds of customer satisfaction surveys or program evaluations common in the for-profit and non-profit sectors. Programs (as well as the institution as a whole) have good reasons to measure student and alumni satisfaction. They want to understand student perceptions of roadblocks to completing their education, to check for disparities between what students think they are learning and what faculty believe students are learning, and to find explanations that shed light on why students encounter difficulties with particular courses or concepts. Similarly, when an intervention to improve some aspect of student academic support is implemented, a program evaluation approach is often the best means to follow up to assure the desired improvement. Forms of indirect assessment that go beyond ascertaining academic competencies are thus necessary and useful in helping academic programs function more effectively and efficiently.

Assessment Structures

In revising the PULs in 2007, the IUPUI Faculty Council re-emphasized that responsibility for assessing student learning of the PULs rests with program faculty. Similarly, University College and its faculty are responsible for assessing outcomes of first-year experiences like Themed Learning Communities, even when these are taught jointly with other schools. Thus, primary

responsibility for assessment of learning is properly decentralized. Coordination is achieved through the work of three standing institutional groups: the Council on Retention and Graduation, the Program Review and Assessment Committee (PRAC), and the Undergraduate Curriculum Advisory Committee. Administrative support for and coordination of assessment are provided through the Division of Planning and Institutional Improvement, particularly its offices of Information Management and Institutional Research (IMIR) and Institutional Effectiveness and the Testing Center. The Office of the Executive Vice Chancellor for Academic Affairs provides academic oversight and also assures that the Centers for Teaching and Learning, Service and Learning, and Research and Learning are engaged and ready to assist faculty in acting on any identified needs for improvement.

Several procedures are employed to assure timely reporting of assessment processes and results. Comprehensive academic program review is conducted at IUPUI in a seven-year cycle and helps ensure that general education and discipline-specific instruction and assessment are occurring according to plan. In preparation, each unit develops a self-study, which is reviewed first by a faculty subcommittee of the Program Review and Assessment Committee (PRAC). Then a review team, composed of internal reviewers from other IUPUI schools and external specialists in the discipline, conducts a site visit, in which members meet with faculty, students, community members, and school and campus administrators as appropriate for the particular program. Review teams are directed to comment on the quality of curricula, methods of instruction, and the evidence of student learning in general education (based on the PULs), as well as in the major field of study. In 2008-2009, teams conducted reviews of programs in Philosophy, Nursing, Campus and Community Life, Philanthropic Studies, and Physical Education. The systematic process resulted in identification of strengths and concerns as well as constructive recommendations for growth and improvement. In addition, PRAC and staff planned three reviews to take place in 2009-2010 and organized follow-up meetings with the five educational units reviewed in 2007-2008 to ensure that the units are fully supported in their efforts to address the outcomes of the reviews.

IUPUI has also developed performance indicators designed to chart progress on ten mission-critical goals, including student learning outcomes. Underlying each of the macro-indicators related to teaching and learning is a set of sub-indicators based on direct and indirect evidence. A standard red/yellow/green dashboard on the IUPUI *Performance Report* web site provides a quick overview of progress for each indicator. Dashboard “colors” for the indicators are determined by committees of appropriate faculty members and administrators convened annually to review the past year’s data. The IUPUI *Performance Report* is published early each calendar year in print and online. (See www.iport.iupui.edu.)

Finally, each academic unit and some administrative units prepare Annual Assessment Reports, often including information broken down by department. These reports to PRAC provide the main foundation for this report on learning assessment at IUPUI and may be accessed at <http://planning.iupui.edu/43.html>.

Assessment Tools

Grades. While assignment and course grades may not be considered to be direct evidence of learning for program or institutional assessment purposes, they do represent essential direct feedback from instructor to learner on individual progress and achievement. Since low grades can cause students to be underprepared for later courses, faculty members pay close attention to unusually high rates of low grades in classes so that necessary interventions can be undertaken. Grades in “capstone” courses and experiences (culminating experiences that offer students opportunities to integrate and apply learning of both content and skills) can often provide direct evidence of student learning. These courses and experiences typically include research projects, honors theses, creative exhibitions or performances, and internships or practica. Grades in these courses or experiences may bear directly on program assessment.

Surveys. Indirect evidence of student learning is collected annually through a variety of surveys administered to representative samples of enrolled undergraduates. The locally developed IUPUI Continuing Student Survey was administered annually from 1995 until 2001, when it was moved to biennial administration to permit use of the National Survey of Student Engagement (NSSE) in alternate years. Comparison of average responses of lower- and upper-division students provides an indication of how experiences at IUPUI contribute to learning and development. National surveys like the NSSE allow IUPUI to benchmark its performance on learner engagement over time and against a set of peer institutions and other participating institutions. Other surveys can be particularly valuable in identifying student awareness of the PUL skills and knowledge they are expected to master.

Another example of survey-based indirect evidence is the survey of alumni employment and satisfaction conducted since 1996-97. Several subsets of questions probe how well students believe their education at IUPUI prepared them for their careers and/or graduate study; direct experience in a job or graduate program may provide alumni with perspectives on their learning that are more realistic than their perceptions prior to graduation. School-level results of both locally developed surveys and the NSSE are provided to IUPUI schools to enable them to compare themselves to other schools on campus and to aggregated results for similar units at other institutions that administer NSSE. In addition, program-level results of the Continuing Student Survey are provided to individual programs in years when those programs undergo their seven-year program reviews.

External sources. External audiences also contribute directly to our understanding of our undergraduates’ learning outcomes. For example, many of the schools that prepare students for employment in particular fields (e.g., nursing, business, engineering) periodically survey employers of their graduates to assure that students are indeed learning the kinds of abilities and knowledge needed to thrive professionally. In other cases, graduates must pass a state- or nationally-normed examination or other review process in order to enter a profession (e.g., teachers, nurses and allied health professionals, some kinds of social workers, and others). Pass rates of IUPUI graduates on these exams provide important feedback to faculty about areas showing solid learning and opportunities for improvement. Similarly, student scores on various graduate entrance examinations or acceptance rates into graduate school can provide helpful external validation for many departments.

Portfolios. Portfolios of student work also provide direct evidence of learning outcomes. Some degree programs continue to rely on traditional methods of assembling and evaluating portfolios. Other programs have been drawn to the flexibility of IUPUI's ePortfolio. IUPUI's system has been designed to serve both assessment and instructional purposes, with a particular view to assessment of the PULs as they are learned in varied contexts, from first-year experiences, through courses and projects in the major, to RISE experiences and senior capstone courses. Data derived from authentic evidence (that is, evidence drawn from varied learning experiences rather than one-time-only examinations) collected, reflected upon, reviewed, and evaluated in IUPUI's ePortfolio system can increasingly be aggregated via software reporting mechanisms to provide information at program and campus levels. As departments incorporate the ePortfolio into their curricula, they refine courses and entire programs to address desired learning outcomes ever more deliberately and effectively. Thus, the ePortfolio supports improvement in learning outcomes at the same time that it demonstrates these outcomes.

Assessment Impact in 2008-09

Trends across the Institution

Review of the 2008-09 PRAC Reports reveals a striking variety of assessment methods in use, with a balance of direct and indirect evidence used regularly across the institution. Direct assessment, which focuses on *what* students are learning, includes such methods as student skills ratings by field experience supervisors, pass rates on licensure or certification exams or other published tests, capstone experiences like research projects or performances, portfolios of student work, employer ratings of graduates' skills, analyses of electronic discussion threads, and student reflections on experiences. Indirect assessment provides indications *that* students are learning, but with less specificity about what or how much, and includes methods such as course grades, admissions into graduate programs, career placements of graduates, alumni and student surveys, and honors or awards earned by students and alumni.

All of these assessment techniques and more are cited regularly throughout the year's school and departmental reports, providing assurance that assessments are avoiding the weaknesses of too-heavy reliance on any single approach. For example, the School of Education can point to solid student pass rates on Indiana teacher qualifying examinations, but also makes extensive use of student ratings by field experience supervisors, faculty teams, and students' own reflections. While the Department of Computer and Information Science has adopted a Major Field Test published by ETS to provide external validation that students are learning core principles of computer science, CIS faculty also monitor course grades and provide opportunities for undergraduate research experiences. Graduates in Mechanical Engineering take the Fundamentals of Engineering field exam, but the department also uses jury evaluations of capstone design projects. The Herron School of Art and Design makes use of both gateway and capstone experiences to track student learning at entry into and exit from its programs. The school also monitors student exhibits and art sales and draws on supervisors of student internships for individual and collective feedback.

Similarly, growth has occurred across campus in the number of senior capstone courses offered, the variety of experience-based learning opportunities available through RISE, and the use of electronic portfolios as authentic methods of demonstrating, through reflection and work samples, that students are integrating the full range of their undergraduate learning. Almost every school report refers to the use or development of senior capstone courses or experiences and to new service learning or undergraduate research or international study opportunities. Portfolios have been used regularly by Herron, Informatics, and other programs to document student development and capabilities. Increasingly, programs such as Visual Communications, Organizational Leadership and Supervision, Tourism, Conventions, and Event Management, and Transition to Teaching, as well as three divisions at IUPU Columbus, are implementing electronic portfolios because of their usefulness in fostering integration of learning through reflection, as well as in showcasing examples of student learning outcomes. University College is also planning to use the IUPUI ePortfolio as a platform for first-year students in developing their Personal Development Plans. An extensive body of research on higher education demonstrates that all of these learning experiences, along with first-year seminars and learning communities, increase student engagement and promote student learning.

Another very notable general trend is the careful attention over several years to integrating the PULs with outcomes in the major field of study. The School of Science, for instance, began four years ago with a focus on common outcomes across the science disciplines, but within two years broadened that work to align those science learning outcomes with the campus PULs. The Kelley School of Business translated the PULs into Principles of Business Learning to help students understand that critical thinking, ethics, international perspectives, appreciation for diversity, clear oral and written communication, and other elements of the PULs are as important a part of their undergraduate learning as is the discipline-specific knowledge they develop in accounting or marketing or management. The School of Social Work is using a new set of competencies mandated by its professional accrediting body in alignment with the PULs to strengthen international perspectives throughout its curricula.

Perhaps the most significant development represents a milestone in campus-wide assessment of the PULs. PRAC and other committees fostered discussion in nearly every undergraduate program that led, by the end of the year, to a process wherein every department assesses the PULs most emphasized in every course over a five-year cycle. The Office of the Registrar created a matrix to capture all these data so that, for example, department curriculum committees can easily cross-reference PUL inclusion in required major courses taught by other departments, providing a comprehensive view of PUL coverage throughout the full curriculum for each program. These campus-wide PUL assessment discussions helped the IUPUI Center for Teaching and Learning and related units identify needs for further professional development workshops in areas like curriculum mapping and rubric development. Based on earlier work, some departments have taken the additional step of identifying particular assignments used to assess learning of the PULs in each course. For example, the senior design capstone in Mechanical Engineering Technology provides specifically for direct assessment of critical thinking, knowledge integration, and oral and written communication. The Office of Information Management and Institutional Research (IMIR) and University Information Technology Services (UITS) began work on using the Student Information System to bring PUL ratings on those assignments into a database for tracking campus-wide PUL learning outcomes.

Responsive Improvements: Acting on What We Learn from Assessment

Several of the above examples illustrate the types of actions taken in response to assessment findings. The reports summarized below contain numerous examples of such responsive action, though the sheer variety of these activities makes generalization about them difficult. Program review often leads to the addition or revision of particular courses to strengthen a program, though current budget restrictions limit the ability to hire faculty needed to teach new courses. Often, faculty will note a potential problem, but wait for a second year's data to confirm a pattern before making any changes. Sometimes, particularly when change appears required at the curriculum, rather than the course, level, response may be slow because consensus must be reached among faculty teaching many courses or all the instructors teaching a single course. In other cases, such as an instance cited by the Psychology Department last year, simply moving a course earlier into a sequence so that one is taken prior to, instead of concurrently with, another is enough to assure that students are better prepared for the second course. And in a number of cases, changes result not so much from an apparent flaw as from an interest in improving performance—from “good to great” in an academic context.

The Division of Education at IUPU Columbus, which in 2008-2009 successfully completed its first independent review by the National Council for Accreditation of Teacher Education (NCATE) for its baccalaureate program in elementary education, illustrates the complexity of measurements and responses even for a single program. IUPUC's education program is part of the Indiana University School of Education Core Campus, which also includes the campuses at Indianapolis and Bloomington. The program is a cohort-based block program that admits students at the end of their sophomore year; students must pass all three divisions of the national PRAXIS I examination (in reading, writing, and mathematics) to be eligible for admission. (Those interested in learning more about the curriculum and overall assessment framework can learn more by reading the full report online at <http://www.planning.iupui.edu/64.html#09>.)

The division has undertaken a range of actions in response to assessment findings. For example, assessments of the elementary education program at IUPUC provided evidence that most teacher candidates do develop an acceptable to exemplary level of content knowledge through their program coursework and field experiences. As is the case at many institutions, performance scores in math, language arts, physical education, health, and the arts tended to be higher than those for science and social studies. More perplexing was comparatively weak performance in using that content knowledge to demonstrate pedagogical knowledge for a subject area. Faculty hypothesized that a lack of conceptual connections across core content classes might contribute to students' difficulties in applying concepts to practice.

Faculty thus selected several interventions intended to help students make connections and think broadly about applying one domain of learning to others. One response was development of an ePortfolio project to promote dialogue across disciplines and increase students' metacognitive skills. Another was to add a second writing course (with a multicultural theme) to the core content curriculum. To improve performance in science, faculty in both science and education are working to share materials and laboratory facilities and to align learning outcomes. Education and mathematics faculty collaborated on development of an after-school K-6 tutoring program to

promote critical thinking and learning of concepts from two of the three core math courses among teacher candidates. A similar program was started at the local Boys and Girls Club for education majors enrolled in Introduction to Scientific Inquiry. Faculty will begin more focused work on issues related to social studies in the next year.

These changes reflect only one of three domains which the Education Division assesses and on which it must report outcomes to NCATE. Other adjustments were made in the domains of professional and pedagogical knowledge, skills, and dispositions and of student learning (that is, ability to foster learning among the candidates' students). All of this carefully considered fine-tuning to assure continually improved learning has helped IUPUC students score consistently better than the state and national averages in all but one category of the PRAXIS II exams for teacher certification.

A second illustrative case highlights the cyclical and integrated nature of assessment for performance improvement. The most commonly used external assessment data at the campus level are drawn from the National Survey of Student Engagement (NSSE), which surveys first-year and senior students to measure levels of "engaged learning" behaviors. These quality measures include such activities as time spent preparing for class, work with other students on projects, discussion of career plans with an instructor or advisor, and participation in a culminating senior experience. IUPUI had begun systematic attention to improving the experience of first-year students in the mid-1990s, with University College showing promising internal assessment results within a few years. When NSSE was launched in 2000 to examine these effects on a national level, IUPUI was an early participant. Initial results showed somewhat higher engagement levels than would have been predicted by IUPUI's size and student composition, and these results were shared with campus leadership groups, with each school, and particularly with University College. Many academic units closely analyzed the NSSE results then and in subsequent years, making a variety of improvements with each cycle. The most recent testing cycle, in 2009, documented noticeable and significant increases in scores, not only for first-year students, but for graduating seniors as well.

Review of NSSE results stimulates interest in pedagogy across campus and provides a consistent mechanism to track improvements over time, so that faculty, advisors, and administrators can see long-term and emerging trends and effects. The institution pays close attention to comparisons with other research universities and urban peer institutions, not for institutional one-upmanship, but to understand what these outcomes might have looked like absent our interventions. The key successes can be attributed specifically to the development and continual improvement of first-year Themed Learning Communities (TLCs), service learning initiatives, and capstone experiences that are now widespread across the campus. In 2008-09, University College used NSSE data, in addition to grade-point averages, to compare first-year students in TLCs with peers enrolled in stand-alone First-Year Seminars. The former group had significantly higher levels of engagement on twelve major engaged behaviors, significantly higher GPAs, and significantly higher retention rates. These results were fed back to TLC instructional teams to guide continuous improvement efforts and to advisors to support increased targeted recruitment efforts encouraging more students to choose TLCs, especially the conditionally admitted students who appear to benefit most strongly from the TLC experience.

School Reports for 2008-09

Each year, educational units are asked to prepare reports of their assessment activities for the Program Review and Assessment Committee. Complete 2008-09 reports are available on the IUPUI web site at <http://www.planning.iupui.edu/64.html#09>.

Center for Service and Learning

The Center has institutionalized a broad range of surveys, focus groups, interviews, written and oral reflections, and course evaluation forms for frequent communication with and feedback from students, faculty, community partner organizations, and workshop participants. Results are used regularly to improve implementation of the Center's wide range of programs. For example, focus groups documented the value of community-based work-study, so plans are under way to expand such opportunities in 2009-10. Similarly, student interviews and oral reflections are leading staff to increase the options for alternative spring break programs. The end-of-course student evaluations for service learning courses inform improvements to Center faculty development programs and are provided to individual faculty for their own course improvement and documentation of teaching excellence.

School of Education – Elementary and Secondary Education

The program in elementary education identifies three general outcomes for Block I (of four) in the curriculum, each with carefully articulated learning objectives. At the end of the block, the team of instructors who have had the students in class during that semester meets as a group to evaluate each student on each objective. In addition to transmitting direct feedback to individual students about strengths and areas for improvement, faculty enter evaluation results into a database that supports longitudinal program review. Over the past three years, faculty teams have identified needs to improve students' writing skills before they begin the program as well as to provide opportunities for students to improve depth of reflection and abilities as critical thinkers. The faculty has implemented Benchmark I on a repeat basis, providing students with feedback about their progress on prior concerns and any new areas of concern to address.

Elementary education students complete Benchmark II at the end of Block II. The Benchmark II projects are blindly scored by faculty members who have completed scorers' training. Students who receive a failing score must complete a follow-up to the assessment during Block III. The school pays particular attention to inter-rater reliability, with periodic recalibration by reviewers to assure consistency over time.

Within Secondary Education, the school is piloting a benchmark in Block IV designed to assess teacher candidates' abilities to assess and positively affect their students' learning, using the resulting data to provide feedback to students, inform instruction, and improve educational decision-making. Data from the pilot were under review at the end of the year.

School of Engineering and Technology

Each department in Engineering and Technology completes its own assessment report, reflecting some variety in approach, but overall consistency in progress. The School undertook a major reorganization of departments and realignment of programs in 2007-08, restructuring the forty certificate and degree programs into eight departments. This necessitated some realignment of assessment processes as well. Most of the programs, however, are accredited by one of three

specialized accreditors, so the commonalities of professional standards helped ease the transition in many cases. All departments use a rich blend of direct and indirect assessment methods, including student self-reports, alumni and employer surveys, senior capstone projects, industrial advisory boards, portfolio reviews, national examination results, final presentations, and tracking of retention and graduation data. Most departments have also mapped professional accreditation standards to the IUPUI PULs to coordinate assessment overall.

Prompt action on assessment findings is the rule, rather than the exception, whether at the course or program level. Some programs are comparatively new and still undergoing continuous adjustment in preparation for a first professional accreditation. For example, the baccalaureate program in Biomedical Engineering was not launched until 2004. Thus, when student performance and feedback consistently indicated a need, course content in sophomore- and junior-level courses was assessed and streamlined to provide clearer and more cohesive development of ideas across the curriculum. In particular, junior-level courses now include more writing and open-ended problem-solving.

Several departments routinely ask faculty to complete an end-of-semester reflective survey for each course in order to capture while fresh the instructor's observations about needed changes in course objectives or texts, areas where students showed difficulty in mastering specific content, new practices tried and their level of success, and the need for new laboratory equipment or software. This timely feedback is then reviewed at department meetings to address patterns across courses.

The Technical Communications Program (in the Department of Communications Technology) provides an example of the way programs assist one another within the School. TCM offers both its own certificate and service courses taken by majors in other departments. Three of its classes use random sampling for assessment of student work by faculty other than the course instructor. For TCM 360, engineering (not TCM) faculty serve as jurors for students' oral presentations. For TCM 220, TCM administrators collect a random sample of final written projects. And for TCM 340, TCM administrators collect a random sample of students' Business Correspondence Portfolios, which include various kinds of class assignments. For each course, TCM has developed a comprehensive rubric; rubrics for oral presentation and written communication have been shared with the entire Engineering and Technology faculty in order to begin standardizing the assessment of those types of assignments for PUL1.

Several other departments make consistent use of rubrics. For example, in planning for use of the ePortfolio to structure assessment of student learning of the PULs, the Organizational Leadership and Supervision program (Department of Computer, Information, and Leadership Technology) began with a detailed rubric for scoring student work at the 300 level. This level was selected to represent the intermediate range of PUL competences. The specific language of the PULs was used on the scoring sheet returned to students to bolster their understanding of expectations and help them take responsibility for their learning. The Department of Electrical Engineering has prepared a rubric for use by faculty, staff, students, and industry representatives who serve as jurors for design project reports.

Attention to input from industry professionals is particularly important for this group of departments, who draw on these professionals' perspectives not only for input from employers of our graduates, but also for advice about emerging competences needed for successful careers. For example, the Electrical Engineering Advisory Board suggested that understanding the business side of the profession, specifically economics, is increasingly vital to success for engineers and that project management background leads to improved career opportunities. As a

result, two new classes were developed. One is in engineering economics and is part of a new economics requirement for the Plan of Study, while the other is a general education elective in engineering project management. In Mechanical Engineering, jury evaluation of capstone design projects led to increased emphasis throughout the curriculum on prototyping and evaluation, project management, and project presentation.

Careful attention to student feedback is evident as well, usually when consistent patterns appear across student surveys, exit interviews, and student advisory committees. For instance, Electrical Engineering students in a lower-division programming sequence complained that too much time was spent in review during the second course in the sequence, causing them to feel overburdened with work for the two-credit course. Faculty, however, had determined that students were retaining too little information from the first course and needed the review. Faculty thus decided to revise the two courses, combining them into a single four-credit course covering the same material over a shorter time span. Similarly, feedback from students expressed a need for earlier information about resume writing and graduate school and career opportunities, so the Senior Seminar was discontinued and reconstituted as a Sophomore Seminar to give students more timely exposure to these topics and also to help them to prepare for internships.

School of Health and Rehabilitation Services

The School does not currently offer undergraduate programs, but the strategic plan includes development of three undergraduate certificate programs and one undergraduate degree program. For the latter, plans already include incorporation of the PULs. The graduate programs all maintain full accreditation status with appropriate professional bodies, the programs are fully enrolled, and graduates of all programs exceed the average pass rates on national licensure examinations.

Herron School of Art and Design

The Herron faculty has tightly integrated the PULs with its own requirements for knowledge and abilities at graduation in its ten baccalaureate degree programs. All first-year students must take a Foundations course. The Herron Themed Learning Community has adopted a new text to address concerns about the strength of the linkage between English composition and the Foundations courses. Sophomore advancement reviews include student oral presentations, written artist's statements, and portfolios. Students who pass on probation are provided specific feedback about what improvements are needed and are assigned a faculty mentor. Since departments began providing students a performance rubric to prepare for their advancement-review presentations, these presentations have increasingly reflected better preparation and fuller integration of knowledge and skills. The Visual Communication Design (VCD) rubric for advancement review continues to be refined for even greater consistency in evaluating student readiness to advance into the major.

Once admitted to the major, students continue to add to their portfolios (some traditional and some electronic). Senior capstone courses provide integrative learning opportunities for students as well as sites for faculty to assess students' cumulative development, along with school-specific and PUL outcomes. International study, internships, service learning and other field experiences provide additional venues for students to learn and demonstrate proficiency in the PULs that address diversity and civic engagement on local and global scales and to practice core communication skills. VCD students are now required to take a speech course. Evaluations are sought from students' supervisors in external experiences. At a program level, Herron alumni

are surveyed to assure that students continue to believe that their education has prepared them well for their careers. Exhibits of fine arts students' work and student artwork sales provide other opportunities for direct public feedback about student learning at Herron.

School of Informatics

The Health Information Administration program uses data on student achievement in five domains prescribed by its accrediting commission, as well as two external sources of data, for assessment. Program graduates generally score above the national average in a majority of the competencies on the national certification examination. Surveys of both recent graduates and their employers verify that students possess the qualities and skills to be proficient in the field of health information management. The HIA faculty evaluates course curricula annually as part of the program accreditation evaluation process. Revisions to current course content and development of new courses are based on analysis of the registry examination results for each of the five domains as well as the results of employer and graduate surveys and individual course evaluations.

Students majoring in Informatics undertake capstone projects or theses to demonstrate mastery of discipline-specific and PUL outcomes, and many prepare student portfolios documenting their proficiency. The school surveys students, alumni, and employers; solicits feedback from advisory boards; and tracks such external validation as awards won by students and admissions to graduate programs. Data from such assessments show that students are finding jobs or gaining admission to graduate schools, but may need more international experiences.

Responsive improvements implemented in 2008-09 include a new service learning course, development of a 2+2 program with Sun Yat-Sen University, and the addition of new courses in business skills, such as project management. To provide earlier introduction to critical thinking, pair problem-solving was introduced in two lower-division courses. More courses are being converted to online or hybrid formats, and faculty are experimenting with alternative scheduling, such as twelve-week courses. Based on student and employer feedback, the undergraduate Informatics curriculum was thoroughly analyzed this year; one result is a list of courses to develop in order for the school to remain at the top of the field. Another outcome is complete revision of the school web site to provide, among other improvements, clearer paths to information about graduation and career opportunities.

Faculty members in Media Arts and Science spent much of 2008-09 carefully aligning the PULs with program and course learning strategies and assessment methods. The curriculum was also under review, with revisions planned to rearrange content into more effective learning sequences. Instructors report some success in using blog and journal writing to improve students' communication skills through additional practice. Because informal assessment suggests that students generally respond well to projects involving community partners, a course dedicated to community engagement has been added, and other courses will continue to emphasize projects with community partners.

Kelley School of Business Indianapolis

The Kelley Assessment Committee mapped its Principles of Business Learning (PBLs) to the IUPUI PULs in order to demonstrate how the PULs connect to the standards of the American Association of Collegiate Schools of Business (AACSB), Kelley's external accrediting body. The whole curriculum was reviewed to assure that all students receive multiple exposures, at increasing levels of complexity, to the Principles as they advance in their programs. In 2008-09,

each course coordinator or instructor identified desired results on targeted exercises or exam questions that would demonstrate particular kinds of PBL learning. Far more than isolated test questions, these techniques included, for example, monitoring the quantity and quality of responses in course discussion forums, as well as pre- and post-tests on such tasks as writing assignments and oral presentations. When these course-level assessments indicate a need or opportunity for improvement, appropriate actions are taken. For instance, exam scores improved as students adjusted to introduction of new software, while creation of instructor-developed videos of problem-solving processes permits repeated student viewing to improve learning. Providing samples of excellent written cases and reports helps students better understand instructor expectations.

Adoption of two different student surveys has furthered program improvements. The Kelley Career Planning Office (CPO) has initiated an electronic point-of-service evaluation system immediately following a counseling session, while students' perceptions are fresh. The office learned more about students' reasons for seeking counseling, their satisfaction levels (95.2 percent were very satisfied), and their preferred types of interaction. The CPO can thus expand resources in those areas of greatest interest to students and expand the types of delivery that will accommodate the largest number of students. At a broader level, the senior exit survey, after four years' administration, provides both statistics and narrative comments about students' opinions of their curricular and co-curricular experiences at Kelley. Generally, the findings are good and trending higher in virtually all categories; several significant changes in courses and majors offered, office procedures, and other areas have been implemented as a result of the survey.

Several Kelley Indianapolis courses have developed internally and externally verifiable methods for tracking and certifying student learning. One example is the Business Simulations class, a capstone required of all senior undergraduate business majors. Not only do the students participate in a team business simulation, but they also take the Comp-XM individual assurance of learning assessment. Both of these measures allow comparison with a broader group of students at other business schools. With 366 Kelley students running 94 simulated businesses in 16 industries, with 5 or 6 teams per industry, Kelley students have performed very well: 49 percent of the Kelley teams have ranked in the top 10 percent internationally, and 51 percent of individual Kelley students score in the top 20 percent of performance in comparison to peer teams and students.

School of Law

As a graduate/professional school, the School of Law is accredited by the American Bar Association (ABA). Success in professional licensing processes is the primary cumulative measure of student learning. On the Indiana bar examination (one of three parts of the licensing process adopted by the Indiana Supreme Court), school graduates pass at rates consistent with pass rates for all takers and they continue to meet or exceed the ABA accreditation standard. The school also closely tracks employment rates of its graduates: 94 percent of its 2008-09 graduates found employment in the field within a year. In preparation for an ABA site visit in October 2009, the school conducted a comprehensive self-evaluation according to ABA accreditation standards in 2008-09. That review and the results of the site visit are expected to be the basis for strategic planning in 2009-10.

School of Library and Information Science

SLIS is a graduate-only core school with campuses in Bloomington and Indianapolis. Curricular matters require the agreement of the faculty as a whole. Individual faculty members use aggregated data on student learning to make course-related changes, most recently to improve an online course and to identify systemic issues in an evaluation course. In 2008-09, the SLIS-wide Curriculum Steering Committee explored various options for a new approach to program-level student learning outcomes assessment (required for both institutional and special accreditations). In spring, the Indianapolis program proposed and was awarded a grant for a pilot project that will use the ePortfolio for program assessment.

School of Medicine

Though known primarily as a professional school, the School of Medicine offers eight programs in six fields at the undergraduate level (e.g., Radiation Therapy, Cytotechnology). Five common undergraduate learning outcomes have been developed; the first of these incorporates the PULs. Carefully mapped competencies, teaching strategies, measures, benchmarks, and tracking improvement needs all support school-wide assessment. In 2008-2009, students successfully achieved the 90 percent or 95 percent pass rates established as benchmarks for clinical experiences or exams.

School of Nursing

The School of Nursing has mapped its professional BSN program outcomes to the IUPUI PULs. The program uses a mix of internal and external measures to assess its baccalaureate program outcomes and student achievement of PULs. Foremost as an internal, direct assessment is the capstone evaluation conducted among clinical preceptors, students, and faculty. Over the past four years, outcomes have exceeded the benchmark performance level. Nonetheless, faculty continued in 2008-09 to improve the program by incorporating simulation into their clinical teaching and by developing scenarios that require students to make decisions based on analysis of patient data and needs. In addition, though students feel competent in their communication skills, the faculty has made changes to emphasize computer skills, consistent with the needs of practice partners who are implementing computer record-keeping systems. Implementation of an early-warning system and tutoring for students at risk of dropping out has helped the school exceed its goals for class graduation rates.

The school uses the EBI Core Knowledge Survey as an external assessment in order to benchmark against other schools nationally. Another tool, the ATI RN Comprehensive exam, has had limited usefulness due to sporadic participation levels. The Kaplan assessment package will replace this exam in 2009-10. In addition, faculty decided to seek improvement in alumni survey participation by sending the survey directly from the school 2009-10. Employer surveys report 90 percent agreement that graduates are competent care providers. Performance of BSN graduates on the annual RN-CLEX state examination exceeds the school benchmark, with pass rates ranging from 93 to 97 percent. And although scores in the domains of cultural competence and ethical practitioner are very high, attention continues to focus on ways to improve in these areas. A new director of diversity will work to increase diffusion of diversity within the school and its curricula, and the faculty continues to explore values and ethics with students, especially in practice settings.

School of Physical Education and Tourism Management

The Department of Tourism, Conventions, and Event Management (TCEM) assesses both the PULs and specific domains of disciplinary knowledge. Important sources of summative assessment data include evaluations of student work in the senior capstone course and industry professionals' feedback on TCEM student interns. Senior exit surveys provide additional data for program improvement even when results are positive. Based on the combined findings from these sources over the past several years, the department has revised its internship program and developed a new evaluation instrument in the ePortfolio that incorporates student reflection, TCEM learning domains, and PUL learning.

Similarly, the Department of Physical Education assesses learning according to published standards of professional bodies, the PULs, and acceptance of its students into graduate and professional schools. Both formative and summative written assessment from capstone experience placement sites documents that students are well-versed in their fields and skilled with the PULs. Students preparing to teach score well above the national average on the PRAXIS 2 exam for Teacher Education (a 95 percent pass rate compared to the national average of 75 percent). The core faculty members of each track (teacher education and exercise science) nonetheless meet regularly to improve the curriculum in keeping with best practices in the field.

School of Public and Environmental Affairs (SPEA)

Each of the SPEA majors has carefully articulated areas of competence and learning outcomes; these are also linked to the PULs. The competencies and outcomes for the Environmental Science and Health major are also mapped to national competencies for specialized accreditation. The faculty identifies which PULs are addressed in each course, with outcomes linked to appropriate forms of assessment. In addition, all students take capstone experiences, and all majors except one require an internship, providing opportunities for direct external feedback to support assessment. The school uses a range of direct and indirect methods of assessment to track program effectiveness. Student performance continues to improve, though a recent review of one program identified concerns about students' writing skills. Overall performance of student interns was rated as excellent by 83.9 percent of supervisors. SPEA's retention rate has steadily increased (to 83 percent in 2007-08).

In response to specific opportunities for improvement identified in previous years, the school developed an exit survey for both undergraduate and graduate students, administered for the first time in May 2009, to gather additional information about student satisfaction. The faculty continues to work on enhancing students' writing skills. The BS in Public Affairs has added a foreign language option and another research methods course option as well as requiring all majors to enroll in an internship. The Health Services Administration program now requires all students either to take Introduction to Careers in Health Care or to acquire experience in the field; in addition, the major was reorganized to focus on areas of competence. The Public Safety Management program faculty similarly realigned the major around competencies, and both the Environmental Health Minor and Environmental Studies Certificate were updated. The school also developed a new course on career development and planning, which will be offered for the first time in Fall 2009.

School of Science

In 2005, the School of Science Assessment Committee adopted a six-stage plan for assessment of all eight undergraduate programs. Several of the departmental reports for 2008-09 discuss assessment work in terms of these stages, which include:

1. Identifying Science Learning Objectives (SLOs) in the specific field of study;
2. Mapping the objectives throughout the curriculum;
3. Defining desired outcomes;
4. Identifying appropriate assessment methods for each outcome;
5. Conducting the assessment;
6. Taking whatever corrective actions might be needed.

Departments in the school have made varying degrees of progress within this model. The Biology Department, for example, had conducted Stages 1 and 2 and had begun Stage 3, but the introduction of new courses and instructors required stepping back to revise earlier stages of work. The Chemistry Department had previously completed a proficiency-based Stage 1 and took extra time with Stage 2 to incorporate the PULs into its program matrix. Similarly, the Physics Department completed Stages 1 and 2 in 2007-08 and in 2008-09 completed Stage 3, including mapping the PULs into each course. The Department of Forensic and Investigative Sciences has also completed Stages 1 and 2 and, while addressing Stages 3 and 4 in 2008-09, mapped its SLOs to the campus PULs.

The Department of Computer and Information Science, on the other hand, finished Stage 5 in 2008-09 and began work on Stage 6. The department had decided to use the ETS Major Field Test to assess student learning outcomes. IUPUI students scored better on average than all takers and students at selected peer institutions, but the department decided to add a course in computational theory to the core requirements to address an area of comparative weakness for department seniors. The Psychology Department also took time in 2008-09 to articulate its SLOs with the PULs, while continuing its assessment of the SLOs in an ongoing cycle. Of the SLOs assessed, 87 percent were being accomplished successfully. Several interventions based on previous assessments proved successful in improving targeted learning outcomes; those which did not succeed will see further modification next year.

School of Social Work

All degrees (baccalaureate, master's, and Ph.D. in Social Work, plus associate and baccalaureate degrees in Labor Studies) are system-wide programs and are thus planned and assessed by faculty at all IU campuses. The social work accrediting body, the Council on Social Work Education, has recently adopted new standards emphasizing competencies. Beginning in Fall 2009, therefore, faculty task groups will work to make these ten core competencies operational, which will enable focus on outcomes assessment.

Of the many projects undertaken in 2008-09 to improve program effectiveness, two related to the PUL on understanding society and culture illustrate the kinds of actions taken. Faculty had previously analyzed all 124 course objectives in the BSW curriculum and had identified 58 as potentially useful in guiding inclusion of content relevant to this PUL. In 2008-09, faculty committees worked on identifying possible topics to address those objectives (for instance, "effects of globalization on various populations at risk" and "nonprofit organizations and their role in countries of the Global South"). The faculty has begun to incorporate several of the themes into course content, and will implement final changes in course syllabi in the next year.

Another group of improvement projects focuses on improving support and communication in online teaching and learning. In order to partially address a set of student concerns, one instructor implemented audio lectures, cell phone usage, text messaging, and forum discussions into an online practicum seminar. Students responded very favorably, and the new features will continue to be provided. In another online course, bringing students together for poster presentations to showcase group projects provided multiple benefits: students gained experience with peer evaluation as a professional practice; instructors used the peer evaluations as an element in grading final projects; and the presentations helped students see themselves as professionals. Support for students in service learning courses was strengthened by adding more partner locations, providing increased flexibility for student scheduling. Adding a web-based system for practicum placements in social work greatly improved the placement process for students and field coordinators.

Similar to the undergraduate programs, extensive assessment activity took place within the master's and doctoral programs in social work. Ongoing evaluation of the MSW curriculum and year-to-year comparisons show meaningful progress in several areas, including increased opportunities for practical application of course material and reduction of content overlap among courses. Careful review by the faculty suggested a likelihood of some grade inflation within the program; faculty will work systematically over the next several years to correct this, beginning in Fall 2009 with faculty training on how to develop and use grading rubrics. Like their baccalaureate counterparts, MSW students reported improvements with their field practicum experiences and high levels of satisfaction with the program. A course-sequence adjustment, addition of a new graduate course on international social development, and a new opportunity for students to participate in an institute offered through the School of Nursing all contributed to strengthening support for students seeking or nearing completion of the Ph.D. program.

Faculty in both the Labor Studies programs worked on a rubric template to assess implementation of the PULs in specific courses, as well as a program template for PUL distribution across the programs. With nearly all Labor Studies courses taught online, the faculty also undertook an extensive review of its use of online student assistants, leading to a redefinition of the role.

Solution Center

The IUPUI Solution Center serves as the primary nexus to facilitate collaboration between IUPUI and Indiana's business, nonprofit, and government sectors. The Center regularly evaluates its progress against organizational outcomes and goals, emphasizing partner surveys and interviews as well as monitoring numbers of student placements and community research partnerships. Among many other responsibilities, the Solution Center works to increase the number of students in academically relevant internships, working with faculty in all departments to develop internships and class project opportunities worthy of designation as Experiential learning courses under the RISE Initiative. Using mid- and end-point reflections of students engaged in these projects, the Center is able to track development of PUL capabilities and improve student, faculty, and community workshops.

University College

University College is at the heart of much of IUPUI's work in improving retention rates and, ultimately, graduation rates. Both rates have steadily improved over the past ten years, in part because University College conducts frequent, wide-ranging assessment and program

evaluation, acts promptly on the results, and continues measuring and fine-tuning. Assessment addresses such issues as student performance in first-year learning experiences, efficiency and effectiveness of the various tutoring and advising services, orientation and Summer Bridge Programs, the Upward Bound and Twenty-first Century Scholars Success Programs, and other student support services. Meaningful action has been taken to address all identified areas of weakness, ranging from items as seemingly small as delays in scheduling appointments with tutors to improvement of orientation programs that aim to prepare entering students for their first year of college.

Among the many assessment methods used, University College administrators and faculty track student grade point averages (GPAs) as important indicators of successful outcomes in several contexts. For example, one way of documenting the value of the Summer Bridge Program is the higher GPA attainment for participants than for non-participants. Similarly, participants in Themed Learning Communities attain higher GPAs than non-participants, especially in the case of selected populations such as conditionally admitted students. Similarly, data from the National Survey of Student Engagement (NSSE) are used to compare students who enrolled in a Themed Learning Community with peers enrolled in a stand-alone First-Year Seminar. Results document significantly favorable differences for TLC students, supporting continuous improvement of both the TLCs and First-Year Seminars. For the Bepko Learning Center and the Math Assistance Center, careful tracking assesses the extent to which tutoring support appears to have helped students' GPAs or course grades. Twenty-First Century Scholars who participated in IUPUI mentoring programs throughout high school had notably higher GPAs at the end of the first year than did Scholars who did not participate (2.74 vs. 1.92), reinforcing the value of early intervention prior to matriculation.

**“Saviors of Our Cities:
Survey of Best College and University Civic Partnerships”**

**Response from Indiana University Purdue University Indianapolis
May 2009**

1. Assess Your Institution’s Longstanding Involvement with Your Community.

Engagement with the local community is intrinsic to IUPUI’s identity and history. The university was established on a fast track over a six-month period in 1968-69, out of the vision of Indianapolis’ then-Mayor Richard Lugar, the presidents of Indiana University and Purdue University, and other community leaders, who hoped to combine the strengths of Indiana’s flagship and land-grant universities to bring the benefits of a major university to Indianapolis and Central Indiana. Located within walking distance of the state government, business, and cultural districts in the heart of Indianapolis, IUPUI takes seriously its mission to serve the urban community by providing for its constituents “excellence in

- Teaching and Learning
 - Research, Scholarship, and Creative Activity
 - Civic Engagement Locally, Nationally, and Globally
- with each of these core activities characterized by
- collaboration within and across disciplines and with the community
 - A commitment to ensuring diversity, and
 - Pursuit of best practices.”

Even before IUPUI itself was born, the Indiana University schools of medicine, dentistry and nursing regularly trained their students at neighborhood clinics, just as Purdue University’s extension service provided urban adaptations of its agriculture and community development programs. Early IUPUI engagement efforts focused especially on providing access and educational opportunities to working adults and returning students, developing research programs that benefited the community, and improving the quality of life in neighborhoods surrounding the campus. These efforts continue today, with particular emphasis on underserved communities just to the west of the campus. The university also collaborated with the community in renovating and preserving a once vibrant African-American neighborhood east of the campus that had fallen into disrepair by the time the university was founded.

Over the years, professional programs like law, social work, and education found opportunities to support underserved local communities, while providing valuable field experiences that helped students apply classroom learning to real-world problems. A formal campus-wide service-learning program was established in 1993. In 1997, the Office of Neighborhood Partnerships was launched, working closely with organizations in city neighborhoods on initiatives ranging from PK-12 education to health care to economic development.

Indiana, and Central Indiana in particular, has a culture that values collaboration. This culture has helped to nurture the campus’s civic engagement mission. (“Civic engagement” is IUPUI’s term for community engagement.) Since the 1970’s, public-private partnerships have helped achieve ambitious civic goals, from consolidating city and county government to making Indianapolis the amateur sports capitol of the world to revitalizing the downtown business, retail,

tourism, and cultural environment. IUPUI has been both a beneficiary of and contributor to these grand initiatives and today the campus continues to embrace its vision of a future constructed in tandem with its diverse urban community.

Volunteerism is also a cultural value; for IUPUI's faculty, students, and staff, engagement with the community is expected, not unusual. In addition to taking advantage of service opportunities based in academic programs, students create their own volunteer activities. They organize and manage fund-raising events such as the Jagathon dance marathon and the Rock for Riley concert series, both of which benefit Riley Hospital for Children on the IUPUI campus. Students spend thousands of hours a year working in neighborhoods—food pantries, schools, community centers, clinics, even individual homes—to connect with our neighbors and meet their needs. Even though IUPUI is not primarily a residential campus (only one percent of students live on campus), volunteerism permeates campus life.

IUPUI's ties to the city of Indianapolis and the state of Indiana are strong and growing. The campus's vision of civic engagement centers on the community and is shared by the community. Civic engagement isn't just what our students, faculty, and staff do; it's at the heart of who we are: people determined to use what we know, what we learn, and what we teach to shape a brighter future for the community that is our home.

2. Assess the Real Dollars Invested Through Your Foundations and Annual Budgets.

IUPUI's considerable investment in civic engagement stems both from internal budget allocations and from special grants and contracts from public and private sources. Given the campus's annual operating budget of \$1.05 billion and annual rate of sponsored research exceeding \$300 million, it would be next to impossible to determine precisely which dollars should be identified with civic engagement and or to calculate the ratio of public to private sources. For example, a multimillion dollar grant from the National Institutes of Health may be categorized under "research," but the results of that research may directly benefit patients in local community clinics, the research process may provide opportunities for student involvement with the community, and an institutional match may fund part of the total project cost.

Some projects are easier to isolate as clear-cut engagement investments: For example, recognizing that service is an important form of merit for students, IUPUI designated institutional funds to create one of the largest community-service scholarship programs in the nation, the Sam H. Jones Community Service Scholarship Program. This program recognizes students for previous service contributions and supports their continued involvement in service, leadership, and social advocacy. Since 1994, institutional funding of almost \$2 million has supported this growing, year-round program, which has engaged more than 900 students in long-term service commitments that contribute to the public good and strengthen students' commitment to serve their communities. Another example of internal funding is the Commitment to Excellence Civic Collaborative, designed to achieve campus mission through internal grants (\$580,000 base funds over the past three years) to increase undergraduate participation in civic engagement and develop a decentralized infrastructure to support civic engagement.

An example of an initiative that was originally funded externally and is currently sustained in part with internal funds is the Center on Philanthropy. Initially funded by a major grant from The Lilly Endowment, the Center's work expands the base of knowledge about

philanthropy and its impact on society. An understanding of philanthropy is vital to civic leaders, public officials, and philanthropic organizations, many of whom have funded special projects conducted by the Center. Foundational administrative support to sustain the Center, however, has now been built into institutional base funding.

Any prediction about the stability of future funding must be very cautious in the current economy; nonetheless, engagement is so firmly embedded in IUPUI's mission, priorities, and budget that it is highly unlikely that funding for engagement will be jeopardized in isolation from support for instruction or research.

IUPUI pursues a strategy of integrating community engagement into nearly every aspect of mission implementation. Internally, the campus-wide Council on Civic Engagement provides an interdisciplinary mechanism to exchange knowledge about community needs and opportunities, as do the many services for faculty sponsored by the Center for Service and Learning. Many of the schools and institutes at the university work with program-level community boards of advisors, which formalize relationships with parts of the community that those programs or schools serve. Hundreds of faculty and staff members serve on boards of directors or advisory boards for community agencies, nonprofit organizations, and state-level coordinating boards in their fields of expertise, providing further opportunities for exchange of perspectives and resources.

3. Assess the Catalyst Effect on Additional Partners for Social and Economic Change.

Development of connections with the community begins with IUPUI's Chancellor, who meets regularly with a Board of Advisors composed of state and local professionals, government officials, corporate executives, and economic development leaders. That effort continues with the multiple school- or program-level advisory boards and boards of visitors, and with faculty and staff service on various community-based boards. In 2007-08, over 500 community members served on advisory and alumni boards at IUPUI. Community engagement thus occurs as an ongoing part of both community and university planning, rather than as occasional, special-purpose conversations. This methodical process of building relationships relies on repeated demonstration, over a period of decades, of commitment to seeking solutions that serve both campus and community well. In some cases, this commitment means working with neighborhood organizations; in others, participating in economic development initiatives; in yet others, contributing resources to and benefiting from the resources of regional cultural organizations. In all cases, regular communication is important, and it is modeled at the top: the Chancellor invites corporate and community leader to an annual Report to the Community; distributes bimonthly electronic newsletters to a subscriber base of 3,000 of these leaders; and provides an annual IUPUI Performance Report, available both in print and online (www.iport.iupui.edu).

The cumulative impact of hundreds of collaborative partnerships conducted over forty years or more has strengthened levels of trust and created a genuine sense of mutuality between campus and community. Sustaining this good will means that ideas and requests for help must come from all segments of a very large, round table. For example, several years ago, in response to evidence that many community members were daunted by the sheer size of the institution, IUPUI used university funding and a grant from The Lilly Endowment to create the Solution Center as a "front door" to the campus. The center serves as a match-maker, linking agencies

with needs to institutional talent and sometimes taking a role in securing funding for the projects. To provide only a few examples from 2007-08:

- Students from three university schools partnered with the American Legion to create a branding package for the American Legion’s Boys’ and Girls’ State Programs.
- The Center connected honors students from the Kelley School of Business with two marketing executives from Eli Lilly Corporation to help La Plaza, a local organization serving Latinos of Central Indiana, develop a comprehensive marketing plan.
- The Greater Indianapolis Chamber of Commerce Hispanic Business Council worked with the Solution Center to secure funding for a student research project on needs of Hispanic-owned businesses for governmental information and support.

Each of these efforts fostered new relationships that will be sustained long beyond completion of the specific projects conducted.

4. Assess the Presence Felt from Your Institution’s Payroll, Research, and Purchasing Power.

In 2008-09, IUPUI has a payroll of 6,850 full-time and 1,000 part-time employees and an operating budget of \$1.05 billion. A report prepared this winter by the Indiana Business Research Center projects the total economic output effects for IUPUI at \$2.5 billion (direct effect plus ripple effects minus “but for” offsets plus benefits of civic and charitable contributions in the region).¹ The estimated regional benefit of civic contributions and charitable contributions, with offset, for IUPUI is estimated at \$7.7 million. (This figure is somewhat understated, as it does not include the Purdue schools at IUPUI.) The School of Medicine alone has estimated its economic impact, including its various hospitals and clinics, at nearly \$650 million.

The IU Emerging Technologies Center, launched in 1999 to increase patents, license agreements, and spin-off companies from university research, has housed over 30 companies, graduated six companies, and created over 310 high-tech jobs at an average salary of \$61,000. The number of invention disclosures for IUPUI investigators in fiscal year 2006 was 200.

Beyond its operating budget and associated direct contributions to the local economy, IUPUI helps generate additional financial impact. For example, last year, the campus raised over \$330,000 for the United Way of Central Indiana. Student organizations collected over 22,000 supplies for school children in the Back Pack Attack, and the campus hosted over 40,000 visitors on campus for the Susan G. Komen Race for the Cure. In 2007-08, 123 faculty members taught service learning courses, through which approximately 4,000 students delivered almost 75,000 hours of service benefiting 252 different community agencies and schools. The Indiana Business Research Center estimated that the economic impact of IUPUI service learning courses for the previous year was nearly \$700,000.

¹ Direct effects include employee compensation, purchases of goods and services, construction spending, student spending, event visitor spending, and ripple effects within the community, offset by a “but for” impact that accommodates assumptions that some of these students or employees would have lived and spent their money in the community even if the university were not present.

Research projects also contribute directly to community service and relationships, with fiscal impact beyond the immediate grant. For instance, a recent \$25 million grant from the National Institutes of Health will launch a new medical research institute, the Indiana Clinical and Translational Sciences Institute, designed to harness the power of higher education, business, and government in turning research findings into better patient care and business opportunities. IUPUI's total funding for research from public and private external sources in 2007-08 was more than \$300 million; over two-thirds of that amount went to the various medical and health schools and centers at the university. The remainder targeted a full range of areas of study, including PK-12 education; science; engineering and technology; the arts and humanities; informatics; public and environmental affairs; business; social work; law; and more.

IUPUI supports faculty engagement in the community through its reward structures, beginning with recruitment and hiring programs and continuing through retention, promotion and tenure policies, and faculty awards. An example of faculty hiring practices that emphasize civic engagement is the recently created "Public Scholar" designation; the title is used in addition to a faculty member's regular appointment to recognize excellence in applying specialized expertise to community initiatives through professional service, teaching, and scholarship, research, and creative activity.

Although promotion and tenure are based on the traditional categories of teaching, research, and professional service, the framework honors scholarship in all three areas individually and across the three domains. Faculty seeking promotion and tenure must demonstrate excellence in one of the three areas and be satisfactory in the other two. Currently, approximately 35 percent of faculty promoted each year present a record of demonstrated excellence in professional service. Furthermore, the promotion and tenure guidelines make clear that professional service is not the same as university service. Consequently, the standards for excellence in this category go far beyond merely listing committee assignments.

The promotion and tenure guidelines also allow faculty to demonstrate civic engagement through the teaching and research categories. For example, faculty seeking promotion on the basis of excellence in teaching are specifically encouraged to report their use of innovative techniques, including service learning. Guidelines for demonstrating excellence in research similarly emphasize the civic mission of the university, noting that "as the state's only designated metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment," and encouraging research collaboration with "private industry, governmental organizations, and non-profit agencies."

5. Assess Faculty and Student Involvement in Community Service.

Commitment to civic engagement and service has been a fundamental component of IUPUI's mission from the beginning and remains a distinctive aspect of campus culture. Faculty and student involvement in community service far exceeds the activity associated with service learning courses. To be clear, IUPUI defines *civic engagement* as "active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner consistent with the campus mission." This work includes teaching, research, and service in and with the community. *Service learning*, on the other hand, is a course-based, credit-bearing educational experience in which students both participate in an organized service activity that meets identified community needs and

reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. In other words, service learning is one approach to civic engagement at IUPUI, but by no means the only or even the most extensively used approach .

In this context, IUPUI provides significant levels of support for faculty and, indirectly, for students participating in service learning courses. Faculties of the various programs determine the need and structure for courses. The Center for Service and Learning provides faculty a range of services, from faculty development (workshops, seminars, institutes, and consultation with individual faculty members) to financial support or stipends to help with assessment of the students' experiences.

The designation of a new Service Learning Research Collaborative at IUPUI as a Signature Center has enabled the campus to emerge as a center for research and scholarship on civic engagement and service learning. The Collaborative aims to increase the capacity of IUPUI faculty to engage in research on service learning and to disseminate good practices along three themes: international service learning; assessment of the outcomes of service learning and civic engagement; and the role of service in improving retention of first-year and minority students. The campus's Center for Teaching and Learning has also launched the Gateway Scholars Program, a summer institute for selected instructors, who collaborate to create innovative ways to facilitate learning; part of the institute includes meeting at community agencies to find ways to incorporate community work into courses.

In 2007-08, almost 4,000 students contributed nearly 75,000 hours to 252 community partner organizations through service learning classes offered by 123 faculty members. Significant as they are, these figures do not include the hundreds of thousands of hours contributed by community work study and community service scholarship students or by professional school students in field work, internships, and practica.

Students do not design credit-bearing courses, but often they have choices about venues for the experiential component in service learning classes, and their reflections may suggest new or different kinds of experiences for future classes. In some cases, representatives of the community organizations that host the experiences may participate in the assessment, although this is much more common for internships and practica.

IUPUI expects to see further growth in service learning as the Executive Vice Chancellor's RISE to the Challenge Initiative is implemented. The initiative—which encompasses Research, International study, Service learning, and workplace and community Experiential learning—will increase experiential learning opportunities of all kinds for IUPUI undergraduates. The goal is that every IUPUI undergraduate will participate in at least two RISE experiences by graduation. Beginning in Fall 2009 semester, the registrar's office will flag "RISE classes" in the course catalogue and annotate student transcripts upon successful completion of these classes. Faculty members will be provided summer stipends to develop RISE courses and will receive special assistance from the Center for Teaching and Learning and the Center for Service and Learning.

The value of engagement in faculty rewards systems was described above in the response to Question 4. The Center for Service and Learning assists faculty with preparation of their dossiers. CSL staff also meet with the campus Promotion and Tenure Committee each year to discuss the nature of professional service as faculty and scholarly work and to suggest effective ways to review dossiers.

IUPUI is an active member of Campus Compact, housing the Indiana branch of the organization on the campus. In addition to the scholarly output of Center for Service and Learning staff members, the CSL works with faculty to help them publish the results of their civic engagement in academic journals and participate in major national and international organizations related to service learning and civic engagement. IUPUI hosts many organizations and scholarly journals, making it simpler for faculty to locate appropriate resources for learning and for publishing their work.

6. Assess the Continued Sustainability of Neighborhood Initiatives That in Many Ways Have Supplanted Government Programs.

The simple answer to both sub-parts of this question is “no.” None of IUPUI’s considerable community engagement initiatives has been undertaken with the intention to supplant government programs, though very often IUPUI’s capacity is seen as a way to augment those programs. IUPUI does, of course, engage in numerous collaborative projects with a variety of public and charitable agencies, but seldom has the university been approached for dollars. Rather, human needs keep increasing, and no single sector—governmental, philanthropic, or corporate—can address these needs on its own. IUPUI is perceived to have many resources, particularly expertise and people, which can be applied to what are often shared problems, and unlike some charitable or governmental programs, IUPUI has demonstrated the continuity and stability of its commitment.

Similarly, IUPUI has never set out to create a “community school” that functions as a neighborhood multiservice center; in fact, the local culture typically does not look first for Federal funding to meet local needs and has not been particularly interested in that concept. The emphasis in central Indiana has been on strengthening neighborhood services centers, which are only occasionally built around or near schools. On the other hand, one carefully nurtured neighborhood partnership with IUPUI (begun with some support from the U.S. Department of Housing and Urban Development in addition to institutional funds) did result in creation of such a school, and funds from the U.S. Department of Education have only recently been provided for purposes of project evaluation and dissemination. IUPUI departments routinely engage in numerous partnerships with local PK-12 schools and school corporations to address needs from curricular strengthening to teacher and administrator professional development to after-school program implementation (see Question 7), but these are seldom considered federal partnerships.

Strong partnerships with community organizations are certainly the bedrock of civic engagement. The IUPUI Office of Neighborhood Partnerships (ONP) plays a vital role in building mutually beneficial, long-term, campus-community programs by collaborating with neighborhoods surrounding the IUPUI campus and engaging students, faculty, and staff in addressing community issues. One of the most extensive and successful of these relationships, in operation formally since 1997, has been with the Westside Cooperative Organization (WESCO), in a residential area just west of campus across the White River. The story of the IUPUI/WESCO partnership has been documented in a variety of publications (e.g., Harry C. Boyte, “Civic Driven Change and Developmental Democracy,” in A. Fowler and K. Biekart, eds., *Civic Driven Change: Citizen’s Imagination in Action*, The Hague: Institute of Social Studies, 2008), so this response will provide highlights and a status update.

Neighborhood worries about university encroachment and neglect of the deteriorating neighborhood environment were exacerbated when the Indianapolis Public Schools decided in

1996 to close seven public schools on Indianapolis' near west side, including the only public high school for miles in any direction. Businesses were closing, and what had been a strong sense of neighborhood community was unraveling. Concerns about healthcare and care for older residents accompanied worries about the future of neighborhood children and youth in an area where less than five percent of the population had a college degree. Acknowledging its need to be a better neighbor, IUPUI helped WESCO begin to document its needs, identify leadership within the community, and recognize its own ability to create change and improvement. One small success led to another: IPS was convinced to re-open George Washington School in 2000, at first as a middle school, adding one grade level per year, until in 2005 the school provided for grades 6 through 12. IUPUI resources funded one full-time staff member to support this and other WESCO initiatives and planning, and the school's students and faculty embraced opportunities to bring in IUPUI service learning students and volunteers to address particular needs that residents had identified.

In 2007-08, eleven IUPUI community service scholarship recipients staffed ONP efforts in the WESCO area, in addition to the full-time paid staff member. Projects included the completion of the long-term "Quality of Life" plan for the WESCO neighborhood, and a final draft of the five-year WESCO Health Plan. Other WESCO projects included:

- Service learning courses at WESCO sites offered by ten IUPUI schools or departments
- Nutrition education workshops, a community garden, and a women's wellness program that attracted 208 community participants
- Nutrition education, fitness education (the "Fit for Life" program implemented at several IPS schools), and a community garden that brought in 131 youth participants
- Six healthy family nights that reached approximately 850 residents
- Financial literacy education workshops for 194 neighborhood residents
- A community forum on predatory lending for 29 residents, and financial literacy fairs that reached an additional 190 residents
- Help for 12 homeless families and 33 public-housing families to achieve home ownership
- A new financial literacy program for fifth and sixth grade students launched in cooperation with Fifth Third Bank as the Young Bankers Club
- Additional funds leveraged through a Christamore House health disparities grant, an IUPUI Center for Environmental Health grant, and a School of Medicine grant to study Westside children's lead exposure concerns

In the joint proposal for the federal grant, the School of Education estimates the combined dollar value of various IUPUI programs at George Washington Community School alone at \$411,160. IUPUI students also act as advocates for higher education, mentors, and role models for youth at the school. A major outcome: 88 percent of the GWCS class of 2007 and 91 percent of the class of 2008 have entered postsecondary education.

7. Assess the Marked Difference Your Institution has made on Local Student Access and Affordability to Attend College Through K-12 Partnerships.

It is difficult to isolate in any meaningful way the impact of IUPUI's numerous PK-12 programs, in large part because several other colleges and universities in the metropolitan area also engage in school-improvement projects. Indeed, nearly every college and university in the state brings some programs and students to schools in Indianapolis to provide urban school

experience to pre-service teachers and to bring specialized faculty expertise to teacher professional development. (Similarly, IUPUI has in several cases partnered with PK-12 schools throughout the state for similar purposes, but in rural contexts.) The Indiana Commission for Higher Education and the Indiana Education Roundtable, a body focused on PK-16 improvement strategies, have long encouraged and supported such initiatives. And such work has paid off in increased college-going rates across the state, as well as adoption of higher statewide educational standards and diploma requirements to improve college readiness.

As noted in Question 6, in no case have these partnerships intended to create “full service” community schools; that typically is not what the schools or school systems want. Partnerships with individual schools and with school corporations have abounded, however, with university and school representatives working together to identify concrete problems and resources that might be used to address them. Individual projects typically do meet their intended short-term goals, but longitudinal data are often difficult or impossible to track because of legal constraints on student information. Much work remains to achieve systemic change and improvement. IUPUI’s most frequent and largest PK-12 partner, the Indianapolis Public Schools, struggles as much as any major urban school system with high dropout rates, inequities in access to the advanced curricula needed for college success, and teacher shortages in critical areas, from science to special education to English as a Second Language.

IUPUI partnerships for youth originate in various IUPUI schools, not solely in the School of Education. For example, a faculty member in the School of Public and Environmental Affairs (SPEA) founded Aftercare for Indiana through Mentoring (AIM), a service learning program that provides mentoring to juvenile offenders who are returning to the community from correctional facilities. In this year-round service learning course, student volunteers each serve an average of eight hours a week, providing one-on-one mentoring to youths before and after their release, and offering support for clients in obtaining a GED, entering college, attaining job skills, and integrating into the community. SPEA receives institutional financial support for this program, which has also been granted AmeriCorps funding since 2000. Over the past ten years, AIM has expanded, and now provides re-entry services in seven Indiana communities. IUPUI students benefit from a service-learning experience that is often career-defining. Evaluation of the program reveals a significant drop in the recidivism rate of participating Indianapolis-area youth. Over four years, only 28 percent of participants were reincarcerated, compared with a 62 percent reincarceration rate for non-participants. The data further indicate that participants are more likely to continue their education and get a job. In fact, more than 20 of the program's participants have enrolled at IUPUI.

Service projects with PK-12 schools to improve access and affordability are not uncommon among colleges of education and IUPUI has many such programs. Recently, however, with leadership from the School of Medicine, IUPUI engaged in a Memorandum of Understanding with Crispus Attucks Medical Magnet School (CAMMHS), located very near campus, to provide its teachers with access to resources at IUPUI and expand the students’ opportunities for higher education. In 2007-08, Attucks enrolled 596 high school students, of whom 92 percent were minorities and 62 percent qualified for the federal free lunch program. Collaborative programs with CAMMHS include the Early College Initiative, begun in Spring 2007, an immersion program that enables CAMMHS students to be admitted to IUPUI as non-degree students and to enroll in regular IUPUI courses, earning dual high school and college credit. Students engage in hands-on coursework and projects through the Schools of Medicine, Nursing, Dentistry, Health and Rehabilitation Sciences, Liberal Arts, Science, Public and

Environmental Affairs, and Informatics. In addition, the faculties of CAMMHS and IUPUI have developed a Professional Development School partnership, affording Attucks teachers access to a range of campus resources. The Early College Initiative also provides parents with information about college and college readiness. The first cohort of 23 CAMMHS students took its first course on campus in May 2008; an additional 30 students will be admitted for the Fall 2009 semester. The alliance hopes to serve as a model for future IUPUI collaborations with the IPS system.

8. Assess the Qualitative Esprit of Your Institution in its Engagement.

Generalized “good will,” even when distributed across thousands of individuals, does not necessarily result in the kind of systemic engagement that IUPUI has developed with its communities. From the first Chancellor named in 1969, through the current and fourth Chancellor (who also serves as Executive Vice President of the Indiana University system), IUPUI’s top leadership has been firmly invested in the practice of community engagement. All four Chancellors have personally demonstrated engagement with their community peers, service to the neediest members of the community, and willingness to direct meaningful financial and human resources to assuring that the mission commitment to the community goes far beyond lip service. The role of Executive Vice Chancellor and Dean of the Faculties, the chief academic officer of what is now a large, complex, urban research university, has been equally critical. The five leaders who have served in this position have also supported engagement through academic policy, planning, and direction of resources.

Each of these key leaders has built upon existing strengths in ways that provided continuity and avoided the loss of momentum or mission confusion that can occur with a leadership change. While such continuity is highly important for both teaching and learning and for research and creative work, it is critical in sustaining the long-term relationships essential to effective community engagement.

When our current Chancellor joined IUPUI in 2003, he affirmed the existing mission, vision, and goals, organizing an aggressive agenda around “doubling” the university’s outcomes in each of the core mission areas by 2010. For example, the number of students graduating each year was to be doubled, external research dollars were to be doubled, and participation in service learning was to be doubled. Special councils were charged with developing strategies for accomplishing the doubling goals and identifying resources and reallocations necessary to achieve the goals. By 2005-06, schools were asked to include information about how they were contributing to the doubling goals in their annual planning and budgeting reports. Within just a few years of the “doubling” announcement, well before the target date, the number of service learning courses doubled, the number of hours of service tripled, and the number of community sites served by IUPUI students increased seven-fold.

A new chief academic officer joined IUPUI in 2006, and the IUPUI community quickly began activities to support the development of his Academic Plan—a strategic document aimed at making IUPUI’s academic programs as strong as possible and showcasing them aggressively. The Academic Plan is organized around four major goals: the three key components of the IUPUI mission, including civic engagement, plus a fourth, Enhancement of the Resource Base, that is intended to support attainment of the other three goals. One implementation strategy has been the Translating Research into Practice (TRIP) Initiative, providing financial and leadership

impetus to expand service- and community-related research. Another is the RISE to the Challenge Initiative, focused on increasing undergraduate student participation in research, international, service, and other experiential learning options. The RISE goal is designed to help IUPUI make its undergraduate educational experience distinctive by taking advantage of its institutional strengths, its urban setting, and its mission as a civically engaged urban research university.

Campus capacity for engagement has also been steadily enhanced by central coordination and leadership, especially since 2000, when the Offices of Community Service, Neighborhood Partnerships, and Service Learning were consolidated into a single Center for Service and Learning. The CSL has campus-wide coordination responsibilities to promote and assess civic engagement and works with other campus offices, including Community Relations in the Office of External Affairs and Campus and Community Life in the Division of Student Life. This integration of efforts has allowed IUPUI resources to be targeted more effectively to accomplish the institution's goals for civic engagement.

An early outcome of the Academic Plan was the designation in 2006-07 of the Center for Service and Learning as one of the first IUPUI Signature Centers. These are research units distinctive to IUPUI that build on ongoing activities, are often interdisciplinary in focus, engage in work related to the campus's urban research mission, and establish partnerships with local community and cultural organizations to do so. With Signature Center funds, the CSL established the CSL Research Collaborative to bring together scholars to conduct research, develop new methodologies, and disseminate scholarship on service learning. The Collaborative is enabling IUPUI's civic engagement efforts to move into new areas, such as international service learning, an important element of the RISE to the Challenge Initiative mentioned above.

Such coordinating leadership has been critically important. Because responsibility for engagement initiatives is decentralized, however, the contributions of each school and division are essential to the institutional "esprit" of engagement. The university has not necessarily sought to be a model, but has become one in some arenas and for some kinds of campuses. Nor has the campus sought to replicate others' programs, though we collaborate actively with many other institutions in the area of civic engagement and seek to learn from them as they learn from us. Our work with sister urban universities has been especially fruitful in helping IUPUI realize its core value of "pursuit of best practices."

9. Assess the Quantifiable Increase in Positive Recognition of Your Institution as Demonstrated by a Rise in Applications by Prospective Students and Resources Raised Through Renewed Alumni Giving Becoming Available for Community Projects and Local Scholarships.

As observed elsewhere, it is virtually impossible to attribute IUPUI's enrollment increases solely to community engagement projects (a) because these initiatives are so often interwoven with the other core mission emphases; (b) because the sheer numbers of such initiatives make it likely that the same students are exposed to several of them in the course of their PK-12 education; (c) because many of these initiatives are so long-standing that the largest enrollment increases occurred several years ago; or (d) because almost every Indiana college and university conducts such programs. Did Johnny end up at IUPUI because he had a student mentor from IUPUI during his crucial ninth grade transition to high school, or because he

participated in a science camp offered by the private university up the road, but IUPUI costs less to attend, or because he was able to take an online Advanced Placement calculus course from another university 100 miles away, but IUPUI is closer to home?

Noting that caveat, IUPUI has seen steady enrollment increases, reaching an all-time high in Fall 2008, and we cannot help but believe that our pervasive, persistent civic engagement plays a significant role. Not only do we directly partner with Indianapolis PK-12 schools and districts to serve teachers, children, and parents, but also our community involvement has strengthened our ability to spread the word about IUPUI's increasingly strong academic programs and increasingly diverse campus life.

IUPUI has from its inception been a commuter campus—we have housing for less than one percent of our students. With the exception of a few programs with high reputations and high demand, such as nursing, we were too often, in the past, a fall-back choice for Central Indiana residents or perhaps a first choice for place-bound working adults before the advent of online distance learning. We have worked hard to shed the “best kept secret” handicap—in part through direct publicity, but perhaps even more effectively by all-important word of mouth through ubiquitous community engagement. It is paying off. In Fall 2008, 61 percent of incoming students reported IUPUI as their first choice.

The demographics of the IUPUI student body are shifting toward traditional-aged students, so that today 63 percent of students are under age 25. Of 30,300 students enrolled in Fall 2008, 40 percent were full-time traditional-aged students. We still attract largely from our home base: 97 percent of undergraduates are from Indiana. (In fact, one out of every ten Indianapolis residents has attended or graduated from IUPUI.) More than 60 percent of all enrolled are first-generation college students. Though the percentage is still not as high as we believe it should be, minority admissions increased last fall by 20 percent, and 15 percent of students are minorities (compared to a minority population in central Indiana of 18 percent).

We target numerous kinds of support for first-generation and minority students to help them succeed. Like many institutions, we sponsor diversity scholarship programs and provide extra financial assistance for Indiana 21st Century Scholars; unlike some, we provide many students with such awards, increasing our institutional scholarship funds from roughly \$3 million just a few years ago to more than \$26 million in 2007-08. Most of our students are employed at least part-time, and we support these students with special scholarship programs, as well as a “skills bridge” program to help them connect their work with their academic experience. Enrollment Services has implemented a focused communication strategy for students from diverse backgrounds, based on ethnicity, parental education, and citizenship. A summer bridge program, now required for at-risk students, goes far beyond freshman orientation to help overcome academic deficiencies before fall semester begins; early results are suggestive of increased retention rates. Indeed, IUPUI and its University College are becoming widely recognized for the breadth and quality of programs for freshman (and increasingly, transfer) students.

10. Assess the Recognition of Your Institution Within Your Community as Gathered from Awards, Rankings, and Interviews with Educators and Public Officials.

Local and state media coverage of community-based engagement projects and of recognitions of IUPUI and its faculty and staff is excellent. Though specific numbers are not

available for civic engagement, we do know that in 2007-2008, IUPUI generated 361 news releases, resulting in 9,290 stories in 151 newspapers and that a total of 55.4 million viewers and listeners saw stories on Indiana television or heard radio stories citing IUPUI. Many of these stories focused on institutional projects, grants received, conferences hosted, and certainly the numerous recognitions of faculty, staff, and students for their service. Some recent examples:

- Head men's basketball coach Ron Hunter received the “Accomplished Achievement Award” from the Indianapolis Center for Leadership Development for his work with Samaritan's Feet, a charitable organization, in attracting donations of more than 200,000 pairs of shoes for children living in poverty locally and abroad. Coach Hunter, who engages his players in the work of fundraising and distributing the shoes, was also named one of ABC's "Persons of the Year" for these efforts. In addition to distributing shoes at local schools and youth centers with his team members, Hunter led an IUPUI contingent of coaches, players, and others to Peru to deliver some of the shoes last summer.
- The Center for Leadership Development presented Dr. Khaula Murtadha (School of Education) with the Madam C. J. Walker Outstanding Woman of the Year Award for 2008. Madam C.J. Walker was an African-American hair care entrepreneur, tycoon, and philanthropist whose Indianapolis business made her the first woman to become a millionaire as a result of her own achievements.
- Dr. Jose Rosario (School of Education) was honored by the Indianapolis Chamber of Commerce with a Hispanic Achievement Service Award for Community Leadership in 2008.
- Indiana Governor Mitch Daniels named Associate Dean (School of Public and Environmental Affairs) Greg Lindsey a Distinguished Hoosier for his contributions and service to the State of Indiana in the area of public affairs.
- The work of Dr. William Barton (School of Social Work) in assisting the Marion County Juvenile Justice System to improve its operations won him an unusual distinction: Marion Juvenile Court Judge Marilyn Moores gave him the honorary title of "Champion for Children."
- Marty Posch (Community Relations assistant director) earned the 2008 Edna B. Lacey Community Service Award for outstanding civic accomplishments. Posch was also named the 2008 United Way of Central Indiana Volunteer of the year for his leadership in the United Way Day of Caring and the IUPUI-hosted Susan B. Komen Race for the Cure, as well as for his work with fellow IUPUI master's program students on launching a new nonprofit organization to provide financial support and expertise to struggling nonprofit groups.

Nationally, IUPUI has received abundant recognition for its civic engagement work, including service learning and retention efforts that succeed in part by engaging students in service. Here are some highlights of the past few years:

- One of 22 universities nationwide recognized in four or more of the *U.S. News and World Report* "Programs to Watch" categories: Learning Communities, First-Year Experience, Service Learning, and Undergraduate Research.
- President's Higher Education Community Service Honor Roll Award in 2006, With Distinction in 2008, With Distinction in 2009.
- Colleges with a Conscience, 2005, from *Princeton Review*, for outstanding commitment to community involvement.
- IUPUI was among the first group of campuses in the country to receive the "Community Engagement" classification from the Carnegie Foundation for the Advancement of Teaching, designated for both Curricular Engagement and Community Partnerships, 2006.

- Recognized by the National Consortium for Continuous Improvement in its 2008 inaugural "Leveraging Excellence" competition, which honors "initiatives that have resulted in significant impact on quality, efficiency, service, or learning."
- IUPUI Democracy Plaza was the 2008 Gold Award Winner of the NASPA Excellence Award in the category of "Careers, Academic Support, Service Learning, Community Service, and related."

Partnerships involving individual schools at IUPUI are also achieving widespread recognition:

- The School of Dentistry is emerging as a national leader in service learning in dental education. In addition to their required rotations, 135 students volunteered to provide services to community-based public health programs. The school's international service learning program recently added two sites, Guatemala and Brazil, to its long-standing annual programs in Mexico and Ecuador.
- A humanitarian response to the African HIV/AIDS pandemic by the School of Medicine and its educational partner in Kenya, Moi University School of Medicine, was nominated in 2008 for a Nobel Peace Prize. The project also engages faculty and students from the IUPUI Schools of Informatics, Education, and Nursing.
- The IU School of Nursing partnership with the Indianapolis Private Industry Council received the Theodore E. Small Workforce Partnership Award from the National Association of Workforce Boards in 2008, a prestigious award given for workforce development achievements.

11. Are There Any Additional Aspects of Your Institution's Engagement Efforts Which You Would Describe as Noteworthy, Especially Unique, or Remarkably Successful?

Community engagement is in IUPUI's DNA. It is not an activity for whatever time is left at the end of the day, an occasional publicity gimmick, or scattered random acts of kindness unrelated to the "real work" of the university. It *is* the real work of the university, part and parcel of exceptional research and creative teaching and learning, supported as a matter of course within the base institutional budget and by partner contributions, external grant support, and private contributions. Think of the implications of each of IUPUI's 23,000 undergraduate students experiencing at least one service-oriented engagement as part of their formal coursework by the time they graduate. Then add the ordinary opportunities for service that are part of daily life on a campus which not so very long ago had, as a non-residential institution, little or no "campus life."

We could literally have filled twenty pages of single-spaced, small-type lists of service projects implemented in partnership with a host of community organizations, detailing the number of students involved, people served, and hours of work contributed. That would have described the last year or so. There is not a school or department, and few, if any, administrative offices, not engaged in some way in the work of being good neighbors. Our leadership articulates an uncommon vision all can share, solicits suggestions from campus and community about new approaches and needs, and identifies resources and rewards for engagement to realize promising ideas.

One example not yet mentioned speaks to IUPUI's fundamental engagement strategy of bringing together diverse elements of the community and fostering their ability to work

constructively together. “Spirit & Place” was launched in 1996 by The Polis Center in the School of Liberal Arts as a weekend of presentations and conversations around issues of faith and community. Today, the event spans nearly three weeks and over 100 central Indiana sites, attracting thousands of participants from Indianapolis and beyond. “There is nothing like it in the U.S.,” says director Pam Hinkle. “We have arts, religion, and humanities, and it’s that collaboration that makes us unique. Spirit & Place’s numerous events are created by partnerships between organizations and must be interactive.” Hinkle adds that “People are hungry to practice conversation, to have dialogue, and Spirit & Place gives them a place to learn about the experiences of others.” IUPUI is the enabler, but no longer even the leader, and that may be one of the greatest successes of all.

Whether it's Coach Hunter's shoe drive; health-related outreach efforts in Kenya, Mexico, or Honduras; or building Indianapolis-area homes for Habitat for Humanity, civic engagement is a central element in IUPUI's commitment to be part of the Indianapolis community. And it takes many forms. There are special events to raise funds, heighten awareness of causes or health challenges, or simply invigorate the city's cultural climate. There are volunteer projects that meet the short-term and long-term needs of people throughout Indianapolis. There are partnerships linking the campus with area governments, corporations and businesses, and civic groups. Those connections have woven IUPUI into the fabric of life in Indianapolis with bold, bright threads.